

SEACOAST CLASSICAL ACADEMY
CHARTERED PUBLIC SCHOOL



CHARTER APPLICATION

Submitted to: New Hampshire State Board of Education
Date Submitted: 30 June 2022

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SECTION I: LETTER OF INTENT

The letter of intent of 19 November 2021 (Exhibit A) proposed that Seacoast Classical Academy Chartered Public School would serve grades K to 12. This application proposes to serve grades K to 8. All Exhibits are incorporated by reference.

SECTION II: APPLICATION COVER SHEET

Charter School Name: Seacoast Classical Academy Chartered Public School (“SCA”)
Sponsoring Organization: Seacoast Classical Education Foundation (“SCEF”)
Contact Person: Timothy Galitski, PhD
Mailing Address: P.O. Box 844, Exeter, NH 03833
Telephone: 1-603-212-1433
Alternate Telephone: 1-603-580-1698
Email Address: info@scefnh.org
Projected Opening Date: August or September 2023
School Location: Seacoast Region, New Hampshire
5-Year Enrollment Projections:

5-YEAR ENROLLMENT PROJECTION					
Grade	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Kindergarten	60	60	60	60	60
Grade 1	40	60	60	60	60
Grade 2	20	40	60	60	60
Grade 3	20	20	40	60	60
Grade 4	20	20	20	40	60
Grade 5	20	20	20	20	40
Grade 6	60	60	60	60	60
Grade 7	40	60	60	60	60
Grade 8	20	40	60	60	60
Total	300	380	440	480	520

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

Signed: Seacoast Classical Education Foundation

By: 
 Timothy Galitski, Chairman and President

Date: 30 June 2022

SECTION III: INTRODUCTION

PART A. General Description and Proposed Location

General Description

At Seacoast Classical Academy Chartered Public School we believe that families want academic excellence and family rights. Our core purpose is to provide those to our community in a tuition-free public school. SCA will educate young scholars in Kindergarten through 8th Grade, and will open in the fall of 2023.

Proposed Location and Facility

SCA seeks a location near the center of the Seacoast region, and will prioritize Exeter and nearby towns. Of special interest is a location in the NH101 corridor from Epping to Hampton. Such a location would maximize the number of potential scholars within a half-hour driving radius, and would maximize accessibility from Seacoast population centers and Seacoast towns with the highest poverty rates in Rockingham County.

SCEF has identified facility-site guidelines and calculated building-space guidelines based on: (1) Ed 321 regulations concerning school sites and minimal school spaces; (2) enrollment projections (Section 3G); and (3) plans to co-locate with a future separately chartered High School. See Section XI (Facilities).

PART B. Contact Person See Section II.

PART C. Identity of the Applicant

Seacoast Classical Education Foundation, a New Hampshire nonprofit organization, is the eligible entity submitting this application for a charter for Seacoast Classical Academy Chartered Public School.

PART D. Education Vision and Mission Statements

Vision of Seacoast Classical Academy

Our vision is academic excellence through education that is classical in its curriculum and proven in its pedagogy. We view academics broadly to include literacy, numeracy, humanities, sciences, and arts. We recognize the primacy of the family in the upbringing of the child, and focus our role on academics.

Mission of Seacoast Classical Academy

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

PART E. School Goals, Characteristics, and Methods

Academy Social Goals

The twin social goals of Seacoast Classical Academy are:

1. To provide an educational choice focused on academics and family rights.
2. Thereby to increase educational satisfaction in all schools in our community.

Educational choice is a community asset.

Academy Virtues (Characteristics)

Seacoast Classical Academy will carry out its mission in ways that exemplify the Academy Virtues, which guide our curricular choices and everyday actions.

<i>Sapientia</i>	Wisdom	We exercise understanding and good judgment.
<i>Veritas</i>	Truth	We uphold objective standards of knowledge and thought.
<i>Fortitudo</i>	Fortitude	We do what we believe is right though difficult.
<i>Excellentia</i>	Excellence	We strive persistently to surpass our former selves.

Academy Methods

By what methods will Seacoast Classical Academy pursue its vision and carry out its mission? SCA is a champion of classical education. We are building anew by reclaiming and revitalizing classical education in our community. Section 3H (Educational Need) describes classical education. Section 5 (Education Plan) details our curriculum and pedagogy. For an

understanding of our approach to family rights, see Sections 9 (School Culture) and 10 (Stakeholder Engagement).

PART F. Target Population

Functional illiteracy and innumeracy are too prevalent in America. For example, according to the US Department of Education’s 2019 report on “Adult Literacy in the United States” 21% of US adults have difficulty “comparing and contrasting information, paraphrasing, or making low-level inferences”. This difficulty severely hinders the cultural and socio-economic prospects of many millions of Americans. Public schools exist to minimize the incidence of such outcomes. Nonetheless, substantial percentages of scholars graduate in this condition, which causes and magnifies destructive personal and social problems. These disasters disproportionately afflict educationally disadvantaged and at-risk scholars and their families. The coronavirus pandemic exacerbated our educational difficulties.

According to the most recent National Assessment of Educational Progress (NEAP), “The Nation’s Report Card”, in New Hampshire the below-tabulated percentages of scholars fall in the categories of Advanced, Proficient, Basic, and below Basic in reading and mathematics. Considering that the *minimum* standard is Proficient, and Basic is substantially less than the minimum, the data indicate that most New Hampshire scholars are less literate or numerate (or both) than our minimum standards, and large percentages are at risk of functional illiteracy and innumeracy. The NH Department of Education’s most recent assessment data show similar results both statewide and in the Seacoast region, where the percentages of proficient scholars are 56% in English language arts and 41% in mathematics.

		NH NEAP %: ADVANCED PROFICIENT BASIC BELOW BASIC											
		Grade 4		Grade 8		Grade 12							
Reading		10	28	33	29	4	34	40	22	7	38	36	19
Mathematics		9	37	40	14	10	28	39	23	3	29	42	26

The K-8 scholars represented in the below-Proficient majorities (large bold numbers in the above table) are among those who could benefit most from education at Seacoast Classical Academy. The data indicate that problems start early and persist. This observation makes a sound K-to-8 education all the more urgent.

Literacy and numeracy are of paramount and immediate importance for academic development. Unnecessary delays and difficulties achieving them cause cascades of consequent problems. In contrast, expedition and effectiveness in achieving literacy and numeracy promote positive academic experiences. Positive academic experiences support positive attitudes in scholars toward learning, and themselves. Seacoast Classical Academy’s

classical curriculum and proven pedagogy will increase the chances of advantageous and healthy outcomes for our scholars and families.

The Seacoast region has multiple categories of families who would be highly motivated to join the Seacoast Classical community. All are welcome.

- Families of the numerous young scholars who have experienced academic setbacks or slow progress due to pandemic disruptions, and would benefit from a strong focus on academics, especially literacy and numeracy;
- The 10% of Seacoast scholar families (data from NH Dept. of Ed) who are at-risk with limited ability to choose private schools offering strong academics;
- Families attracted to classical liberal-arts education, with its emphasis on copious knowledge, broad understanding, and critical thinking;
- Families of scholars who would benefit from a pedagogical approach combining direct instruction, learning exercise, and progression by mastery;
- Homeschool families and others seeking an educational alternative that does not otherwise exist for them;
- The 62% of Seacoast scholar families who believe, according to NHEd's Bright Futures Survey, that family engagement needs improvement in public schools.

PART G. Objectives and Timeline for School Opening See Section XVI.

PART H. 5-Year Enrollment Projections See Section II.

PART I. Scholars to be Served

Seacoast Classical Academy will serve grades K to 8. We project an opening enrollment of 300 expanding over time to about 500. We anticipate the greatest initial enrollment interest in the early grades, K and 1, as well as Grade 6. In our region Grade 6 is a transition from elementary to middle schools. At full capacity, we project 3 sections of 20 scholars in each grade. Our enrollment projections are based conservatively on the actual enrollments of Lionheart Classical Academy and The Founders Academy, and our local population density.

Enrollment Limits for School Year 2023-2024

The above table contains enrollment projections for 5 years. For the purpose of the state's budgeting of funding for scholars, the maximum enrollment in 2023-2024 will be, by grade from K to 8: 66, 44, 22, 22, 22, 22, 66, 44, 22. That makes a total limit of 330 scholars in the first year of operation.

PART J. Educational Need

CONVENTIONAL EDUCATION	CLASSICAL EDUCATION
<p>Narratives</p> <p>Skills</p> <p>Dispositions</p>	<p>Knowledge</p> <p>Understanding</p> <p>Critical Thinking</p>
WHAT TO THINK	HOW TO THINK

How is Classical Education Different?

Classical education—the central elements of which are Knowledge, Understanding, and Critical Thinking—offers a clear choice differing from the currently prevalent conventional emphasis on Narratives, Skills, and Dispositions.

Conventional education often de-emphasizes objective knowledge in favor of subjective **Narratives** as frameworks in which to select and organize knowledge, whereas in classical education, copious objective **Knowledge** is the raw material of learning in a content-rich curriculum.

Conventional education provides training in **Skills** of prospective value, whereas in classical education, we impart not only skills, but also a broad **Understanding** of humanity and nature through examination and synthesis of knowledge.

Conventional education inculcates favored social and intellectual **Dispositions**, whereas in classical education, we develop **Critical Thinking** strengthening the intellectual and moral autonomy of young scholars.

A general tendency of contemporary conventional education is to teach what to think, as prescribed by others, whereas classical education teaches how to think for oneself. In this way, classical education is both deeper and more broad-minded than conventional education. Classical education is good for young scholars and for our community.

Scholars and Schools in the General Area

According to welfareinfo.org, the poverty rate in Rockingham County is 4.8%. Within the county, the towns with the highest poverty rates are Raymond (12.4%) and Epping (9.8%). These towns, as well as the population center of Exeter (6.6%), are squarely in the geographic area of interest. See Section 3F for a description of the target population, which includes disproportionate numbers of educationally disadvantaged and at-risk scholars.

Outside of a small number of religious tuition-charging private schools, there are no schools within the Seacoast region that we would classify as offering classical education. The charter schools in the region offer project-based learning (Great Bay CS), arts integration (Seacoast

CS), and Waldorf education (Coastal Waters CPS). Our public-school mission, focusing on academic excellence through classical education and family rights, will broaden access to the kind of education that would otherwise be out of reach for many families in the second-most-populous county in the state.

District Schools in the NH Seacoast Region

SAU5: Mast Way ES, Moharimet ES, Oyster River MS and HS
 SAU11: Garrison ES, Woodman Park ES, Horne Street School, Dover MS and HS
 SAU14: Epping Elementary, Middle, and High Schools
 SAU16: Main Street ES, Lincoln Street ES, Newfields ES, Stratham Memorial School, Kensington ES, East Kingston ES, Swasey Central, Cooperative MS, Exeter HS
 SAU17: Memorial ES, Daniel J. Bakie ES, Sanborn Regional MS and HS
 SAU21: Lincoln Akerman School, Barnard School, North Hampton ES, Seabrook ES, Seabrook MS, Winnacunnet HS
 SAU31: Newmarket ES, Newmarket HS
 SAU33: Lamprey River ES, Iber Holmes Gove MS, Raymond HS
 SAU50: Newington PS, Greenland CS, Maude H. Trefethen School, Rye ES, Rye JHS
 SAU52: Dondero ES, Little Harbour ES, New Franklin ES, Portsmouth MS and HS
 SAU82: Chester Academy
 SAU83: Ellis School
 SAU90: Centre School, Adeline C. Marston School, Hampton Academy
 SAU106: Atkinson Academy, Danville School, Pollard School, Sandown Central, Sandown North, Timberland Regional MS and HS

Chartered Public Schools in the NH Seacoast Region

Great Bay CS (Exeter), Seacoast CS (Dover), Coastal Waters CPS (Exeter)

Nonpublic Schools in the NH Seacoast Region

Phillips Exeter Academy (Exeter), Heronfield Academy (Hampton Falls), The Cornerstone School (Stratham), Portsmouth Christian Academy (Dover), St Thomas Aquinas HS (Dover), Sacred Heart School (Hampton), St Patrick Academy (Portsmouth), St Mary Academy (Dover), Acton Academy Seacoast (Dover)

PART K. Request for Shortening of Deadlines

Seacoast Classical Education Foundation respectfully asks the New Hampshire State Board of Education to conduct a hearing of this application at the earliest opportunity. The applicant has not yet found a suitable facility. Much time will be needed to find, lease, and prepare a facility in time to open in late August 2023. Having a charter, if granted by the Board, would help to expedite that process.

SECTION IV: GOVERNANCE

PART A. Governing Board

Founding Board

Seacoast Classical Education Foundation (SCEF) is the applicant. The members of its Board of Directors will comprise the Founding Board of Seacoast Classical Academy Chartered Public School (SCA). Upon the approval of a charter for SCA, the Founding Board will serve as the governing board of SCA until it can establish, in accordance with the charter and applicable laws, the SCA Board of Trustees. Because the Board of Trustees must include parents of enrolled scholars, the election of the first Board of Trustees will occur after the enrollment lottery, within 3 months. At all times, SCEF will remain an independent non-operating private foundation.

SCEF plans that there will be a second chartered public school that will be affiliated with SCA. This school, prospectively named Seacoast Classical High School Chartered Public School (“High School”), is planned to open in late August 2024 serving grades 9 and 10, subsequently expanding to grade 12. The charter of SCA does not apply to the High School. The High School would require a separate charter. Each school would have its own finances, though they might be co-located, or share operational synergies, or both. Together, the schools would offer a continuous K-to-12 curriculum, and would coordinate their admission and enrollment operations. For example, scholars who complete the SCA 8th grade would not be subject to an admission lottery to enroll in the High School’s 9th grade. This enrollment coordination, which is authorized by Section 4310(2)(H)(ii) of the Elementary and Secondary Education Act of 1965 as amended, would preserve the benefits of educational continuity and avoid unreasonable disruption of families. In case one is needed, Exhibit B is a draft affiliation agreement between the schools.

Roles of the Board of Trustees

The Board of Trustees (“Board”) of Seacoast Classical Academy Chartered Public School is the governing body of the same, and has full authority to determine SCA’s organization, methods, and goals (RSA 194-B:3(b)). The Board has general supervisory control and authority over SCA’s operations (RSA 194-B:5 I). RSA 194-B:5, as amended, prescribes the authority and duties of the Board of Trustees.

Subject to all applicable laws and regulations, the roles of the Board of Trustees are:

1. The Board is entrusted by the State Board of Education to protect and advance the interests of the enrolled scholars, their families, and employees.
2. The Board is a promoter of academic excellence and family rights.
3. The Board is the ultimate interpreter of the Vision, Mission, Virtues, and Policies.

4. The Board is the sole approver and authorizer of Curriculum, Pedagogy, and Assessment Practices.
5. The Board is the sole maker and enactor of the Policies of the Academy.
6. The Board is the steward of the Academy's financial and institutional health.
7. The Board is the provider of suitable Academy facilities and infrastructure.
8. The Board is the employer of the Executive Director of the Academy.

Duties of the Board of Trustees

Subject to all applicable laws and regulations, the Board of Trustees shall:

1. Promote—in all matters of governance, administration, and operations—the pursuit of the Vision, the execution of the Mission, and the practice of the Virtues.
2. Consider annually for approval and authorization, the Academy's Curriculum, Pedagogy, and Assessment Practices.
3. Defend and promote family rights as explicated in Section X Part A1.
4. Report as required to the State Board of Education.
5. Develop and determine, in consultation with the Executive Director, the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.
6. Make and enact, in consultation with the Executive Director, the Policies.
7. Raise sufficient funds to enable operations.
8. Establish and oversee the Parent Council (Section X, Part A2), and consider its reports and advice.
9. Make and approve, in consultation with the administration, an annual budget.
10. Monitor continually the finances of the Academy.
11. Consider for hiring approval, the Executive Director's nominees for the positions of Principal, Office Manager, and all salaried Teachers.
12. Adopt a Teacher performance evaluation system.
13. Issue to the Executive Director annual written goals and an evaluation of the performance of those goals and regular duties, and set his or her compensation.
14. Make, with outside entities, agreements or contracts that secure SCA's interests, and ensure proper implementation of these.
15. Oversee risk management.
16. Meet in public (RSA 91-A:2)—except for those proceedings designated as nonpublic sessions as defined in RSA 91-A:3,II— to transact business at least bimonthly, require the attendance of the Executive Director or designee, and cause to be kept a written record of each meeting.
17. Elect Trustees according to RSA 194-B:5,II, this charter, and the Board's Bylaws.
18. Establish or dissolve—from time to time as it deems advisable—Committees either standing or ad hoc, charge or discharge them with duties, and appoint or remove their members.

19. Amend the Board's Bylaws as required by law or as the Board deems advisable.
20. Perform all other duties required by law.

Qualifications, Skill Set, and Experience

The Founding Board and the subsequent Boards of Trustees shall elect new Trustees who are expected to be champions of academic excellence (as set out in Section V) and family rights (as explicated in Section X), and to uphold the Vision and the Mission (Section III, PartD). In their personal characteristics, Trustees should exhibit the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence (Section III, Part E). The Trustees, collectively, should have professional skills and experiences preparing them for leadership in:

1. Overseeing educational performance
2. Providing strategic counsel
3. Developing policies
4. Fundraising
5. Overseeing institutional finances and facilities
6. Establishing and maintaining organizational culture
7. Setting expectations and evaluating performance
8. Facilitating interpersonal and community connections of value

The professional skills and experiences of the Founding Board members fulfill these.

PART B. Trustees and their Terms

The composition of the Board of Trustees will comply with RSA 194-B:5,II. The Trustees will include:

- 2 or 3 persons with experience as: an education professional, or a school board member or other elected official, or a board member or officer of a nonprofit, or a business professional with relevant experience;
- 2 or 3 persons who are major donors to SCA, or who are board members of organizations that are major donors to SCA;
- No fewer than 25 percent or 2 parents of enrolled scholars, whichever is greater.

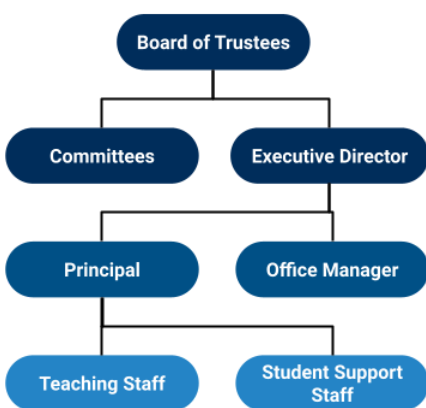
Each Trustee will be elected to a position in one specified category of the foregoing three. The number of Trustees shall be no fewer than 6, but no more than 8. None of the following may serve as a Trustee: a School employee; a child, parent, or spouse of a School employee; or, a member of a School employee's household. For stable governance, the Founding Board shall elect initial Trustees to 1-year, 2-year, or 3-year staggered terms such that continuity of Board membership is maximized. Thereafter, Trustees shall serve 3-year terms, except that persons elected as Parent Trustees shall serve 1-year terms. Unless otherwise specified at the time of election, terms will begin on July 1 and end on June 30. Trustees are eligible for re-election to no more than two full consecutive terms. By $\frac{2}{3}$ vote of the Trustees then in office whose terms will not end on or about the end of the current fiscal year, the Trustees shall elect persons to the Trustee positions with terms coming to an end. In the case of a vacancy, the remaining

Trustees may elect a person to complete the term of the vacant position. Each year the new Board of Trustees shall elect, from among the Trustees, a Chairperson, a Secretary who shall serve also as Vice Chairperson, and a Treasurer. These Board Offices have duties and powers customarily incident to them. The Board of Trustees may remove a Trustee from the Board by a vote of all but one of the other Trustees then in office.

PART C. Bylaws of the Board of Trustees

After approval of the charter, at its first meeting the Founding Board will approve the Bylaws of the Board of Trustees. Exhibit C is a draft of these Bylaws. The Board has the power to amend the Bylaws (Board Duty #19).

PART D. Organizational Structure and Growth Plan



The organizational chart shows the reporting lines of groups and persons. The Board of Trustees may revise this. The Board will seek to minimize the growth of this chart. For example, SCA will outsource accounting related functions (Section VIII, Part A). Also, Head Teachers (Section VI, Parts I&J) will assist the Principal. If necessitated by organizational growth or needs, the Board may approve positions to assist the Executive Director, the Principal, or the Office Manager. Draft position descriptions, including qualifications and responsibilities, are in Exhibit D.

Board of Trustees and its Committees

The State Board of Education entrusts the Board of Trustees with the governance of the Academy (Section IV, Part A). The Board may commit specific work to Committees (Board Duty #18). Such work may comprise, non-exclusively, generating and reporting findings and recommendations to the Board, drafting policies and other instruments for Board consideration, recruiting position candidates, negotiating agreements, and implementing the Board's decisions. Committees increase the work capacity of the Board. The Board may not delegate to a Committee an authority to bind SCA.

Pursuant to its role as the steward of the Academy's financial and institutional health (Board Role #6) and its duty to raise sufficient funds to enable operations (Board Duty #7), the Board shall have a standing Fundraising Committee charged with carrying out this duty. To the Fundraising Committee the Board shall appoint:

- At least 2 Trustees, but fewer than a Board quorum;
- The Executive Director and the Principal;
- At least 2 members of the Parent Council.

The Board may appoint other additional persons, as the Board deems advisable.

Executive Director

The Executive Director is the employee of the Board of Trustees, and the Chief Executive Officer of Seacoast Classical Academy. The Executive Director is accountable to the Board for the Academy's Vision pursuit and Mission execution. Enabling this accountability, the Board delegates authority to the Executive Director through bylaws, policies, directives, decisions, and communicated expectations. This executive authority is subject to Board review and to the Academy charter.

Principal

The Principal is the academic administrator and the lead teacher of Seacoast Classical Academy. The Principal reports to the Executive Director. The Principal shall ensure that the Academy meets its academic goals while upholding family rights.

Office Manager

The Office Manager performs administrative and supervisory work in the non-academic operations of the school, and reports to the Executive Director.

Initial Growth

At the time of the granting of a charter, the Founding Board will execute the plan for the initial growth of SCA (Section XVI). To facilitate this execution, the Founding Board may use SCEF's existing Committees: Fundraising & Marketing, Facilities, and Chartering (repurposed as Recruitment & Operations), and establish additional committees as needed. At a time after chartering, the SCEF Chairman and President, Tim Galitski, will transition to become the Executive Director of SCA. The foremost early priorities will be:

1. Secure an appropriate facility for the Academy.
2. Raise funds.
3. Recruit a Principal.

PART E. Fundraising Plan

New Hampshire charter schools must reconcile an annual revenue gap. Most of the gap is bridged by cost reductions from operational efficiencies and frugality relative to school-district practices. This typically leaves a remaining gap that can range higher than \$1000 per scholar per year. Based on study of our 5-year budget and enrollment projections, we have a simple quantitative model of our revenue gap. Our annual fundraising goal will be equal to the expected revenue gap. The model accounts for fixed costs that do not depend strongly on enrollment, as well as variable costs that are enrollment-dependent.

$$\text{Fundraising_Goal} = \text{Fixed_Cost_Gap} + \text{Per_Scholar_Gap} \times \text{Enrollment_Projection}$$

Rough estimates of the fixed-cost gap (\$100,000) and the per-scholar gap (\$200), combined with our projected enrollment (Section III, PartG), yield the following fundraising goals by school year.

SCHOOL YEAR	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
FUNDRAISING GOAL	\$160,000	\$179,520	\$195,595	\$207,997	\$220,816

The SCA administration will update the revenue-gap model each year based on the budget approved by the Board of Trustees. This annual update will yield both a suggested fundraising goal for the coming year, as well as projections of future revenue gaps that will inform the planning of future budgets.

The foregoing fundraising goals do not include fundraising in the time between chartering and the opening of SCA. The costs of securing and preparing a facility are difficult to estimate at this time, and are a major variable in startup expenses. Nonetheless, we project preliminarily a need for approximately \$1.97M in startup fundraising, with \$1.87M in Year 0 and \$100K in Year 1. The Founding Board is responsible for this startup fundraising, and will update projected needs as more information becomes available. The SCEF Board will pursue funding through a combination of individual donors, corporate donors, and fundraising social events.

Upon chartering, the Founding Board, then the Board of Trustees, will be responsible for setting fundraising goals and accountable for meeting them. The Board will set the fundraising goal based on the revenue-gap model, as well as the Board's assessments of present and future opportunities and risks. The Board's fundraising responsibility and accountability reflects its role as the steward of SCA's financial and institutional health (Board Role #6) and the Board's duty to ensure sufficient funds to enable operations (Board Duty #7). Clarity on this arrangement will prevent excessively burdening employees with fundraising, so that they can maintain focus on the mission.

The SCA Board of Trustees will be accountable, and its Fundraising Committee will be responsible, for obtaining funding from SCEF, the founder of the Academy. The granting of funding, and the amount of funding, will be subject to:

- Availability of funds;
- The SCEF Articles of Agreement, bylaws, and policies, as amended;
- Teaching of a high-quality classical curriculum;
- Mission focus on academics and strong academic performance;
- Upholding and protecting family rights;
- Justification of a proposed budget.

So that both SCEF and SCA can develop their annual budgets and fundraising plans, both organizations will make good-faith efforts to agree on grant funding from SCEF to SCA, early in the SCA budget-making process.

The following table presents SCA’s annual fundraising plan, which is subject to change by the Board. The plan apportions fractions of the total annual fundraising goal—as preliminarily set forth in the nearby table, and as set annually by the Board—to several sources.

SOURCE	AMOUNT	DATE	PURPOSE	WHO	TIME	EXPENSE
SCEF grant	0.75 Goal	December	Fill most of funding gap	Fundraising Committee	10 hr	\$0
Annual Fund	0.10 Goal	December	Community support, Family support	Fundraising Committee	20 hr	\$0
Spring Auction Dinner	0.10 Goal	April	Family support, Social capital	Fundraising Committee	50 hr	\$3000
Academy Social Events	0.05 Goal	Various	Social capital	Fundraising Committee	100 hr	\$2000

Within the category of Academy Social Events, we imagine 2 to 4 events whose primary purpose is the formation and maintenance of many positive interpersonal interactions and collaborations. The Fundraising Committee will be responsible for planning and putting on these events. It is expected that the Parent Council will play a leading role in these. This parent leadership will promote support and involvement among our families.

In addition to annual fundraising serving the purposes tabulated above, the Board of Trustees may from time to time initiate a capital campaign to support specific facilities needs. Among other strategies, the Board may seek to arrange matching donors to stimulate the raising of funds for capital improvements.

PART F. Grievance Process

No scholar, parent, or employee will be penalized, formally or informally, for expressing a grievance in a reasonable and business-like manner, or for using the grievance process. The SCA Grievance Process will comply with RSA 194-B:15.

SCA encourages grievants to attempt at first to resolve their grievance directly with involved parties in a manner that reflects the Academy Virtues. If this attempt is unavailing, or if a direct approach is not appropriate, the grievant may submit the grievance in writing to either the Principal or the Executive Director. The receiving administrator shall investigate the claimed grievance and respond to the grievant, while documenting the process.

If the grievant is not satisfied with the administration’s response, the grievant may present their grievance to the Board of Trustees. The Board of Trustees shall conduct a hearing according to rule Ed 204.01. If, after the proceedings of the Board of Trustees, the grievant

believes the grievance has not been adequately considered or redressed, the grievant may submit it to the State Board of Education, which shall investigate and make a determination.

SECTION V: EDUCATION PLAN

PART A. Curriculum and Instruction

Curriculum

The Hillsdale College K-12 Curriculum, as updated from time to time, is the curriculum of Seacoast Classical Academy, serving grades K to 8. It is planned that Seacoast Classical High School, serving grades 9 to 12, will use the same curriculum. A continuous classical K-12 curriculum is essential to the success of both schools. The Founding Board, on behalf of Seacoast Classical Academy, has obtained a license to use this curriculum. The Board of Trustees shall endeavor to maintain this license.

The Board of Trustees is the sole approver and authorizer of the SCA Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board role #4). The Board shall consider annually for approval and authorization, the Curriculum, Pedagogy, and Assessment Practices (Section IV, Part A, Board duty #2). The Board of Trustees may modify the curriculum, pedagogy, and assessment practices.

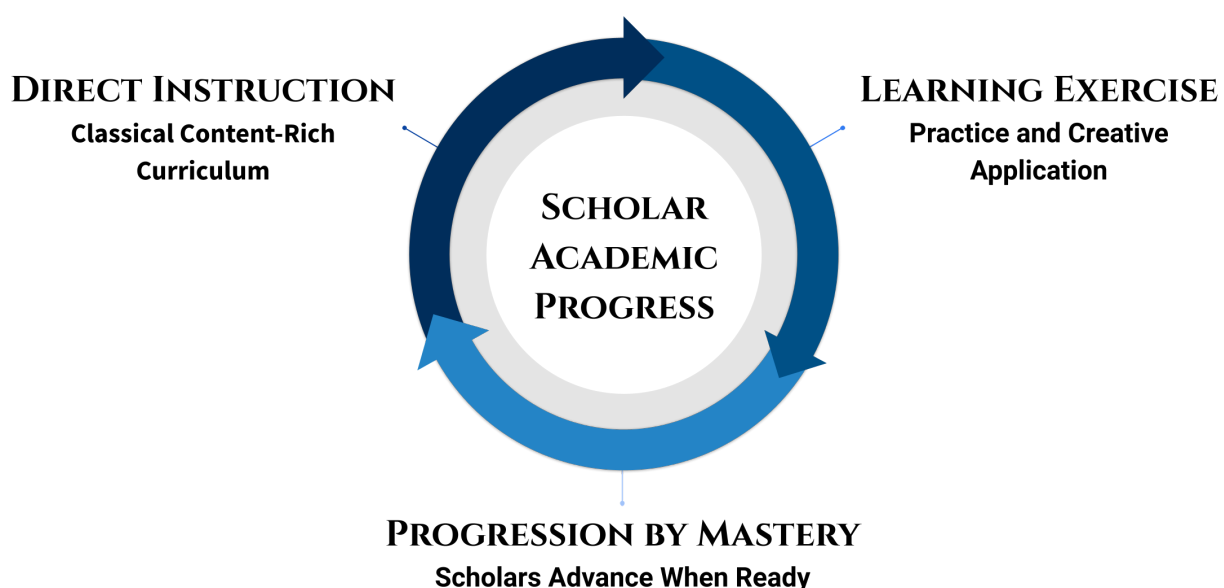
The SCA curriculum is clearly defined. The Hillsdale *K-12 Program Guide* and associated *Bill of Materials* specify the curriculum, and supporting materials, in weekly detail for each subject in each grade. The curriculum is designed for classical education in public charter schools. It is in use in dozens of schools in many states, including New Hampshire at Windham Academy and Lionheart Classical Academy. The curriculum is content-rich with a focus on literacy, numeracy, history, and science, with strong components of foreign language, art, music, and physical education. The literacy curriculum reflects the urgency of learning to read using a sound phonics-based approach. The mathematics curriculum is Singapore Math, a key success factor of the consistent top performance of Singaporean scholars in international math comparisons. The history curriculum emphasizes rigorous study of primary historical sources. The literature curriculum leads scholars in the study of classic works revealing human nature. The science, foreign-language, art, and music components complete a well-rounded liberal-arts early education.

An overview of the K-8 curriculum is below. Exhibit E is an alignment, graciously provided by Lionheart Classical Academy, of the curriculum to the NH College and Career Ready Standards. This alignment demonstrates that SCA's curriculum meets or exceeds New Hampshire state standards in the subject areas offered.

ELEMENTARY SCHOOL CURRICULUM OVERVIEW						
Subject	K	1	2	3	4	5
Literacy	Phonics, Reading, Spelling, Writing, Speaking			Grammar, Spelling, Greek & Latin Roots, Composition, Speaking		
Literature	Classic Children's Literature, Sayings & Phrases, Poetry					
Mathematics	Singapore Math <i>Dimensions</i>					
Science	Life, Physical & Earth Science					
History & Civics	World and American History & Geography; Study of American Founding Documents					
Foreign Language	French, Spanish, or German					
Fine Arts	Studio Art, Art & Music History, Music Theory					
Physical Education	Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time					

MIDDLE SCHOOL CURRICULUM OVERVIEW			
Subject	6	7	8
Literacy	Grammar, Composition & Speaking		
Literature	K-5 cont'd	Classic Literature & Poetry	
Mathematics	Singapore Math <i>Dimensions</i>		Algebra I
Science	K-5 cont'd	Life & Chem. Sci.	Conceptual Physics
History & Civics	K-5 cont'd	America to 1877	America 1877 to Now
Foreign Language	Latin Ia	Latin Ib	Latin II
Fine Arts	Studio Art, Art & Music History, Music Theory		
Physical Education	Cardiovascular Health, Endurance, Strength, Flexibility, Body Composition, Speed, Power, Agility, Balance, Coordination, Reaction Time		

Instruction



An excellent education is rigorous and enjoyable, stimulating and inspiring. Our educators cultivate learning through direct instruction of a classical content-rich curriculum. Our scholars exercise this learning, and make it truly their own, through practice and creative application. Our scholars progress through the curriculum by demonstrated mastery, and advance when they are ready. Within this schema, the interactions of educators and scholars can take diverse forms.

Educator-led direct instruction is a fundamentally sound pedagogical approach. It is both traditional and adaptable. Skilled instructors engage learners with a variety of stimulating strategies, and readily recognize learning gaps. Assigning practice solidifies learning. Knowing that scholars need to accumulate knowledge and strengthen core mental faculties, we do not shy away from memorization. Making connections between curricular elements builds a network of stably integrated knowledge in the minds of scholars, and stimulates them to new heights of understanding.

Our view of learning exercise and creative application by scholars is expansive and includes many forms of knowledge application and critical thinking: solving unfamiliar math problems, writing composition, group discussion and debate, interacting with invited guests, exercise of foreign language, research of open questions, engineering and design, expressions in fine arts and performance arts, scientific experimentation, use of manipulatives and other forms of hands-on learning, among others. Creativity makes a well-rounded and self-motivated scholar.

Progression by mastery allows scholars to advance from lesson to lesson at a natural pace, when they are ready. There are two components to progression by mastery at SCA. One is differentiated instruction. The other is supplemental instruction. SCA implements differentiated instruction in the form of small-group instruction in literacy and mathematics. It is entirely natural for there to be differences in academic development among scholars in rigidly-defined age cohorts (grades). Breaking classrooms down into developmentally matched reading groups and math groups simplifies teaching and enables all to progress well. Supplemental instruction, described below in Part K, provides additional learning opportunities for scholars who are either excelling or needing to accelerate.

We understand that learning happens everywhere and in various ways. We encourage creative and unstructured play. Field trips extend the learning experience. Energetic physical activity promotes bodily health, invites social interaction, and supports learning.

Grades and Report Cards

At Seacoast Classical Academy, grades and report cards are tools to advance learning through feedback. Teachers will provide scholars with ongoing feedback on their work in an age-appropriate manner. Teachers will hold parent-teacher conferences. Report cards will include written progress narratives, grades, and evaluation comments. On a case-by-case

basis, there might be additional communications about academic progress to parents. In early grades the Academy will use a symmetrical grading scale, e.g., U, S-, S, S+, E. In the middle-school years, teachers will employ the A/B/C/D/F grading system. Each scholar will receive a grade for conduct. The conduct grade will be assigned by the group of instructional employees who work with the scholar. The Academy will explore expanding grading by groups of teachers, for cases in which this is applicable and reasonably practicable. Grading and reporting systems are subject to change and approval by the Board of Trustees (Board Role #4 and Board Duty #2, Section IV, Part A).

Part B. Current Research for the Curriculum

A Seacoast Classical Academy education is rigorous, stimulating, and inspiring.

In classical education, abundant knowledge is the raw material of learning. Accordingly, the Academy's curriculum is content rich, and our instructional methods include direct instruction of this content to expedite rigorous knowledge acquisition through literacy and numeracy.

Classical education inspires a strong understanding of humanity and nature. Correspondingly, the curriculum is strong in the liberal arts—literature, mathematics, history, science, and fine arts—and our instructional methods strengthen this understanding through practice and creative application of knowledge.

In classical education, knowledge and understanding lead to independent critical thinking. The curriculum affords ample age-appropriate opportunities to develop critical thinking through contemplation of literature, a math curriculum emphasizing problem solving, and a history curriculum promoting consideration of primary historical sources. Demonstrations of critical thinking evince mastery, affirming readiness to progress.

The Seacoast Classical Academy curriculum is research-based with evidence of effectiveness. Classical education originated in antiquity, and developed continuously over many centuries in Europe, the Middle East, and North Africa. It continues to have a broad influence. In an important sense, classical education is the educational gold standard to which other educational models should be compared. Seacoast Classical Academy is reclaiming and revitalizing this gold standard in our community.

Classical education can rightfully claim millennia of civilizational development as evidence of its success. The central elements of classical education—which we express in modern English as Knowledge, Understanding, and Critical Thinking—have clear antecedents in ancient Greek philosophy, and are concisely expressed in the medieval-Latin Trivium: *Grammatica, Dialectica, et Rhetorica*. The educational model of Seacoast Classical Academy is influenced by

the first universities, whose durable success and profound influence are unmatched in education.

The components of the Academy's curriculum are research-based with evidence of effectiveness. The components are *Literacy Essentials* for literacy, *Singapore Math*, and *Core Knowledge Sequence* for literature, history, science, and arts. In Exhibit F we reproduce verbatim Section 5B of the charter of Lionheart Classical Academy, which uses the same curriculum. The Lionheart charter includes information supplementing the following.

Literacy Essentials (journeytoliteracy.com) is a multi-sensory approach for teaching phonics, spelling, vocabulary, reading, handwriting, and grammar. Literacy programs fall along a gamut of instructional approaches. On one end is a whole-language approach; the other end is an Orton-based method of intensive phonics instruction leading from spelling to reading through a multi-sensory approach. While the research (e.g., The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, some Orton-based curricula are difficult to use without intensive training. As a result, most current phonics programs use a blended approach of phonics and whole language. The curriculum includes *Literacy Essentials* because it is a robust and accessible Orton-based program. Teachers report that it has a user-friendly design.

In mathematics, the Academy will employ the *Singapore Math* curriculum (singaporemath.com). From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and relationships. The program presents mathematical skill building and problem solving such that scholars have a better understanding of not simply when to use a particular method—but why. In typical US math programs, scholars get a worked example, then solve problems that very closely follow that example, repeating the same steps with different numbers. Two international tests, the TIMSS (Trends in International Mathematics and Science Study) and the PISA (Programme for International Student Assessment), assess math and science competency in countries around the world. Singaporean scholars consistently rank at the top. With the use of *Singapore Math* programs, more scholars rank “At or Above NAEP Proficient” in US national math assessments.

Much of the curriculum in the areas of literature, science, history, art, and music is derived from the *Core Knowledge Sequence* (coreknowledge.org) used widely across the United States for over twenty years. This curriculum is characterized by a strong emphasis on language, content-richness in all subjects, and a focus on historical, literary, and scientific traditions. E. D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia. He is the author of several acclaimed books on education in which he has persisted making the case for equality of educational opportunity. The Core Knowledge Language Arts (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country,

including rural and suburban schools. In these schools, 30% to 99% of scholars received free and reduced lunch, and 15% to 60% were English learners. Results of this three-year study (see coreknowledge.org) show that scholars in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies.

The demonstrated success of the Academy's curriculum in literacy, numeracy, and core subjects directly addresses urgent educational needs of the scholar populations identified in Section III Part F, especially those at risk. This population is at-risk of delayed or underdeveloped literacy and numeracy, and consequent academic stagnation. Our classical educational model, including successful curriculum components, will mitigate this risk and prepare our scholars for success.

Part C. Availability of Information about Curriculum and Policies

As required by RSA194-B:2,II and Ed 318.07(b)(6), information about SCA's curriculum and policies will be available to all persons, including families considering enrollment.

- Printed copies of the *K-12 Program Guide* and the Policy Manual will be on site.
- Curriculum overviews and the Policy Manual will be on the SCA website.
- At enrollment-information sessions and yearly curriculum nights, SCA will share curriculum overviews and policy highlights.
- Parents will receive regular electronic curriculum updates so that families can monitor progress, support learning at home, or exercise their rights.
- SCA will update parents and staff about Policy Manual changes.

Reasonable efforts will be made to provide curriculum and policy information to English learners and those of impaired visual and reading abilities.

Part D. Academic Learning Goals and Objectives and Timeline for Accountability

The alignment (Exhibit E) of the SCA curriculum with the NH College and Career Ready Standards supplies the measurable academic learning goals and objectives for each grade level. Part G below describes the assessments with which teachers will measure progress toward meeting the academic standards.

Timeline for Accountability

- After two years of instruction at the Academy, we expect our scholars will show an average of 10% growth on state assessment scores.
- After four years of instruction at SCA, we expect scholars will show a proficiency percentage that is 1 standard deviation higher than the mean percentage of public elementary schools in the Seacoast region (Section 3H). These mean percentages, and our target percentages, are tabulated below based on 2021 proficiency data. The state's targets are shown for comparison.

- The Seacoast mean proficiency percentage and standard deviation, and therefore SCA’s target, may vary from year to year. This will allow accountability that is less sensitive to changes in the assessment regime or other uncontrolled sources of variability.
- SCA might attract disproportionate numbers of scholars who are educationally disadvantaged. SCA will seek to quantify any such disproportionalities, and will adjust its targets accordingly.

2021 PROFICIENCY PERCENTAGES			
Percentage	English Lang. Arts	Mathematics	Science
Seacoast Mean	59%	45%	44%
State Target	64%	51%	None
SCA Target	76%	65%	60%

Part E. Performance Standards

The minimal performance standards of SCA are the NH College and Career Ready Standards. Exhibit E is an alignment of these standards and the SCA curriculum. Academic performance will be measured as described below (Part F).

SCA expects all persons associated with it to exercise the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence—as explicated in Section III Part E. Grades for conduct, and components of annual evaluations for employees, will reflect the exercise of the Virtues.

In addition to the expectation of academic excellence, SCA expects of itself the upholding of family rights. The Board of Trustees will require the Parent Council, in consultation with the administration, to formulate a set of parent-survey questions intended to be asked and scored the same way every year, to enable collection of longitudinal data on multidimensional school performance, including upholding family rights, from the perspective of parents.

Part F. Achievement Tests Measuring Academic and Other Goal Achievement

To measure achievement of the NH College and Career Ready Standards, the Academy shall comply with RSA 194-B:8 V. This requirement is implemented at present in the form of annual SAS testing in mathematics and english language arts in grades 3 through 8, and science in grades 5 and 8.

The Academy may use, in addition, the Classical Learning Test for 7th and 8th grade (CLT8). The CLT is a classically oriented test of verbal reasoning, writing & grammar, and quantitative reasoning. The Academy may use this, or other assessments, for formative and summative measurements, to measure growth during the year and achievement at the end of the year.

The expeditious development of literacy and numeracy is mission-critical to SCA. Both SAS and CLT measure academic achievement of scholars in third grade and later, after potential academic-development problems would have become chronic. To measure growth and achievement in literacy and numeracy from the earliest grades, SCA may employ *Literacy Essentials* and *Singapore Math* scholar inventories, or other assessments compatible with the curriculum.

Part G. High-School Graduation Requirements Not applicable

Part H. Scholar Performance Data Management System

The Academy will select a scholar performance data management system based on comparisons of: scholar and family privacy; compatibility with curriculum, pedagogy, and assessment practices; support of policies; compliance with applicable laws; ease of implementation and use; and cost. The Academy will consider Alma through its contract with NHED, as well as Powerschool, FACTS, Infinite Campus, TeacherEase, among others.

Part I. Schedule Sample

ELEMENTARY SCHOOL		
Time	Grades K-2	Grades 3-5
8:10 - 8:30	Literacy	Literacy
8:30 - 8:50		
8:50 - 9:10		
9:10 - 9:30	Literature	Literature
9:30 - 9:50	Recess	
9:50 - 10:10	Math	Recess
10:10 - 10:30		Math
10:30 - 10:50		
10:50 - 11:10	Special1	Special1
11:10 - 11:30		
11:30 - 11:50	Lunch	Lunch
11:50 - 12:10	Recess	
12:10 - 12:30	Applied Math	Recess
12:30 - 12:50	Literacy	Applied Math
12:50 - 1:10		History & Civics
1:10 - 1:30	History & Civics	
1:30 - 1:50	Science	Science
1:50 - 2:10	Recess	
2:10 - 2:30	Special2	Special2
2:30 - 2:50	Literature	Literature

MIDDLE SCHOOL	
Time	Grades 6-8
8:10 - 9:00	Math
9:05 - 9:55	Literacy & Literature
10:00 - 10:50	Science
10:55 - 11:45	History & Civics
11:45 - 12:20	Lunch & Recess
12:20 - 1:10	Latin
1:15 - 2:05	Special
2:10 - 3:00	Study Hall

These schedule samples convey general information about the school day. They are subject to change. The elementary-school schedules emphasize Literacy and Mathematics, and frequent recess. In Grades 3 to 5 Literacy shifts toward Literature; Science and History & Civics, both core subjects in the curriculum, take greater prominence. In middle school, the day reflects the subject-specific organization of the faculty, increased time studying Science and History & Civics, study of Latin, and provision of study-hall time for independent work.

Part J. Supplemental Programming

Supplemental programming at SCA will have three linked purposes:

1. To accelerate the learning of scholars in need of academic intervention.
2. To enrich and add more joy to the academic programming of all scholars.
3. To provide advanced enrichment opportunities to excelling scholars.

Acceleration of Learning

Scholars who are in the lower 20% of proficiency of mathematics or english language arts, and who do not have an Individualized Education Program, will receive supplementary instruction, which may be provided in small groups, in areas of need. Acceleration of learning will involve the creative use of alternative learning approaches, including increased use of hands-on learning.

Academic Enrichment

The Parent Council (Section X, Part A2) will assist the faculty and administration to put on special academic events, which may include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.

Advanced Enrichment Opportunities

Scholars who are consistently at high levels of proficiency may be eligible for advanced enrichment opportunities. Eligibility will depend on—in addition to academic performance and possibly other factors—conduct grades, and availability of such opportunities. By way of examples, these opportunities could include poem discussion groups, mathematics puzzle solving, advanced science lessons, foreign-language immersion experiences, and the like.

SECTION VI: SCHOOL OPERATIONS

PART A. Admissions Procedures

Seacoast Classical Academy is an open-enrollment no-tuition chartered public school committed to academic excellence and family rights. Admission to SCA is open to any scholar

residing in the State of New Hampshire and wishing a classical education. For scholars residing outside New Hampshire, each school year the Board of Trustees shall set a tuition. SCA methods of admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. A planned future affiliated high school would offer automatic 9th-grade enrollment to SCA 8th-grade scholars. Subject to applicable laws, the Board of Trustees may change or further specify recruiting, admission, or enrollment policies or practices.

Recruiting

- SCA will recruit broadly in the Seacoast area, with an extra emphasis on high-poverty towns: Raymond, Epping, Seabrook, and Dover.
- Hold in-person recruiting events in the high-poverty towns, and possibly other towns.
- We may hold recruiting events also online, and by appointment if requested.
- We will employ a website, email, and other means to distribute informational electronic content that recipients can share with others and post online.
- To reach more families, including those without internet access, we will advertise in a local newspaper delivered free to all residences in 15 Seacoast towns.
- At recruiting events, we will provide information about our vision and mission, classical education, the Hillsdale K-12 curriculum, and policies and procedures.
- We will provide application assistance to interested families hindered by poverty, disability, language limitations, or homelessness.

Application

- We will ask, but not require, prospective families to attend a recruiting event.
- Application packets will be available online and in print at recruiting events.
- The application will require agreement to the Academy's mission.
- The application time will span November 1 (Jan. 13 in year 1) to February 15. The Board may change these dates.
- After the application due date, we will accept applications on a rolling basis.

Admission Lottery

- If in any grade there are more timely complete applications than the number of available spaces, admission will be offered according to a blind lottery for that grade. Each timely applicant will have one entry in the respective grade-lottery.
- Grade lotteries will be conducted in order from lowest to the highest grade.
- The following exemptions from each grade-lottery will apply on a space-available basis, and in the following order:
 - NH-resident siblings of scholars who are currently enrolled;
 - NH-resident siblings of scholars offered admission in a lower grade, including by lottery draw;
 - Up to 5 (first-come basis) NH-resident children of current SCA employees;
 - Up to 5 (first-come basis) NH-resident children of current SCA Trustees.

- All NH-resident non-exempt applicants will be placed in an order by a blind grade-lottery.
- This order will be used to offer admission to the remaining places in the grade.
- The supernumerary applicants will be placed, in lottery order, in a grade waitlist.
- After NH-resident applicants have been either admitted or placed in a waitlist, non-resident applicants will be considered similarly.
- All applicants will receive written notice of their admission status.

Enrollment

- Enrolled scholars will be offered continued enrollment, which can be reserved by returning a signed commitment letter by the application due date.
- Unenrolled scholars who wish to re-enroll must reapply for admission.
- To enroll an admitted scholar, the family must return, by a specified date, a signed commitment letter with the information needed for registration.
- Informational and social events will support the transition of newly admitted scholars and families to the Academy.

PART B. School Calendar and School Days

SCA will comply with RSA 194-B:3,II(s). Exhibit L is a draft calendar of the 2023-2024 school year. This draft calendar has 180 school days. There are 2 full Teacher In-Service days reserved for professional development. Plus, the Board may add half days in which teachers will benefit from further professional development in the afternoon after scholars have been dismissed. The duration of the school day is shown in Section V Part I (Schedule Sample). The calendar and start and dismissal times are subject to change by the Board of Trustees, which will consider using the school calendar and the start and dismissal times of the school district in which it is located. The Board's top considerations in these decisions will be the well-being of our scholars and families, and transportation. The Principal, with the approval of the Executive Director, shall set the schedules of school days.

PART C. Staffing Overview Including Qualifications

Instructional and administrative staff are expected to include: Executive Director, Principal, Office Manager, Classroom Teachers, Specialty Instructors, Instructional Aides, Special Education Coordinator, and Guidance Counselor. Exhibit D (Draft Position Descriptions) includes position qualifications. SCA will comply with RSA 194-B:14,IV, which requires at least "50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience".

PART D. Employee Job Descriptions See Exhibit D.

PART E. Teachers and Teacher:Scholar Ratio, First 5 Years

YEAR	TEACHERS	SCHOLARS	TEACHER:SCHOLAR
1	15	300	20:1
2	19	380	20:1
3	22	440	20:1
4	24	480	20:1
5	26	520	20:1

The numbers of teachers reflect regular classroom teachers, and do not include specialty instructors (foreign language, art, music, physical education).

PART F. Employee and Volunteer Background Check

Before employment or volunteer service begins, SCA shall procure a background check of each school employee or designated volunteer in accordance with RSA 189:13-a and Ed 318.07(3). The Executive Director may extend a conditional offer of employment to a selected applicant, subject to a successfully completed background check.

PART G. Compensation and Benefits Plan

All of the compensations and benefits proposed in this charter are subject to change by the Board, and to the constraints of the Board-approved annual budget.

Compensation

All employee contracts will be annual, coterminous with the fiscal year, and subject to Board approval. All employees will benefit from summer vacation and other school vacations. In addition to instructional and professional-development days in the Academy calendar, salaried employees must work 5 days before the first school day, 5 days after the last school day, any assigned professional development days, and any other days required by the Board. The draft budget (Exhibit G) assumes an average starting teacher salary of \$50K and a 4% annual cost-of-living increase. Individual compensation will vary depending on experience and other qualifications. To full-time salaried employees, SCA may offer health, life, dental, vision, retirement, and professional-development benefits.

Leave

Salaried employees will receive 3 paid personal leave days and 5 sick days per year. SCA may offer unpaid leave for employees pursuing educational studies. SCA will offer 1 week of paid jury leave, 3 days of paid leave on the death of a spouse, or a parent, child, brother, sister, grandparent, or grandchild of the employee or employee's spouse. Additional bereavement time off will be without pay or using other paid days off. In accordance with all applicable laws, employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability. Military leave of absence will be granted in accordance with the

Uniformed Services Employment and Reemployment Rights Act. As required by law, or if the Board so chooses, SCA will provide up to 12 weeks of unpaid job-protected leave per year through the Family and Medical Leave Act (FMLA) for any of the following reasons: birth, adoption, or start of foster care of a child; care for a spouse, child, or parent with a serious health condition; or medical leave if the employee is unable to work due to a serious health condition. Employees who worked for SCA the past 12 months, at least 1,250 hours (according to FMLA principles) during that time, are eligible for family medical leave.

PART H. Administration Performance Evaluation

The process for evaluating administrators will comprise 3 steps.

1. At the beginning of the school year, the evaluator shall assign to the administrator written enumerated goals, and measurable objectives pursuant to each goal, as well as a notice of the administrator's regular responsibilities.
2. At mid-year, the evaluator shall provide to the administrator a formative evaluation identifying points of performance strength and weakness, as well as guidance for improvement and goal achievement.
3. At the end of the school year, the evaluator shall provide to the administrator a written summative evaluation based on the performance of the regular responsibilities and the assigned goals.

The organizational chart (Section IV, Part D) identifies the evaluator of each administrator. The Board of Trustees may further specify, or change, the performance evaluation process.

PART I. Teacher and Paraprofessional Performance Evaluation

Effective mentoring is a critical antecedent process to rigorous evaluation of teacher and paraprofessional performance. Mentoring increases the prospect of strong performance, and helps to catalyze clarity and agreement about performance. Thus, the Executive Director, in consultation with the Principal, shall designate a small number of Head Teachers. The Principal and Head Teachers shall plan and implement a mentoring system in which each instructional employee has a mentor. The mentoring system will be an integral element of SCA's professional development plan (Part J).

The Principal, in collaboration with the Head Teachers and in consultation with the Executive Director, shall plan and implement, for all instructional employees, a performance evaluation system involving supervisors, mentors, and peers. Performance evaluation plans require Board approval. The Board may further specify, or change, the performance evaluation system.

PART J. Professional Development Plan

Seacoast Classical Academy requires professional development for all teachers, and prefers teachers who actively seek it. The Principal, with the Head Teachers, in consultation with the Executive Director, shall develop and implement a professional development plan, requiring Board approval. The Employee Handbook (Exhibit H) will include information about professional development and any related benefits.

The SCA professional development plan will include, non-exclusively:

- A mentoring system (see Part I);
- Study of resources referenced in the *Hillsdale K-12 Curriculum Guide*;
- Possible attendance of workshops, conferences, or courses;
- Sharing of professional-development learnings with colleagues;
- Professional-development days built into the Academy calendar.

PART K. Philosophy of Scholar Governance and Discipline

Our Academy Virtues, the curriculum, and the Academy culture are integral elements of our philosophy of scholar governance and discipline. Upholding of the Academy Virtues (Section III, Part E), and teaching about virtue and virtuous role models in the curriculum (Section V, Part A) will promote positive behaviors and help to prevent discipline problems. The Academy culture (Section IX) will further facilitate desired behaviors by diminishing peer pressures, discouraging overconsumption of social media and popular culture, and avoiding forced social conformity through school-imposed activism. Instead, SCA will promote for all a positive school culture buttressed by grades for conduct (Section V, Part A), and incentivized by possible eligibility for advanced enrichment (Section V, Part J).

While protecting safety, SCA will use infractions of scholar discipline as occasions for learning, in an age-appropriate manner, about the virtues that form the foundations of policies and expectations. SCA will inform parents of discipline problems and expect their leadership in the moral education of their children.

PART L. Age-Appropriate Due Process in Disciplinary Matters

Administering Discipline

Teachers, or the Principal, will correct minor infractions in a proportionate and age-appropriate manner. Repeated infractions, or actions of a more serious nature, will prompt a conference of the scholar, a parent, a teacher, and the Principal. The purpose of the conference will be to collaboratively seek a suitable and durable remedy. Behavior that is chronic, criminal, or is otherwise egregious, may result in suspension or expulsion proceedings.

Suspension or Expulsion

SCA policies and practices regarding suspension or expulsion of scholars will implement RSA 193:13, as well as any other applicable state or federal laws. The Family Handbook (Exhibit I) will include details.

PART M. Scholar Transportation Plan

SCA scholars have access to transportation services only if they reside in the school district in which the Academy is located. SCA shall comply with RSA 194-B:3,II(l) and Ed 318.09(e)(7). To facilitate carpooling reducing family burdens and traffic, for out-of-district scholars the Office Manager will provide information about carpooling on our webpage and email communications. The draft position description of the Office Manager (Exhibit D) refers to this responsibility. SCA will provide for this responsibility from its own resources in the form of the use of communications infrastructure and the compensation of the Office Manager (Exhibit G Draft Budget). Future provision of SCA resources to assist in this effort will be determined based on demand and resource constraints.

PART N. Family and Employee Handbooks

Exhibits H and I are draft versions of the Employee Handbook and the Family Handbook. The Handbooks will remain subject to change by the administration.

PART O. Scholar Information System

See Section V Part H (Scholar Performance Data Management System). SCA will use the selected system to manage information on: parent contact, admission, enrollment, health, attendance, grades, report cards, assessment results, discipline, among others.

SECTION VII: MEETING SCHOLAR NEEDS**PART A. Special Education**

In compliance with RSA 194-B:8, Seacoast Classical Academy will not discriminate against any child with a disability as defined in RSA 186-C.

Seacoast Classical Academy will comply with RSA 194-B:11 III. In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending SCA shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district. When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team

and shall invite a representative of SCA to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:

1. The resident district may send staff to SCA; or
2. The resident district may contract with a service provider to provide the services at SCA; or
3. The resident district may provide the services at the resident district school; or
4. The resident district may provide the services at the service provider's location; or
5. The resident district may contract with SCA to provide the services; and
6. If the child requires transportation to and/or from SCA before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.

Consistent with section 5210(1) of the Elementary and Secondary Education Act and section 300.209 of the Individuals with Disabilities Education Act, when a parent enrolls a child with a disability in SCA, the child and the child's parents shall retain all rights under federal and state special education law, including the child's right to be provided with a free and appropriate public education, which includes all of the special education and related services included in the child's IEP. The child's resident district shall have the responsibility, including financial responsibility, to ensure the provision of the special education and related services in the child's IEP, and SCA shall cooperate with the child's resident district in the provision of the child's special education and related services.

When SCA understands the plans of the parents and the LEA, SCA will coordinate to implement the decisions with the interests of the scholar as the primary objective. To enable this coordination, SCA will employ at least one Special Education Coordinator. Among the Coordinator's responsibilities will be: to participate in IEP meetings; to coordinate with the sending district regarding the scholar's schedule and work; to communicate about IEP progress to parents; and, to advocate for IEP scholars to help ensure their IEPs are carried out. Also, SCA will implement 504-plan services and accommodations, which are the responsibility of the chartered school.

PART B. Meeting the Educational Needs of Educationally Disabled, Economically Disadvantaged, and At-Risk Scholars

SCA will work to provide support needed by other educationally disabled and economically disadvantaged or at-risk scholars. SCA anticipates providing support for scholars who are educationally disadvantaged, English language learners, neglected or delinquent, homeless, or from migrant and refugee populations. To meet these educational needs, SCA will use its regular budget, in-house staff, and supplemental programming (Section V, Part J). The budget (Section VIII, Part B) includes funding, growing with enrollment over time, for 3 full-time

Special Education Coordinators and 2 full-time Guidance Counselors. Among the responsibilities of these employees will be to support learning, English language proficiency, building social skills, obtaining school supplies and more to meet educational needs. Also, with parent approval, SCA will connect disadvantaged scholars with local resources and programs to promote learning and well-being.

PART C. Additional Academic Support

Seacoast Classical Academy will employ multiple strategies to improve student achievement and to close achievement gaps.

- Our curriculum and pedagogy are rigorous and developmentally harmonious.
- Focus on expeditious development of literacy and numeracy will prevent or ameliorate achievement gaps.
- Curricular transparency and focus on family involvement will help to improve learning and prevent achievement gaps.
- Cooperation with resident districts, coordination of IEPs with the curriculum, and instructional collaboration with SCA teachers will accelerate special education.
- Supplemental Programming includes small-group acceleration of the learning of scholars in need of academic intervention (Section V, Part J), including creative alternative approaches to learning.
- Supplemental Programming includes academic enrichment for all scholars.
- Supplemental Programming includes advanced enrichment opportunities for excelling scholars.

PART D. Federal Title Programs

RSA 194-B:11 VI states, “A chartered public school may receive financial aid, private gifts, grants, or revenue as if it were a school district. A chartered public school shall not be compelled to accept funding from any source.” The Board of Trustees may seek funds from federal Title programs. These programs include, but are not limited to: Title I, Title IIA, and funding through the Every Student Succeeds Act. The Board may allocate money from fundraising to fund expenses that would otherwise be funded by federal Title programs.

SECTION VIII: FINANCIAL MANAGEMENT

PART A. Administration of Fiscal Accounts and Reporting

Seacoast Classical Academy will follow all accounting guidelines for NH public schools, and comply with all reporting requirements. The Board of Trustees will elect a Treasurer with financial oversight responsibilities. The Board will review SCA finances regularly. SCA plans to use an experienced third-party service that will handle accounting, bookkeeping, payroll,

bill payment, grants management, and preparation of reports to the Board and the State. The Board will procure annual audits by an independent auditor, post them on its website, and provide them to the State Board of Education. In compliance with the Initiative for School Empowerment and Excellence reporting, SCA will provide the NH Department of Education with quarterly financial reports. SCA will submit annual progress reports to the Department, by December 1 in Year 1, and by August 31 thereafter. The Department will conduct a program audit at the end of Year 1. The Board will provide its meeting minutes to the Department's charter school office.

The Board of Trustees has authority to authorize payment of any amount. The Treasurer, the Executive Director, and the Office Manager have authority—with the signature of any two of them—to issue payment of amounts less than \$10,000. The Treasurer, the Executive Director, and the Office Manager each have authority to issue payment of amounts less than \$1000. The Board of Trustees may change the foregoing constraints. All officers and employees authorized to issue payment, either alone or with others, will be covered by a fidelity bond.

PART B. Annual Budget

Exhibit G is the proposed pre-operations and 5-year budget in line-item detail. The Board may change the budget, and has the duty to make an annual budget.

PART C. Budget Narrative

Three parameters dominate the balance of the budget. They are enrollment, staffing, and facilities costs. The proposed budget reflects the enrollment projections of Section II and corresponding staffing with locally competitive compensation of \$50K average teacher starting salary and a base wage of \$18/hour, with 4% cost-of-living increases. The budget reflects facility rent payments for the space needs identified in the facilities plan (Section XI), and a lease rate per square foot (\$15/sf) based on recent experience of other NH charter schools. It assumes \$40K lease aid (less than the maximum possible). The Year-0 budget reflects, in addition, investments in technology and facilities-related expenses to prepare a facility for operations. Unanticipated expenses of 3% are built in. The reliance on fundraising is 100% of revenues in Year 0, then moderates (about 5% of revenues) in operational years. Though a start up grant might cover much of the pre-operational expenses, the budget assumes no CSP grant. The following tables show revenue sources and spending priorities from Year 0 to Year 5. Line-item expense justifications follow the tables. Exhibit G is the detailed budget.

REVENUE CATEGORY	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Enrollment Adequacy	\$ -	\$ 2,245,428	\$ 2,844,209	\$ 3,426,343	\$ 3,737,829	\$ 4,212,907
Differentiated Aid	\$ -	\$ 33,582	\$ 41,154	\$ 50,538	\$ 57,288	\$ 61,815
Restricted Grants Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease Aid	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Annual Fund	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
Spring Auction Dinner	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
Academy Social Events	\$ -	\$ 8,000	\$ 8,976	\$ 9,780	\$ 10,400	\$ 11,041
SCEF Grant - Operating	\$ -	\$ 120,000	\$ 134,640	\$ 146,696	\$ 155,998	\$ 165,612
SCEF Grant - Startup	\$ 1,878,623	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Capital Campaign	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 1,878,623	\$ 2,579,010	\$ 3,104,883	\$ 3,712,477	\$ 4,043,114	\$ 4,535,539

EXPENSE CATEGORY	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Instruction	\$ 606,125	\$ 1,235,041	\$ 1,578,617	\$ 1,870,324	\$ 2,114,280	\$ 2,362,124
Special Education	\$ 32,163	\$ 65,825	\$ 134,976	\$ 139,879	\$ 216,099	\$ 223,767
Other Instructional	\$ -	\$ 79,500	\$ 100,700	\$ 116,600	\$ 127,200	\$ 137,800
Guidance Services	\$ 18,442	\$ 55,625	\$ 57,918	\$ 120,119	\$ 124,946	\$ 129,965
Health Services	\$ 10,000	\$ 41,334	\$ 43,327	\$ 45,284	\$ 47,208	\$ 49,200
Professional Dev	\$ 10,000	\$ 9,000	\$ 11,400	\$ 13,200	\$ 14,400	\$ 15,600
Technology	\$ 388,000	\$ 41,500	\$ 44,400	\$ 86,200	\$ 96,400	\$ 116,100
Audio Visual Services	\$ 100,000	\$ 8,000	\$ 5,700	\$ 24,400	\$ 10,100	\$ 15,800
Library	\$ 40,000	\$ 2,000	\$ 1,000	\$ 10,000	\$ 6,000	\$ 7,500
Support - School Board	\$ 35,000	\$ 45,000	\$ 45,200	\$ 55,500	\$ 57,500	\$ 67,800
Administration	\$ 205,954	\$ 320,363	\$ 332,121	\$ 344,478	\$ 356,249	\$ 369,151
Operation and Maintenance of Plant	\$ 189,939	\$ 595,671	\$ 658,118	\$ 710,889	\$ 750,087	\$ 801,307
Capital Expenditures	\$ 243,000	\$ -	\$ -	\$ -	\$ -	\$ -
Unanticipated Expenses	\$ -	\$ 74,966	\$ 90,404	\$ 106,106	\$ 117,614	\$ 128,883
TOTAL EXPENSES	\$ 1,878,623	\$ 2,573,824	\$ 3,103,881	\$ 3,642,979	\$ 4,038,083	\$ 4,424,997

Line-Item Expense Justifications

Instruction: Salaries, wages, and benefits for teachers and instructional aides, plus general teaching supplies, program materials, and classroom furniture and fixtures

Special Education: Wages etc., and teaching supplies for Special Ed Coordinators

Other Instructional: Co-curricular supplies and contracted services

Guidance Services: Wages etc., and supplies for Guidance Counselors

Health Services: Wages etc., and supplies for Nurse

Professional Development: Course reimbursement and curriculum PD

Technology: Network equipment, IT services, student and staff computers, and software

Audio Visual Services: Equipment, supplies, and repair and maintenance

Library: Books, other media, furniture

Support - School Board: Property taxes, legal, audits, insurance

Administration: Salaries, benefits, financial services, contract services, postage, printing & binding, advertising, conferences, supplies & equipment, dues & fees

Operation and Maintenance of Plant: Rent, Wages etc., utilities, repairs & maintenance, disposal services, supplies, and insurance

Capital Expenditures: preparation of facilities

Unanticipated Expenses: 3% of expenses

SECTION IX: SCHOOL CULTURE

PART A. A Culturally Inclusive School Environment

Seacoast Classical Academy is culturally inclusive by respecting family rights and the proper role of the family in the upbringing of children. A school culture that respects the family is performe a culturally inclusive environment, because it avoids usurping or displacing the cultural role of the family. In our state-authorized charter, our policies, and our practices, SCA recognizes and reinforces the role of the parent as the primary decision maker and moral authority in the life of the child. We want families, and virtuous role models, to influence children.

We believe academic excellence and family rights go together naturally. By focusing on academics, we will offer the manifold benefits of the primary social role of a public school to our scholars. Conversely, a loss of focus on academics puts those benefits at risk, especially for families with fewer resources and alternatives. It also overextends the demands on teachers, and encroaches on the proper roles of parents. The family is the social institution best suited to bring up children. By upholding the rights of families we show respect for families, and thereby strengthen the collaboration of home and school.

SCA promotes a positive school culture for all scholars. We help families develop their children as individual persons. We endeavor to limit peer pressures, and discourage the overconsumption of social media and popular culture, which crowds out meaningful conversation, constructs shallow or even harmful self-images, and reinforces cliques. SCA is a haven, a place where children from diverse backgrounds can focus on learning, form constructive relationships, have fun, and grow up when they are ready.

PART B. Establishment and Maintenance of School Culture

The Board of Trustees, the administration, the employees, and the Parent Council of Seacoast Classical Academy shall establish and maintain a school culture of working together for academic excellence and the protection of family rights.

SCA will encourage parents to contribute to the establishment and maintenance of the culture. By collaboratively overseeing and contributing to their child's education, parents will magnify the cultural efforts of the Academy. Section X (Stakeholder Engagement) describes possible modes of parental contribution.

How will the Academy maintain focus on the pursuit of academic excellence and the protection of family rights? An essential element of our strategy is to promote learning and thought, in contrast to activism. The opposite of activism is not inaction or apathy; it is contemplation, questioning, and study. We view knowledge, understanding, and introspective critical thinking as prerequisites for activism.

With study and maturity, classical education imparts prerequisites of activism. Yet that is not enough. Genuine activism requires free will. Activism in schools is too often the activism of the school imposed on children. At Seacoast Classical Academy, we focus on developing the knowledge, understanding, and critical thinking skills of our scholars. Activism and promoting activism are outside our vision and mission, and are in some cases antithetical to our vision and mission.

Instead of activism, the Academy subscribes to the Enlightenment ideals of freedom of speech and free inquiry. Exercising these human rights is a time-tested means of seeking the truth. We profess that there is objective truth. However, in any deep question there are various viewpoints, uncounted unknowns, alternative interpretations, and complex conundra. Though it may be impossible to know objective truth with certainty, we come closest to finding it through liberated speech and vigorous inquiry. Because each scholar has a unique nature, we expect that their thoughts will tend to follow their own course. The job of our educators is to develop the scholar's intellect, not to direct the course of thought.

In the day-to-day life of the Academy, we will cultivate a school culture of virtue, decorum, respect, discipline, and studiousness among both students and faculty. We will weave this culture into the Family and Employee Handbooks. Culture maintenance is a daily effort. SCA will establish and exercise various policies and practices that assist in this continuous work. A good example is that SCA will require uniforms. We believe it's best for scholars to express their individuality through their creativity, interactions, and independent thought, instead of through consumer goods like clothes. Our dress code relieves scholars of clothing decisions, mitigates peer pressures, and promotes a shared culture. To prevent the dress code from becoming a barrier to enrollment, SCA will maintain a uniform-swap collection of garments,

and will offer to provide a uniform package to each scholar of families who demonstrate Title-funding eligibility. A further example of culture maintenance is that SCA will restrict, to the greatest extent that is reasonably practicable, the use and the presence on campus of smartphones and similar devices. These devices and their applications are too often distracting, culturally unedifying, and socially and emotionally harmful. Instead, SCA will cultivate healthy face-to-face interactions with peers and adults. These practices will help to maintain the SCA culture.

SECTION X: STAKEHOLDER ENGAGEMENT

PART A1. Philosophy of Family Involvement

New Hampshire public schools need substantial improvement in family engagement. This is the measured opinion of many thousands of NH parents and teachers. A total of 10,002 parents and teachers responded to the NH Department of Education’s 2022 Bright Futures Survey. Among these respondents, the question category with the lowest percent favorable responses is “Family Engagement”. The same is true among parents and teachers in Seacoast school districts (38% positive in the Seacoast).

We need greater family engagement, enabled through the exercise of family rights. The collaboration of home and school, founded on mutual trust between them, is essential for the educational success of scholars. There is abundant evidence for this claim. For example, Anne Henderson and Karen Mapp published a meta-study of 51 studies entitled “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002”. As implied by the title, there are yet more such waves of evidence, both before and since.

SCA views family engagement from the perspective of the education of individual scholars, and from the perspective of involvement in the SCA community. SCA will encourage and support both modes of involvement. As part of the enrollment process, SCA will provide parents with the Family Handbook (Exhibit I) outlining rights, responsibilities, expectations, and volunteer opportunities.

Our philosophy of family involvement is founded upon a robust conception of family rights. We refer to our four Academy Virtues to derive four pillars upholding family rights. These derivations are Wisdom → Privacy, Truth → Transparency, Fortitude → Neutrality, and Excellence → Accountability.

Privacy

Wisdom in interactions with families respects their Privacy, including personal information, age-appropriateness, and deference to decisions that are properly in the family domain. SCA will develop and implement information systems, policies, and practices protecting family privacy. For example, SCA will have robust policies regarding the availability of information about curriculum, parental objection to specific curriculum material, and requiring written parental consent to non-academic surveys.

Transparency

Truth in practice regarding family rights is Transparency in governance, curriculum, and Academy performance. SCA will practice active transparency. This will take the form of proactive provision of information about family rights and the policies and practices that protect them, as well as forthrightness regarding SCA's academic performance.

Neutrality

Families deserve the Fortitude of political Neutrality. This means focusing on learning instead of activism, and strong representation of opposing opinions. SCA will foster a culture of political neutrality, especially regarding teaching and openness to developing the thoughts of scholars without imposing employees' opinions or favored causes.

Accountability

Excellence demands Accountability to families and the public. Accountability keeps us on the right path. Strong accountability is built into the charter-school model through school choice, including the option to enroll in a district school. SCA's proactive transparency regarding its academic performance will facilitate this accountability.

With family rights come family responsibilities. We expect parents to exercise their rights and to oversee their child's education, especially their moral and civic education.

PART A2. Procedures and Plans for Family Involvement
Procedures for Family Involvement

The Board of Trustees will enable and expand opportunities for family involvement by setting up a Parent Council, comprising one parent elected from each grade plus two parents elected at large. Elected Councilors will serve one-year terms with possible re-election. The Principal shall advise the Council and serve as a voting ex-officio Councilor. The Council shall elect, from among the Councilors, a President, a Secretary who shall serve also as Vice President, and a Treasurer. These offices will have powers and duties customarily incident to them. The Board shall appoint at least 2 elected Councilors to service on its Fundraising Committee. The Parent Council will meet monthly during the school year and shall:

1. Uphold the Academy charter, vision, mission, virtues, and policies.
2. Collaborate with the Fundraising Committee to raise funds;

3. Assist the administration and teachers with operations and academic events;
4. Plan, resource, and run extracurricular programs, with Board approval;
5. Design an annual parent survey, obtain Board approval of the survey, conduct the survey, and report the results to the Board;
6. In the Board's public meetings, report on Council work and advise the Board.

The Board may change, or further specify, the Parent Council's organization, and duties.

Plans for Family Involvement

We ask families to contribute to an Academy community characterized by collaborative volunteerism. This involvement will strengthen the Academy and enrich its offerings to scholars. SCA will expect the Parent Council and ask Academy families to:

- Collaborate in fundraising (Section IV, Part E);
- Assist in regular operations. Possible examples include: classroom parents, recruiting events, helpers at recess, lunch, dropoff, or pickup, and group transportation.
- Assist in academic events. Possible examples include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.
- Lead possible extracurricular programs, for example, sports, outdoor activities, community-service opportunities, after-school academic enrichments, or tutoring.
- Contribute to Academy accountability through the annual parent survey.

PART B. Community Involvement Plan Including Partnerships

SCA will seek to engage community supporters, government officials, civic and nonprofit organizations, and local businesses in its fundraising events (Section IV, Part E), academic events, and extracurricular programs (Part A2 above). The Fundraising Committee and the Parent Council will promote family participation and community involvement in these events. Community partners could provide unrestricted donations, program funding, event sponsorship, academic prizes, collaboration, or materials. The manifold benefits of such community building include enriching the education of our scholars, forming and maintaining interpersonal relationships, spotlighting the generosity of community members and organizations, and supporting SCA's operations and finances.

The Founding Board is forming community relationships with other charter schools, whose opportunities and challenges are similar to ours. This is especially true of schools that use the same curriculum. We have already contacted, visited, and collaborated with New Hampshire charter schools in the Seacoast and Monadnock regions. We plan to continue and to deepen these interactions. These may include shared policy research, group provision of employee benefits, administrative collaboration, overlapping Board membership, *inter alia*.

PART C. Local Education Agency (LEA) Partnerships

School districts and their schools, compared to New Hampshire charter schools, are well funded, highly staffed, and enjoy extensive built-for-purpose facilities. In contrast, charter schools have the advantages of greater diversity in their curriculum and pedagogy, and fewer regulatory constraints. This general situation suggests the broad outlines of likely and fruitful modes of collaboration and partnership for the benefit of the community.

SCA will reach out to LEA Superintendents and Principals to identify partnership opportunities. We will prioritize interactions with the district in which the future facility is located, and the home districts of enrolled scholars. Prospective opportunities include cross-participation in extracurricular activities, including sports teams. Coordination of information sharing, scheduling, and perhaps provision of transportation between schools would make this cross-participation easier for families.

SCA's emphasis on established curriculum and pedagogy might be attractive to other public schools. There might be scholars in other public schools who would benefit from our curricular and pedagogical emphases. SCA will explore with LEAs possible partnership enabling collaborative professional development in classical education.

SECTION XI: FACILITIES

PART A. Seeking a Suitable Facility

The facilities committee of the applicant, Seacoast Classical Education Foundation, is actively searching for a site and facility for Seacoast Classical Academy. Section III Part A describes SCEF's target geographic area. The preferred arrangement is to lease a suitable building with access to outdoor space. A possible option is to lease buildable land, and build upon it while housing the Academy in temporary facilities, either a short-term leased location elsewhere or temporary structures at the build location.

PART B. School Facility Guidelines

SCEF prefers to co-locate SCA with a future separately chartered high school. With this in mind, SCEF is seeking a facility, or a buildable site, that can accommodate the projected combined growth of both schools. The building-space table in Part C sums up the total indoor space guidelines for SCA over time. Considering the building guidelines for SCA, and the preference to co-locate with the high school, plus parking space and outdoor play space, SCEF reckons that a site of about 10 acres total accommodates all.

PART C. Classrooms, Offices, Athletics, Outdoor Guidelines

SPACE IN SQUARE FEET: SEACOAST CLASSICAL ACADEMY

Space Type	2023	2024	2025	2026	2027	2028
K Rooms	3000	3000	3000	3000	3000	3000
G1-8 Rooms	10800	14400	17100	18900	20700	21600
Offices	2900	2900	2900	2900	2900	2900
Library	1800	1800	1800	1900	2100	2200
Music Room	900	900	900	900	900	900
Laboratory	900	900	900	900	900	900
Multipurpose	10000	10000	10000	10000	10000	10000
TOTAL	30300	33900	36600	38500	40500	41500

The site guidelines (Part B) include outdoor space for recess and other uses. The nearby table has calculated building-space guidelines based on Ed 321 regulations of minimal school spaces and the enrollment projections (Section II).

PART D. Plans for Lease or Purchase

The SCA draft budget assumes leasing a facility at a rate per square foot that has been obtained recently in the local market, and the space totals tabulated above.

SECTION XII: SAFETY MANAGEMENT PLAN

PART A. Emergency Operations Plan

Prior to the school opening, the Board will submit an Emergency Operations Plan that is compliant with regulations to the NH Homeland Security and Emergency Management portal. The Board will work with local law enforcement and the fire department to formulate specific plans for our facility. Before the start of classes, all teachers and staff will participate in emergency preparedness training with state and local authorities, and possibly private vendors to provide necessary training in: Run-Hide-Fight, Fire Extinguisher Use, Evacuation Procedure, General Emergency Preparedness, First Aid including First Aid certification, Child First Aid.

PART B. Health and Safety Compliance

In compliance with RSA 194-B:3,II and Ed 318.07(b)(4), the school facilities will comply with all federal and state health and laws, rules and regulations including, but not limited to: fire

safety; heating, ventilating and air conditioning; plumbing; electrical; food service; and requirements of the Americans with Disabilities Act.

SECTION XIII: COMMUNICATION PLAN

PART A. Communicating Information about Choice of School

Communicating information about choice of school is an integral part of SCA's recruiting efforts, which are described in Section VI Part A. The Community Involvement Plan Including Partnerships, described in Section X Part B, will support these efforts. Moreover, SCA's commitment to transparency (Section X Part A1) will provide enrolled families and the community with information for their decisions about choice of school.

PART B. Plan to Develop and Disseminate Best Practices

Developing Best Practices

The SCA Board and administration will develop and inventory best practices. At the annual consideration for approval and authorization of the Academy's Curriculum, Pedagogy, and Assessment practices (Board Duty #2, Section IV Part A), the Board will note well-performing practices. When carrying out Board Duty #5, "Develop and determine ... the Academy's multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.", the Board will note practices working well, and will disseminate them when it makes the results of its review public.

Disseminating Best Practices

SCA will further disseminate best practices in additional ways. The administration will communicate regularly with NH schools using the same curriculum to share best practice information. SCA proposes to explore with LEAs possible partnership enabling collaborative professional development in classical education (Section X Part C). The Board will consider joining the New Hampshire Alliance of Public Charter Schools as a forum for sharing best practices. The Board of Trustees will seek opportunities for Trustees or employees to attend meetings, state educational conferences, and community events to build relationships and share findings.

PART C. Communication with Families and Stakeholders

SCA views regular and timely communication with families and stakeholders as critical for building a strong and successful school community, and will include:

- School hours, calendar, and curriculum overviews on the school website

- Curriculum Nights in September to share overviews and policy highlights
- Parent-teacher conferences
- Report cards including progress narratives identifying parts of the curriculum that have been covered, and parts to be covered in the coming term
- School closures (snow etc) may be announced by telephone, email, or NH media
- Press releases publicly announcing major developments

Regular ongoing communications will include:

- Regular newsletter from the Principal, including progress toward academic and organizational goals, recent activities, upcoming events, important dates, and other pertinent information
- Frequent classroom communications via class website, email, letters, or flyers
- Board of Trustees meeting schedule, agendas, minutes, and other work products of the Board, posted together online
- Public Board meetings including time for the Parent Council to report on its work and to provide input to the Board's work and decision making

SECTION XIV: ASSURANCES, PROVISIONS, POLICIES

PART A. Global Hold-Harmless Clause, RSA 194-B:3,II(x)

Seacoast Classical Academy Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless its home district, any other school district which sends its scholars to the chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

PART B. Severability and Enforceability, RSA 194-B:3,II(y)

Any provision of the Seacoast Classical Academy Chartered Public School contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. If any provision of the contract is determined to be unenforceable or invalid for any reason, the remainder of the contract will remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained therein. Said provision shall not be enforced by the school or its affiliates, and will be promptly amended by the Board of Trustees to meet statutory obligations.

PART C. Statement on Nondiscrimination, RSA 194-B:3,II(m)

Seacoast Classical Academy Chartered Public School does not discriminate on the basis of age, sex, sexual orientation, gender identity, race, creed, color, marital status, familial status, physical disability, mental disability, national origin, genetic information, pregnancy, or pregnancy-related medical conditions in admission or access to, or treatment or employment in, its programs or activities, or in any other way that is prohibited by law.

PART D. Continuing Evidence of Adequate Insurance Coverage, RSA 194-B:3,II(t)

Seacoast Classical Academy Chartered Public School, in accordance with RSA 194-B:1,III, will be a “Chartered Public School” that is subject to the same protections as any public school under RSA 507-B, which provides for Limited General Liability for the Charter and its agents. Seacoast Classical Academy Chartered Public School will obtain, and keep current policies of each form of insurance required for the operation of a Chartered Public School. All formal documents related to the maintenance of insurance (including the insurance policies and evidence of continuing insurance) will be kept on file within the business offices of the school.

PART E. Identities of Consultants, RSA 194-B:3,II(u)

Seacoast Classical Academy may use the pro bono or for-hire services of various professional specialists. The following is an alphabetical non-exclusive list.

Caitlin Blundell, CPA, Blundell Accounting Services
 Richard Chiarella, Owner & Principal, Chiarella Design
 Eric Coykendall, Director of Operations, K-12 Education Office, Hillsdale College
 Kimberly Lavallee, Chair, New Hampshire Charter School Foundation and Founder, Founders Academy Public Charter School and Spark Academy of Advanced Technologies
 Christine Paul, President, C. Paul Communications

PART F. Policy and Procedure for Contracting of Services, Ed 318.07(b)(2)

When it has secured a facility, SCA will negotiate, in good faith, a contract with the host district for transportation. Scholars wishing to participate in athletic or extracurricular activities do so in the district where they reside. Transportation to and from athletic or other extracurricular activities is the responsibility of the parents. SCA will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with the host district for these services. All contracted services shall be defined by purchase order or written contract in advance of the provision of such services. SCA will require proof of adequate professional liability insurance from all contractors.

PART G. Policies the School Will Develop Before Opening, Ed 318.08(j)(7)

After the issue of a charter, and before the opening of the school, the Board of Trustees shall develop policies regarding: 1) records retention; 2) promoting school safety including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), pupil safety and violence prevention (RSA 193-F), and limiting the use of child restraint practices (RSA 126-U); and 3) developmentally appropriate daily physical activity (Ed 310).

PART H. Provision for Dissolution of the Charter School

If Seacoast Classical Academy Chartered Public School ceases operations for any reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to meet contractual and financial obligations. The planned sale and distribution of any assets shall assure first, that any financial obligations of the school are met. When possible, items of in-kind donation will be returned to the donor. Any remaining assets will be evenly distributed among New Hampshire charter schools using a curriculum licensed by Hillsdale College. If there are no such schools, the remaining assets will be evenly distributed among the three New Hampshire charter schools located closest to SCA.

PART I. District to Charter Conversion Not applicable

PART J. Education of Scholars after Cessation of Operation, RSA 194-B:3,II(z)

If SCA ceases operation for any reason, the Board of Trustees in conjunction with faculty will act immediately to place scholars in appropriate educational settings. SCA will inform families of the dissolution at least 90 days in advance. The faculty will assist in scholar transitions. A committee comprising faculty and the parents will create a list of researched educational options for students. The receiving school for each scholar will be notified and files forwarded, with the written permission of parents. Receiving schools will be advised that SCA personnel are available for consultation. Information, including all appropriate scholar records, will be mailed to respective homes.

PART K. Only Available Public Education at a Specific Grade, RSA 194-B:8,IV

If Seacoast Classical Academy is the only public school in its district providing education services at a specific grade level, SCA shall offer those educational services to all resident scholars of that grade level.

PART L. Outline of Proposed Accountability Plan, RSA 194-B:3,II(dd)

Exhibit J is a draft accountability plan.

SECTION XV: LETTERS OF SUPPORT

Exhibit K is a compilation of letters of support.

SECTION XVI: CHARTER SCHOOL OPENING

The following is SCA's timeline of measurable objectives to be implemented from the time of chartering to the opening day of school. The Board may revise this.

OBJECTIVE	TARGET DATE
First meeting of the Founding Board of Trustees	1 month from charter
Scholar recruitment	2 months from charter
Recruit Principal	November-January 2023
Update policy manual and handbooks	November-December 2023
Executive Director and Principal begin work	January 2023
Recruit instructional personnel	January-June 2023
Regular admissions, lottery, enrollment	Jan/Feb/Mar 2023
Secure a facility, begin prep	March 2023
Comms. with districts about IEPs, transport, etc.	April-May 2023
Faculty contracts in place, work begins	May-June 2023
Founding Board of Trustees elects Board of Trustees	June 2023
Enrollment and registration complete	July 2023
Facility prep complete	1 August 2023
Complete IT infrastructure	August 2023
Part-time faculty begin	August 2023
Professional development, safety/security training	August 2023
First day of school	Late Aug. or early Sept.



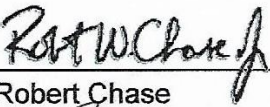
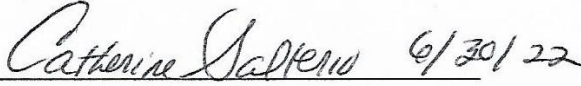

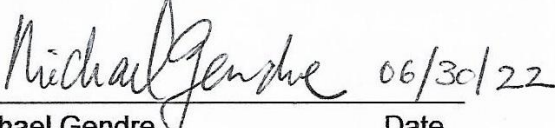
SECTION XVII: CERTIFICATION AND SIGNATURES

PART A. Complete Application

All Exhibits are incorporated by reference. The foregoing is our complete application.

PART B. Signed by all Members of the Development Team

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

 _____ Timothy Galitski	<u>30 June 2022</u> Date	 _____ Linda Allard	<u>6/29/22</u> Date
 _____ Robert Chase	<u>6/29/2022</u> Date	 _____ Catherine Salterio	<u>6/30/22</u> Date
 _____ Rebecca Bates	<u>6/30/2022</u> Date	 _____ Michael Gendre	<u>06/30/22</u> Date



New Hampshire Department of Education

INTENT TO SUBMIT A CHARTER SCHOOL APPLICATION FORM

If you plan to submit a proposed Charter School application, please complete the following information and send the completed form by post or electronically to:

Tal Bayer
NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
FAX: (603) 271-1953
Talmage.H.Bayer@doe.nh.gov

Date	19 November 2021
Proposed Charter School Name	Seacoast Classical Academy
Proposed Program (example: Montessori, STEM, Nature-based, Arts Integration)	Classical Education
Proposed Grade Levels	K-12
Proposed Location	Exeter, NH area
Contact Person (Name)	Timothy Galitski
Members of Development Team	Timothy Galitski, PhD; Robert Chase; Linda Allard; Deborah Hobson; Jorge Mesa-Tejada
Organization (If Applicable)	to be founded
Address	5 Trimble Trail, Kensington, NH 03833
Email Address	galitski@gmail.com
Telephone/Fax	1-603-580-1698

Development Team:

RSA 194-B:3,V. Persons or entities eligible to submit an application to establish a chartered public school shall include:

- (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.
- (b) A group of 2 or more New Hampshire certified teachers.
- (c) A group of 10 or more parents.

EXHIBIT B: Draft Affiliation Agreement

MUTUAL AFFILIATION AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____ 20____,

by and between

SEACOAST CLASSICAL ACADEMY CHARTERED PUBLIC SCHOOL,

hereinafter called “Academy”, and

SEACOAST CLASSICAL HIGH SCHOOL CHARTERED PUBLIC SCHOOL,

hereinafter called “High School”;

WHEREAS, both the Academy and the High School are dedicated to academic excellence through the teaching of a classical curriculum; and

WHEREAS, the Academy educates enrolled scholars in grades Kindergarten through 8, and the High School educates enrolled scholars in grades 9 through 12; and

WHEREAS, a continuous coordinated classical curriculum advances the interests of both the Academy and the High School; and

WHEREAS, enrollment continuity avoids unreasonable disruption of families; and

WHEREAS, Section 4310(2)(H)(ii) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, allows enrollment coordination in a “network” of “affiliated” schools;

NOW THEREFORE, recognizing the need to act coordinately regarding curriculum and enrollment, the Academy and the High School agree as follows:

1. Affiliation

- a. Both the Academy and the High School recognize the other as an Affiliate, and the pair together as a Network of Affiliated schools.
- b. Each Affiliate retains separate governance by its own Board of Trustees, though these boards may have members in common.
- c. Though the Affiliates might be co-located, or share operational synergies, or both, they shall maintain separate finances.

2. Curriculum

- a. The Board of Trustees of each Affiliate controls its respective curriculum.
- b. The Affiliates shall offer a continuous coordinated K-12 classical curriculum.
- c. The Hillsdale College K-12 curriculum, as updated by Hillsdale College from time to time, is the preferred curriculum of the affiliated schools.
- d. Each Affiliate shall endeavor to maintain a license to use the Hillsdale College K-12 curriculum.
- e. The Affiliates shall direct their respective administrations to collaboratively develop, and to present for the approval of their respective Board of

Trustees, a unified plan for curriculum coordination and harmonization of curriculum-related policies.

3. Enrollment

- a. The Affiliates shall develop and implement admission and enrollment policies and practices that enable the coordinated operation of admission and enrollment, including a common application deadline, lottery date if needed, and commitment-letter due dates.
- b. Subject to the number of 9th grade places in the High School, scholars who complete the Academy's 8th grade will be offered automatic enrollment in the High School's 9th grade, which can be reserved by returning a signed commitment letter by the High School's application due date.
- c. If the number of timely applicants exceeds the number of open places in any grade in the Academy or the High School, enrollment will be offered grade-by-grade from lowest to highest, according to the following priorities:
 - i. New Hampshire residents;
 - ii. Siblings of scholars enrolled in either the Academy or the High School;
 - iii. Siblings of children offered enrollment in a lower grade;

- iv. Children of instructional employees, administrators, or Board members, the number of which is expected to be less than 10% of enrollment;
 - v. Children drawn in order from a blind lottery.
- d. Remaining applicants will be placed in a waitlist, in order from the lottery, with wait-list priority given to any remaining applicants in the above categories.

4. Terms of This Agreement

- a. Nothing in this agreement shall be construed as to invalidate the status of each Affiliate as a separate chartered public school with separate governance and finances.
- b. Either Affiliate may, with at least 90 days prior written notice to the other, terminate this agreement effective at the end of the current fiscal year.
- c. Either Affiliate may terminate this agreement in the event the other Affiliate defaults in the performance of its obligations and fails to cure the default within a reasonable time after receiving written show cause notice.
- d. This agreement constitutes the entire agreement between the parties and shall be amended in writing, executed by all parties hereto.

IN WITNESS WHEREOF, the parties have caused this Affiliation Agreement to be executed by their duly authorized officers as of the day and date first above written.

Seacoast Classical Academy Chartered Public School

By: _____

Chairperson, Board of Trustees

Seacoast Classical High School Chartered Public School

By: _____

Chairperson, Board of Trustees

DRAFT

EXHIBIT C: Draft Board Bylaws

BYLAWS of Seacoast Classical Academy

ARTICLE I NAME; LEGAL STATUS

1.1. Name, Location and Address. The name of the Corporation is Seacoast Classical Academy (hereinafter referred to as “Corporation”), and the name of the public charter School governed by the Corporation is Seacoast Classical Academy Chartered Public School (hereinafter referred to as the “School” or “SCA”). The initial principal office of the Corporation shall be as stated in the Articles of Agreement. The Corporation may at any time and from time to time change the location of its principal office, though the Corporation expects to maintain its principal address at the School. The School is located at _____.

1.2. Legal Status. The Corporation is a nonprofit entity under New Hampshire law. It exists in order to create, promote, and govern the operations of the School. The School is a chartered public School pursuant to Chapter 194-B of New Hampshire Revised Statutes Annotated.

ARTICLE II PURPOSE

2.1. Purpose. The specific purpose of the Corporation is to provide the benefits of a classical education to students in Kindergarten through Eighth (K-8th) grade through the operation of one or more chartered public schools. [N.B. The foregoing should be identical to the purpose stated in the Articles of Agreement.]

2.2. Nonprofit Status. The Corporation is organized as a New Hampshire nonprofit public benefit Corporation exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code and shall not inure to or otherwise provide private gain of any person. The Corporation may not carry on any activity for the profit of its Officers, Trustees or other persons or distribute any gains, profits or dividend to its Officers, Trustees or other persons as such. Furthermore, nothing in these Bylaws shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on by a corporation exempt from the federal income tax under section 501(c)(3) of the Internal Revenue Code.

ARTICLE III PROPERTY

3.1 Property Dedicated to Nonprofit Purposes. The property of the Corporation is irrevocably dedicated to the public educational purposes of the School. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Trustees, Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

3.2 Distribution of Assets Upon Dissolution. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for public educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Code.

ARTICLE IV MEMBERS

4.1. No Members. The Corporation shall have no members. Any action which would otherwise by law require approval by members shall require only approval of the Board of Trustees. All rights shall vest in the Board of Trustees.

ARTICLE V TRUSTEES; OFFICERS

5.1. Definition. The Corporation shall be governed by its Board of Trustees; as a body the Trustees constitute the Board of Trustees (hereinafter referred to as "Board"); Officers, described in Section 5.9 herein these Bylaws, shall be elected from among the Trustees.

5.2. Founding Trustees. The Founding Trustees of the Corporation, as a body constitute the Founding Board. The Founding Board shall undertake the initial organization of the Corporation. Each Founding Trustee shall serve until a Board of Trustees is elected in accordance with the Charter, or his or her earlier resignation or removal in accordance with these Bylaws and applicable state law. Founding Trustees who are subsequently elected to serve as a Trustee of the Corporation after the founding efforts are completed are subject to the tenure and term limitations set forth in Section 5.4 herein.

5.3. Powers and Duties. Without prejudice to its general powers, but subject to the same limitations set forth herein, the Board shall have, in addition to any other powers enumerated in these Bylaws and permitted by law, the power to conduct, govern, oversee, and

control the affairs and activities of the Corporation and to make such rules, policies, and regulations therefore which are not inconsistent with law, the Corporation's Articles of Agreement, or these Bylaws.

5.4. Number, Election, Tenure, Qualifications, and Requirements of Trustees. The number of Trustees shall be a range consisting of no fewer than five (5) but not more than eight (8) persons. Each Trustee will be elected to a position in one specified category of those listed in the School charter, though any Trustee may qualify in more than one category. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or by amendment of the Bylaws, excepting that the number can be increased only by a two-thirds (2/3) vote of current Trustees. At least two (2) Trustees shall be parents of students attending the School; and twenty-five percent (25%) or more of the Board shall comprise parents of students attending the school.

- A. The Trustees of the Board shall, upon election, immediately enter upon the performance of their duties and shall continue in office until their successors shall be duly elected and qualified, except in cases of resignation or removal. All Trustees of the Board must be approved by a two-thirds (2/3) vote of the Trustees then in office.
- B. Terms shall be staggered so that no more than half of the Board shall be up for election in any one year, unless a vacancy needs to be filled. When the term of a Trustee has expired or when a Trustee resigns, the remaining Trustees shall elect a new Trustee to fill the vacancy. Full terms are for three (3) years; when a Trustee fills a vacancy, he or she is elected to serve the remainder of the replaced Trustee's three-year term.
- C. Each Trustee must be an individual person who is twenty-five (25) years of age or older. Qualifications for Board Trusteeship are described in the Schools charter.
- D. Each Trustee shall attend at least eight (8) regular monthly meetings of the Board per year. Failure to attend the minimum number of regular meetings may constitute cause for removal.
- E. A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Trustee; (ii) whenever the number of authorized Trustees is increased; or (iii) the failure of the Board, at any meeting at which any Trustee or Trustees are to be elected, to elect the full authorized number of Trustees. The Board may by resolution adopted by the vote of a majority of the Trustees declare vacant the office of a Trustee who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under state law. Whenever any vacancy occurs in the Board, it shall be filled without undue delay by a majority vote of the current Trustees at a regular or special meeting of the Board.
- F. Trustees are limited to two (2) consecutive terms of office, though a Trustee may serve two (2) terms after being elected to fulfill the remainder of a term vacated by another Trustee. After two consecutive normal terms, a Trustee must remain off the Board for six (6) full calendar years before being eligible for re-election.
- G. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee before that Trustee's term of office expires unless the reduction also provides for the removal of that specified Trustee in accordance with these Bylaws and state law.

5.5. Compensation. Trustees shall not receive any compensation for their services as Trustees or Officers. All Trustees are required to obtain the approval of the Board in advance of engaging in travel or encumbering other expenses on behalf of the school. Any such reasonable and approved expenses that are not reimbursed by the School shall be construed as a gift to the School.

5.6. Removal or Resignation. Any Trustee may be removed for cause or without cause, by the affirmative vote of all but one (1) of the Trustees then in office, excluding the Trustee at issue, whenever in their judgment such removal would serve the best interests of the School. A Trustee may resign at any time by giving written notice to the Board Chairperson or the Secretary. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon the receipt thereof, and the acceptance of the resignation shall not be necessary to make it effective. The Board may by majority resolution declare vacant the office of a Trustee who fails to attend (4) consecutive Board meetings during any calendar year unless the absences are due to mitigating factors that have been previously disclosed to and approved by the Board. The Board may, by a vote of all but one (1) of the Trustees then in office, excluding the Trustee at issue, declare vacant the position of any Trustee who fails or ceases to meet any required qualification that was in effect at the beginning of that Trustee's current term of office.

5.7. Confidentiality. As a public entity, most School and Board records are subject to public inspection or request. Trustees are prohibited, however, from publicly discussing matters covered in a properly noticed and duly convened closed meeting of the Board.

5.8. Orientation/Training. As a condition of serving, all new Trustees will be required to participate in an orientation or training session approved by the Board, no later than ninety (90) days after election. Such orientation shall include the requirement that each Trustee make a reasonable effort to know and understand what shall dictate the Corporation and School's compliance standards and, as a minimum, certify they have read the School's charter, these Bylaws, and any management-related contract that may be in place, pledging his or her duty to the compliance covenants they require. Board members that fail to complete the orientation or training by the following next regular Board meeting shall be deemed to have resigned. The Board shall adopt a cycle of periodic regular Board training and development sessions for all members for the purposes of ongoing education in good governance practices and the fiduciary duties of each of its members.

5.9. Number, Election, Tenure, and Description of Officers. The Officers of the Board shall include a Chairperson, a Secretary who shall serve also as Vice Chairperson, a Treasurer, and such other Officers as the Board shall deem necessary ("Officers").

- A. The Board shall elect by majority vote of the Trustees all Officers of the Board at the first Board meeting of each fiscal year. If more than one (1) nominee exists for any office, the nominee receiving the greatest number of votes shall be elected. Officers shall commence their offices immediately upon election and continue for terms of one (1) year and until their successors have been duly elected.

- B. Any Officer may be removed, with or without cause, by the Board at any regular or special meeting of the Board by a vote of all but one (1) of the Trustees then in office.
- C. Chairperson. Subject to Board policy and Board direction, the Board shall elect a Chairperson who shall lead the Board in its oversight of the Corporation and of School management. The Chairperson, as chief governance officer, shall preside over meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws. The Chairperson shall not individually have the authority to make decisions about policies created by the Board or engage in matters of accountability and authority delegated to the School Leader to give directives to the School Leader, as that authority is possessed only by the Board as a whole. The Chairperson is not the chief executive of the Corporation or the School, nor does he or she have any greater authority regarding operations than any other Trustee. The Chairperson is a specially empowered Trustee whose role is to assure the integrity of the Board's processes and, secondarily, to occasionally represent the Board to outside parties on matters such as announcing Board-stated positions and in stating his or her decisions and interpretations within an area delegated to him or her by the Board. The assigned result of the Chairperson's job is that the Board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization. The authority of the Chairperson consists in making decisions that fall within the scope of Board policies on governance process and the Board-School Leader relationship, with the exception of employment and termination of the School Leader and where the Board specifically delegates portions of this authority to others. The Chairperson is authorized to use any reasonable interpretation of the provisions in these policies.
- D. Secretary and Vice Chairperson. Subject to Board policy and Board direction, the Board shall elect a Secretary who shall keep or cause to be kept a book of minutes and other critical Board documents of all meetings of the Board at the principal office or at such other place as the Board may order. Such minutes shall contain the time and place of holding of each meeting, whether regular or special and if special, how authorized, the notice given thereof, the name or names of those present at the Board meetings and the proceedings thereof, assuring adherence to the tenets of the most current edition of Robert's Rules of Order and state law. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Secretary shall serve also as the Vice Chairperson of the Board. In the absence of the Chairperson, or if the office of Chairperson becomes vacant, the Secretary shall serve as the Acting Chairperson with all of the powers and duties of that office.
- E. Treasurer. Subject to Board policy and Board direction, the Board shall elect a Treasurer who shall assist the Board in the oversight of the School's financial performance, reporting, and safeguarding. The Treasurer shall chair the Board audit committee, if constituted, whose purposes shall be to assist the Board in ensuring that the School's money and assets are safeguarded from fraud, waste, and abuse, as well as spent in conformity with Board policy and properly accounted for on a continuous basis. The

Treasurer shall not individually have the authority to give directives to the School Leader or any staff or faculty of the School. The Treasurer has authority to issue payment on behalf of the Corporation or School as empowered and limited by the School charter. The Treasurer shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

- F. Any Officer may resign at any time by giving written notice to the Chairperson or Secretary. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.
- G. A vacancy in any office because of death, resignation, removal, or otherwise, may be filled by the Board by a majority vote of Trustees then in office for the unexpired portion of the term.

5.10. Final Authority. The Board reserves to itself final authority for decisions concerning:

- A. Performing any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- B. Making or changing policies, rules, and regulations not inconsistent with law, or with these Bylaws, for the effective management and control of the School and its affairs, and of its staff, faculty, other employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose or mission;
- C. Entering into agreements and contracts with individuals, groups of individuals, Corporations or governments for any lawful purpose;
- D. The keeping of a complete record of all minutes, acts, and proceedings of the Board;
- E. The cause of an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues, and expenses of the School and its financial condition;
- F. Ensuring the School's money and assets are reasonably safeguarded against fraud, waste, and abuse and that the School's financial transactions are managed according to Generally Accepted Accounting Principles and any other applicable standards;
- G. Ensuring the School's financial position and performance meet all required performance framework metrics it itself establishes;
- H. Setting the proper tone for the ethical and prudent conduct of the Corporation and School in all matters related to its organization and the conduct of its work;
- I. The ethical public stewardship and accountability of the Corporation and School;
- J. Upholding and enforcing all laws related to the School's operation;
- K. The assurance of adequate funding for the operation of the School;
- L. The delegation of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate oversight and jurisdiction.

5.11. School Leader. Subject to such supervisory powers as may be given by the Board, the business, affairs, and property of the School, and all Board authority delegated to the staff and faculty, shall be delegated through and managed by a head of school so that all authority and accountability of staff and faculty and the management of the School, as far as the Board is concerned, is considered to be the authority and accountability of the head of school, who shall be employed by the Board at its pleasure and accountable to the Board collectively to serve as the chief executive and administrator of the School ("School Leader"). The Board shall provide oversight of the School Leader and will direct and instruct the School Leader to achieve certain end results for the School through the Board's establishment of certain policies designed to describe those end results it expects and any means it does not. In doing so, the Board shall:

- A. Limit the latitude the School Leader may exercise in practices, methods, conduct, and other "means" through the establishment of policies and guidelines setting forth such related limitations so as to maintain the Board's established standards of virtues, prudence, and ethics;
- B. Provide clear expectations and a framework of virtues for the School Leader to use reasonable interpretation of the Board's policies to establish all further management and operational policies, make all necessary decisions, take all appropriate actions, and develop all activities within the operation of the School;
- C. Respect and support the School Leader's choices, within the boundaries and delegations established by the Board;
- D. Not bind the School Leader except through its decisions while acting collectively, unless it specifically authorizes such exercise of authority through a Trustee, Officer, or designated committee on limited and rare occasions through a majority vote of the Trustees;
- E. Not require the School Leader to provide information or assistance without Board authorization through a majority vote of the Trustees when such a request, in the School Leader's judgment, causes a material amount of staff or faculty time or funds or are disruptive to the School's operation. The School Leader shall hold final authority in the management of the School, outside the broader powers of the Board. As such, the School Leader's accountability is an accumulation of the responsibilities of the staff and faculty and is held to the judgment of the Board who shall monitor the School Leader diligently and respectfully. The Board may establish policy to acquire such monitoring data by internal report, external report, or by direct Board inspection. The Board shall have one employee, as a single point of delegation, in the School Leader, who is solely accountable for the outcome of the School's operation by achieving the results expected from the Board and by not violating the Board's policies limiting his or her authority, domain, or purview. In every case, the standard for compliance of the School Leader to the Board shall be any reasonable interpretation of the policies of the Board on outcomes it expects and executive limitations it imposes.

5.12. Work of the Board. The Board shall set about doing its work with fidelity to the tenets of sound governance and practices so as to effectively bring about its purpose with integrity and efficiency. The Board's collective efforts shall work to establish the ends it is established to

create through explicit policy and guidelines for the prudent and ethical function of the Corporation and School. Though it shall at all times dutifully safeguard its decision authority on all matters as described herein these Bylaws, it shall retain such primary practical and workload interest in:

- A. Setting the Board's work plan and agenda for the year and for each meeting;
- B. Determining Board training and development needs;
- C. Attending to discipline in Board attendance, following these Bylaws and other self-imposed rules;
- D. Becoming expert in good governance practices and policy-making;
- E. Establishing the limits of the School Leader's authority to budget, administer finances and compensation, establish programs, and otherwise manage the operations of the School through the Board's proscriptive policy, instruction, and other guidelines;
- F. Establishing the results, recipients, and acceptable costs of those results that justify the Corporation's existence;
- G. Examining monitoring data and determining whether the Corporation or School has achieved a reasonable interpretation of Board-stated and charter-required criteria;
- H. Conducting a regular self-assessment and Board evaluation so as to improve its effectiveness and governance practices, including its compliance to the policies it creates;
- I. Establishing and executing a long-term strategic plan for the School's growth and fiscal and operational sustainability.

ARTICLE VI MEETINGS

6.1. Regular Meetings. The Board shall establish a regular schedule for regular meetings that will occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken by the Secretary, approved by the Board, and made available to the public under state requirements.

6.2. Special Meetings. Special meetings may be called by or at the request of the Chairperson or any two (2) Trustees. Special meetings should only be called when circumstances require immediate action or in order to resolve specific items of business that could not be treated in a regular meeting. The Chairperson or the Trustees calling the meeting shall make every reasonable effort to ensure that all Trustees are able to attend. Minutes of each special meeting will be taken, approved, and made public as for a regular meeting.

6.3. Emergency Meetings. On rare occasions, the Board may need to call an emergency meeting; the Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

6.4. Notice. Absent controlling state statute, notice of all regular meetings or changes to the calendar of regular meetings must occur at least ten (10) days in advance of an affected

meeting. Trustees should receive notice by telephone, electronic methods, or by written notice; the public should receive notification via reasonable methods that may include, but are not limited to, print and electronic media. Absent controlling state statute, notice of any special meeting of the Board shall be given at least three (3) days in advance of the meeting by telephone, electronic methods, or by written notice. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting will constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board need be specified in the notice, unless specifically required by law or by these Bylaws. The notice for special meetings must include the purpose of the meeting and a description of the business to be transacted at the meeting.

6.5. Quorum and Voting. A quorum at all meetings of the Board shall consist of a majority of the number of Trustees then in office. The act of a majority of the Trustees of the Board present at any meeting at which a lawful quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these Bylaws. Proxy voting is not permitted.

6.6. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a teleconference network, videoconference technology, or similar communications method by which all persons participating in the meeting can hear each other. For regular meetings, however, at least three (3) Trustees must be physically present at the meeting location in order to form a quorum. All votes taken with participants attending by telephone or teleconference shall be by roll call.

ARTICLE VII CONFLICTS OF INTEREST

7.1. Annual Disclosure. All Trustees will annually disclose in writing to the Board the existence of any relationship or interest which could give rise to a conflict.

7.2. Conflict of Interest. Any Trustee or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be a private interest of the Trustee. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict is deemed to exist. If a conflict is determined, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the discussion. The minutes of the meeting shall

reflect the disclosure made, the vote thereon and, where applicable, the recusal from voting and participation. In cases where the interest in question will require frequent or on-going disclosures and/or the recusal of a Trustee from voting—such as, but not limited to lease agreements or on-going management services—the Trustee in question is required to resign within sixty (60) days of an executed contract.

7.3. Nepotism. The prohibitions against conflicts of interest in these Bylaws have the following consequences for immediate relatives of Trustees:

- A. The conflict of interest policy shall apply in cases where the child, parent, or spouse of a Trustee has an interest in a contract, other transaction, or program presented to or discussed by the Board or Board committee, excepting cases wherein the interest in question applies to a general School program that stands to benefit a student of immediate relation to a Trustee.
- B. In cases wherein the School or Corporation directly employs the child, parent, or spouse of a Trustee as a full-time, paid employee, the Trustee in question must resign within sixty (60) days of an accepted offer of employment or within forty-five (45) days of the employee's first day of full-time employment, whichever comes sooner.

ARTICLE VIII COMMITTEES

8.1. Purpose of Committees. Before forming any Board committee, the Board will first ascertain that the committee's purpose is to help the Board do its work. The Board will not form any committee intended to help manage the School or assume any delegated authority and accountability designated to the School Leader.

8.2. Committees. By one or more resolutions adopted by the vote of a majority of the Trustees present in person at a meeting at which a quorum is present, the Board of Trustees may designate one or more committees, each of which, to the extent provided in the resolution establishing such committee and these Bylaws, shall have and may exercise specific delegated authority. Each committee must include at least two (2) Trustees. The delegation of authority to any committee shall not operate to relieve the Board of Trustees or any Trustees from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these Bylaws and the Policies of the Board of Trustees unless the Board itself determines otherwise. Any committee may be given certain specific delegated authority except that no committee may:

- A. approve any action for which state law also requires approval of the Board or approval of a majority of all Trustees;
- B. fill vacancies on the Board or in any committee which has the authority of the Board;
- C. fix compensation of the Trustees for serving on the Board or on any committee;
- D. amend or repeal Bylaws or adopt new Bylaws;
- E. amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

- F. appoint any other committees or the members of these committees;
- G. approve any transaction (i) between the Corporation and one or more of its Trustees or (ii) between the Corporation and any entity in which one or more of its Trustees have a material financial interest; or
- H. have express delegated authority to make decisions on behalf of the Board collectively, but shall make recommendations for the Board's final approval, as appropriate.

8.3. A majority of the committee members shall constitute a quorum for the transaction of committee business, except to adjourn. A majority of the committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the committee, subject to the provisions of state law or these Bylaws relating to actions that require a majority vote of the entire Board.

8.4. The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a committee, increase or decrease (but not below two (2)) the number of members of a committee, and fill vacancies in a committee from the members of the Board.

8.5. Standing Committees. The Board of Trustees may constitute and appoint Trustees to standing committees, including a governance committee, an audit committee, a risk management committee; and shall constitute and appoint Trustees to a fundraising committee.

- A. The governance committee, if constituted, exists to assist the Board in developing optimum Board performance with the goal of sustaining it upon Board member turnover. The committee's duties include identifying (and recruiting) potential candidates for Board service and coordinating election and orientation of new members. It is also responsible for coordinating ongoing Board self-assessment and professional development that is both meaningful and practical. The committee will ensure, on behalf of the Board, that any required criminal history checks on candidates, Officers and Trustees are initiated in a timely manner and the results reported to the Board. The committee shall also be vigilant, as needed, in reminding the Board, its Officers, its committees, and its individual members of the importance of complying with the Board's bylaws, Officer and Trustee code of conduct, conflict of interest disclosures and any related Board policies.
- B. The audit committee, if constituted, exists to assist the Board in ensuring that the School's money and assets are being properly managed and accounted for, as well as being safeguarded against fraud, waste, and abuse. The committee's duties include soliciting proposals from independent auditors as needed, regularly reviewing financial reports and source documents for irregularities, and confirming the timely and accurate submission of various compliance reports such as corporate tax documents and authorizer mandated financial reports. With the guidance of the Board's attorney, the committee shall also investigate allegations of financial wrong-doing by senior management and shall receive reports from senior management regarding any investigations of financial wrong-doing it is conducting of subordinate personnel.

- C. The risk management committee, if constituted, exists to assist the Board in ensuring that sound risk management is occurring in the School to include oversight of adequate insurance coverages (including policy renewal), confirmation of timely completion by management of background checks of staff, faculty, and volunteers, campus safety plans, emergency action plans and related policies.
- D. The fundraising committee exists to carry out the Board's duty to raise sufficient funds to enable operations. The Board shall appoint members to the fundraising committee in accordance with the School's charter.

ARTICLE IX PARLIAMENTARY AUTHORITY

9.1. Parliamentary Authority. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Board's meetings in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Board may adopt.

ARTICLE X AMENDMENTS

10.1. Bylaws. These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Trustees by an affirmative vote of two-thirds (2/3) of all the Trustees then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal has been submitted in writing at the previous regular meeting.

10.2. Articles of Agreement. The Articles of Agreement of the School may be amended in any manner at any regular or special meeting of the Board by an affirmative vote of two-thirds (2/3) of all the Trustees then in office, provided that specific written notice of the proposed amendments of the Articles setting forth the proposed amendment or a summary of the changes to be effected thereby has been submitted in writing at the previous regular meeting.

ARTICLE XI BOOKS AND RECORDS

11.1. Books and Records. The Board shall keep complete books and records of account and minutes of the proceedings of the Board of Trustees and committees having any authority of the Board of Trustees. All books and records shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

11.2. Annual Reports. The Board shall file all reports required by law, on such forms, containing such information, and filed with such agencies at such times, as the law may require.

11.3. Inspection Rights. Every Trustee shall have the right at any reasonable time to inspect the books, records, documents of every kind, and physical properties, as permitted by State law. These inspection rights do not extend to records that are confidential under law including, but not limited to, private student records.

ARTICLE XII CONTRACTS, LOANS AND DEPOSITS

12.1. Contracts. The Board may authorize any Officer or Officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific purposes.

12.2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any Officer or Trustee.

12.3. Checks, Drafts and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness or encumbrances of school funds issued in the name of the School shall only occur within the confines of explicit Board policy.

12.4. Deposits. All funds of the School not otherwise employed shall only be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of New Hampshire as the Board may select. The Board must verify the existence of such accounts on an annual basis.

ARTICLE XIII CONSTRUCTION

13.1. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New Hampshire Revised Statutes Annotated Chapter 292, shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a Corporation and an individual person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

ARTICLE XIV INDEMNIFICATION

14.1. General. To the full extent authorized by law, the Board shall authorize the School to pay or cause to be paid by insurance or otherwise, indemnification of any Trustee, Officer, employee, or agent, or former Trustee, Officer, employee, or agent of the School, against expenses actually and necessarily incurred by such person in connection with the defense of any action, suit, or proceeding in which that person is made a party by reason of being or having been such Trustee, Officer, employee or agent, except in relation to matters as to which that person shall have been adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty. The foregoing indemnification shall not be deemed exclusive of any other rights to which an indemnitee may be entitled under any bylaw, agreement, resolution of the Board of Trustees or otherwise.

14.2. Expenses. Expenses, including reasonable attorneys' fees, incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Board in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board, upon receipt of an undertaking by or on behalf of the indemnitee to repay such amount if it shall ultimately be determined that such indemnitee is not entitled to be indemnified hereunder.

14.3. Insurance. The Board may purchase and maintain insurance on behalf of any person who is or was a Trustee, Officer, employee, or agent against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the School would have the power or obligation to indemnify such person against such liability under this Article.

We, the undersigned, are all of the initial Trustees or incorporators of Seacoast Classical Academy Chartered Public School and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of the preceding pages, as the Bylaws of this Corporation.

ADOPTED AND APPROVED by the Founding Board on this _____ day of _____, 20_____.

[Name]

[Name]

[Name]

[Name]

[Name]

[Name]

EXHIBIT D: Draft Position Descriptions

Executive Director

The Executive Director is the employee of the Board of Trustees, and the Chief Executive Officer of Seacoast Classical Academy. The Executive Director is accountable to the Board for the Academy's Vision pursuit and Mission execution. Enabling this accountability, the Board delegates authority to the Executive Director through bylaws, policies, directives, decisions, and communicated expectations. This executive authority is subject to Board review and to the Academy charter.

Qualifications of the Executive Director

- Broad understanding of the classical liberal arts, their roots in the Western tradition, and their historical presence in American education
- Knowledge of the craft of teaching, and the ability to teach well
- Ability to communicate effectively in both oral and written forms
- High energy, productivity, and skill managing the productivity of others
- General understanding of personnel management principles, including recruiting, hiring, supervising, evaluating, and individual and organizational development
- The intellectual and emotional strength, mental agility, and durability to have difficult conversations and render difficult decisions
- General understanding of financial management principles, including budgeting, budget management, auditing, and controls
- Master's degree or higher in an academic subject or education administration

Responsibilities of the Executive Director

- Lead Vision pursuit, Mission execution, and practice of the Virtues.
- Administer the operation of the Academy in accordance with applicable laws, the rules of the State Board, the charter, and Academy Policies.
- Administer security and safety.
- Report regularly, and as needed, to the Board of Trustees.
- Nominate for the Board's hiring approval, candidates for the positions of Principal, Office Manager, and all salaried Teachers.
- Research policies and recommend policy changes to the Board.
- Lead annual budget development and oversee the finances.
- Lead the collaboration of Academy employees with the Fundraising Committee.
- Communicate on behalf of the Academy.
- Perform other duties assigned by the Board.

Principal

The Principal is the academic administrator and the lead teacher of Seacoast Classical Academy. The Principal reports to the Executive Director. The Principal shall ensure that the Academy meets its academic goals while upholding family rights.

Qualifications of the Principal

- An organized, well-rounded, engaging individual with the ability to interact joyfully with scholars, families, and colleagues
- Broad understanding of the classical liberal arts, their roots in the Western tradition, and their historical presence in American education
- Experience teaching and effectively coaching teachers
- Ability to communicate well in both oral and written forms
- Skills to plan, coordinate, and supervise daily academic operations
- An advanced degree in education or an academic subject

Responsibilities of the Principal

- Collaborate with the Executive Director in Vision pursuit, Mission execution, and practice of the Virtues.
- Ensure an effective, efficient, and positive learning environment for all scholars.
- Recruit, develop, direct, support, and evaluate the teaching and student-support employees of the Academy.
- Administer Curriculum, Pedagogy, Assessment, and Reporting practices.
- Manage parent relations, including academic communications.
- Teach scholars on an ad hoc basis.
- Oversee scholar behavior and discipline.
- Advise the Parent Council and serve as a voting ex-officio Councilor.
- Support the collaboration of Academy employees with the Fundraising Committee.
- Perform other duties assigned by the Executive Director.

Office Manager

The Office Manager performs administrative and supervisory work in the non-academic operations of the school, and reports to the Executive Director.

Qualifications of the Office Manager

- An organized, well-rounded, engaging individual with the ability to interact joyfully with scholars, families, and colleagues
- Exceptional organizational and multitasking skills
- Knowledge of financial and compliance processes
- Adaptable proficiency with various office productivity softwares, managing websites, social media, and financial and educational management systems
- A Bachelor's degree in a business-related or academic subject

Responsibilities of the Office Manager

- Control the inventories and manage the upkeep of Academy resources and infrastructure.
- Manage human resources.
- Manage non-instructional staff.
- Manage support and maintenance of IT and AV systems.
- Oversee the work of non-instructional contractors.
- Ensure Academy compliance with contracts and reporting requirements.
- Collaborate in the development of the budget and financial statements.
- Collaborate in the planning of Academy events, and manage them.
- Manage record-keeping processes.
- Oversee student transportation.
- Assist the Principal in parent communications.
- Assist the Executive Director in the administration of security and safety.
- Perform other duties assigned by the Executive Director.

Teachers

The Teachers of Seacoast Classical Academy provide academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights. Teachers report to the Principal.

Qualifications of Classroom Teachers and Specialty Instructors

- An organized, well-rounded, engaging individual with the ability to interact joyfully with scholars, families, and colleagues
- Mastery of the content, concepts, methods, and structure of discipline(s) taught
- Effectiveness age-appropriately and engagingly cultivating knowledge, understanding, and critical thinking in developing scholars
- Ability to age-appropriately manage classrooms and uphold moral standards
- Ability to develop and implement course, unit, and lesson plans
- Skill using assessment strategies to measure academic achievement, and to modify instructional strategies as needed to increase achievement
- A Bachelor's degree in education or an academic subject

Responsibilities of Classroom Teachers and Specialty Instructors

- Maintain a positive learning environment for all scholars, while managing scholar conduct effectively.
- Uphold family rights through transparency, accountability, family privacy, and classroom neutrality.
- Uphold the Academy virtues and collaborate in maintaining safety and security.
- Communicate with parents about plans and progress.
- Develop course, unit, and lesson plans implementing the Academy's curriculum.
- Use instructional strategies, and modify these as needed, to optimize academic growth and achievement.
- Use formal and informal assessment methods to monitor and measure scholar academic growth and achievement.
- Plan and lead differentiated instruction and supplementary instruction.
- Participate in professional development and mentoring.
- Flexibly use appropriate technology in teaching and record keeping.
- Contribute to scholar-related operations, for example, monitoring recess.
- Lead at least one extracurricular activity per year.
- Perform other duties before, during, or after school, as assigned by the Principal.

Instructional Aides

Instructional Aides, also known as Paraprofessionals, will be hourly instructional employees. Instructional Aides report to the Principal and work under the direction of Teachers.

Qualifications of Instructional Aides

- An organized, well-rounded, engaging, individual and who has the ability to interact joyfully with scholars, families, and colleagues
- Effectiveness age-appropriately cultivating literacy and numeracy in developing scholars
- Good judgment in interactions with young scholars.
- A high school diploma; a bachelor's degree preferred
- Experience working with school-age children, preferably in a classroom setting

Responsibilities of Instructional Aides

- Contribute to a positive learning environment for all scholars, and management of scholar conduct.
- Support Teachers in lesson preparation, instruction and classroom management.
- Instruct scholars individually or in small groups as part of regular, differentiated, or supplemental instruction.
- Uphold family rights through transparency, accountability, family privacy, and classroom neutrality.
- Uphold the Academy virtues and collaborate in maintaining safety and security.
- Contribute to scholar-related operations, for example, monitoring recess.
- Participate in professional development and mentoring.
- Perform other duties assigned by the Principal.

Special Education Coordinator

The Special Education Coordinator manages cooperation with the home districts of scholars with IEPs, and collaborates in supplementary instruction. This position reports to the Principal.

Qualifications of the Special Education Coordinator

- An organized, well-rounded, engaging individual with the ability to interact joyfully with scholars, families, and colleagues
- Ability to work effectively with local education agencies and advocate for scholars
- Effectiveness age-appropriately and engagingly cultivating knowledge, understanding, and critical thinking in developing scholars
- Ability to collaborate providing differentiated and supplemental instruction
- A Bachelor's degree in education or an academic subject

Responsibilities of the Special Education Coordinator

- Coordinate Academy cooperation in the instruction of scholars with IEPs.
- Advocate for scholars to ensure that IEPs are carried out.
- Collaborate with Teachers in the teaching of the Academy's curriculum to scholars with IEPs.
- Collaborate in supplemental programming for scholars in need of acceleration of learning.
- Contribute alternative approaches to teaching and learning.
- Participate in review of IEPs with parents, administrators, and teachers.
- Uphold family rights through transparency, accountability, family privacy, and classroom neutrality.
- Uphold the Academy virtues and collaborate in maintaining safety and security.
- Communicate with parents about plans and progress.
- Participate in professional development and mentoring.
- Perform other duties assigned by the Principal.

Guidance Counselor

The Guidance Counselor provides counseling and support to scholars, with special attention to educationally disabled, economically disadvantaged, or at-risk scholars. This position reports to the Principal.

Qualifications of the Guidance Counselor

- An organized, well-rounded, engaging individual with the ability to interact joyfully with scholars, families, and colleagues
- Ability to identify problems affecting academic or moral development, and to collaborate with colleagues and families to ameliorate them
- Ability to collaborate providing differentiated and supplemental instruction
- A Bachelor's degree in education or an academic subject

Responsibilities of the Guidance Counselor

- Promote a positive learning environment for all scholars, while managing scholar conduct effectively.
- Support learning, English language proficiency, building social skills, obtaining school supplies and more to meet the educational needs of scholars who are educationally disabled, economically disadvantaged, at-risk, or socially struggling.
- With parent approval, connect disadvantaged scholars with local resources and programs to promote learning and well-being.
- Uphold family rights through transparency, accountability, family privacy, and classroom neutrality.
- Uphold the Academy virtues and collaborate in maintaining safety and security.
- Participate in professional development and mentoring.
- Perform other duties assigned by the Principal.

Classical Academy – New Hampshire College and Career Ready Standards Alignment: Kindergarten

The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.

Acronym Guide for College and Career Ready Standards for ENGLISH LANGUAGE ARTS Grade Kindergarten:

Reading Standards for Literature: RLK

Writing Standards: WK

Reading Standards for Informational Text: RIK

Speaking and Listening Standards: SLK

Reading Standards: Foundational Skills: RFK

Language Standards: LK

Strand	College and Career Ready Standards	Core Knowledge Sequence
Strand	Reading: Literature	
Topic	Key Ideas and Details	
CCRS	RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.2. With prompting and support, retell familiar stories, including key details. RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	
Strand	Reading: Literature	
Topic	Craft and Structure	

CCRS	RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.8. (Not applicable to literature) RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Instructional Strategies

Picture Walk

During a read aloud, in small group guided reading, or any other shared reading experience, the teacher guides students through a “picture walk.” The teacher shows the students the illustrations without reading any of the words. Students make predictions about the story based on those illustrations. The teacher can ask students to identify the predictions that come closest to what really happened in the story. While reading, help students make connections between the illustrations in the story and the moments they depict.

Careers in our School

During shared reading, select a text (e.g., Welcome to Kindergarten: an Alphabet by Violet Smith or Welcome to Kindergarten by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make

comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).

To practice or extend this activity, students can match photos or clip art of people dressed for a particular job to the correct setting. Using the same jobs that students saw people doing around the school setting will reinforce that idea for struggling learners. Using different jobs and other settings will extend the learning for advanced learners.

Venn Diagrams (or T-chart graphic organizers)

Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

For special needs students pre-teach by providing them with an opportunity to compare and contrast events they are familiar with (i.e. indoor vs. outdoor recess, school day vs. day at home) before asking them to compare/contrast characters. When using Venn Diagrams and/or T-Charts (and all written lists/charts in the classroom), be aware of your use of color. Simply alternating the color you write in for each line of text makes it clearer for struggling learners and helps them to understand that each line is a new idea. This is also beneficial for the visually impaired. Also for Venn Diagrams, some students can be given picture cues on strips of paper to place in the correct place on the diagram while other students are coming up with their own.

Role Play

Students and teacher act out characters from the same book series (i.e. Elephant and Piggie in the Mo Willems series). At first, students should consistently play one character while the teacher plays the other. Encourage students to look at illustrations and text type and size to depict the characters. Enrich students by having them choose the character they would be and explaining their choice

From BCSI Program Guide:

Listen, My Children: Poems for Kindergarteners

Mother Goose Poems

"Baa, Baa, Black Sheep"

"Diddle, Diddle, Dumpling"

"A Diller, A Dollar"

"Georgie Porgie"

"Hey Diddle"

"Hickory, Dickory, Dock"

"Hot Cross Buns"

"Humpty Dumpty"

"It's Raining, It's Pouring"

"Jack and Jill"

"Jack Be Nimble"

"Jack Sprat"

"Ladybug, Ladybug"

"Little Bo Peep"

"Little Boy Blue"

"Little Jack Horner"

"Little Miss Muffet"

"London Bridge Is Falling Down"

"Mary, Mary, Quite Contrary"

"Old King Cole"

"Old Mother Hubbard"

"The Old Woman Who Lived in a Shoe"

"One, Two, Buckle My Shoe"

"Pat-a-Cake"

"Rain, Rain, Go Away"

"Ride a Cock-Horse"

"Ring Around the Rosey"

"Rock-a-bye, Baby"

"Roses Are Red"

"See-Saw, Margery Daw"

"Simple Simon"

"Sing a Song of Sixpence"

"Star Light, Star Bright"

Strand

Reading: Literature

Topic

Range of Reading and Level of Text Complexity

CCRS

RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Strategies

To select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Instructional StrategiesReciprocal Teaching Method

Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question, and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection (Palinscar & Brown, 1986)

I Wonder Questioning Strategy

Use I wonder questions (I wonder what, I wonder why...) to search for information in a previously read text. This strategy helps guide student comprehension of text. This strategy is also called self-questioning. Using this strategy is especially helpful when working with unfamiliar concepts in informational texts. This strategy is detailed at an article titled “I Wonder Questions: Harnessing the Power of Inquiry” found on the Edutopia website.

Interactive Read Aloud

The teacher reads carefully selected texts to the students, usually whole group. Students are encouraged to ask and answer questions and make meaning as the text is being read. The U.S. Department of Education provides these simple guidelines for interactive read alouds.

1. Read the material yourself before sharing with students.
2. Mark text with potential spots to stop and pose a question, thought or think aloud.
3. Include frequent opportunities for students to talk about texts. Use Turn and Talk or other partner and group discussion strategies.

Guided Reading

Small group reading instruction during which students move from high teacher support to full control of the reading process. Teacher selects the “just right” text, one that is at the students’ instructional level. Scholastic Teacher Resources provide the following steps for successful guided reading practice:

1. Before reading: Set the purpose for reading, introduce vocabulary, make predictions, and talk about the strategies good readers use.
2. During reading: Guide students as they read, provide wait time, give prompts or clues as needed by individual students, such as "Try that again. Does that make sense? Look at how the word begins."
3. After reading: Strengthen comprehension skills and provide praise for strategies used by students during the reading.

Instructional Resources/Tools

Heard, Georgia and Jennifer McDonough. [A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades](#). Portland, ME: 2009 – a resource that supports the meaningful use of informational text in the primary classroom.

Fountas, Irene and Gay Su Pinnell. [The Literacy Continuum](#). Portsmouth, NH, Heinemann: 2016 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie, and Anne Goudvis. [The Primary Comprehension Toolkit](#). Portsmouth, NH – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

What Works Clearinghouse (WWC) Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

Strand	Reading: Informational Text
Topic	Craft and Structure
CCRS	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<p>Instructional Strategies</p> <p><u>What's it Mean?</u></p> <p>Read part of a selected text aloud. When possible, project or post the text being read. Model ways to think aloud about the words and concepts “you don’t know.” Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Students can list and investigate unanswered questions once reading is completed.</p> <p><u>Picture This!</u></p> <p>Read aloud a small section of informational text, without sharing the illustrations. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. Gifted students could be challenged to determine how they would change the text or illustrations if they were the author or illustrator.</p>	

Vocabulary Picture Cards

Vocabulary picture cards related to a nonfiction book can be created using images from online resources. The cards should include a student friendly definition and example of the word used in a sentence as well as a picture. Use the cards before or during the reading of a text to help students learn new vocabulary. Students can help create the cards by choosing clip art or cutting images from magazines for their own set of cards. They can also start to develop their own set of vocabulary cards for books they are reading independently.

Interactive Read Aloud

Carefully selected texts are systematically read aloud to the students, usually whole group. When reading informational text teachers should use the interactive read aloud to scaffold student understanding of the topic. The teacher has identified places in the text to pause and invite students to turn and talk with a partner or respond as a whole group to questions that focus on content vocabulary and relevant information.

Create an Informational Text Alphabet Book

Students can use the interactive alphabet organizer to create informational alphabet books. Focus the book on a particular topic or unit of study. The book can be added to the classroom library and/or shared with other classrooms. Initially this activity should be done in whole group, but it can be repeated with small groups or individual students as the year progresses.

Read Write Think

There are many standards-based lessons that may be used to help Kindergarten students develop an understanding of nonfiction text. Several of those lessons include:

- Adventures in Nonfiction: A Guided Inquiry Journey
- Predicting and Gathering Information with Nonfiction Texts
- Creating Question and Answer Books through Guided Research

Professional Books and Articles

Pinnell, Gay Su, Fountas, Irene C. The Continuum of Literacy Learning, Grades K-8: Behaviors And Understandings To Notice, Teach, And Support. Portsmouth, NH: Heinemann, ©2007.) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie. Goudvis, Anne. The Comprehension Toolkit. Portsmouth, NH: Firsthand/Heinemann, 2016– A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force. This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

WWC Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

Instructional Resources/Tools

Read Write Think

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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

Instructional Strategies

Scavenger Hunt Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in those sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around “I didn’t know that!” discoveries.

Use the Picture Explain that a picture or graphic in a nonfiction text is to help students read and understand the information. Provide examples of how an image can help students understand unfamiliar words and concepts. Encourage kindergarten readers to think of these questions as they are reading or viewing a nonfiction text:

1. Do the images give me any clues or ideas about the information in the book?’
2. Does the image help me understand words that I do not know?
3. Why is this image included in the book? (Alternatively, why is this image included with this paragraph or in this section?)

The Author Says

Provide students with a general overview of the book. Identify the main focus. As the teacher reads the book aloud ask students to identify the information that supports the main focus of the book. When possible use an enlarged text so that students can use sticky notes to indicate the location of supporting points.

Questioning the Author helps students connect with nonfiction texts using the Question-Answer Relationship (QAR) strategy. The questions students can focus on in discussion include:

1. What is the author trying to tell you?
2. Why is the author trying to tell you that?
3. What would you say instead?
4. Does the author say it clearly?
5. How could the author make it clearer?

A full explanation can be found in this book: Beck, Isabel L., Questioning the Author: An Approach for Enhancing Student Engagement With Text. Newark, Del., USA: International Reading Association, 1997

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.K.10 Actively engage in-group reading activities with purpose and understanding.

Instructional Strategies

Non-Fiction Book Packets

Select informational text that matches the current unit of study. Send a book home with each child in the classroom. Include a card with questions that parents can ask during or after the reading. At the beginning of the year these can be books the parent reads to the child, as the students begin

reading the books should include those that the student can read with adult help. Be sure to choose texts on various levels that will give families the opportunities to read and answer questions successfully.

Class Developed Informational Books

Create informational books about a grade level appropriate topic from math, social studies, or science. Each student can be given a simple sentence related to the topic to copy and illustrate. Once the pages are assembled into a book, share with the whole group and then place it in the class library. The book can also be posted as a digital text on a website for students to read independently and/or with a partner. They can be sent home (in print form or digitally) for students to share with family members.

3-2-1 Strategy

This strategy can be done whole group or small group after the teacher has shared a nonfiction book with the class. The teacher should record student responses so that they can be seen by everyone. The strategy asks students to identify:

1. Three things they learned from the book
2. Two questions they still have about the topic
3. One thing they would like to know more about.

Instructional Resources/Tools

Leveled Text Resources-Leveled informational text resources can be found at Readworks. The texts include a variety of topics and levels that are appropriate for use in Kindergarten.

Professional Books and Articles Pinnell, Gay Su, Fountas, Irene C. [The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, And Support](#). Portsmouth, NH.

Heinemann, 2016. – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Strand	Reading Foundational Skills
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Topic	Print Concepts
CCRS	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>
<p>Instructional Strategies</p> <p>Print Referencing During a shared reading experience using a big book or enlarged text, print referencing can be used to direct students’ attention to the forms, features, and functions of written language. Both explicit and implicit print-referencing cues are used during this time. Cues include both verbal (asking questions and commenting about print) and nonverbal (pointing to or tracking print). The teacher may want to ask questions like:</p> <ul style="list-style-type: none"> • How many words are on this page? • Can you identify where reading should start? • Can you point to a letter on the page that is in your name? • Are there any words in the illustrations? • Do you see a word that appears more than once? • How can you tell that this is a question? <p>The teacher should also point to words and other print features as they read. A full discussion of this practice can be found in this article by Zucker, Ward, and Justice.</p> <p><u>Dictated Interactive Writing</u></p> <p>Dictated interactive writing allows children to work alongside the teacher as they construct a text by “sharing the pen.” Interactive writing provides the opportunity to teach for tracking from left to right, using spaces between words, letter sound correspondence, and recognizing that spoken words are represented by print.</p>	

- Step 1: Dictate a simple sentence.
- Step 2: Draw a line for each word in the sentence on a sentence strip while students repeat the sentence. Students may also use dry erase boards during this time.
- Step 3: Students take turns writing the dominant consonant sounds in each word. Teacher writes the sounds students are not ready for. Do not allow for invented spelling. Repeat reading after writing each word.
- Step 4: Cut up the sentence. Build and reread sentence with the students. (Richardson, 2009)
- Big Books

Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).

Instructional Resources/Tools

A is for Apple: Building Letter-Recognition Fluency. A series of lessons/activities from ReadWriteThink that provide students with the opportunity to interact with letters over a variety of settings and to build letter fluency.

Strand	Reading: Foundational Skills
Topic	Phonological Awareness
CCRS	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</p>

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition
CCRS	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Instructional Strategies</p> <p><u>Systematic and Explicit Instruction of Phonics</u></p> <p>The most effective phonics instruction is explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).</p> <p>Effective phonics instruction develops understanding of the alphabetic principle, incorporates phonemic awareness, provides sufficient practice in reading words (reading words in isolation, reading words in decodable texts, and writing words from dictation), leads to automatic word recognition, and is one part of a comprehensive reading program.</p> <p>Example phonics lesson sequence adapted from the Teaching Reading Sourcebook:</p> <ol style="list-style-type: none"> 1. Phonemic awareness warm up; 2. Introduce sound/spelling; 3. Blend words; 	

4. Build automatic word recognition (focus on the rapid and effortless decoding and reading of words in isolation);
5. Apply to decodable text;
6. Word work for decoding and encoding (uses a range of activities to build, manipulate, and sort words, such as Elkonin boxes with letters, word building, and dictation)

Example phonics lesson sequence adapted from the Phonics Lesson Library (95 Percent Group, Inc.):

1. State goal and purpose (1 minute);
2. Practice phonological awareness (3 minutes);
3. Review previous lesson (3 minutes);
4. Introduce new concept (3-5 minutes);
5. Provide guided practice - blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences (5 minutes);
6. Provide extended practice - word sorts, word chains, word families, cloze tasks (5 minutes);
7. Practice dictation/encoding (8 minutes);
8. Connect to word meaning (5 minutes);
9. Read decodable text (8 minutes)

Decodable Texts

Decodable texts are reading practice material in which the majority of words are linked to sound/spelling relationships and patterns students have been taught and a proportion of previously taught sight words. Decodable texts serve a specific purpose in reading instruction: to provide practice reading words with the patterns they have been taught. The use of decodable texts in the phonics lesson does not replace the need for other types of texts in other parts of the reading lesson (i.e. books for teacher read-aloud, oral vocabulary development, shared writing, poetry recitation, enjoyment of picture books, etc.).

Blending Techniques

Blending techniques begin with simple CVC words that do not have consonant blends or digraphs. Words containing consonant blends and digraphs can be introduced after simple syllable words. Teaching blending techniques to children allows children to sound out words, as opposed to relying on guessing from one letter or being overly dependent on context. Instruction begins with additive sound-by-sound blending, and then routines shift to whole word blending as sound-by-sound blending will not be sufficient to for fluent word recognition.

Words in Context

Words taught in phonics lessons should be read in sentences and defined if children do not know the meaning of the words. For beginning readers, the words may need to be introduced in sentences orally, as opposed to within written text.

Dictation

In Kindergarten and first grade, spelling can be taught alongside reading, as there is little difference between the correspondences student learn for reading and spelling at this level. A dictation routine can be included in the phonics lesson to enable students to produce the sounds and words learned earlier in the lesson. Dictation can include dictating words and sentences.

It is important to provide corrective feedback and show the students the words/sentences written correctly.

Sound/Spelling Cards and Sound Wall

Teachers use sound/spelling cards to provide a clear model of speech sounds and their spellings. They provide a scaffold for students in decoding. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

Instructional Resources/Tools

For additional information on Reading: Foundational Skills, see Ohio's Early Literacy Toolkit and Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Helpful resources for teachers to develop more strategies and understanding of how to effectively teach phonics in a diagnostic and explicit manner: LETRS (Language Essentials for Teacher of Reading and Spelling). by Louisa Moats

This resource provides extensive information regarding the essential elements of language. It expands on research-based teaching strategies to increase phonics skills for average to struggling readers. There are also sample lesson plans and student work to help teachers interpret mistakes to help inform instruction. Moats, Louisa C. Speech to Print: Language Essentials for Teachers. Baltimore: Paul H. Brookes Pub, 2000.

Florida Center for Reading Research. This website has a large number of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the Kindergarten classroom to help students develop reading skills.

Professional Books and Guides

Strickland, Dorothy S, and Shannon Riley-Ayers. Literacy Leadership in Early Childhood: The Essential Guide. New York: Teachers College Press, 2007. Chapter 4 of this book discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes and knowledge, and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

Right from the Start: The Report of the Nasbe Task Force on Early Childhood Education. Alexandria, VA, 1992. Chapter 2 discusses strategies for implementing developmentally appropriate curriculum and researched based instruction.

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: This practice guide provides evidence-based recommendations for teaching foundational reading skills to students in K-3.

Strand	Reading: Foundational Skills
Topic	Fluency
CCRS	RF.K.4 Read emergent-reader texts with purpose and understanding.

Instructional Strategies

The Author Said

Provide opportunities for students to hear authors reading their own work. For example:

- Mem Fox
- Paulette Bogan
- Ken Nesbitt
- Todd Parr reading The Peace Book

A web search will provide more information on specific authors. Children's Books: NPR has a children's book section with author interviews, it frequently because content changes. Always preview the interview before sharing it with the class.

Shared Reading/ Performance Reading

This is an interactive reading experience that could be performed with a whole group or small group depending on the student needs. The teacher chooses a reading piece, which could be a poem, big book, or class writing piece. Print must be large enough or available for all students to see. Together the class reads the piece while the teacher listens for rate, appropriate pausing, stress, and intonation. This is a piece they should read for several consecutive days.

Choral Reading

This small group activity can be used to help students develop fluency through reading to develop proper phrasing, intonation, and expression through connected text.

Instructional Resources/Tools

The Unite for Literacy Library offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. Narrow down your choices using picture icons for different themes such as animals or families. Select and click a book to read. Click the speaker icon to hear each page. The narration is also available in many languages from Arabic to Vietnamese. This site should be shared with parents to encourage literacy practices at home. This is a particularly good site for ELL students who could listen to a book in their home language first and then in English.

Reading Rockets

This website is a valuable resource as it provides theory, research, and tools to help both educators and parents teach children to read. The website has many strategies, videos, and lesson activities to systematically teach reading.

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade:

This practice guide provides specific, evidence-based recommendations for teaching foundational reading skills to students in K-3.

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>Instructional Strategies</p> <p><u>Key Events for Writing</u></p> <p>The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child. This strategy could be enhanced by using Flipgrid for students to record their story aloud, even showing their drawing.</p> <p>Have students who are not certain about what to write, talk about it with an adult first, or have students who have identified an event share orally to spark an idea for a student who is struggling. For students who chronically struggle with coming up with ideas, have a list (word with simple sketch/picture) available for them to look at when they need ideas or have a list posted on chart paper in the classroom for anyone to see.</p> <p><u>Write Aloud</u></p> <p>This is a modeled writing strategy to provide students with an opportunity to experience how writers develop different types of text. The teacher verbalizes his/her thinking as he/she is composing to improve students understanding of the writing process.</p> <p><u>Community Writing</u></p>	

The students and teachers collaborate to write a text together. Shared writing is when the teacher writes the students ideas; teacher is acting as a scribe. Interactive writing is when the students and teacher write together.

When looking for student input in community writing, have students “Turn & Talk” to someone sitting next to them before calling on students for answers. This gives everyone an opportunity to have an answer prepared, not just the quick thinkers.

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. When using mentor texts to model writing, be explicit about what the writing focus is. For example, Mo Willems books could be used to teach opinion writing.

When planning to use an exemplar text to teach an aspect of writing, it would benefit your diverse learners to have heard the story at least once (if not multiple times) before the lesson.

Writer’s Workshop

Components of a writer’s workshop include a focused mini-lesson targeting a specific writing strategy, independent writing (drawing, labeling, dictating, and written word), conferencing with peers and teachers, and sharing or publishing. Provide students with a variety of paper choices (paper with no lines, paper with one line, or paper with more than one line). This allows the students to select a presentation type that reflects their developmental writing stage. The utilization of graphic organizers to organize thoughts can help student maintain a proper sequence to their storytelling and organization of informational details.

Students who struggle need to be seen more frequently in the “conferencing rotation” than other students. Depending on the ELL student’s development and language, it may be beneficial to allow the student to record their story in their native language and help them translate it to English. The final copy could be bilingual. If a teacher saves these each year, they could be used as models for other ELL students. Some students may benefit from doing an audio recording first, as an alternate activity. More information on writer’s workshop can be found at the Children’s Literacy Initiative website.

Anchor Charts

Anchor charts are large charts created collaboratively by the teacher and the students during a mini-lesson. The chart is conspicuously posted where it can be referenced often to scaffold students’ thinking. Information on the chart can be added or edited as learning continues.

When using anchor charts in the classroom, it is very helpful to switch colors between lines of text. You do not need to use a different color for every single line. Even switching back and forth between just two different colors is very useful in helping students who struggle to differentiate between lines of text and to visually track the text. Also, it is very useful to have picture clues (even very simply sketched ones) to help young students to get the gist of the words if they cannot read it yet.

Grab Bag

Conferencing allows you to meet with children in a one on one setting or small group in order to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development.

Guided Writing

The teacher pulls a small group of students who share a common writing need for targeted instruction. A framework for guided writing can be found on the Reading Rockets website.

Turn and Talk for Writing

After presented with a writing prompt, students turn to partners to share thoughts as a prewriting strategy. Through these conversations, students will develop ideas that can be used while writing.

Instructional Resources/Tools

Resources for Writer's Workshop Videos, rubrics, sample student work, and other resources: Reading and Writing Project Student work examples and printable resources: Little Minds at Work

Units of study for opinion, narrative, informational, and research: Portland Oregon Writers' Workshop

Writing assessment resources, writing strategies, and additional tip sheets for teachers on how to help kindergarteners build strong writing skills. You will also find video of children's authors, classroom instruction, and literacy experts

Strand	Writing
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Topic	Production and Distribution of Writing
CCRS	<p data-bbox="331 277 632 305">W.K.4 (Begins in grade 3)</p> <p data-bbox="331 342 1955 412">W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p data-bbox="331 449 1955 519">W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p data-bbox="201 561 485 589">Instructional Strategies</p> <p data-bbox="201 630 352 657"><u>Peer Review</u></p> <p data-bbox="201 695 1871 805">Students meet with partners to review and offer feedback about each other’s writing. Teachers can model this process beforehand and offer checklists and guides for students as a scaffold for their conversations and work. Examples of this process can be found here and on the ReadWriteThink website.</p> <p data-bbox="201 846 363 873"><u>Conferencing</u></p> <p data-bbox="201 911 1944 1021">Conferencing allows the teacher to meet with children in a one on one setting or small group in order to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development. Students who struggle need to be seen more frequently in the “conferencing rotation” than other students.</p> <p data-bbox="201 1062 449 1089"><u>Writing Partnerships</u></p> <p data-bbox="201 1127 1923 1281">Pair students with different writing strengths together to work and review each other’s writing. When pairing students consider strengths, weaknesses, personality, and even organizational habits in order to ensure success. Seat partners near each other during independent writing so they can easily encourage one another. Model good partner behavior before groupings and address partner issues with individual conferences or whole-group mini-lessons.</p> <p data-bbox="201 1321 449 1349"><u>Collaborative Stories</u></p>	

Students and teachers work together to build a story by having each contributor add a new detail. This strategy encourages collaborative work and practices adding details to our responses and/or story telling in order to strengthen our writing.

School Year Goal Setting

Students will work with adults in crafting “I will _____ because _____.” statements that focus on what the student wants to accomplish during the school year. For example, “I will read three level 1 books by myself because reading is an important part of growing up!” The adult will work with the student on refining these statements with probing questions like “Why do you want to read? How much to do you want to read” in order to get the statements to be clear and specific.

Assistive Technology

Speech-to-Text: This is a setting that can be found on most electronic devices. It gives students the opportunity to dictate their thoughts when they are unable to express their ideas in written word.

Instructional Resources/Tools

On the ReadWriteThink website

Students can design and draw their own book cover.

Students type the text for each page of their piece to create a stapleless book.

Students create comics of varying length from given images and provide a caption.

Strand	Writing
Topic	Research to Build Knowledge
CCRS	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9 (Begins in grade 4)

W.K.10 (Begins in grade 3)

Instructional Strategies

Shared Writing/ABC Classroom Book

After sharing several books on a particular theme (careers), use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. If diverse learners have limited acquisition of the alphabet, it would be helpful to give them a page using a letter that they have mastered to help boost their confidence and enthusiasm in the project. If they are very limited, it would be nice to give them the letter that begins their own name.

Topic and Graphic Organizer

Using non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own nonfiction pieces. Initially students may want to 'draw' their findings. Later some students might be given "fill-in-the-blank" style pages or sentence starters to help formulate their sentences and thoughts.

Read and Discuss

Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work.

Diverse learners may benefit from a "side by side" book with the page on the left being an actual photocopied/scanned/printed page from the actual book and the page on the right being their own work.

Instead of having to model multiple features from the author/illustrator study, have students choose just one feature to model in their own written work.

Mural/ Shared Research

After engaging students in a shared research/ inquiry experience, the class works together to produce a community writing piece. Once the writing is complete, students work in cooperative groups to create the illustrations that depict each part of the community writing piece. Some examples of mural topics could include pumpkin growth cycle, butterfly life cycle, or the four seasons.

KWL Chart

Create a three-columned graphic organizer to track what a student or class *Knows*, *Wants to know* or *Wonders*, and has *Learned* (KWL chart). Before researching a topic, fill out the K and W columns to determine students' background knowledge and curiosity about the topic. Base further instruction on the information obtained from these sections. After researching and learning about the topic, add information to the L columns.

Instructional Resources/Tools

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009

Wonderopolis is a free website with a “wonder” of the day that has research and vocabulary to go with each question.

American Library Association provides a list of high-quality websites that are ideal for students through their Great Websites for Kids page. This helps aid teachers in selecting sites to utilize within the classroom for reading, writing, and research.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.K.4 (Begins in grade 3)

	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
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Instructional Strategies

Digital Stories

A variety of websites and application allow teachers and students to collaborate on publishing personal books, such as Storybird, Littlebirdtales, Storyboardthat, and/or blabberize. Some websites allow students to add voices to the writing, and even share them with others. Students can use Storybird to create their own books by dragging and dropping pictures. Teachers can create a class for students to join in to review students’ work.

Digital Portfolio

An application or program that allows the students to display their understanding in a variety of formats such as photos, videos, writing, and drawing. Students can use Littlebirdtales to upload their own stories and add their own voice recording. SeeSaw is another application that can be used to create a digital portfolio.

Instructional Resources/Tools

On the ReadWriteThink website:

Students can design and draw their own book cover.

Students type the text for each page of their piece to create a stapleless book.

Students create comics of varying length from given images and provide a caption.

Strand	Writing
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Topic	Research to Build Knowledge
CCRS	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.9 (Begins in grade 4)</p> <p>W.K.10 (Begins in grade 3)</p>
<p>Instructional Strategies</p> <p><u>Shared Writing/ABC Classroom Book</u></p> <p>After sharing several books on a particular theme (careers), use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. If diverse learners have limited acquisition of the alphabet, it would be helpful to give them a page using a letter that they have mastered to help boost their confidence and enthusiasm in the project. If they are very limited, it would be nice to give them the letter that begins their own name.</p> <p><u>Topic and Graphic Organizer</u></p> <p>Using non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own nonfiction pieces. Initially students may want to ‘draw’ their findings. Later some students might be given “fill-in-the-blank” style pages or sentence starters to help formulate their sentences and thoughts.</p> <p><u>Read and Discuss</u></p>	

Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work. Diverse learners may benefit from a “side by side” book with the page on the left being an actual photocopied/scanned/printed page from the actual book and the page on the right being their own work. Instead of having to model multiple features from the author/illustrator study, have students choose just one feature to model in their own written work.

Mural/ Shared

Research After engaging students in a shared research/ inquiry experience, the class works together to produce a community writing piece. Once the writing is complete, students work in cooperative groups to create the illustrations that depict each part of the community writing piece. Some examples of mural topics could include pumpkin growth cycle, butterfly life cycle, four seasons.

KWL Chart

Create a three-columned graphic organizer to track what a student or class Knows, Wants to know or Wonders, and has Learned. Before researching a topic, fill out the K and W columns to determine students’ background knowledge and curiosity about the topic. Base further instruction on the information obtained from these sections. After researching and learning about the topic, add information to the L columns.

Inquiry Charts (I-Charts)

Choose a topic or have students select a topic prior to creating the I-Chart. The I-Chart is created in three phases, Planning, Interacting, and Integrating/Evaluating. In the first phase, Planning, students form questions around the topic, create the I-Chart, and collect materials needed for inquiry. The second phase, Interacting, calls for students to activate prior knowledge, formulate questions, and read sources. In the final phase, Integrating/Evaluating, students continue researching and compare the information they have found in the different sources. In this phase, students also summarize what they have found and begin reporting their findings in a variety of ways, including writing.

Wonder Center

Through inquiry and shared experiences, students record observations and wonderings. New learning/ research is developed through peer conversation. Wonder centers can be set up as centers or shared whole class experiences. The strategy begins by introducing the wonder/ topic to the class. Next, students engage in observations through the inquiry process and record their wonderings about the topic. Then, the class comes

together and converses about their wonderings by asking and answering questions, citing evidence of thinking, and researching new wonders. During this time, the teacher is facilitating the conversation. Finally, the students write about their new learning.

During ALL writing centers/stations/activities: Have various types of paper (unlined, lines, raised lines, boxes for text, etc.) and writing utensils (fat markers or pencils, standard pencils, etc.) and various pencil grips available for students who need them or who have definite preferences.

3-2-1 Strategy

After researching a topic, students complete a 3-2-1 graphic organizer where they have to articulate three things that they learned, two things they found interesting or that they would like to learn more about, and one question they still have. This can be completed as a class or individually. These could be in picture form instead of written form. They could also be done orally or via recording through various media.

Self-Organized Learning Environments (SOLE)

A strategy when educators encourage kids to work as a community to answer their own challenging questions by using the internet. The teacher presents a big question (should be open ended to encourage exploration) and either shares some background or brief story regarding the topic. Then students will investigate in small groups, which can be self-created or teacher-created. Students should work independently and teacher should only intervene if they are way off task or the environment is unsafe. During investigation, students use reliable student friendly websites to explore answers to the question. Then each group presents on what they have discovered about this big question. At this time, teachers and student encourage each group's discoveries and encourages healthy debate on the topic.

Instructional Resources/Tools

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Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	<p>SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Instructional Strategies</p> <p><u>Using KWLs</u></p> <p>Draw a chart with three columns that are labeled K, W, and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is tigers and a student says, “I want to know about a tiger’s stripes” – the teacher should encourage the student to formulate a question about the stripes. “What is it you want to know about the stripes?” is a possible response or “What question do you have about the stripes?” Encourage students to use question words when completing the middle section of the KWL.</p> <p><u>What’s the Problem?</u></p> <p>Read aloud a series of stories by a single author. For example Donald Crews (<u>Ten Black Dots</u>, <u>Freight Train</u>, <u>Flying, Parade</u>) or Eric Carle (<u>The Very Hungry Caterpillar</u>, <u>The Very Busy Spider</u>, <u>The Grouchy Ladybug</u>, <u>The Very Lonely Firefly</u>). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution).</p>	

Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions.

Turn and Talk

During a read aloud the teacher will pose a question or prompt for students to discuss. Students turn to an assigned partner to talk. Partners have assigned roles (speaker/listener) beforehand. The teacher times the talk and calls for the roles to reverse. When both students have had a turn discussing the assisted question or prompt, the teacher calls time. When the time is up, partners are asked to share out thought and ideas from their discussion with the whole group.

Repeated Readings

Read a book aloud three or more times. Facilitate collaborative conversations with carefully crafted questions with each reading to increase students’ analytical talk and questioning skills. Additionally, repeated reading models fluency. Visit Reading Rockets for more information.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Instructional Strategies</p> <p><u>Guess What’s in The Bag</u></p> <p>Note: Each session should last from 10 to 15 minutes.</p>	

1. Introduce the activity by discussing the importance of using descriptive language to get one's message across, emphasizing both speaking and listening skills.
2. Practice by describing the characteristics of several exposed objects. Encourage students to talk about the shape, size, material, feel (e.g., hard/soft, bumpy/smooth, pointy/round) and possible uses of the objects.
3. Place an object (or already have one) in the bag, making sure the students do not get a glimpse of it.
4. Tell the students that there is an object in the bag, and they will be given five clues to help them guess what the object is.
5. Explain that, without looking, each of them will feel the object inside of the bag and give one clue to describe it.
6. Be prepared to prompt students who might have difficulty developing clues. For example, "Is it hard or soft?" "Does it have corners or curves?" "From what material is it made?"
7. After the fifth clue is given, ask students from the audience to raise their hands to guess the object.
8. Either when the object is guessed at or has been revealed, encourage the class to give more clues to describe the item.

Role Play

Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store, or hospital. Teachers can participate in the role-play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.

Talking Beads

Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.

I am Thinking of....

A simplified version of 20 questions, and somewhat like easier than I spy. The teacher or a student picks a person, place, or thing, and begins by stating, "I am thinking of something" and names a feature or attribute of the object or thing. Students then begin to ask questions to gain details about the object until someone guesses the object.

Author's Chair

A special time and place designated students who want to read aloud things they have written with their peers. When students read their rough drafts aloud to peers, they are able to receive positive feedback and support as well as ideas and suggestions for revisions.

Entrepreneurship...It's Elementary! Language Arts, Imaging

For this strategy first, collect common and unusual objects and keep them handy. Each day, take out an object. For example, take out a film container. Hold it in your hand for everyone to see and say, "I hold in my hand..." And give an unusual response. Then pass the object around for each child to give a response. For example, the film container could be a pill holder, a biscuit cutter, a holder for lunch money, etc. Children learn to see possibilities and look at common items in a new way.

Instructional Resources/Tools

Horn, Martha, and Mary E. Giacobbe. Talking, Drawing, Writing: Lessons for Our Youngest Writers. Portland, ME: Stenhouse Publishers, 200 - This academic resource is a piece of literature comprised of classroom lessons that invite educators to develop classrooms where they listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are in the areas of speaking and listening and lead them into the world of writing.

Kindle, Karen J. "Vocabulary Development During Read-Alouds: Primary Practices." *The Reading Teacher*. 52.3 (2009): 202. This study explored the complexities of vocabulary development by examining the read-aloud practices of four primary teachers through observations and interviews. Three levels of vocabulary development and nine different instructional strategies were evident in the data. Variations in practice were related to pedagogical beliefs, grade level, and pragmatic issues of time.

Mills, K.A. "Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening." *Reading Teacher*. 63.4 (2009): 325-329. This article provides a repertoire of speaking and listening strategies to develop the metacognitive thinking of students in the elementary years.

Strand	Language
Topic	Conventions of Standard English
CCRS	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Strategies

Interactive Writing

Interactive writing is a cooperative event in which teacher and children jointly compose and write text and focus on specific grammar targets. Interactive writing can be used to demonstrate concepts about print.

All students can and should participate in interactive writing, including those who are ELL or have developmental or academic delays. You can be strategic about what students are asked to contribute - for example, a child who may only know how to identify or write the first letter of his/her name can be asked at the right time to include that letter in the cooperative writing.

Chart Targets

Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. For example, circle words with the short a sound, identify end punctuation, and explain how it makes you read, find question words etc. Writing on chart paper in two different colors (just alternating colors for each line) will help students track text.

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. For example – Robin Pulver’s books Punctuation Takes a Vacation teaches the names and importance of punctuation in speech and writing and The Case of the Incapacitated Capitals explains the many ways of using capital letters.

Fine Motor Letter Formation

Clay, paint bags, and sand are a few examples of tactile, fine motor development that can be incorporated into independent practice of upper- and lower-case letter formation.

These tactile, fine motor tasks are crucial for students who struggle with letter formation. The more the better. You can also form thick letters in white “school glue” (Elmer’s) and then let it dry to form raised lines, which can be traced and touched. (Arrows and numbers can be added to the side in marker to direct the sequence of strokes.)

Write the Room

During this activity, students independently walk through the room with the chosen writing form and clipboard, search the room’s print for the specific days’ target, and write the letters or words found on their writing form. The teacher has the flexibility to change the write the room target to focus on various needs such as print formation, nouns, verbs, plurals, interrogatives, prepositions, vowels, etc. These can also be tailored to specific student needs. Not everyone needs to be looking for the same thing each day.

Instructional Resources/Tools

Tompkins, Gail E. Literacy in the Early Grades: A Successful Start for Prek-4 Readers and Writers. Boston: Pearson, 2015. This resource provides classroom vignettes, examples of student work, ideas for mini-lessons, and assessment tools.

Mccarrier, Andrea, Irene C. Fountas, and Gay S. Pinnell. Interactive Writing: How Language & Literacy Come Together, K-2. Portsmouth, NH: Heinemann, 2000. Focused on the early phases of writing, the book has special relevance to prekindergarten, kindergarten, grade 1, and 2 teachers.

Strand	Language
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Topic	Vocabulary Acquisition and Use
CCRS	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel phonemes (sounds). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>Instructional Strategies</p> <p><u>Guess What?</u></p> <p>Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example, a ball might be a correct answer initially however, a red playground ball would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language.</p>	

A Bear of a Poem: Composing and Performing Found Poetry

Students learn how to write a poem using a book from a shared reading experience when using this strategy. The poem is created in a shared writing experience, guided by the teacher with a lot of class discussion and conversation.

Wordle

This [site](#) creates a “word cloud” of any text. The size of the words reflects how often they occur in the passage.

Instructional Resources/Tools

Teaching Vocabulary

This [resource](#) is helpful to build students’ vocabulary with idioms, literal and figurative meanings of idioms and word consciousness/awareness

Classical Academy – College and Career Ready Standards Alignment Math: Kindergarten

	New Hampshire College and Career Ready Standards	Singapore Math Text Reference
Instructional Resources	<p style="text-align: center;">BOOKS FOR TEACHERS</p> <ul style="list-style-type: none">• Dimensions Math Teacher’s Guide KA, Singapore Math• Dimensions Math Teacher’s Guide KB, Singapore Math• Dimensions Math Tests K, Singapore Math <p style="text-align: center;">MANIPULATIVES FOR TEACHERS</p> <ul style="list-style-type: none">• Magnetic base ten blocks• Ten frame cards• Hundred board• Meter/yard stick• Erasable/blank dice	<p style="text-align: center;">BOOKS FOR STUDENTS</p> <ul style="list-style-type: none">• Dimensions Math Textbook KA, Singapore Math• Dimensions Math Textbook KB, Singapore Math• Dimensions Math Workbook KA, Singapore Math• Dimensions Math Workbook KB, Singapore Math <p style="text-align: center;">MANIPULATIVES FOR STUDENTS</p> <ul style="list-style-type: none">• Magnetic dry erase board• Multilink cubes• Magnetic counters• 6-sided dice• Place value strips• Hundred board• Ten frame• Deck of cards• Erasable/blank dice

		<ul style="list-style-type: none"> • 10-sided dice • Bear counters • Dominoes • Ruler
	New Hampshire College and Career Ready Standards	<p style="text-align: right;">Singapore Math Text Reference</p> Key: Textbook: TB Activity Book: AB Page Citation: page numbers
	Counting and Cardinality	
Know number names and the count sequence.	1. Count to 100 by ones and by tens.	TB–A: 22–53, 54–85 AB–A: 8–15, 16–25 TB–B: 19–32, 94–111, 145–157 AB–B: 18–27, 71–77, 86–93
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)	TB–A: 94–97 AB–A: 28–29 TB–B: 1–2, 29–30, 53–54, 108–109 AB–B: 25–27, 45–47, 75–77
	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	TB–A: 37–53, 54–85 AB–A: 8–15, 16–25 TB–B: 19–28 AB–B: 18–24
Count to tell the number of objects.	4. Understand the relationship between numbers and quantities; connect counting to cardinality.	TB: No materials, AB: No materials Supplemental Instructional Strategies: <ul style="list-style-type: none"> • One of the first major concepts in a student’s mathematical development is cardinality. • Cardinality, knowing that the number word said tells the quantity you have and that the number you end on when

		<p>counting represents the entire amount counted.</p> <ul style="list-style-type: none"> • The big idea is that number means amount and, no matter how you arrange and rearrange the items, the amount is the same. • Until this concept is developed, counting is merely a routine procedure done when a number is needed. • To determine if students have the cardinality rule, listen to their responses when you discuss counting tasks with them. • For example, ask, “How many are here?” The student counts correctly and says that there are seven. • Then ask, “Are there seven?” • Students may count or hesitate if they have not developed cardinality. • Students with cardinality may emphasize the last count or explain that there are seven because they counted them. These students can now use counting to find a matching set.
	4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	TB–A: 22–33, 54–71 AB–A: 8, 16–21
	4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	TB–A: 28–35, 54–55, 58–75 AB–A: 8, 16–21
	4c. Understand that each successive number name refers to a quantity that is one larger.	TB–A: 86–97 AB–A: 26–29 TB–B: 1–8, 29–30 AB–B: 25–27
	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10	TB–A: 22–47, 54–85 AB–A: 8–15, 16–25 TB–B: 19–28

	things in a scattered configuration; given a number from 1–20, count out that many objects.	AB–B: 18–24
Compare numbers.	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	TB–A: 199–208 AB–A: 82–91 TB–B: 1–10, 19–20
	7. Compare two numbers between 1 and 10 presented as written numerals.	TB–B: 11–16 AB–B: 2–17
	Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	TB–B: 33–48, 49–64, 65–84, 85–88 AB–B: 28–39, 40–53, 54–61, 62–70
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	TB–B: 33–48, 49–64, 65–72, 75–82, 85–93 AB–B: 28–39, 40–53, 54–55, 58–61, 62–70
	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	TB–B: 33–48 AB–B: 28–39
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the	TB–B: 46 AB–B: 37–39

	answer with a drawing or equation.	
	5. Fluently add and subtract within 5.	TB-B: 33–38, 49–50, 65–70 AB-B: 28–33, 40–44, 54–55
Number and Operations in Base Ten		
Work with numbers 11–19 to gain foundations for place value.	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	TB-B: 21–28 AB-B: 18–24
Measurement and Data		
Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	TB-A: 147–154, 164–165, 175–176, 180–182, 185–186 AB-A: 57–62, 66, 71–73
	2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	TB-A: 155–169, 177–179, 187–188 AB-A: 63–65, 67–70, 74–80
Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	TB-A: 1–8, 15–16, 30– 33, 51–53, 62–63, 110– 111 AB-A: 1–5, 7
Geometry		

<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	<p>1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p>TB – A: No material available AB-A: No material available</p> <p>Supplemental material to the Singapore Math sequence to meet New Hampshire College and Career Ready Standards</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Supplemental Instructional Strategies:</p> <ul style="list-style-type: none"> • Develop spatial sense by connecting geometric shapes to students’ everyday lives. • Initiate natural conversations about shapes in the environment. • Have students identify and name two- and three-dimensional shapes in and outside of the classroom and describe their relative position. • Ask students to find rectangles in the classroom and describe the relative positions of the rectangles they see, e.g. • This rectangle (a poster) is over the sphere (globe). • Teachers can use a digital camera to record these relationships. Hide shapes around the room. • Have students say where they found the shape using positional words, e.g. I found a triangle UNDER the chair. • Have students create drawings involving shapes and positional words: Draw a window ON the door or Draw an apple UNDER a tree. Some students may be able to follow two- or three-step instructions to create their drawings. • Manipulatives used for shape identification actually have three dimensions. • However, Kindergartners need to think of these shapes as two-dimensional or “flat” and typical three-dimensional shapes as “solid.” Students will identify two dimensional
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		<p>shapes that form surfaces on three-dimensional objects.</p> <ul style="list-style-type: none"> • Students need to focus on noticing two and three dimensions, not on the words two-dimensional and three-dimensional.
	2. Correctly name shapes regardless of their orientation or overall size.	<p>TB-A: No material AB-A: No material</p> <p>Instructional Strategy:</p> <ul style="list-style-type: none"> • Use a shape in different orientations and sizes along with non-examples of the shape so students can learn to focus on defining attributes of the shape
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<p>TB-A: No material AB-A: No material</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Use shapes collected from students to begin the investigation into basic properties and characteristics of two- and three-dimensional shapes. Have students analyze and compare each shape with other objects in the classroom and describe the similarities and differences between the shapes. • Ask students to describe the shapes while the teacher records key descriptive words in common student language. Students need to use the word flat to describe two dimensional shapes and the word solid to describe three-dimensional shapes. • Use the sides, faces and vertices of shapes to practice counting and reinforce the concept of one-to-one correspondence. • The teacher and students orally describe and name the shapes found on a Shape Hunt. • Students draw a shape and build it using materials regularly kept in the classroom such as construction paper, clay, wooden sticks or straws.

Classical Academy – College and Career Ready Standards Alignment Science: Kindergarten

<p>Acronym Guide for College and Career Ready for Science Grade Kindergarten:</p> <p>Earth and Space Science: ESS Life Science: LS Physical Science: PS</p> <p align="right">Teacher Resources: Science Explorer Series</p>	
<p>Teacher Instructional Resources:</p> <p align="center">BOOKS FOR TEACHERS</p> <ul style="list-style-type: none"> • What Your Kindergartener Needs to Know, Core Knowledge • Science Explorer series (Teachers Editions): • Animals • Electricity and Magnetism • Environmental Science • From Bacteria to Plants • Human Biology and Health • Integrated Lab Manual • The Nature of Science and Technology • Weather and Climate <p>The Wright Brothers: Pioneers of American Aviation, Quentin Reynolds</p> <p>Online Teacher Resources:</p>	<p>Student Instructional Resources:</p> <p align="center">BOOKS TO READ ALOUD</p> <ul style="list-style-type: none"> • A Weed is a Flower, Alik • About Habitats series, Cathryn Sill (Deserts, Grasslands, Mountains, Oceans, Wetlands) • Four Seasons Make a Year, Anne Rockwell • From Seed to Plant, Gail Gibbons • Horses, Gail Gibbons and Corey Pierno • How Do Birds Find Their Way?, Roma Gans • My Five Senses, Alik • Our Seasons, Grace Lin and Ranida T. McKneally • Rabbits, Rabbits, & More Rabbits, Gail Gibbons • Snowflake Bentley, Jacqueline Briggs Martin • The Rainforest Grew All Around, Susan K. Mitchell • The Seasons of Arnold’s Apple Tree, Gail Gibbons • Recycle, Gail Gibbons • Farming, Gail Gibbons • Sleep Tight Farm: A Farm Prepares for Winter, Eugenie Doyle • The Watcher: Jane Goodall’s Life With the Chimps, Jeanette Winter • Me...Jane, Patrick McDonnell

<p>Simple Science Experiments Resource Book, Jo Ellen Moore and Joy Evans “Science Materials for Schools” – many supplemental books sorted by grade and topic “K-6 Science Materials Outline”</p>	<ul style="list-style-type: none"> • Tropical Rainforests, Seymour Simon • Sonya’s Chickens, Phoebe Wahl • Up in the Garden and Down in the Dirt, Kate Messner and Christopher Silas Neal • Before We Eat: From Farm to Table, Pat Brisson and Mary Azarian • How Did That Get in My Lunchbox?: The Story of Food, Chris Butterworth and Lucia Gaggiotti • Magnets Push, Magnets Pull, David Adler • About series, Cathryn Sill: <ul style="list-style-type: none"> a. Amphibians b. Arachnids c. Birds d. Crustaceans e. Fish f. Hummingbirds g. Insects h. Mammals i. Marsupials j. Mollusks k. Penguins l. Raptors m. Reptiles n. Rodents
<p style="text-align: center;">College and Career Ready Standards</p>	<p style="text-align: center;">Core Knowledge Sequence</p>
<p>ESS: Daily and Seasonal Changes 1. Weather changes are long-term and short-term.</p>	<p>Seasons and Weather:</p> <ul style="list-style-type: none"> • The Four Seasons • Characteristic local weather patterns during the different seasons • Daily weather changes: <ul style="list-style-type: none"> ○ Temperature, using a thermometer ○ Clouds, rainfall, rainbows, how rainfall effects condition of ground

	<ul style="list-style-type: none"> ○ Thunderstorms: lightning, thunder, hail, safety during storms ○ Snow and snowflakes, blizzard
2. The moon, sun and stars can be observed at different times of the day or night.	The sun: source of light and warmth
<p>LS: Physical and Behavioral Traits of Living Things</p> <p>1. Living things are different from nonliving things.</p>	<p>Plants and Plant Growth:</p> <ul style="list-style-type: none"> • What plants need to grow • Parts of a plant • Plants make their own food • Flowers and seeds • Two kinds of plants
2. Living things have physical traits and behaviors, which influence their survival.	<p>Animals and Their Needs:</p> <ul style="list-style-type: none"> • Animals, like plants, need food, water and space to live and grow • Plants make their own food, but animals get food from eating plants and other living things • Offspring are very much (but not exactly) like their parents • Pets have special needs and must be cared for by their owners <p>The Human Body:</p> <ul style="list-style-type: none"> • The five senses and associated body parts: sight, eyes; hearing, ears; smell, • Taking care of your body: exercise, cleanliness, healthy foods, rest
<p>PS: Properties of Everyday Objects and Materials</p> <p>1. Objects and materials can be sorted and described by their properties.</p>	<p>Introduction to Magnetism</p> <ul style="list-style-type: none"> • Classify materials according to whether or not they are attracted by a magnet <p>Taking Care of the Earth</p> <ul style="list-style-type: none"> • Some materials can be recycled
2. Some objects and materials can be made to vibrate to produce sound.	<p>Elements of Sound/Music</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of sound and music

- See Bundles from National Science Standards as suggested by the North Hampshire Department of Education [NGSS Science Standards Bundles](#)

College and Career Ready Standards Alignment Social Studies: Kindergarten

<p align="center">Strand</p>	<p align="center">Theme for College and Career Ready for Social Studies Grade Kindergarten: A Child’s Place in Time and Space</p>	
	<p align="center">Teacher Instructional Resources:</p> <p>Books for Lesson Planning: Any resource listed for teachers may, at the teacher’s discretion, be employed directly in instruction, whether through reading selections aloud, sharing pictures, or using the pictures while telling an abbreviated version of what the text says.</p> <p>General: What Your Kindergartener Needs to Know, Core Knowledge Stories of Great Americans for Little Americans, Edward Eggleston</p> <p>Single Topic: Pilgrims: Magic Tree House Fact Tracker, Mary Pope Osborne What Is the Declaration of Independence? Michael C. Harris Who Was George Washington?, Roberta Edwards Who Was Thomas Jefferson?, Dennis Brindell Fradin Abraham Lincoln: Magic Tree House Fact Tracker, Mary Pope Osborne Who Was Theodore Roosevelt? Michael Burgan Red, White, Blue & Uncle Who?, Teresa Bateman Statue of Liberty, Elizabeth Mann</p>	<p align="center">Student Instructional Resources:</p> <p>Books to Read Aloud: Where Do I Live?, Neil Chesanow As the Crow Flies, Gail Hartman North American Indians, Marie and Douglas Gorsline The Legend of the Indian Paintbrush, Tomie dePaola The Legend of the Bluebonnet, Tomie dePaola Rainbow Crow, Nancy Van Laan The First Strawberries, Joseph Bruchac Arrow to the Sun, Gerald McDermott The Rough-Faced Girl, Rafe Martin Between Earth & Sky, Joseph Bruchac A Picture Book of Christopher Columbus, David Adler Follow the Dream, Peter Sis The Thanksgiving Story, Alice Dalgliesh Thanksgiving Is..., Gail Gibbons Ox-Cart Man, Donald Hall The 4th of July Story, Alice Dalgliesh George Washington, Ingri & Edgar Parin d’Aulaire A Picture Book of Thomas Jefferson, David Adler Abraham Lincoln, Ingri & Edgar Parin d’Aulaire Abe Lincoln: The Boy Who Loved Books, Kay Winters You’re on Your Way, Teddy Roosevelt, Judith St. George The Legend of the Teddy Bear, Frank Murphy Our Flag, Carl Memling</p>

		Blue Sky White Stars, Sarvinder Naberhaus Uncle Sam & Old Glory, Delno & Jean West The Story of the Statue of Liberty, Betsy & Guilio Maestro Hanging Off Jefferson’s Nose, Tina Coury Who Carved the Mountain?, Jean Patrick
	College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Time can be measured. 2. Personal history can be shared through stories and pictures. 	<p>Content Statement</p> <ol style="list-style-type: none"> 1. Personal history can be shared through stories and pictures. <p>Content Statement:</p> <p>Time can be measured.</p> <p>Content Elaboration:</p> <p>Children use chronological vocabulary to distinguish broad categories of time. These early skills are foundational to an understanding of chronological order and timelines.</p> <p>Examples of chronological vocabulary include:</p> <ul style="list-style-type: none"> • past: long ago, yesterday, last week, last month, last year, before kindergarten; • present: today, now, right now, kindergarten; and • future: tomorrow, next week, next month, next year, first grade. <p>Expectations for Learning:</p> <p>Use chronological vocabulary correctly.</p> <ol style="list-style-type: none"> 2. Content Elaboration

		<p>As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool).</p> <p>At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.</p> <p>Expectations for Learning</p> <p>Communicate personal history through stories and pictures.</p>
	<p>Heritage:</p> <ol style="list-style-type: none"> 1. Heritage is reflected through the arts, customs, traditions, family celebrations and language. 2. Nations are represented by symbols and practices. Symbols and practices of the United States include the American Flag, Pledge of Allegiance and the National Anthem. <p>BCSI Instructional Units</p> <p>Presidents: Mount Rushmore</p> <ol style="list-style-type: none"> A. George Washington <ul style="list-style-type: none"> • “Father of our Country” • Legend of Washington and the cherry tree B. Thomas Jefferson <ul style="list-style-type: none"> • author of the declaration of independence C. Abraham Lincoln <ul style="list-style-type: none"> • humble origins • “Honest Abe” D. Theodore Roosevelt <ul style="list-style-type: none"> • Current president • <p>Independence Day: July 4</p>	<ul style="list-style-type: none"> • Native American Peoples, Past and Present • Early Exploration and Settlement • Independence Day, July 4 • Presidents, Past and Present • Symbols and Figures: recognize and become familiar with the significance of: <ul style="list-style-type: none"> • American Flag • Statue of Liberty • Mount Rushmore • The White House <p>Content Statement</p> <ol style="list-style-type: none"> 3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language. <p>Content Elaboration</p> <p>Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people.</p>

	<ul style="list-style-type: none"> • The “birthday” of our nation • Declaration of Independence • Democracy: Americans believed people have to agree to allowing someone else to tell them what to do 	<p>Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness.</p> <p>Children can talk about the significance of family celebrations and why they are important.</p> <p>Expectations for Learning</p> <p>Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.</p> <p>Content Statement</p> <p>4. Symbols and practices of the united states include the flag, pledge of allegiance, and the national anthem. Other nations are represented by symbols and practices, too.</p> <p>Content Elaboration</p> <p>Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.</p> <p>Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. The American flag is the most commonly recognized symbol.</p> <p>Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and listening to the National Anthem.</p> <p>Expectations for Learning</p>
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<p>Geography</p>	<p>Spatial Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. 2. Models and maps represent places. <p>BCSI Instructional Resources Geography</p> <p>A. Spatial Sense</p> <ul style="list-style-type: none"> • Maps and globes: what they represent + how we use them • Rivers, lakes, and mountains: what they are and how they are represented • on maps and globes • Locate the Atlantic and Pacific Oceans • Locate the North and South Poles <p>B. Overview of the Seven Continents</p> <ul style="list-style-type: none"> • Identify and locate the seven continents on a map and globe <p>C. Local Geography</p> <ul style="list-style-type: none"> • Name and locate your town or city and state • Locate North America, the continental United States, Alaska, and Hawaii 	<ul style="list-style-type: none"> • Maps and globes: what they represent, how we use them • Overview of Seven Continents • Local Geography <p>Content Statement</p> <p>Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p> <p>Content Elaboration</p> <p>A foundational concept for spatial thinking is relative location (the location of a place relative to other places).</p> <p>Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store. Children also should be able to use symbols to talk about relative location.</p> <p>Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of.</p> <p>Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.</p>

		<p>Expectations for Learning</p> <p>Describe the relative location of a familiar place using appropriate terms.</p> <p>Content Statement</p> <p>Models and maps represent real places.</p> <p>Content elaboration</p> <p>Building on the concept of location, children begin to understand that familiar places can be described using models and maps.</p> <p>Children can practice making models and maps of places.</p> <p>This is a foundational concept for children being able to locate and identify places on maps in grade one.</p> <p>Expectations for Learning</p> <p>Create models and maps of places.</p>
	<p>Human Systems:</p> <ol style="list-style-type: none"> 1. Humans depend on and impact the physical environment in order to supply food, clothing and shelter. 2. Individuals are unique but share common characteristics of multiple groups. <p>Native American Peoples: Past & Present</p> <ol style="list-style-type: none"> A. Learn about at least one Native American tribe or nation <ul style="list-style-type: none"> ▪ How they lived, what they wore and ate, the 	<p>Content Statement</p> <p>Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p> <p>Content Elaboration</p> <p>Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.</p> <p>Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.</p> <p>Expectations for Learning</p>

	<ul style="list-style-type: none"> homes they lived in <ul style="list-style-type: none"> ▪ Especially their beliefs or stories ▪ The current status of the tribe or nation <p>Early Exploration & Settlement</p> <p>A. The Voyage of Columbus in 1492</p> <ul style="list-style-type: none"> • Queen Isabella and King Ferdinand of Spain • The Niña, Pinta, and Santa Maria • Columbus’s mistaken identification of “Indies” and “Indians” • The idea of what was, for Europeans, a “New World” • Amerigo Vespucci <p>B. The Pilgrims</p> <ul style="list-style-type: none"> • The Mayflower & Plymouth Rock • Thanksgiving Day 	<p>Identify natural resources that are used in the children’s daily lives.</p> <p>Content Statement</p> <p>Individuals are unique but share common characteristics of multiple groups.</p> <p>Content Elaboration</p> <p>Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.</p> <p>Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).</p> <p>Expectations for Learning</p> <p>Identify ways that individuals in the family, school and community are unique and ways that they are the same.</p>
Government	<p>Civic Participation and Skills:</p> <p>1. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</p>	<p>Content Statement</p> <p>Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.</p> <p>Content Elaboration</p> <p>Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished. For example, children can share responsibilities to take care of a classroom garden.</p> <p>Expectations for Learning</p>

		Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
	<p>Rules and Laws:</p> <p>1. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<p>Content Statement</p> <p>The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.</p> <p>Content Elaboration</p> <p>Authority figures such as parents, principals, teachers, and police officers use rules for particular settings. Rules are established to provide order, security, and safety.</p> <p>Expectations for Learning</p> <p>Explain the purpose for rules at home and in the school and community.</p>
Economics	<p>Scarcity:</p> <p>People have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<p>Content Statement</p> <p>Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.</p> <p>Content Elaboration</p> <p>People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.</p> <p>For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.</p> <p>Expectations for Learning</p>

		<p>Explain how a decision about an individual want can impact others.</p>
	<p>Production and Consumption: Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p>	<p>Content Statement</p> <p>Goods are objects that can satisfy an individual’s wants. Services are actions that can satisfy an individual’s wants.</p> <p>Content Elaboration</p> <p>Goods are objects that satisfy people’s wants, such as:</p> <ul style="list-style-type: none"> • bicycles; • books; • gasoline; • clothing; and • toys. <p>Services are activities that satisfy people's wants, such as:</p> <ul style="list-style-type: none"> • fast food (food service); • doctors (medical services); • lawn care (lawn fertilizing and cutting service); • pet sitting (pet feeding and walking); • banks (money holding and check cashing); • auto repair (fixes cars); and • childcare. <p>Expectations for Learning</p> <p>Identify goods and services.</p>

Classical Academy – New Hampshire College and Career Ready Standards Alignment: Grade 1

The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.

	New Hampshire College and Career Ready CCRS	Core Knowledge Sequence
Strand	Reading: Literature	
Topic	Key Ideas and Details	
CCRS	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Analyze literary text development. <ul style="list-style-type: none"> a. Demonstrate understanding of the lesson. b. Retell stories, including key details RL.1.3 Describe characters, settings, and major events in a story, using details.	
Instructional Strategies		
<u>Turn and Talk, Team Talk, Think-Pair-Share</u>		
Turn and talk / team talk /think-pair-share maximizes participation, engagement, and focus. Students share their thinking to a focused, text-dependent question with a peer(s). Teachers first present a question about the text being shared. Students are given time to think about their		

response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where the pairs share parts of their discussion.

Students who are nonverbal, English as a Second Language learners, or who have other language impairments would benefit from alternate activities, such as drawing a picture as an alternative to think-pair-share or assist with communication.

Strategy Lessons from Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015).

These lessons can be taught whole group, small group, or to an individual student.

Focused on the skill of retelling/summarizing...

- Strategy: Lean on the Pictures: Touch the page, look at the picture, and say what happened. Turn, look, and touch the next page, say what happened. Keep going through the entire book. Read and touch technology could be used here. There are apps where the teacher could upload photos of the students with items from the story, they could touch the screen and tell the story
- Strategy: Uh-oh...Phew: When you retell, think about the problem (uh-oh), how the problem gets worse (UH-OH!) and how the problem gets solved (phew!). Use a story mountain with these parts to retell, touching the parts of the mountain as you go.
- Summarizing with “Somebody...Wanted...But...So...”
- Somebody - “Who is the main character?”
 - a. Wanted - “What does the main character want?” But – “What is the conflict/problem that the character faces?”
 - b. So – “What is the resolution to the problem?”
- Strategy: Notice a Pattern and Give Advice: Notice what the character does over and over. Think, “Should he or she be doing that? Give advice to the character. Think about if that advice is helpful for your life, too. For example, when reading *The Other Side* by Jacqueline Woodson a student might give the characters advice about the white fence that divides them.

Instructional Resources/Tools

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004.

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students’ independence and comprehension as readers are discussed.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015.

This book describes strategies teachers can use in their classrooms in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL. Identify who is telling the story at various points in a text.</p>
Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8 (Not applicable to literature)</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>
<p>Instructional Strategies</p> <p><u>Strategy Lessons</u></p> <p>In Serravallo’s book <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u>. Portsmouth, NH: Heinemann, 2015 there are lessons that can be taught whole group, small group, or to an individual student.</p> <ul style="list-style-type: none"> • Strategy: How’s the Character Feeling? One way to get to know our characters well is to make sure we care about how they feel, talk, act, and think. We can imagine ourselves to be in the same situation, or remember a time we were, and think about how we felt or would feel. Then, we can use a word to describe that feeling, using a chart to help if we need it. Provide support for ELL students by using feeling flash cards to express character emotions. • Strategy: What’s in the Bubble? We can pause and think, “What’s my character thinking here?” or “What might my character be saying here?” Even when the text does not tell us, we can imagine, noticing what is happening so far. During a read aloud pause on the page and put a thought or speech bubble above the character in the picture, point to the bubble, and say what the character might be thinking or saying. Pay attention to the illustrations. Look at the expressions on the character’s face and try to determine how they are feeling from the visual clues that are presented. • Strategy: Role-Playing Characters to Understand Them Better, Sometimes the best way to get to know our characters is to stand in their shoes--to do what they do, say what they say, and act how they act. With a partner, choose a scene. Using puppets or props, act out the scene. Try to talk in the voices of the character, and move the puppet just like the character would. When you finish creating the scene, stop 	

and talk about what you think about the characters. These strategies connect to Ohio’s Social Emotional Standard for Early Learning, Awareness, and Self Expression: Demonstrate increased awareness of other’s feelings and perspectives.)

- Strategy: Character Comparisons, Think of two characters. Think of categories to compare the two (some ideas are traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what is similar within each category and/or what is different.

[Venn Diagram, 2 Circles](#)

A Venn Diagram is a commonly used graphic organizer for organizing compare and contrast concepts. This resource was found on the [ReadWriteThink](#) website, but there are many places to find them.

Instructional Resources/Tools

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004.

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students’ independence and comprehension as readers are discussed.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015.

This book describes strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to self or text-to text connections and comparisons.

Instructional Strategies

Making Connections: Readers Make Connections as They Read

Teaching students to connect with text helps them become better readers, by increasing the awareness and understanding of what a text says. There are 3 kinds of connections readers can be encouraged to make.

- Text to self – readers connect what they are reading, or what is being read to them, with something they have experienced.
- Text to text – readers connect a previously read story to what they are currently reading or hearing.
- Text to world – readers associate something they are reading with something they have seen or heard, but not have personal experience with. Words we can use “This reminds me of...because...” “This is like [another book] because...” “This makes me think of...because...”

Making connections... ...helps us stay in the story. ...helps us understand the story. ...helps us understand the characters. ...helps us understand the world in the book. Mini-lessons that teach children to make connections that deepen their understanding of a story...

- Readers notice when books remind them of something.
- Readers explain their connections.
- Readers make connections to understand the characters and the stories better.
- Readers stay focused on the story, not the connection.

Instructional Resources/Tools

Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching. Portsmouth, NH: Heinemann, 2017.

This book explains the roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and in instructional contexts.

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004.

Information about planning independent reading workshops as part of classroom instruction. Ideas for building students’ independence and comprehension as readers are discussed.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Analyze informational text development. a. Identify the main topic b. Retell key details of a text RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Instructional Strategies

Think Aloud

The think aloud strategy is used by teachers to demonstrate the thinking that occurs as a text is read. Teachers should verbally describe their thinking as they read, pointing out how to determine words, going back to reread when something is not understood, and making notes about ideas that are in the text. As students become more comfortable with this strategy, focus their attention even more by using a [checklist](#). Students should place a tally mark next to the strategy or skill they hear or see the teacher using during the think aloud.

Interactive Read-Aloud and Discussion

This strategy is from Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017. The teacher selects a nonfiction that is connected to the curriculum and also matches students' needs. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think-pair-share, turn, and talk and/or as a whole group discussion.

Turn and Talk, Team Talk, Think-Pair-Share

Turn and talk / team talk /think-pair-share maximizes participation, engagement, and focus. Students share their thinking to a focused, text-dependent question with a peer(s). Teachers first present a question about the text. Students have time to think about their response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where groups share.

Strategy Lessons

In Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015, there are strategy lessons that can be used in whole or small group setting that address these CCRS.

Notice What Repeats: To determine the focus of a piece of nonfiction, it is helpful to pay attention to the word or words you see again and again. On each page, notice what repeats. Think, "Does this word tell me what the book is mostly about?"

Survey the Text

Survey the text by glancing at the big things that jump out at you visually-the heading (s), title(s), and visual(s). Ask yourself, "What does it seem like this text is mostly about? Then, go back and read the text with the main idea in mind. Check the facts you learn to see if they really do fit with the main idea statement you have already made. When you finish reading, revise the main idea statement based on the new information you have.

Gather Up Facts: After reading a part or all of a book, it is important to go back to recall what you read. Gather up facts by listing them. You can start with, "In this page (or part), I learned that..."

Instructional Resources/Tools

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017. Provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015.

This resource offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Dorn, Linda J, and Carla Soffos. Teaching for Deep Comprehension: A Reading Workshop Approach. Portland, ME: Stenhouse, 2006.

This book describes comprehension as an active, ongoing process. It explains ten strategic behaviors for both reading and language, with practical examples for the classroom.

Duke, Nell K, and V S. Bennett-Armistead. Reading & Writing Informational Text in the Primary Grades. New York: Scholastic Teaching Resources, 2003.

This book explains why it is important to weave informational text into the primary curriculum. A framework for organizing time and space and classroom-tested strategies for incorporating informational text into reading, writing, and the content areas are provided.

Strand	Reading: Information Text
Topic	Craft and Structure
CCRS	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Instructional Strategies

Strategy Lessons

In *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* (Portsmouth, NH: Heinemann, 2015), there are strategy lessons that can be used in whole or small group setting that address these CCRS.

- **Insert a Synonym:** When you come across an unfamiliar word, insert a word you know that would fit in the sentence and the larger context. Read on to check that it still makes sense.
- **It’s Right There in the Sentence!** Authors of nonfiction will often stick the definition of a challenging word right in the same sentence as the word appears. After finding a challenging word, look before the word and after the word to see if the word is defined. Seeing words like also, or, and this is called, or punctuation like commas or dashes, gives you a clue that the definition is right there!
- **Cover Up Then Zoom In:** Use a sticky note to cover an image on the page. Read the text on the page and think, “What is this teaching me so far?” Then, uncover the image and zoom in on it, asking, “What new information am I getting from this image?” or “What parts of what I just read also show up in this image?”

- Get More from Pictures: Look at the picture. Read the words. Think, “What in the picture is the same as what’s in the words? What’s new? Try to “write” extra facts out loud.

A Nonfiction Study in a Workshop Approach

Students are asked to search through nonfiction books, look for text features, and mark them with a sticky note. After students have had time to find features students return to a meeting area to share and create a class chart entitled Features of Nonfiction and How They Help Us Read. As children share a photocopied picture of the different types of features from actual texts are attached to one column on the chart, and then a description of how it helps is written in the other column. While the chart may have a wide variety of features, instruction for the next several days focuses in on key features, for example, the table of contents, the index, photographs, illustrations, captions, and section headings. Students are given an opportunity to practice using these features in books as they are taught. This strategy is demonstrated in a [video](#) from NY: Engage.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p>

Instructional Strategies

A Nonfiction Study in a Workshop Approach

Growing Readers by Kathy Collins (2004)

- Reading Center Cycles: In a reading workshop model, students decide on a topic they would like to study, and with a partner create a basket of books on that topic. They will stay with the same topic for about a week. A class can do 2-3 cycles (about a week per cycle). The teacher teaches a mini-lesson (10 minutes) that prepare students for the work they will do as partners on their topic. Students are given time during the workshop for working in their nonfiction basket and additional time for independent reading of self-selected “just-right” books. The class comes back together at the end of the class session to reflect and extend their learning from the day.
- Mini-lesson ideas for the first cycle...
- Readers research their topics by starting with the easiest book in the basket.
- Readers use the features of nonfiction to help them find information.
- Readers read nonfiction in special ways to learn about their topics.
- Readers notice when they are learning something new.

- Readers jot notes on sticky notes,
- Readers look at different books to accumulate information on their topics. (Books may have overlapping information or different information about the same thing.)
- Mini-lesson ideas for the second cycle...
- Students may stay with the same topic or switch. Mini-lessons from Cycle 1 are repeated.
- Authors give reasons for the points they make in a nonfiction book.
- Authors have to back up their facts. They have to prove their ideas to the reader.
- Readers look for ways an author supports their ideas in their book.
- Mini-lesson ideas for the third cycle...
- Careful readers do not just collect information but they also think about it by asking themselves, “What does this make me think?”
- Readers think about the information they collect and find new questions.
- Readers connect the information they collect with other things they know.
- Readers make theories about their information.

Instructional Resources/Tools

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015. Offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004, provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students’ independence and comprehension as readers are discussed.

Heard, Georgia, and Jennifer McDonough. A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades. Portland, ME: Stenhouse Publishers, 2009 provides information on fostering wonder in the classroom. The book has ideas on how to help students create a nonfiction library and ways to teach features of nonfiction.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
Standard	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Instructional Strategies	
<u>Partner Reading</u>	

Students read a nonfiction text with a partner at a similar reading level to support one another with their reading. Students are given time to work together to read and talk about their reading.

This is especially important for struggling readers and ELL students to talk about the reading to make sure that they comprehended the text.

Shared Reading

The Fountas and Pinnell Literacy Continuum by Fountas and Pinnell (Heinemann, Portsmouth, NH, 2017) The teacher and students orally read a common enlarged nonfiction text (big book, poem, or projected text). The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand text. Students learn how print "works". The teacher's support and the support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension. When engaging in shared reading, introduce and model reading the text. Read the text together. Discuss the text and teach a specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

Reading Workshop

Reading Workshop is a [framework](#) for reading instruction. It includes a Mini-lesson, Independent Reading, Conferring, Small Group Work, Partnerships, and an Intentional Share.

Independent Reading, Just-Right Books and Reading Conferences, Students "shop" for nonfiction books of their choice on an independent reading level from a classroom library. In a workshop model, the students are given time daily to read the books they have chosen. During this time, the teacher confers one-on-one with students to support and give individual reading instruction to the students. The teacher also may pull small groups to continue to support students in their independent or instructional reading levels. Encourage students to follow the 5-finger rule for selecting 'just right' books:

Choose a book you think you will like.

- Read the second page.
- Hold up a finger for each word you are unsure of.
- If there are more than 5 choose another book.

Reading rockets provides information on how to teach student to select 'just right' books [here](#).

Strand	Reading: Foundational Skills
Topic	Print Concepts

Standard	RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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Instructional Strategies

Cut-up Sentence

After a guided reading lesson, ask students to compose a sentence about the text, or to choose a challenging sentence from the text. Write the sentence on a piece of tag board while the student watches. Next, cut the sentence up (usually word-by-word) while the child watches. Scramble the word and ask the child to reassemble the sentence. Place the sentence in an envelope with the sentence written (by the teacher) on the outside. The student can then take the sentence home to reassemble the sentence for reading practice or to rewrite as a way to accumulate more words into their writing vocabulary. The envelope with the sentence written on the outside serves as a way for the child or parent to check after the sentence has been reassembled.

The Power of the Cut-Up Sentence is an article that explains the process and the value of this strategy.

Instructional Resources/Tools

Whole Brain Teaching

This [video](#) shows teachers how to teach students hand motions they can use to demonstrate their understandings about features of print.

The Teachers College Reading and Writing Project

This website offers a Concepts About Print assessment. The CAP is an assessment of each child’s level of understanding, and sometimes misunderstandings of the features of print helps teachers know what their students are attending to in print and what still needs to be mastered. This knowledge enables teachers to design and focus teaching points in literacy minilessons and other classroom literacy experiences that move children forward in their understanding of how print works. This website requires a free account.

Justice, Laura M, and Amy E. Sofka. Engaging Children with Print: Building Early Literacy Skills Through Quality Read-Alouds.

New York: Guilford Press, 2010.

Provides research-based techniques for using read aloud to intentionally and systematically build children's knowledge of print.

Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading CCRS: Foundational skills in the Common Core State CCRS. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Strand	Foundational Skills
Topic	Phonological Awareness
Standard	RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending phonemes, including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

Instructional Strategies

Elkonin Boxes (individual or small group)

Elkonin Boxes can be used to build phonological awareness skills by segmenting words into individual sounds, or phonemes. A card with a picture or object that is provided by the teacher and boxes that represent the number of phonemes in the picture/object name are used to aid the student in segmenting and blending single-syllable words. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases, different colored tokens may be used for consonants and vowels or just for each phoneme in the word. Most often, students begin with CVC words that are already a part of their vocabulary. There are multiple ways to show and use Elkonin boxes. Other examples can be found throughout the K, 1, and 2 model curricula.

Guess the Word/Snail Talk Game (small group)

Students will be able to blend and identify a word stretched out by the teacher. Use picture cards of objects that students are likely to recognize such as sun, flag, snake, tree, and book. Place the picture cards in front of the students. The teacher will say a word using "Snail Talk" a slow way of saying words (e.g., /ffffffllllaaaag/). The students will use the pictures to help determine the word. Once they become accustomed to doing this, students can become the 'teacher' and stretch the word for other students. Students are asked to sort pictures based on a specific attribute. Students can be asked to sort by initial, medial vowel, and final sounds, or sort based on short or long vowel sound. Students have to isolate and produce the sound in order to place the picture in the correct column.

Instructional Resources/Tools

Adams, Marilyn J. Phonemic Awareness in Young Children: A Classroom Curriculum. Baltimore, MD: P.H. Brookes, 1998.
This book includes adaptable activities and games which focus on the developmental sequence of phonemic awareness.

Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Novato, CA: Arena Press, 2013.
Provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Gillon, Gail T. Phonological Awareness: From Research to Practice. New York: Guilford Press, 2017.

Provides a comprehensive review of knowledge about phonological awareness coupled with practical guidance for helping preschoolers to adolescents acquire needed skills.

Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading CCRS: Foundational skills in the Common Core State CCRS. Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Strand	Reading Foundational Skills
Topic	Phonics and Word Recognition
CCRS	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<p>Instructional Strategies</p> <p><u>Making Words</u> Making words is a hands-on activity that challenges students to learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15 to 20 words, starting with short words and building up to longer words. The teacher then gives clues, such as “this is a three-letter word that is the opposite of hot”. Students use their letter tiles to form the word “cold”. The clues get progressively harder and involve an increasing number of letters each time. Ultimately, students will use all letters to make the “mystery word”.</p> <p><u>Word Ladders</u> Word ladders allow students to practice recognizing differences between similar sounding words. In early phonics instruction, word ladders are used to have children understand words can differ by a single phoneme. Word ladders must be carefully planned, each word only differing from the next by one phoneme-grapheme correspondence, and teachers should consider the difficulty of the task: the initial position is the easiest place for a</p>	

child to hear a contrast, the final position more difficult, and the medial position most difficult. To find more information on this strategy visit University of Toronto’s website [here](#).

Word Family Anchor Charts

One way to progress beyond sound-by-sound blending is to practice onsets and rimes in word families. Word families are made up of words that share a rime unit (the vowel and what follows in a syllable). Anchor charts are different from teacher-generated materials or purchased posters because they are created with students. The teacher acts as the scribe while students brainstorm lists of words using the focused word family. Chart paper and markers or an interactive whiteboard can be used to capture students’ suggestions. Because students have collaborated in the creation of the charts, they are more apt to make use of the information contained on them. The teacher models how to use the anchor chart as a resource.

Strand	Reading: Foundational Skills
Topic	Fluency
CCRS	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. a. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Instructional Strategies

Strategy Lessons

- Read It Like You’ve Always Known It: When you have to pause to figure out a word, go back to the beginning of the sentence and reread. This time, read the word right away like it is a word you have always known. Reading the sentence as a whole after you have figured out each word will help you hold on to the meaning.
- Make the Bumpy Smooth: Sometimes it is hard to read smoothly the first time you see something new, when the story or information is new and the words are new, too. Go back after you know the words to try to smooth out the reading. Pause once every few words, instead of after every word.
- Read like a Storyteller: When you are reading a story, try to sound like a storyteller. When there is a character talking, make sure you are thinking about what is being said, how the character says it (tone), and what the character’s feeling. When the character stops talking, change your voice to sound like a narrator.

Instructional Resources/Tools

Rasinski, Timothy V, Camille Blachowicz, and Kristin Lems. Fluency Instruction: Research-based Best Practices. New York: The Guilford Press, 2012.

This is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

Strand	Writing
Topic	Text Types and Purposes
CCRS	W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Instructional Strategies

Mentor Text

Mentor texts are authentic texts of various genres used to expose student writers to the structures and features of those genres. Mentor texts are read aloud, usually in a whole group setting. Familiar texts are chosen or new text of topical and content interest can also be used. After reading the mentor text to students several times, a text structure is then explained and used as a model (i.e., ideas, craft, word choice, fluency, organization). The teacher will ask students to listen for the chosen feature and allow students to discuss what they “notice” in the author’s style of writing.

Teachers can flip learning and increase differentiation by using digital tools to record the mentor text being read aloud. Students can then access the read aloud as homework or as part of a station rotation to free up time for teacher to work with small groups or individuals. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.

Focused Mini Lesson

A mini lesson is a short lesson usually lasting 5-15 minutes that is explicit and clear. A mentor text may be used to show an exemplar of the teaching point. The lesson is focused to teach students one important component of writing. The teacher demonstrates the teaching point. Students then practice the skill with teacher support. If a mentor text is used, students may participate in the mini lesson by discussing their thinking about the mentor text, what they notice in the mentor text, and their ideas about how to compose their own writing.

Using a digital tool such (ex. LMS, SeeSaw, Educreations) teachers can flip mini lessons as part of homework or station rotation and then work with students directly on the application part of mini lesson. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.

Independent Writing

Students have an opportunity to work independently on their writing for twenty to thirty minutes. Writing should not wait for reading, grammar, or spelling to develop first. Students choose their own topics to write and use developmental spelling. For those students that have difficulty self-starting, simple prompts should be used.

Some students will benefit from the use of a visual timer (such as the Time Timer - timetimer.com) to help them keep track of how much longer they need to keep writing. Students may need to be scaffolded into longer times to build stamina. This development is also when timers come in handy. Students who are not ready to write for the full time need to have specific instructions in what to do when their timer ends.

Instructional Resources/Tools

Parsons, Stephanie. First Grade Writers: Units of Study to Help Children Plan, Organize, and Structure Their Ideas. Portsmouth, NH: Heinemann, 2005.

Parsons outlines five specific units of study for your writing workshop that help students prepare thoughtfully to write.

Serravallo, Jennifer. The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers with 300 Strategies. Portsmouth, NH: Heinemann, 2017.

Provides strategies that match quality instruction with student needs.

Laminack, Lester L. Cracking Open the Author's Craft: Teaching the Art of Writing. New York: Scholastic, 2016.

By observing the deep study of one book, teachers will learn how to explore any text with a greater appreciation for and understanding of author's craft, which they can use to support students' development as writers. Fifteen ready-to-use mini-lessons introduce students to techniques and literary elements they can use to craft their own writing.

Heard, Georgia. *Heart Maps: Helping Students Create and Craft Authentic Writing*. Portsmouth, NH: Heinemann, 2016.

This book shows teachers how to devote time to helping students write with purpose and meaning and how to guide students into more authentic writing experiences by using heart maps to explore what we all hold inside: feelings, passions, vulnerabilities, and wonderings. The book shares 20 unique, multi-genre heart maps to help your students write from the heart.

Calkins, Lucy, Kelly B. Hohne, and Audra K. Robb. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Portsmouth, NH: Heinemann, 2015.

This book has grade level progression guides, rubrics, and student checklists for opinion, information, and narrative writing.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	<p>W.1.4 (Begins in grade 3)</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Instructional Strategies</p> <p><u>Writing Conferences</u></p> <p>During independent writing time, teachers are conferring one-on-one with students. This time is an opportunity for the teacher to meet the individual needs of each student. Feedback should be specific and may connect to the mini lesson. A teacher might circulate the room to meet with individuals. Students who struggle need to be seen more frequently in the “conferencing rotation” than other students.</p> <p>Digital tools can keep track of conferencing notes in one easy to access place. Teachers can (with OneNote, Word, etc.) type notes and download examples of work while conferencing with students. Files can be stored and easily accessed both in and out of the classroom in a paperless fashion.</p> <p>Student Writing Portfolios</p> <p>Student portfolios can be used to evaluate learning. Portfolios illustrate the writing capabilities and growth a student makes, as well as their critical thinking. Portfolios should be a collection of student writing over time.</p> <p><u>Type a Letter to Service People</u></p> <p>Students will draft a letter to community service people to thank them for what they do. For example, students could write to the local Fire Department. In the “letter” (or paragraph), students would explain specific parts of the firefighter and EMS job that they appreciate.</p> <p>Peer Review</p> <p>In Peer Review, students share their writing piece with a peer for feedback. Partners can use a checklist to help guide the peer review process. The students are then to use the feedback to edit and revise their pieces.</p> <p>This opportunity would be great for teachers to have students use a digital tool (SeeSaw, Educreations) to record themselves sharing their writing, allowing for students to comment, and providing feedback. Peer Review Strategy Guide from ReadWriteThink.</p>	

Storybird is a digital tool that uses illustrations to inspire students to write stories and turn them into digital picture books or poetry. Students can share their published pieces with an authentic audience and receive feedback. Only members in their class can view the stories, but the published pieces can be uploaded to a public forum. Storybird protects the privacy of the students by not collecting email address or full names.

Friendly Letter from ABCYa is a digital tool that reinforces the parts of a friendly letter and allows students to produce their own friendly letter through a series of specific steps. Students have the option of saving or printing the published letter.

Ray, Katie W, and Lisa B. Cleveland. Writing Workshop with Our Youngest Writers. Portsmouth, NH: Heinemann, 2004.
Resource shows teachers how to launch writing workshop with young writers.

Glover, Matt. Engaging Young Writers: Preschool-grade 1. Portsmouth, NH: Heinemann, 2009.

Strand	Writing
Topic	Research to Build Knowledge
CCRS	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9 (Begins in grade 4)</p> <p>W.1.10 (Begins in grade 3)</p>
Instructional Strategies	
<p><u>Expert Projects</u></p> <p>Students choose a topic of their choice that they love and in which they believe themselves to be an expert. The students research their topics and create presentations on the topics to teach the class about it. When first introducing this strategy, group students together to do the research. Initially the ‘research’ may be as simple as student pictures, photographs and invented spellings about a topic. As they become better readers, they can be encouraged to find books at their independent reading level that includes useful information.</p> <p>Presentations may include things such as a poster, video, PowerPoint, Google Slides, demonstrations, or artifacts. Expert projects help students see the world from another person's perspective and build empathy along with academic outcomes.</p>	

Example Expert Projects:



Field Trip Reflection

Take a trip anywhere, and follow up with a writing activity. Students would answer the questions:

1. What did I learn on this trip?
2. Would I ever like to work there and why?
- 3) What is one question I still have about the place visited? Then, have students research (this activity could be online, with adults, in books, etc.) to find the answer to the question they still have.

Instructional Resources/Tools

Suggested Mentor Texts

It is important to read mentor texts for enjoyment and comprehension before using as a mentor text for writing. Here is a partial list of sample mentor texts to include in research and how-to studies, but this list is not limited to all possible authentic mentor texts.

Mentor How-to Writing Mentor Research Writing

- *How a House Is Built* by Gail Gibbons
- *The Pumpkin Book* by Gail Gibbons
- *How to Make Salsa* by Jamie Lucero
- *Let's Make Pancakes* (Red Rocket Readers) by Maria Gill
- *How to Make Slime* by Lori Shores and Gail Saunders-Smith
- (Pebble Plus)
- *How to Build a Tornado in a Bottle* by Lori Shores, Gail Saunders-Smith, and Ronald Browne

- Mentor Research Writing
- *The Abcs of Habitats* by Bobbie Kalman
- *What Is Weather?* by Ellen Lawrence
- *Surprising Sharks* by Nicola Davies
- *Solids, Liquids, And Gases* (Rookie Read-About Science) by Ginger Garrett
- *What Is the World Made Of? All About Solids, Liquids, and Gases* by Kathleen Weidner Zoehfeld
- • *Creature Features: Twenty-Five Animals Explain Why They Look the Way They Do* by Steve Jenkins and Robin Page

Sample Lessons: [Reading and Writing about Whales and Investigating Animals: Using Nonfiction for Inquiry-based Research by ReadWriteThink.](#)

Bucknall, Sue. Children as Researchers in Primary Schools: Choice, Voice, and Participation. New York: Routledge, 2012.

This resource provides teachers with the tools necessary to implement a ‘children as researchers’ in their classrooms or in the larger context of their schools.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	<p>SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. and texts under discussion). c. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. d. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Instructional Strategies	
<u>Four Corner Debate</u>	

Traditional four-corner debate encourages students to express their point of view, consider other’s viewpoints, and draw conclusions in a non-threatening atmosphere. Four-Corners Debate generates listening to and respecting another person's point of view. The traditional concept includes strongly agree, strongly disagree, agree, and disagree. For first grade, this can be modified by using two sides- agree and disagree. The strategy begins with a statement provided by the teacher related to a concept students may be studying in social studies or connected to a text that is being read. Students move to a corner of the room based on whether they agree or disagree. Students then explain why they chose that position.

Interactive Read-Aloud and Literature Discussion

The teacher selects a text that is connected to the curriculum and also matches students’ needs. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think-pair-share, turn and talk and/or as a whole group discussion.

After reading the book aloud, the teacher records each student's comments on each page and possible as they relate to basic literary elements. The pages of the book and possible elements slides are uploaded to a program (PowerPoint or other) where there is an audio application. The teacher uploads the student audio recordings to the slides/pages of the book where they match to the story pages or to the elements slides. The Slide Show (or other program) is played and the audio is clicked to sound as the slides are reviewed so that the students hear their own comments as they relate to each page or slide.

Instructional Resources/Tools

Nichols, Maria. Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop. Portsmouth, NH: Heinemann, 2006. This practical guide to comprehension, conversation, and collaboration shows you specific ways to use conversation as a scaffolding that bridges prior knowledge to more advanced reading skills and techniques as well as to big ideas such as themes.

Harvey, Stephanie, Harvey Daniels, and Stephanie Harvey. Comprehension & Collaboration: Inquiry Circles for Curiosity, Engagement, and Understanding. Portsmouth, NH: Heinemann, 2015.

This resource is your end-to-end guide to small-group inquiry projects that work. To support their widely adopted inquiry-circles model, they’ve shared 40 lessons, 38 example implementations, the scoop on the latest research, detailed and up-to-date information on the role of technology in inquiry, links to the skills called for in college-and-career-readiness CCRS, and much more.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Instructional Strategies

Classroom Video Recording Booth

A class recording booth is a way to capture student thinking. Create a recording booth with a device—iPads, laptops, smartphones, tablets, and Chromebooks all have built-in cameras that will allow video capture. Most devices with built-in cameras have some form of recording program available by default. A few possibilities include Camera, Apple's iMovie, or WeVideo. Students often speak completely different information than a written response. Students can be given a specific prompt. Students practice using complete sentences in describing their thoughts, feelings, and ideas clearly.

Book Review

Book reviews create a book buzz as students talk excitedly about their favorite books and make plans for future reading. Book reviews can be done in person or video recorded. By allowing kids to record video book reviews and making them accessible on a website or blog (“Why don’t you go watch the latest book videos and get some ideas about what to read next?”), we build a community in which kids know they have an audience for their work.

Reader’s Theater

In this fluency strategy, students are assigned a “part” in a script. The students work on reading their part fluently through several re-readings, but are not to memorize their lines. After several re-readings of the script, students are to read aloud their Reader’s Theater script to an audience.

Instructional Resources/Tools

Horn, Martha, and Mary E. Giacobbe. Talking, Drawing, Writing: Lessons for Our Youngest Writers. Portland, ME: Stenhouse Publishers, 2007. This book includes ideas from classrooms where the authors listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are and lead them into the world of writing through talk.

Muhtar, Katie, and Kristin Ziemke. Amplify: Digital Teaching and Learning in the K-6 Classroom. Portsmouth, NH: Heinemann, 2015. Use this resource to discover how you—and your students—can make the most of any technology and encourage more reflection through talk in your classroom.

Ohler, Jason. Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. Thousand Oaks, California: Corwin, 2016.

This resource helps teachers authentically incorporate technology into the classroom curriculum and provides information that teachers can use to model ways for students to incorporate into classroom discourse.

Strand	Language
Topic	Conventions of Standard English
CCRS	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward) k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>L.1.3 (Begins in grade 2)</p>

Instructional Strategies

Morning Message

Teachers write a daily message to students highlighting important learning experiences of the day and/or special events. The daily message is then used to reinforce academic skills, including conventions. Teachers focus on one skill daily and have students circle, highlight, or fill in the blank to help students practice the skill. For example, students can highlight all the capital letters in the message or pronouns. Teachers can make purposeful mistakes to have students use proper conventions of standard English.

Students who need repeated practice with familiar text might benefit from doing the activity first with the whole class and then on an individual copy of the same teacher message.

Shared Writing

In shared writing, the students and the teacher compose and negotiate the text as it is written by the teacher's pen large enough for all students to see. During shared writing, the students are actively engaged in orally constructing the text. The text is reread several times as it is expanded by the collaborative group. The students stretch words by saying the words slowly.

Cut Up Sentences and Stories

A cut up sentence can be created by the teacher in advance or constructed as a whole group. After the sentence is written, it is cut up so that it can be reassembled by individual students in small group or it can be reassembled during whole group teaching of oral language and sentence structure. Reading Rockets has a video that shows young students working with cut-up or scrambled sentences and explains how they increase literacy learning.

Pocket Chart Stories or Rhymes

Short stories, poems, and or rhymes are written on sentence strips. The story, poem, or rhyme can be cut up in various ways. The teacher models the reassembling of the text with the students by physically moving the sections either by word or sentence, to recreate the story. The students will reread the text several times while placing the sentence strips into pocket charts during the process. The strips can be placed in a center for students to practice independently.

Using text that students are familiar with, such as from their small group reading book or from something that the teacher has read several times, will help struggling students to have success with this task.

Instructional Resources/Tools

Payne, Carleen C, and Mary B. Schulman. Getting the Most Out of Morning Message and Other Shared Writing Lessons: Great Techniques for Teaching Beginning Writers by Writing with Them. New York: Scholastic Professional Books, 1998.

This professional resource provides teachers with ideas for ways to use morning message as an instructional tool.

Hoyt, Linda. Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft. Portsmouth, NH: Firsthand Heinemann, 2011.

Hoyt shows early elementary teachers ways to include the mechanics of the teaching of the writing process.

Hoyt, Linda. Conventions and Craft, Grade 1: A Full Year of Literature-Based Micro-Workshops to Build... Essential Understandings for Grammar, Sentence Structure. New York: Scholastic, 2017.

Another resource by author Linda Hoyt that provides teachers with quick classroom lessons and ideas to teach grammatical structures to beginning writers.

McCarrier, Andrea, Irene C. Fountas, and Gay S. Pinnell. Interactive Writing: How Language & Literacy Come Together, K-2. Portsmouth, NH: Heinemann, 2000.

Interactive Writing is specifically focused on the early phases of writing, and has special relevance to prekindergarten, kindergarten, grade 1 and 2 teachers. In a clear, step-by-step format, the authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.1.4 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

- b. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- c. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl)
- d. and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the
- e. meanings.

L.1.6 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).

Instructional Strategies

Text Sets

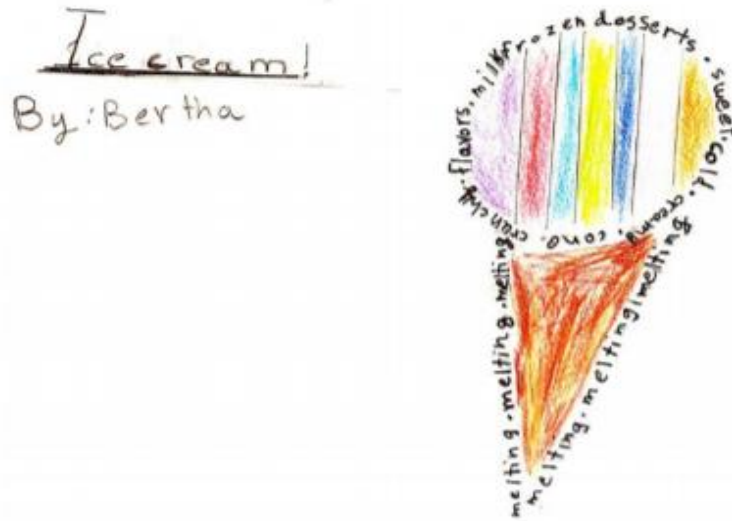
The National Council of Teachers of English defines text sets as collections of resources from different genre, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. The use of text sets in the classroom helps to build background knowledge and increases vocabulary as it relates to a specific topic. Many public libraries will help classroom teachers create texts sets for their classrooms.

Storytelling

Storytelling improves the ability to speak, listen, and imagine. In a whole group discussion the teacher introduces and models storytelling as a tradition of many cultures for sharing experiences, and thoughts, and the experiences and thoughts of others. The teacher shares a story with students and invites them to ask questions afterward. Procedures for taking turns and listening to others are a prerequisite for this activity. The sharing and exchange of stories can happen in a whole group circle or as students share in small groups and pairs. Students take turns sharing, inviting questions, answering their questions, and then becoming a listener. Props can be used to identify who the storyteller is vs who should be listening. (Storyteller hat or stick is worn or held by the person who should be talking, and listening ears held by the listener).

Shape Poems

Shape poems are a type of poetry that uses words to describe an object while creating a picture of that object. This technique is used by children's poets like, J. Patrick Lewis in his book *Doodle Dandies: Poems that Take Shape*, Rob Rascka in *Wet Cement: Poems that Take Shape* and Jane Yolen in *Shape Me a Rhyme*.



HedBanz: The quick question game of “What Am I?”

Students describe or act out descriptions, words, phrases in order for another student to guess the target word.

Take Home Books

Students take home a book(s) nightly on their independent reading level to read at home. Books of interest to the student can also be sent home to be read with the student. Make arrangements for first graders who chronically have no one to listen to them read at home to partner with an older grade buddy who reads with them daily - either first thing in the morning, in a few minutes at the end of the day, etc. This can actually be good for older students who are struggling readers themselves to feel successful and helpful by partnering with younger struggling readers.

Listening Station

Students listen to audiobooks in a small group setting. This is an opportunity to listen to fluent reading and story language.

Instructional Resources/Tools

Johnston, Francine R. Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers. Boston: Pearson, 2018.

Provides a complete curriculum of reproducible sorts and detailed directions for the teacher working with students in the letter name-alphabetic stage of spelling.

Beck, Isabel L, Margaret G. McKeown, and Linda Kucan. Bringing Words to Life: Robust Vocabulary Instruction. New York: The Guilford Press, 2013.

This includes strategies to make vocabulary instruction exciting and engaging.

Kindle, Karen J. Using Read-Alouds to Teach Vocabulary: Research-based Strategies and Model Lessons for Using Fiction and Nonfiction Books to Build Children's Vocabulary and Improve Their Reading, Writing, and Speaking Skills. New York: Scholastic, 2011.

The author includes practical strategies for building vocabulary while reading aloud fiction and nonfiction picture books.

Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching.

Portsmouth, NH: Heinemann, 2017.

Provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

Carleton, Lindsay, and Robert J. Marzano. Vocabulary Games for the Classroom. Bloomington, IN: Marzano Research Laboratory, 2010.

This resource provides teachers with fun and engaging activities to introduce new vocabulary to their students.

Correlation of Singapore Math and New Hampshire College and Career Ready Grade 1

CCRS	New Hampshire College and Career Ready CCRS	Singapore Math Page Citation
Operations and Algebraic Thinking		1.OA
Represent and solve problems involving addition and subtraction.		
1.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	TB–A: 27–38, 42–50, 70–74 WB–A: 25–32, 34–36, 43–51, 64–66, 101–113, 120, 127, 129–131, 183, 185–186 TB–B: 7–15 WB–B: 13–18, 71, 197–199
2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	TB–B: 44–45 WB–B: 63–64, 66
Understand and apply properties of operations and the relationship between addition and subtraction.		
3.	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	TB–A: 32, 50, 70–74 WB–A: 32–33, 40, 47–48, 53–54, 102–106, 108–113, 116–122 TB–B: 44–45 WB–B: 63–65
4.	Understand subtraction as an unknown- addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	TB–A: 24–25, 38, 66 WB–A: 20–24, 107, 110
Add and subtract within 20.		

5.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	TB–A: 35–37, 51–53, 75 WB–A: 36–39, 57–58, 114–115 TB–B: 46–47
6.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	TB–A: 35–37, 40, 50–52, 55, 70–78 WB–A: 36–39, 53–55, 57–58, 81, 101–115, 120
Work with addition and subtraction equations.		
7.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	TB–A: 27 WB–A: 86, 119
8.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	TB–A: 38, 66 WB–A: 107, 110
Number and Operations in Base Ten 1.NBT		
Extend the counting sequence.		
1.	Count to 120, starting at any number less than	TB–B: 22, 25, 28,

	120. In this range, read and write numerals and represent a number of objects with a written numeral.	85–87, 91–93 WB–B: 30, 37–38, 68, 134–135, 142, 147–149 (Numbers to 100 only)
2.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Provide multiple and varied experiences that will help students develop a strong sense of numbers based on comprehension – not rules and procedures. Number sense is a blend of comprehension of numbers and operations and fluency with numbers and operations. Students gain computational fluency (using efficient and accurate methods for computing) as they come to understand the role and meaning of arithmetic operations in number systems. Students should solve problems using concrete models and drawings to support and record their solutions. It is important for them to share the reasoning that supports their solution strategies with their classmates. Students will usually move to using base-ten concepts, properties of operations, and the relationship between addition and subtraction to invent mental and written strategies for addition and subtraction. Help students share, explore, and record their invented strategies. Recording the expressions and equations in the strategies horizontally encourages students to think about the numbers and the quantities they represent. Encourage students to try the mental and written strategies created by their classmates. Students eventually need to choose efficient strategies to use to find accurate solutions.
2a.	10 can be thought of as a bundle of ten ones — called a “ten.”	TB–A: 25, 62–66 WB–A: 23–24, 89–92
2b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	TB–A: 62–66, 70–72 WB–A: 89–92, 94–95, 189–190
2c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	TB–A: 63 TB–B: 22–23, 25, 35, 76–79, 85

		WB-B: 130–132
3.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	TB-B: 29, 89–90 WB-B: 39, 150–152
Use place value understanding and properties of operations to add and subtract.		
4.	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	TB-A: 70–73, 76 WB-A: 102–107 TB-B: 34–35, 38–41, 82, 85, 87–88, 92–99 WB-B: 42, 44–57, 139–140, 147, 149, 153–166
5.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	TB-B: 34–35, 38, 85, 87–88 WB-B: 42–44, 47–48, 144–149, 217
6.	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	TB-B: 38 WB-B: 171–174
Measurement and Data 1.MD		
Measure lengths indirectly and by iterating length units.		

1.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	TB–A: 91–94 WB–A: 151–153, 195
2.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	TB–A: 95–96 WB–A: 154–156, 196
Tell and write time.		
3.	Tell and write time in hours and half-hours using analog and digital clocks.	TB–B: 68–72 WB–B: 115–122, 225
Geometry 1.G		
Reason with shapes and their attributes.		
1.	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	TB–A: 83–90 WB–A: 132–135, 137, 141–148, 193
2.	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	TB–A: 89–90 WB–A: 149, 194 WB–B: 224
3.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases	TB–B: 66–67 WB–B: 109–114, 223

	<p>half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	
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Correlation of Science and New Hampshire College and Career Ready Standards Grade 1

<p>Acronym Guide for New Hampshire New Hampshire College and Career Ready for Science First Grade:</p> <p>Earth and Space Science: ESS Life Science: LS Physical Science: PS</p> <p align="right">Teacher Resources: Science Explorer Series</p>	
New Hampshire College and Career Ready CCRS	Core Knowledge Sequence
<p>1-PS4 Waves and their Applications in Technologies for Information Transfer</p>	<p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]</p> <p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]</p> <p>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are</p>

	<p>transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).]</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.]</p>
1-LS1 From Molecules to Organisms: Structures and Processes	<p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>[Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]</p> <p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</p>
1-LS3 Heredity: Inheritance and Variation of Traits	<p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>[Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]</p>
1-ESS1 Earth’s Place in the Universe	<p>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>

	<p>[Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]</p> <p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]</p>
<p>The full Next Generation Science CCRS as adopted by New Hampshire Department of Education</p>	

Classical Academy – New Hampshire New Hampshire College and Career Ready CCRS Alignment Social Studies: Grade 1

	<p>Theme for New Hampshire New Hampshire College and Career Ready CCRS for Social Studies Grade 1: Families Now and Long Ago, Near and Far</p> <p>Teacher Resources: The Story of the World, Vol. 1 Ancient Times by Susan Wise Bauer A History of the United States and Its People by Edward Eggleston A History of US, Book 1: The First Americans by Joy Hakim</p>	
	<p align="center">New Hampshire College and Career Ready CCRS</p>	<p align="center">Core Knowledge Sequence</p>
<p>History</p>	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Time can be divided into categories (e.g. months of the year, past, present and future). 2. Photographs, letters, artifacts and books can be used to learn about the past. 	<p>1. Time can be divided into categories (e.g., months of the year, past, present, and future).</p> <p>Content Elaboration</p> <p>Children continue to build on their understanding of chronological order. Timelines and calendars are introduced in grade two. Children distinguish between the past, present and future as they talk about events from their own daily lives.</p> <p>Children begin to use vocabulary that supports their understanding of the divisions of time, such as months of the year, past, present and future.</p> <p>Expectations for Learning</p> <p>Use vocabulary correctly to distinguish categories of time. 2. Photographs, letters, artifacts, and books can be used to learn about the past.</p>

		<p>Content Elaboration</p> <p>Photographs, letters, artifacts, and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.</p> <p>At this level, children begin to talk about photographs, letters, artifacts, and books to learn about their past, if these resources are available.</p> <p>Expectations for Learning</p> <p>Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.</p>
	<p>Heritage:</p> <p>3. The way basic human needs are met has changed over time.</p>	<p>3. The ways basic human needs are met have changed over time.</p> <p>Content Elaboration</p> <p>Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed from past to present.</p> <p>Expectations for Learning</p> <p>Compare the way families met basic needs in the past with the way they are met today.</p>
Geography	<p>Spatial Thinking and Skills:</p> <p>4. Maps can be used to locate and identify places.</p>	<p>Maps can be used to locate and identify places.</p> <p>Content Elaboration</p>

		<p>Maps are representations of areas on Earth’s surface. Maps and models are used to locate familiar places in the classroom, school, or neighborhood.</p> <p>Children can also be introduced to maps of the community, New Hampshire, and the United States.</p> <p>Expectations for Learning</p> <p>Use maps to locate and identify familiar places in the classroom, school, or neighborhood.</p>
	<p>Places and Regions:</p> <p>5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p>5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).</p> <p>Content Elaboration</p> <p>Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.</p> <p>For grade one students, physical features can include lakes, rivers, hills, mountains, and forests.</p> <p>Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, and houses.</p> <p>Expectations for Learning</p> <p>Describe physical and human characteristics of different places in the local community.</p>

	<p>Human Systems:</p> <ol style="list-style-type: none"> 6. Families interact with the physical environment differently in different times and places. 7. Diverse cultural practices address basic human needs in various ways and may change over time. 	<p>Modern Civilization and Culture: Mexico</p> <ol style="list-style-type: none"> 6. Families interact with the physical environment differently in different times and places. <p>Content Elaboration</p> <p>People depend on the physical environment for food, clothing, shelter, transportation, and recreation.</p> <p>Families interact differently with the physical environment based upon times (past and present) and places (different physical environments). For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.</p> <p>Expectations for Learning</p> <p>Describe the way families in different places interact with the physical environment.</p> <p>Compare the way families interacted with the physical environment in the past with the way they interact today.</p> <ol style="list-style-type: none"> 7. Diverse cultural practices address basic human needs in various ways and may change over time. <p>Content Elaboration</p> <p>Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions, and organizations, and their material goods such as food, clothing, buildings, tools, and machines.</p>
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		<p>Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.</p> <p>Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances. For example, in North America, horses were used to plow agricultural fields, but tractors are widely used today.</p> <p>Expectations for Learning</p> <p>Describe how different cultures satisfy basic needs and how this may change over time.</p>
Government	<p>Civic Participation and Skills:</p> <p>8. Individuals are accountable for their actions.</p> <p>9. Collaboration requires group members to respect the rights and opinions of others.</p>	<p>8. Civic Participation and Skills</p> <p>Content Elaboration</p> <p>Students share responsibilities and take action toward common goals. Individuals make choices that impact their homes, schools, and communities.</p> <p>Expectations for Learning</p> <p>Demonstrate an understanding of accountability for personal actions at home, school, and the community</p> <p>9.Civic Participation and Skills</p> <p>Content Elaboration</p> <p>As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and</p>

		<p>the idea of treating others the way they want to be treated. This builds to an understanding of perspective and concern for the common good.</p> <p>Expectations for Learning</p> <p>Collaborate in a way that demonstrates respect for the rights and opinions of others.</p>
	<p>Rules and Laws:</p> <p>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p>Content Elaboration</p> <p>Building on the concept of the purpose for rules in the home, school, and community, students will understand that there are different rules in different settings. Students understand that rules need to be fair. Fair means justice for all parties.</p> <p>There are consequences for breaking rules.</p> <p>Expectations for Learning</p> <p>Identify and explain why there are different rules for different settings. Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.</p>
Economics	<p>Scarcity:</p> <p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything want.</p>	<p>Content Elaboration</p> <p>Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices. For example, an individual can buy a new bicycle or a new computer game but does not have money for both.</p> <p>Expectations for Learning</p>

		<p>Explain the relationship between wants and resources. Explain how and why people must make economic choices.</p>
	<p>Production and Consumption: 12. People produce and consume goods and services in the community.</p>	<p>Content Elaboration</p> <p>People in the community work at jobs where they produce goods and services. Goods are objects that are capable of satisfying people’s wants (e.g., homes, cars, furniture, food, clothing).</p> <p>Services are actions that are capable of satisfying people’s wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting). People also are consumers in the community. Consumer wants are satisfied by using goods and services. People can be both producers and consumers.</p> <p>Expectations for Learning</p> <p>Demonstrate how people are producers and consumers in the community</p>
	<p>Markets: 13. People trade to obtain goods and services they want.</p>	<p>Content elaboration</p> <p>Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.</p> <ul style="list-style-type: none"> • Goods include homes, cars, furniture, food, clothing. • Services include medical care, restaurants, hotels, lawn mowing, babysitting. <p>Expectations for Learning</p> <p>Explain why people trade.</p>

	<p>Financial Literacy:</p> <p>14. Currency is used as a means of economic exchange.</p>	<p>Content Elaboration</p> <p>People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.</p> <p>Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.</p> <p>Expectations for Learning</p> <p>Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.</p>
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Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 2

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says.</p> <p>Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are:</p> <p>Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basal readers, which unfortunately do not effectively advance reading comprehension.</p>		
Strand	Reading: Literature	
Topic	Key Ideas and Details	
Standards	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Analyze literary text development: Determine the lesson or moral. Retell stories, including fables and folktales from diverse cultures.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenge.</p>	

Instructional Strategies

The 5Ws

After reading a story aloud, model the “who, what, when, where, and why” of the story. Provide students with opportunities to answer the 5 W’s. Divide students into groups. Give each member a card with one of the 5 W’s printed on it. Give a copy of the same story to each member of the group. Have students read the story aloud within their groups, then create a question about the story based upon the card they were given (the “who, what, when, where, and why”).

Encourage students to work collaboratively within the group to answer the questions. Access the James Madison University Special Education Program’s [Learning Toolbox](#) for student readers. Download the [handout](#) on the 5Ws from their website.

Be a Reading Detective

Give students a magnifying glass to use while doing close reading of a text to find answers to questions who, what, when, where, and why in relation to the story. For gifted students, provide the opportunity to find key ideas and details within more difficult texts with challenging vocabulary. Kylene Beers and Robert Probst’s [Notice and Note](#) includes additional close reading strategy materials.

Cubing or Think Dots

[Cubing](#) is an instructional strategy that asks students to consider a concept or story idea from a variety of perspectives. The cubes are six-sided figures that have a different activity on each side of the cube. Initially each face of the cube can be labeled with a question word (5Ws+H). A student rolls the cube and does the activity that comes up. In Think Dots, each student rolls a die and completes the activity on the card that corresponds to the dots thrown on the die (that is, if a student rolls a “three,” she then finds the card with three dots on it and completes the activity written on that card). Each student then completes the activity on the corresponding activity sheet. These activities are for use in whole group, small group, or partner settings. View a detailed guide about [Think Dots](#).

Thick v. Thin Questions

Discuss the difference between thick and thin questions, then practice using thick and thin question types with students while reading a text such as Goldilocks and the Three Bears. Thin questions deal with specific content or words found directly in the text, e.g., Where did the story take place? Who are the main characters? What happened first? The answers to thick questions are not found directly in the text, so the students are required to use inferencing skills and deeper understanding, e.g., Why do you think the three Bears did not lock their door? How would you feel if someone broke into your house? How would the story have been different if told from another character’s point of view? Quick check for self-monitoring: When transitioning out of an extended reading time, have students identify (2) thin questions (recall questions) and (2) thick questions (thoughtful and detailed) from the text they were reading. You can use a variety of texts to complete this assessment.

Ask-Read-Tell Model

The (3) crucial phases that improve comprehension are pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post-reading (the reader continues to think about the passage after reading and encode key details into long-term memory).

Ask-Read-Tell is a cognitive strategy and three-step sequence that aligns with these (3) crucial phrases. They are:

1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic and generates (2) questions that the student hopes to answer through reading.
2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
3. TELL: After reading, the student attempts to answer the (2) questions posed earlier on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produced Recipe for a Fairy Tale

As students read various versions of a fairy tale, complete a graphic organizer to denote the characteristics of the story to determine whether or not it is truly a fairy tale or a different genre. Consider things such as: Does it begin with “once upon a time?” Does it include royal characters, and more specifically, an evil character? Are there elements of magic? Is there a happy ending? The graphic organizer can also be used to help students develop their own fairy tales.

Lesson or Moral

To support students with understanding lessons or morals, begin an anchor chart and start charting lessons or morals from books read and discussed. This will give students language for developing thinking about lessons or morals in books.

Retelling Sequentially

Have students create a beginning, middle, and end foldable or flip book. This idea could be digitally enhanced by using [Flipgrid](#), which allows a student to verbalize and record their retelling. In addition, these could be shared or viewed by classmates or parents. A number of foldable ideas can be found at [this site](#).

The Difference Between Plot and Theme

Create an anchor t-chart plot vs story lesson. Discuss how the plot leads us to the theme. There are many picture books with strong themes that can be used when teaching this concept to students. Some examples are:

- [The Grouchy Ladybug](#) by Eric Carle
- [The Quickest Kid in Clarksville](#) by Pat Zietlow Miller
- [The Raft](#) by Jim LaMarche
- [Thank You, Mr. Falker](#) by Patricia Polacco
- [New York's Bravest](#) by Mary Pope Osborne
- [The Youngest Marcher](#) by Cynthia Levinson

Mini anchor charts for a variety of strategies and skills can be found at [this site](#) to help students remember the characteristics of plot and theme. [This site](#) from a school district in New Jersey provides multiple templates for students when working with the concept of theme.

Divide and Conquer

Have students get into small groups. Give each group a character from a story and an event that transpired during the story. Have each group make a list of how their character responded to the event. Questions they can ask themselves to help the thought process are: What happened? How did this make my character feel? What did the character do because of this action? etc. Then have the groups share out their responses. Use this time to have other groups give feedback and respond to their peers and their ideas.

Mind Maps

A specific character is identified or drawn in the middle and the outer rings describe the character's appearance, personality, actions, problem/solution, comparisons with the student themselves, etc. Students may use images, symbols, codes, and at least (3) different colors to enhance the meaning of their mind map. For digital enhancement, create a [Coggle](#), an online tool for creating and sharing mind maps. It works online in your browser and there is no downloading or installation required. [ReadWriteThink](#) provides a lesson and template for character mapping. The Florida Center for Reading Research provides [additional material](#) for character analysis.

Name That Folktale

On the whiteboard, create a chart with (5) blank columns. Label each column: Fairytale, Fable, Myth, Legend, and Tall Tale. Create (5) definition cards. Create (10) feature cards. Create (10) example cards (story titles or characters representing each folktale type). Assign (2) feature cards, (2) example cards, and (1) definition card per folktale type. Mix up the cards before each team comes to the board to compete. Separate the students into groups and play a timed matching game. Each group assigns (1) team captain to physically attach the correct definition, example, and feature cards to its corresponding column, but all members can provide verbal assistance. While (1) group is playing, the others must face in the opposite direction (so they cannot see the other team's responses) and quietly study while waiting for their turn. The group who matches all the cards correctly in the least amount of time will win the game or round. The host/moderator may not give out any answers, but only verify if and only if the chart is 100% correct. At that point, the timekeeper will stop the watch and record the time for that group. You can go as many rounds as you would like, rotating team captains.

Summarize Based on What a Character Wants

Once students have begun to read simple chapter books they can begin to retell stories based on one thing that happens in each chapter. In this strategy students begin by asking themselves, what does the character want? Think of one event per chapter that connects back to the want. Summarize by saying the events in order.

To digitally enhance instruction teachers could create a Kahoot and use the [Jumble](#) feature. Students would then need to place the events in order as they played the Kahoot. Teachers could use different parts of the story at different times to use the Jumble feature.

You can add videos, images, and diagrams to your learning games. This activity is especially helpful for students that need visual and auditory stimuli to enhance learning.

We Can Learn (and Give Advice) Based on How the Characters Treat Each Other

Find a spot where the character surprises you. Notice how the character is treating another character. What would you tell that character? Say the advice you would give. So, based on that advice, what might you learn from this story? To digitally enhance this strategy, students could give advice using a [Voki](#) avatar. Voki is a free website that has a collection of customizable speaking avatars for teachers and students that enhances classroom instruction, class engagement, and lesson comprehension. Provide ELL students with visual aids to make unknown words and vocabulary more accessible.

Instructional Resources

Beers, Kylene and Robert Probst. [Notice and Note: Strategies for Close Reading](#). Portsmouth, NH: Heinemann, 2012.

This resource introduces 6 "signposts" that alert readers to significant moments in a work of literature and encourages them to read closely.

McGregor, Tanny. [Comprehension Connections: Bridges to Strategic Reading](#). Portsmouth, NH: Heinemann, 2007.

This is a teacher-friendly text that provides suggested lessons for guided reading small group meetings.

Richardson, Jan. The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader. New York: Scholastic Inc., 2009.

Robb, Laura. Read, Talk, Write: 35 Lessons That Teach Students to Analyze Fiction and Nonfiction. Thousand Oaks, CA: Corwin Press, 2016.

This resource helps teachers move students from rich conversation about texts to all types of composition. It is a teacher-friendly text that provides suggestions for whole group mini-lessons related to the core comprehension strategies.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015.

This resource includes 300 strategies in support of thirteen reading goals with each strategy cross-linked to skills, genres, and reading levels.

Strand	Reading: Literature
Topic	Craft and Structure
Standards	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

Instructional Strategies

How Do You Know?

Make an anchor chart with students that identifies how they can tell if a narrator is telling the story or if a character is the one telling the story. Use probing questions to challenge students to think about the concept and how recognizing words in a story like he, she, they show that the main character is not telling the story. Some examples of words to include on the anchor chart under narrator would be he, she, they, and specific character names. Examples of words to look for when identifying a character as the one telling the story on the anchor chart would be I, me, we, my. Sample point of view anchor charts and activities can be found at [this site](#) from a school district in North Carolina.

Reader's Theatre

Use [Reader's Theatre](#) scripts to show the difference between characters and narrators. *Struggling readers need plenty of opportunities to practice reader's theater scripts to gain fluency and confidence before presenting.* Avoid "cold read" presentations. To digitally enhance this strategy students might use the [Powtoons](#) online animation tool to create a cartoon version of their theatre.

Reader's Theater is an excellent strategy to use with ELL students or those that struggle with fluency. Because a script is read multiple times prior to presentation, students become familiar with the vocabulary, deepen their understanding of the text, and are supported by the other students involved with the same script.

Narrative Point of View Comic Strips

Have students create four comic strips showing four different narrative viewpoints. Requirements: Each comic strip will contain dialogue (word bubbles) and narration (square narration boxes). Each comic strip should be narrated using one of the following perspectives: first-person, second-person, third-person objective, third person limited, and third-person omniscient. If students are not comfortable with drawing, encourage them to create good storylines and use stick men.

The KUD Method

When preparing a literacy lesson, explicitly detail exactly what it is you want students to Know (K), Understand (U), and Do (D).

- (K) Know: What do you want the students to know? (facts, people, vocabulary, definitions, places, information)
- (U) Understand: What do you want the students to understand? (essential truths, principles and generalizations, big ideas, I want students to understand that)
- (D) Do: What do you want the students to do? (basic skills, thinking skills, planning skills, uses verbs or phrases)

Alliteration Tongue-Twister

Have students select five tongue twisters and illustrate them. Extend five twisters by adding more adjectives and adverbs. Have students complete five twisters of their own. They can make up twisters about famous people with whom they are familiar. Make up twisters about popular products students use. Share these in class by reading aloud or passing papers. Illustrate the twisters. Students can use their own names to write a twister. (For ex. Angela Alicia Apple ate anchovies and artichokes. Bertha Bartholomew blew big, blue bubbles). The [American Folklore website](#) has a number of tongue twisters that can be used with students.

Copy-Change

Play songs drawing students' attention to the lyrics. Give students handouts of the printed lyrics. Read some of the lyrics aloud and then ask for student volunteers to read. Discuss some of the elements of the lyric, for example: rhyming words, repeated words or phrases, feelings or images the lyric evokes, and rhythm. Read poems aloud to the class. Read each poem twice, once so the students can just listen, the second time so the students can think about, discuss, and write about the elements they discussed with the lyrics. Choose a variety of poems: humorous, serious, romantic, rhyming, and non-rhyming.

Talk Like the Character

Pretend you are the character and retell the story as the character would. To enhance this strategy, students could use Google Slides to create an eBook retelling of their story.

Puppet Show

Read a text set that focuses on silly animal stories. Point out to students that the animals always seem to be doing something silly or getting into trouble. Then ask the children to think about the silly stories they just read and list the stories' animal characters (Dragon; Julius the pig; Mrs. Brown's animals—a cow, two pigs, three ducks, and a yak). Divide the class into groups of three. Ask each group to make a puppet show stage, cutting and decorating cardboard boxes to form the stages. Each child in the group should choose a character. Every student in the group should have a character from a different book from the text set.

Students can create popsicle stick puppets of their character. Tell the groups to make up a short play featuring their puppet characters, encourage students to use the book the character is from to stay true to its characteristics and actions. Have the groups perform their puppet shows for the class. A text set might include books like Haily Meyers' [Gotta Go, Buffalo](#), Steve Jenkins' [Creature Features](#), Adam Rubin's [Dragons Love Tacos](#), Mo Willems' [Don't Let the Pigeon Drive the Bus](#), and Chris Raschka's [A Ball for Daisy](#).

Email About Fables

Students should determine an audience or recipient of the email. Type a title in the subject line. Keep paragraphs short. Skip a line between them. Do not use special type. Do not use all capital letters. Follow the rules of good writing. They should proofread their email. Check for capital letters, end marks, and spelling mistakes. Now, they should write an email telling a friend about the fables you have read. Which was your favorite? Was there any fable you did not like? Go to your e-mail program. Send to recipients.

As Slippery as an Eel

A [unit](#) from ReadWriteThink that focuses on simile and metaphor.

Teaching Rhyme and Rhythm

There are many children's picture books that can be used to help students identify rhyme and rhythm. Some examples are:

- [Grump Groan Growl](#) by bell hooks
- [Squeak, Rumble, Whomp, Whomp, Whomp](#) by Wynton Marsalis
- [Little Miss, Big Sis](#) by Amy Krouse Rosenthal
- [All Are Welcome](#) by Alexandra Penfold
- [Bear Snores On](#) by Karma Wilson

10 Ways to Use Poetry in Your Classroom

This [resource](#) from Reading Rockets provides teachers with ways to integrate poetry into their literacy lessons for a variety of purposes.

Instructional Resources/Tools

Chatton, Barbara. [Using Poetry Across the Curriculum: Learning to Love Language](#). Santa Barbara, Calif: Libraries Unlimited, 2010.

Kindle, Karen J. [Teaching Vocabulary in the K-2 Classroom: Easy Strategies for Infusing Vocabulary Learning into Morning Meetings, Transitions, Centers, and More](#). New York: Scholastic, 2008.

Poe, Elizabeth A. [From Children's Literature to Readers Theatre](#). Chicago: ALA Editions, 2013.

This resource explains the rationale for using reader's theatre in the classroom and provides multiple examples of scripts to use.

Strand	Reading: Literature
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Topic	Integration of Knowledge and Ideas
Standards	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.8 (Not applicable to literature)</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
<p>Instructional Strategies</p> <p><u>Multiple Versions</u></p> <p>Read aloud multiple versions of the same story. Compare the characters, setting, problem and events, and solution using a graphic organizer. Students can then work in collaborative groups to write and illustrate a different version of the same story. Some examples are:</p> <p><u>Three Pigs Variations</u> <u>Armadilly Chili</u> by Helen Ketteman</p> <p><u>The Little Red Hen Variations</u> <u>The True Story of the 3 Little Pigs</u> by Jon Scieszka</p> <p><u>The Three Little Javelinas</u> by Susan Lowel</p> <p><u>Burro’s Tortillas</u> by Terri Fields</p> <p><u>The Little Red Hen</u> by Margot Zemach</p> <p><u>Text Feature Hunt</u></p> <p>Using both literature and informational text, teacher will create “scavenger hunts” for students to locate various features which will help their understanding PRIOR to reading the text; similar to a picture walk, we make inferences as to the characters, setting, plot, etc. based on the pictures. With informational text, students look at captions, bold words, the table of contents, etc.</p> <p><u>Photo Preview</u></p>	

Before reading a picture book, show students a single illustration or photograph and have them make predictions based what they see. Students may form predictions in the form of questioning or simply state what is seen. Illustrations could be projected onto an interactive whiteboard so that students can write their predictions and or inferences over them.

Study Caldecott Winners

In order to be win a Caldecott medal, a book’s illustrations must aid in telling the story. Look at previous Caldecott winners or strong contenders for the current year. How do illustrations help our understanding of the story? Specific requirements for the Caldecott medal and past winners can be found [here](#).

Same or Different Book

Select a familiar story for which there are several versions. Fairy tales work well for this activity. Students create a book that illustrates how the versions are either alike or different. Follow these steps to make the book: Divide the paper into halves, labeling each half with one of the book titles. If students are making a “different” book, they draw a picture of something that is different in each of the stories. If students are making a “same” book, they draw a picture of something that was the same in each of the stories. Students may include as many pages as they like, or you may suggest topics for the pages such as characters, setting, problem, etc.

Character Changes

Make a progressive list of words/phrases to describe a character while reading a story. Examine the list to determine how the character has changed throughout the story. Write a description of, or opinion of, or feelings about a character at the beginning of a book. Then write the same when the book is finished. Compare the two and tell how the character has changed and your feelings about the character have changed. Make a timeline of a character’s development as a story progresses.

Fairy Tales Around the World

Read multiple versions of the same tale from different parts of the world. Have students show understanding of the fairytale by drawing illustrations of the fairytale. Analyze various components (characters, setting, conflict, solution, etc.) of the stories and keep track of the different components on a large chart that students can refer back to.

Theme Chart

Have students read a variety of books centered on the same theme. Create a class chart that summarizes the main points of each story. Lists of words used to describe similar characters could also be posted on the chart. These can help in defining relationships among characters in the books.

Summarize the theme study by asking questions such as: What is the author’s intention? What have we learned about . . . that we did not know before? Which books remind us most of ourselves? How? How do different people cope with . . . ?

Compare and Contrast Setting

Present the setting visually as a map showing a journey, a grid map or pictures built up progressively as the story is read, a travel brochure or poster, or a class mural, collage, or montage. Describe a setting from different viewpoints. Discuss descriptive passages to see how a writer has made them vivid, and then encourage students to use the same devices in their writing. Make progressive charts of descriptive words to use later as the basis for writing.

Narrative Story Structure

This is a [lesson](#) from the Florida Center for Reading Research that includes a graphic organizer for comparing characters, setting, events, problem, and solution across two different texts.

Fairy Tales Around the World

From the EdSitement [website](#) (National Endowment for the Humanities): Activity number 5 provides a strategy that promotes the understanding of how illustrations can tell a story.

Character Map

This [lesson](#) from the Florida Center for Reading Research provides a template for early elementary students that encourages them to think about characters, their attributes, and their actions in a story.

Instructional Resources

Marcus, Leonard. [Show Me a Story! Why Picture Books Matter: Conversations with 21 of the World’s Most Celebrated Illustrators](#). Somerville, MA: Candlewick Press, 2012.

Picture books artists talk about their lives, their art and how the illustrations they create help tell the stories in the books.

Strand	Reading Literature
Topic	Range of Reading and Level of Text Complexity
Standard	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Strategies

Direct Modeling

Comprehending poetry and stories at the second/third grade levels requires lots of time and practice with the skills. Students can keep a reflection log. This log can be for students to draw pictures and write sentences to help them make text-to-self and text-to-text connections. The process works best if started at the beginning of the school year. Direct Instruction by the teacher to show students how to use the log for text-to-self examples (This reminds me when...) with both poetry and stories is necessary. Try to pick selections that all students in your class can relate to. Then, select text-to-text examples (This reminds me of when I read...) of stories or poems that have been used in the classroom. Remember that some students may need this shown repeatedly to be proficient enough to do these tasks independently.

Topics chosen for the direct modeling could be stories, such as Do Unto Otters: A Book About Manners by Laurie Keller. Such stories (there are dozens out there) could help students develop the Social Emotional Development Strand Self-Regulation 1) Demonstrate an understanding of what behaviors are considered acceptable and desirable by peers and adults. 2) Demonstrate self-control in a variety of situations and settings. 3) With increasing independence, take responsibility for behaviors and associated consequences.

Encourage students to take out library books that are at their independent reading level so that they can use these strategies on their own. This will increase their comprehension of both stories and poetry. As the school year goes on monitor what levels the students are reading and make sure they are working at their independent reading level to get the most out of the strategy.

SIFT Literary Analysis Strategy

Use this mnemonic device to analyze poetry or any narrative text.

- S-Symbols: Examine the title and text for symbolism
- I-Images: Identify images and sensory details (sight, sound, taste, odor, texture)
- F-Figurative Language: Identify and analyze non-standard use of language, including metaphor, simile, repetition, omission, unusual word order, slang, etc.
- T-Tone and Theme: Discuss the tone taken by the author. Message or moral: Why did the author create this work? Reading Response Letters

Each week, have students write a letter to their teacher or a peer about what they are reading. The prompt can change weekly and teachers or peers can continue the dialogue by writing back. Further information about reading response journals and letters can be found [here](#).

Talking Drawings

In the Talking Drawings strategy students activate prior knowledge by creating a graphic representation of a topic before reading a book. After they have heard or read the book, students will re-evaluate their prior knowledge by drawing a second depiction. They will then summarize what the different drawing says to them about what they learned. Have students share their before and after drawings with a partner. Students should discuss the differences between the two depictions of book. What do the two drawings tell them about what they learned or heard?

The Hot Seat

Prior to the beginning of class, prepare questions related to a character from a book with which students are familiar and write them on sticky notes. Four to five questions are usually enough. Place the sticky notes underneath student desks/chairs so that they are hidden from view. At the start of the class, inform students that several of them are sitting on "Hot Seats" and will be asked to answer questions. Have students check their desks/chairs for the sticky notes. Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer as the character being highlighted.

Comprehension Strategies: Making Connections

This document is the first in a series of support materials from Northern Adelaide Senior College, Department for Education and Child Development South Australia. This strategy is designed to help students make text-to-text, text-to-self, and text-to-world connections.

Instructional Resources

Kiefer, Barbara and Cynthia Tyson. Charlotte Huck's Children's Literature: A Brief Guide. New York: McGraw Hill, 2018.

This resource provides essential information for designing pre-K-to-8 literature programs. Expertly designed in a vibrant full-color format this streamlined text has a strong emphasis on researching evaluating and implementing quality books in the classroom the critical skills needed to search for and select literature.

Lysaker, Judith. Before Words: Wordless Picture Books and the Development of Reading in Young Children. New York: Teachers College Press, 2018. This resource explains how to use wordless picture books to develop reading skills in early elementary children.

Roessing, Lesley. The Write to Read: Response Journals that Increase Comprehension. Thousand Oaks, CA: Corwin Press, 2009.

Wooten, Deborah, Lauren Aimonette Liang, and Bernice Cullinan. Children's Literature in the Reading Program: Engaging Young Readers in the 21st Century. New York: Guilford Press, 2018.

This resource addresses how to incorporate children's literature into the K–8 reading program. A strong emphasis on diverse literature is woven throughout.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Standards	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text. <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

Instructional Strategies

3-2-1 Strategy

In this strategy, students keep a record of their own comprehension of a text and can use this information to talk about what they have read. After reading a book or hearing one read aloud, students are asked to record:

- 3 things they learned
- 2 things they found interesting or that they would like to learn more about
- 1 question they still have about the book or concept.

Graphic organizers for this strategy can be found in many places on the internet including:

- [ReadWriteThink](#)
- Rhode Island's [Toolbox of Ideas](#)
- Reading Response Activities with [Graphic Organizers](#)

Table-top Graphic Organizer

When focusing on the main idea and supporting details of a nonfiction text, teachers can use this tool to help students create a visual display called a Table Top Graphic Organizer. The top of the table is the main topic and a supporting detail is placed on each of the four legs. Students fold the [graphic organizer](#) to show that the legs (details) support the table (main topic).

Content Scramble

After reading a nonfiction text identify the historical events, scientific ideas or concepts, or steps in a procedure and write each on its own index card. Include images on the cards to make them accessible for all students. Ask students to arrange the cards in an order that makes sense to them. How do the cards build on one another? What is the connection between the cards? What relationships can we identify?

This activity should be done first in a whole group setting and later moved to small groups. Students are encouraged to have discussions within their groups as they work together to put the cards in a logical order based on the text they have read.

Forensic Finds

As a detective, students must use Who, What, When, Where, Why, and How to discover textual evidence. Have students trace their hands on a piece of construction paper. Write Who, What, When, Where, Why at the end of each finger, and How on the palm of the hand. Have students take the information from a text and fill out the details. This strategy can also be done with a large glove. Label each of the fingers, using a permanent marker, with the 5Ws and H. The student with the glove should use the question on each of the fingers to prompt them through their retelling. Students can use this information to write a summary sentence. This activity is a great way to introduce signal words, because these are the questions that good reporters or detectives always ask to get the most important details. If students have used a printable template of the graphic organizer have them cut out the hands for student display.

CATAPULT

When students read a nonfiction text, they are catapulting forward in understand the text. Use the mnemonic CATAPULT to help students visualize what has happened in the text. Use this strategy to help students interact with the text. The mnemonic is:

- C: Covers- What do you notice when you look at the cover of a text? What does this make you think the book will be about?
- A: Author- What does the author's page say at the end of the text about his or her expertise on this topic?
- T: Title- What does the title of the text tell you about the topic? And possibly the author's central idea?
- A: Audience- Who was this text written for? Why do you think the author would want this audience to know about this topic or central idea?
- P: Page 1- Read page (1) and make a prediction about the topic and the author's central idea.
- U: Underlying message- Think about that you have already previewed. What do you think the author's central idea is going to be? Why? What's your evidence?
- L: Look at features – What do the text features like photos, diagrams, and maps tell us?
- T: Time, place, and important people. From what you have previewed so far, what can you say about when the topic of this article takes place? Where this event takes place? The important people described? What do you think the people will be doing? Or learning?

TELL

Have students preview the text using the mnemonic device TELL:

- T: Title- What does the title tell us about the topic or central idea of the text?
- E: Examine- Examine the text features. What clues do the features provide about the topic or central idea of the text?
- L: Look- Look at bold words or word in italics. Use these words to make a prediction about the topic or central ideas of the text.
- L: Look- Look up and predict what the text will be about overall—based on your preview of the text in the first three steps of TELL.

The Coding Method

The coding method strategy comes from Hoyt, Linda. Revisit, Reflect, Retell: Time-tested Strategies for Teaching Reading

Comprehension. Portsmouth, NH: Heinemann, 2009.

Teachers use the strategy to introduce students to self-monitoring. As students read a nonfiction text have the following questions and symbols available so that they can begin to monitor their understanding of the text:

(+) Is this new information for me?

(*) Is this information I already knew?

(?) What do I not understand about this information? What are my questions?

(!) Wow, this is really cool stuff!

If there are several students reading the same text, they can form a group to discuss the things they marked; these same students may be able to answer questions the other students had. After practicing the strategy, students can use this information to retell the information in the text they have read.

Using Your Senses

Have students use their five senses to imagine what something looks like, smells like, feels like, or tastes like while reading an informational text. Select a passage what contains sensory details (e.g., a sheep shearing). Read the passage aloud while student follow along, stopping at appropriate points, and asking students to imagine the scene: The text describes a farmer shearing his sheep. Have you ever seen a sheep up close, maybe on a farm, or on TV? What did its coat look like? What color was it? Allow time for students to share their experiences. Continue to prompt them to visualize the scene. What does the book say about...? What sounds...? What smells? Describe them? Select another vivid passage

to read aloud. This time let students volunteer their images. Ask students what they discovered about using their imaginations to help them understand text.

Instructional Resources

Beers, G K, and Robert E. Probst. Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies. Portsmouth, NH: Heinemann, 2016. This resource provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Fountas, Irene C, and Gay S. Pinnell. Genre Study: Teaching with Fiction and Nonfiction Books: Grades K-8 +. Portsmouth, NH: Heinemann, 2012.

This is a foundational text that explores the understandings of the genres of fiction and nonfiction.

Hoyt, Linda. Revisit, Reflect, Retell: Time-tested Strategies for Teaching Reading Comprehension. Portsmouth, NH: Heinemann, 2009.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann, 2015. This is a teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

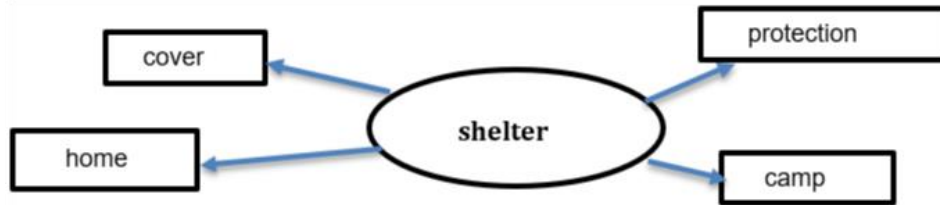
Strand	Reading: Informational Text
Topic	Craft and Structure
Standards	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Instructional Strategies

Thinking about Vocabulary

Ask questions that encourage deeper level thinking about vocabulary a nonfiction text. For example, ask students: What word could you use to replace the word shelter in the sentence: The birds had to build a new shelter after the storm? (refuge, home, haven, sanctuary). Practice this skill with a variety of informational texts. Create word webs that have a content word in the center and synonyms for that word extending outward.

[ReadWriteThink](#) provides additional information about the value of creating word webs with students and includes strategies for classroom use. [WordClouds](#) is a word web generator that is free to use.



Text-Dependent Questions (TDQs)

After reading a content rich nonfiction text, help students get a deep understanding of the text by asking text specific questions. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words.
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another.
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts.
- Question why authors choose to begin and end when they do.
- Note and assess patterns of writing and what they achieve.
- Consider what the text leaves uncertain or unstated.

(adapted from Oakdale Unified School District, CA)

[This video](#) from the Achievement Network shows a 2nd grade teacher's use text-dependent questions to boost student understanding. Prompts for text-dependent questions as developed by Richard and Hawes can be found here.

Text Cut and Paste

Provide students with grade appropriate short informational text. Have students read the text aloud to a partner. Create a document that has the text divided into sections that students can cut apart. Partners must work together to determine the main purpose of the text (why the author wrote the text). Students can write their answer on paper and then cut out the sections of the text that supports this idea. Teacher will have questions written on the board for students to consider as they use the cut-out text.

- What questions does the author answer?
- What does the author explain?
- What does the author describe?

Once partners have made their decisions, they can post their responses under the heading that they feel best fits. Encourage students to defend why they made the choices that they did in whole group setting.

Text Feature Checklist

Display an informational text on an easel or projector to the class. Distribute multiple copies of the text to students in order to follow along. Use a checklist that has a space for students to write the text feature, the page or paragraph number where that text feature can be found and explain the purpose of that feature. Include the following features on your checklist: table of contents, headings, bolded words, glossary, index, sidebars, fact box, captions, photographs, diagrams, tables, graphs, maps, flowcharts, webs, timelines, and reference. Model going through each feature and finding it in the shared text. Then, break students into smaller groups, assigning each group a different book. Have students work together to complete the checklist with the new book. National Behavior Support Service has developed a [multiple day lesson](#) to help students recognize and identify the purpose of text features.

Thinking Aloud Script Writing

Select a complex text (book, newspaper, or magazine article) above most students' reading level. Select a section of text to use for the ThinkAloud and consider what you want the students to be able to do as a result. Prepare a script using the [Think-Aloud prompts](#). Project the text to the document camera. Read the text aloud to the students, thinking aloud as you go. Refer to your script as needed. Have students [tally the think-aloud strategies](#) they think they heard. Once your reading is complete encourage students to identify the type of thinking they heard you do and what they learned from the demonstration. Have students split into groups and create their own Thinking Aloud scripts.

Aunty Annie's Annotations

This strategy involves students [interacting with a text](#) by using symbols, underlining, circling, putting question marks, bullet points or arrows, etc. Select an informational text to use slightly above most students' reading level. Explain that you will be helping Aunty Annie make the correct annotation on the document. Explain that you will be looking for difficult vocabulary main ideas, key details, text features (captions, headings), student question, author's message, and claims or arguments. As a class, determine which symbol should be used, and create a chart to display in the classroom. Imagine that you are all helping Aunty Annie make the correct annotations in a text

Instructional Resources

Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016. Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Fisher, Douglas, and Nancy Frey. Text-dependent Questions, Grades K-5: Pathways to Close and Critical Reading. Thousand Oaks, CA: Corwin Press, 2015.

Overturf, Brenda J, Leslie H. Montgomery, and Smith M. Holmes. Word Nerds: Teaching All Students to Learn and Love Vocabulary. Portland, ME: Stenhouse Publishers, 2013.

This easy-to-read reference explains how to plan, teach, and assess based on the latest research in vocabulary instruction and learning. Forget copying definitions from the dictionary and completing boring worksheets! Word mastery comes from intimate knowledge of language. From prediction to practice to performance, students from all backgrounds can discover how to make words their own.

Rickards, Debbie and Shirl Hawes. *Connecting reading and writing through author’s craft*. The Reading Teacher. 60(4) 370-373. This resource provides teachers with ways to help students make focused connections in reading and writing throughout the day.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
Standards	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Instructional Strategies

Survey the Text

Ask students to look at an image in a text. Ask students what jumps out at them? Ask yourself what the text is mostly about. Then, go back and read the text with that main idea in mind. Check the facts to see if they really fit the main idea that you have thought of. Revise the main idea, if needed.

Class Knowledge

Create a text set of books around a common topic. The text set should include books to be read aloud, books to be read independently, books for shared and guided reading and books that can be sent home and shared with family members. The topic can be fleshed out so that is used across multiple content areas. For example, a text set on Food might include:

- Good Enough to Eat by Lizzy Rockwell
- Food From Farms by Nancy Dickman

- How Did That Get in My Lunchbox? by Chris Butterworth
- Bring Me Some Apples and I'll Make You a Pie by Robbin Gourley
- Bee-Bim Bop by Linda Sue Park
- Anise Loves Green Food by Annise Carraba
- Food Play by Joost Evers
- Playing with Food Louise Lockhart
- Green is a Chile Pepper by Roseanne Thong
- Bon Appetit! The Delicious Life of Julia Child by Jessie Harland

Main Point and Reasons

Before reading a nonfiction text, write one main point from the book on a chart. Ask students to think about what they know about this point. Read the book aloud to the group. Have assigned to check off or cross out the ideas on the list. On another day, read the book again, this time ask students to make a list of things that they learned after hearing it read. As they make the list ask them to identify 'how they know' that piece of information and add that information to the chart as well. Their answers may be as simple as they saw it in a diagram or image in the book to having heard it from a specific paragraph. When charting, be as specific as possible about identifying the location of the 'support' for their learning as this will build a foundation for identifying a main idea and supporting details in the next grade level.

Name the Graphical Devices

Help students to decipher particular types of graphical devices, such as captions, diagrams, graphs, insets, maps, tables, and timelines. Create a chart including the name of the graphical device, the definition, and an image to represent that device. After sharing the chart with students via the projector or handout, have students evaluate different books to determine which graphical devices are used throughout. Form small groups and have them complete separate charts based on the specific book title selected. Afterwards have them share their findings with the group.

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Main Topic and Support

Help students create a graphic representation of the core concept or idea, find the fact or information to support the concept. Find an appropriate informational text to use for this activity. Use a projector to demonstrate. On a blank sheet, draw a large circle in the middle. Identify the main concept and use words, phrases, or drawings to fill the large circle. Draw (3) stems from the large circle and attach a circle to the other end. Encourage students to find ideas that are connected to that concept in the nonfiction text being studied and draw or write those ideas in the smaller circles.

Text Comparison

Compare the titles of two different books on the same topic. Ask students to think about what they would learn in one book and in the other based on the title. Compare the table of contents in two books. What are the differences? Using the text features only, ask students to make a list of what might be different in the way these two books treat the same topic. For example:

- J. D. Stevens Sharks! Vs. Ann Schrieber National Geographic Readers: Sharks!
- Ann Rockwell Clouds vs. Erin Edison Clouds
- Todd Parr The Family Book vs. Shelley Rottner Families

Video Comparison

Show two different short videos on the same topic. Give the students a Venn Diagram. Ask them to work in pairs tell what was the same about the information and what was different.

Use question stems to help students gather information: How are ____ and ____ alike? How are ____ and ____ different? How do the ideas in ____ compare to the ideas in ____? How does ____ from the ____ culture, compare to ____ from the ____ culture? Why do you think the author of ____ used the same pattern of events that was used in ____? How did the author (1) organize the text in comparison with how author (2) organized it?

Exploring Compare and Contrast Structure in Expository Text

This lesson from ReadWriteThink helps student identify and analyze the compare and contrast text structure of nonfiction texts. An Interactive Venn Diagram can be used to enhance the lesson. A printable [Compare and Contrast Chart](#) can also be found at the ReadWriteThink site.

Instructional Resources

Beers, G K, and Robert E. Probst. [Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies](#). Portsmouth, NH, Heinemann, 2016. This resource provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Duke, Nell. [Inside Information: Developing Powerful Readers and Writers of Informational Texts through Project-Based Instruction](#). New York: Scholastic, 2014.

This text shows teachers how to build skills in reading and writing major informational text types through project-based instruction.

Serravallo, Jennifer. [The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers](#). Portsmouth, NH: Heinemann, 2015. This is a teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

Strand	Reading: Informational Text
Topic	Range of Reading and Text Complexity
Standard	RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instructional Strategies

Book Talks

Do book recommendations or book talks before independent reading time to spark interest in more complex books. Initially these should be done by the teacher, but once students are comfortable with the idea, students can participate as well. Students should write their book-talks out on colored index cards. They should include book title, author, illustrator, genre, visual about the book, challenge level (low 1-5 high), catchy opening statement, what attracted me to book, short problem summary, what I liked/disliked, overall rating 1-10, changes I would make to the story, other

books by this author, information about author, information about illustrator, snappy closing summary, would I recommend this book? Why? Listeners can be encouraged to ask book specific questions.

Table of Content Predictions

This strategy helps students activate prior knowledge about a topic and make predictions about the text content. Have students locate the table of contents in a text. Review what it is and how it helps readers locate information. Provide students with a variety of informational book titles containing table of contents. Instruct students NOT to open the books. Ask them to review the title and examine the front and back covers for clues. Have them to create a table of contents based on what they have observed. Have students to open their books and compare their table of contents with the original.

Emphasize there is more than one way for an author to organize information. Ask students to read the book and discuss why they think the author chose to organize the text the way he or she did.

Create a KWHL Chart

This is an adaptation of the KWL strategy (Ogle, Donna, 2011) Select a book, newspaper, or magazine article appropriate to your students’ abilities. Project a large KWHL Chart to the class prior to reading the article. Ask students what they know about the topic of the text, what they would like to know more about, and how they will find information related to what they want to know. Once the reading is complete work together to list the new things that they have learned.

- (K)- What I KNOW
- (W)- What I WANT to Know
- (H)- HOW Will I Find Out
- (L)- What I LEARNED

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition
Standard	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

Instructional Strategies

Making Words

This hands-on activity promotes the development of phonological awareness as well as students' understanding of the alphabetic principle. Making words is a hands-on activity that challenges students as they learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15 to 20 words, starting with short words and building up to longer words. The teacher then gives clues, such as "this is a three-letter word that is the opposite of hot". Students use their letter tiles to form the word "cold".

The clues get progressively harder and involve an increasing number of letters each time. Ultimately, students will use all letters to make the "mystery word". For more on the making words strategy visit the Teaching Tolerance website [here](#).

Word Chains

Word chains allow students to practice recognizing differences between similar sounding words. In early phonics instruction, word chains are used to have children practice sound-symbol correspondence and understand words can differ by a single phoneme. Word chains must be carefully planned, each word only differing from the next by one phoneme-grapheme correspondence, and teachers should consider the difficulty of the task: the initial position is the easiest place for a child to hear a contrast, the final position more difficult, and the medial position most difficult. This strategy may also be referred to as

Word Ladders

This strategy, along with other word study strategies, is explained in the professional resource Rasinski, Timothy V, and Jerry Zutell. *Essential Strategies for Word Study: Effective Methods for Improving Decoding, Spelling, and Vocabulary*. New York: Scholastic, 2010

Sound/Spelling Cards and Sound Wall

Teachers use sound/spelling cards to provide a clear model of speech sounds and their spellings. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

Phonics Jeopardy

Make a Jeopardy Board with categories such as long vowels, short vowels, prefixes, and suffixes. There are clues for each dollar amount and the contestant answers with a question and then spells the word. For instance, I'll take prefixes for \$100. The host reads the questions; You do this when you want to view something again. The contestant answers: What is review, and then spells the word. [Jeopardy Labs](#) is a site that allows you to construct this type of game.

Word Sorts

In word study, teachers encourage students to compare and contrast patterns in words. One common method for doing so is by having students sort words. Words can be sorted using a closed sort (teacher tells the student how to sort the words in predetermined categories) or an open sort (students discover ways to group words and explain the categories they create). When sorting, students use their word knowledge to separate examples that go together from those that do not.

In addition to sorting, students may hunt for words in their reading and writing that fit the pattern being studied, may construct a word wall illustrating examples of the different patterns studied, may keep a word study notebook to record the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge (Bear et al., 2000).

Teachers then test students' pattern knowledge rather than their ability to memorize single words. For example, a teacher might have students work with twenty words during a word study cycle and then randomly test students on ten of those words. For students studying the -at family, a teacher might include the word "vat" on the spelling test even though it wasn't on the initial spelling list – this allows the teacher to see if students are able to transfer their knowledge of the "at" chunk to a new word they haven't seen before.

Practice Making One Syllable Words

Use letter tiles to build simple CVC words. Add the silent e to the words to show the change in the vowel sound between long and short

(i.e., mad/made, rat/rate, dot/dote, rot/rote, fin/fine). This activity works best with teacher activity helping the students work through the sounds. This strategy could be digitally enhanced by teacher making a [Kahoot](#) and using the Jumble feature with letters to make words.

Student Record

Students can be introduced to a vowel team of the week/month. During their independent reading and classroom readings encourage them to do a search for vowel team words and add the words to a display using a sticky note.

Prefix and Suffix Flipbook

Students will blend root words and affixes to make a new word in this activity. The students use a premade book to flip through word parts to make words using different root words and prefixes and suffixes. Students record both real and nonsense words on a sheet of paper. This activity is good for partner and small group work. Students can discuss their words after they have each found a specific number, indicating which are real and which is nonsense; then use their understanding of the affix to define the words that are 'real'.

Elkonin Boxes

Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases, different colored tokens may be used for consonants and vowels or just for each phoneme in the word. You can also extend this to use “letter boxes” where there is a box for every letter. This helps with students looking at specific aspects of words. For example, for the word say, you would have 3 boxes, 1 for each letter, not 2 for the 2 sounds.

Explicit Instruction

Explicit instruction is a way to teach skills or concepts using direct, structured instruction. It includes the following steps:

Model with clear expectations – demonstrate the skill being taught in the same way that students will be using it. Instruction should use language that is clear, concise and consistent.

Verbalize the thinking process – the teacher should think-aloud of what is happening in their mind, verbalize places where students might get stuck.

Provide opportunities to practice – practice the skill with the whole class so that every step is clear to the students. Explicitly correct errors as they appear, provide an explanation of the error and how to change it.

Give feedback – Once students have had guided practice give them the opportunity to practice independently. Teachers should provide immediate, actionable feedback as they circulate through the room.

This video shows Anita Archer, expert on explicit instruction, demonstrating the strategy.

Instructional Resources

The following texts may be helpful resources for teachers as they design and implement phonics and word study instruction. They are research-based texts that are written in teacher-friendly language and include possible word lists, strategies, and a day by day sequence that teachers can use immediately or adapt to meet their own needs.

Ganske, Kathy. Word Journeys: Assessment-guided Phonics, Spelling, and Vocabulary Instruction. New York: Guilford Press, 2014.

Bear, Donald R, Marcia Invernizzi, Shane Templeton, and Francine R. Johnston. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. Boston: Pearson, 2016.

Pinnell, Gay S, Irene C. Fountas, and Mary E. Giacobbe. Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann, 1998.

Cunningham, Patricia M, and Dorothy P. Hall. Making Words: Multilevel, Hands-On, Developmentally Appropriate Spelling and Phonics Activities. Carthage, IL: Good Apple, 1997.

Rasinski, Timothy V, and Jerry Zutell. *Essential Strategies for Word Study: Effective Methods for Improving Decoding, Spelling, and Vocabulary*. New York: Scholastic, 2010.

This useful tool provides teachers with multiple idea to use for word study.

Moats, Louisa. Speech to Print: Language Essentials for Teachers. Baltimore: Brookes Publishing, 2010.

This resource provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Honig, Bill, Linda Diamond and Linda Gutlohn. Teaching Reading Sourcebook. Novato, CA: Academic Therapy Publications, 2019.

This resource is a provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Archer, Anita and Charles Hughes. Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press, 2011.

This resource provides teachers with the tools to implement explicit instruction

Strand	Reading: Foundational Skills
Topic	Fluency
Standard	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Instructional Strategies	
<u>Audio-Assisted Reading</u>	

Audio-assisted reading allows students to hear a fluent reader as they follow the text (seeing the text is a critical element). This is an independent reading activity, so it is important to match students with texts that are at the student's independent reading level. After several opportunities to listen students should be asked to read a passage aloud from the text. Reading Rockets explains [this strategy](#) in further detail.

Websites such as [Storynory](#), [Lit2Go](#), and [Storyline Online](#) provide free access to many audiobooks. In addition to audiobooks classroom read alouds provide opportunities for students to hear texts of all types read fluently. Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.

Repeated Oral Reading

In repeated oral reading the student participates in several oral readings of the same text focusing on accuracy, rate, and expression. Repeated oral readings can be done through various methods including choral reading, audio-assisted reading, partner reading, Readers Theatre, phrase-cue reading, radio reading, duet reading, and echo reading.

(This also connects to New Hampshire's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE. Begin to practice skills purposefully in order to improve performance or for enjoyment.)

Teacher-Assisted Reading

Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.

Readers' Theatre

Reader's Theatre is the process of distributing a script to students and having students read with expression appropriate for a variety of roles. Students can provide a Reader's Theatre performance for parents, families, or other classrooms. Use [Readers' Theatre](#) to teach for appropriate rate and expression. When students use correct expression, they are exhibiting comprehension.

Choral Reading

In choral reading students read together as a group after hearing the teacher read a short text. The text should be at a reading level accessible to the group. Students should either have their own copies of the text or it should be projected large enough for all students to see it. Using big books and children's poetry are resources to use with choral reading. Patterned or predictable texts are especially useful for fluency practice.

Instructional Resources

Honig, Bill, Linda Diamond and Linda Gutlohn. [Teaching Reading Sourcebook](#). Novato, CA: Academic Therapy Publications, 2019.

This resource is a provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Rasinski, Timothy V, Camille Blachowicz, and Kristin Lems. Fluency Instruction: Research-based Best Practices. New York: The Guilford Press, 2012. This is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

Rasinski, Timothy and Melissa Cheesman Smith. The Megabook of Fluency. New York Scholastic Professional, 2018. This resource helps teachers plan and execute fluency lessons into regular classroom instruction.

Dowhower, Sarah Lynn. Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389-406. This article discusses a study how repeated readings impacted a group of second grade students.

Strand	Writing
Topic	Text Types and Purposes
Standards	<p>W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Instructional Strategies</p> <p><u>Mentor Texts</u></p> <p>Introduce a well-known picture book, snippet of chapter book, or article to model strong writing by reading the story aloud and making a copy available to students for individual practice. Use the introduced Mentor text to model the type of writing or specific component you would like to focus on.</p> <p><u>Writer’s Workshop</u></p> <p>Writer’s Workshop is an instructional framework that involves splitting your writing instructional time into three portions: A 10-15 minute minilesson about a topic of focus, 20-30 minutes of writing time (students write independently and you as the teacher hold individual writing conferences), and 10-15 minutes of sharing time. These times can be adjusted to suit your needs but all three components are present each day in a true Writer’s Workshop structure. Steve Paha has an excellent resource titled Welcome to Writer’s Workshop available online as a free PDF.</p> <p><u>Anchor Charts</u></p> <p>Use large pieces of paper to create charts that students can refer to throughout the unit. Anchor charts typically cover the most important concepts of the unit and serve as an “anchor” for learning. Change colors between lines of texts to help students visually tract the different lines of text. It also helps to use picture clues to help students who cannot read the words.</p> <p>Martinelli, Marjorie, and Kristine Mraz. Smarter Charts, K-2: Optimizing an Instructional Staple to Create Independent Readers and Writers. Portsmouth, NH: Heinemann, 2012 includes many examples of possible charts.</p>	

Strand	Writing
Topic	Production and Distribution of Writing
Standards	W.2.4 (Begins in grade 3) W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Instructional Strategies

Editing Mnemonics

Use mnemonics to help students remember the components of editing. First teacher reviews when and how to use capitalization, organization, punctuation, sentence structure and spelling (COPS) one at a time. Once students become familiar with the process they can be given a checklist to work through each step. It is suggested to teach editing separate from revision because it often gets left out in the classroom.

C-Capitalization O-Organization P-Punctuation S-Spelling and Sentence Structure

Students benefit from making the revision process as concrete as possible. For example, marking places where more detail is needed, or where a concept is not completely explained will help guide the writer to a more complete piece.

Writing Conferences

Student writing improves when students have the opportunity to reflect and talk one on one with others. Writing conferences can be done with peers in pairs or small groups as well as with teachers. Writing conferences are most successful when the strengths of the writing piece is highlighted before moving on to skills that may need work. Researcher Donald Graves suggests that there are 6 steps to make writing conferences successful. They are:

1. Have a predictable structure for the conference, students need to know what to expect.
2. Focus on a few points for improvement. Don't overwhelm the student with every error that may be a part of the writing.
3. Demonstrate solutions to the writing issues that students may be having. Be explicit and use teacher modeling to show the student not just what should be improved, but how it should be improved.

4. Provide opportunities for role reversals. Give the student the opportunity to be the lead in writing conferences. Present a piece of writing that is teacher-drafted and encourage the student to provide feedback.
5. Encourage use of vocabulary that is appropriate for the purpose and audience. Provide the student with appropriate academic and domain specific language when necessary.

Focus on the joy of writing, show excitement as students make their writing better.

Instructional Resources

Shelton, Leilen. Banish Boring Words. New York: Scholastic, 2009.

This resource includes word lists that encourage students to be more descriptive in their writing.

Larson, Joanne. Making Literacy Real: Theories and Practices for Learning and Teaching. Thousand Oaks, CA: Sage Publications, 2015.

This resource provides information on key theories in literacy instruction as they relate to the primary classroom. Digital literacies and multimodality are included in the discussion.

McCarrier, Andrea, Irene Fountas and Gay Su Pinnell. Interactive Writing: How Language and Literacy Come Together, K-2. Portsmouth, NH: Heinemann, 2018.

This resource explains how to use interactive writing to teach foundational literacy skills.

Anderson, Carl and Katie Wood Ray (eds.) A Teacher's Guide to Writing Conferences. Portsmouth, NH: 2018.

This resource helps teachers make writing conferences a part of a daily routine and includes the hows and whys to make that happen.

Strand	Writing
Topic	Research to Build and Present Knowledge
Standards	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.8 Recall information from experiences to gather information provided sources to answer a question. W.2.9 (Begins in grade 4)
Instructional Strategies	
<u>Multi-genre Project</u>	

After completing a science of social studies unit, students can be encouraged to work in small groups to research a related topic. Once they have completed their fact gathering challenge students to choose a written form in which to present their new learning. Genres they may want to try could be news articles, diaries from the perspective of an expert in the topic, poetry, journal or lab entries, first person narratives etc. Some children’s books that use a unique writing format to present information are:

- Diary of a Worm by Doreen Cronin
- The Jolly Postman by Allan Ahlberg
- *The Matchbox Diary* by Paul Fleischman
- Click, Clack, Moo: Cows that Type by Doreen Cronin
- Sienna's Scrapbook: Our African American Heritage Trip by Toni Trent Parker
- No, David! By David Shannon
- It's a Book by Lane Smith
- Ah Ha! by Jeff Mack
- Peter and Pablo the Printer by Jeffrey Ito
- If I Were a Wizard by Paul Hamilton

Researching People (Interviews)

Encourage students to choose a topic connected to a unit of classroom study. Encourage them to brainstorm open-ended questions that can be used to interview people who are “experts” about the topic they have chosen. Talk to students about the difference between “thick” or “thin” questions. Thin questions lead to a simple yes or no response. Thick questions require students to think deeply about what is being asked. As a whole group brainstorm a list of questions students would like to ask, posting the list on whiteboard or anchor chart. Invite experts on the topic into the classroom. Have students interview the person in small groups. If possible, involve several experts, so that students have more opportunities to ask questions. Once they have conducted the interview, they should use the information they learned when providing a written report of their findings.

Writing Heart Map

Students can use a heart map to generate ideas for a variety of writing genres and prompts. Heart Mapping is a brainstorming tool referred to as writing from the heart. Students are given a heart shaped template and guided with a question or set of questions. They are encouraged to begin brainstorming ideas in the center of the heart and building new ideas around one central idea. After the students list their thoughts,

they can the color code the sections. For example, family members can be pink, friends can be yellow, places can be orange, and activities can be green.

Class Research Book

Model how to write an informational report by making a class book on a topic. Brainstorm topics and decide on a class topic. Brainstorm as a class questions you have about a topic on a chart. Teach students about what a fact encompasses and appropriate text features. Provide students with multiple resources (books or digital resources) and post-it that they can write information or facts that they found that will answer the questions. Use this information to write an informational book about the topic.

Hamburger Graphic Organizer

This paragraph organizer provides a visual organizer for the key components of a paragraph. The top and bottom bun represent the opening and closing sentences of the paragraph that are focused on a single topic. The toppings for the hamburger represent the details that support the topic of the paragraph. A template is provided at [this site](#).

Brain Frames

Brain Frames are a set of six graphical patterns that students draw to organize their language and ideas that can be found at [Architects for Learning](#). There are brain frames for sequencing, telling about a topic, comparing and contrasting, showing cause and effects, categorizing, and showing relationships.

4-Square Prewriting

Students use the 4-square strategy as a prewriting activity to help organize their thoughts. Students are given a piece of paper with 4-squares around a center box. Students should use center box for their topic sentence. Boxes 2, 3 and 4 should each include a sentence that supports their topic sentence. The final box on the lower right should be used to summarize the information in the other boxes. Students can then use the information from their 4-square to write a complete paragraph that is focused on a single topic.

Instructional Resources

Kim, Chae-Young, Kieron Sheehy, and Lucinda Kerawalla. [Developing Children as Researchers: A Practical Guide to Help Children Conduct Social Research](#). Philadelphia: Routledge, 2017.

This resource provides a set of structured, easy-to-follow session plans that will help children to become researchers in their own right.

Putz, Melinda. [A Teacher's Guide to the Multi-genre Research Project: Everything You Need to Get Started](#). Portsmouth, NH: Heinemann, 2017.

This resource is designed to help teachers involve young students in complex and engaging research projects.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Standards	<p>SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2 Retell or describe key ideas or details from text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>Instructional Strategies</p> <p><u>Sticky Note Conversations</u></p> <p>Students use post-it notes to write down big ideas that they can consider what they might say as a way to prepare for content-specific discussions. This helps them hold onto their so that they are ready participate in class discussions. Once the discussion is complete, write headings on chart paper or white board and have students place their stickies under the heading which it best fits. This can remain available for display as a student reference until the unit is complete.</p> <p><u>Talking Chips</u></p> <p>This is a UDL strategy. Talking chips are manipulatives given to students during discussions. Each time a child wants to speak, they ‘spend’ one of their chips. Using this strategy promotes participation and prevents one student from dominating group discussion. The Goal book website includes more information on the strategy and provides printable talking chips for classroom use.</p> <p><u>Talking Stick</u></p>	

The idea of using a talking stick comes out of a peace keeping agreement developed by five Native American tribes: the Mohawk, Seneca, Cayuga, Oneida, and the Onandaga. Student come to understand that the person holding the talking stick is to be respected and listened to with full attention.

Why Use the Talking Stick?

- Everyone has an opportunity to speak.
- The process encourages everyone to listen more carefully.
- When everyone has a turn, it reduces competition for time and attention.
- It builds trust and safety in community.
- Respect for the ideas and contributions of others is the process.

Literature Circles

In literature circles, small groups discuss a book that has been read by each of the group members. Students are encouraged to talk about events and characters in the book, the author's craft, similarities to other books they have read, the problem and solution in the text and the genre of the book. Literature circles provide a way for students to engage in critical thinking and reflection. A complete overview of the rationale behind literature circles can be found at this [website](#). ReadWriteThink provides a [handout](#) that discusses the roles students can be assigned to when in literature circles. These include Discussion Director, Vocabulary Enricher, Literary Luminary and Checker.

Conversation Station

Create a location in the classroom with no more than three chairs. Use the space to ask open ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two or three at a time to provide ample opportunity for true conversation. A topic or a conversation starter can be posted for the students to prompt their discussion. Adapted from an article called Conversation Stations by Mary Bond and Barbara A. Wasik.

Morning Meeting/Closing Circle

Begin or end each school day with a classroom meeting. Each meeting includes time for greetings, sharing information, and an activity.

Meetings at the end of the day are designed to help students review the learning that took place over the course of the day. The most common format for a morning meeting is:

1. Greeting - As the name suggests, this portion of morning meetings is for students and teachers to greet each other every day.

2. Sharing - During sharing time, each student has the opportunity to share a tidbit about themselves. Students are encouraged to listen to everyone's thoughts and ask questions. This can also be topic focused – asking students to talk about specific things (what describing words can you use to talk about what you did last night, one sentence statement about the book you read...).
3. Activity - This portion of the meeting should include a group activity. Activities should encourage collaboration and reinforce social and/or academic skills. For example, tossing a ball with numbers on it, the student that catches the ball must provide a math sentence that has that number as the answer.
4. Daily Announcements - Provide a rundown of the day's events (schedule, assignments, lunch menu, etc.) and announce any birthdays or special news.

If the meeting is held at the end of the day the format can be adjusted to serve as a review of the day's events.

Gallery Walks

Gallery walks can be applied to any content area. Post images or problems on posters around the room. Divide students into small groups and have them move from poster to poster, discussing the content of the poster as they go. Each group should have a recorder that takes notes about what each person has said at each person, to ensure full participation. For example, in math, the posters could be addition problems with regrouping. An inaccurate answer could be listed as the solution. The discussion of the group would be around the idea of what makes the solution incorrect, why they think that error was made and what the correct solution actually is.

Book Talks

Book talks are a great way to engage students in literary discussions with both fiction and nonfiction texts. Once a week four or five students can provide a 'book talk' about a book they have read. The teachers can decide on a set of questions or requirements that have to be met in the discussion. For example:

- Title and author
- Plot structure (f)
- Characters (f)
- Genre i.e. drama, poetry, story (f)
- Favorite image or part of the story (f)
- Topic (nf)
- New learning (nf)
- Domain/academic vocabulary (nf)
- Why classmates should read it (both f and nf)

Have students create a Google Slide to go along with their book talk. Once a student has completed their talk, classmates are encouraged to make comments and ask questions.

Hot Seat

One student researches and then takes on the role of a book character, significant figure in history, or concept (such as a tornado, an animal, or the Titanic). Sitting in front of the rest of the class, the student answers classmates' questions from the perspective of that character, historical figure or concept. This can be extended to become a "wax museum." Students dress as that character, historical figure or concept, create a trifold poster that includes information they have gathered and are put on display for the school, parent night etc.

Open Ended Questions

One way to promote classroom talk is to ask open ended questions. Students of all ages can be encouraged to think more deeply. Questions like these from Scholastic promote rich discussion:

1. Would you explain that to me?
2. What reasons do you have for that?
3. How is that different from your classmates' idea?
4. What do we know about this?
5. When wouldn't that happen?
6. How does that fit with what we said earlier?
7. Can anyone think of how that might happen?

It is important when asking this type of question, to provide wait time. This gives student the opportunity to think about their answers. In some instances, it might be beneficial to provide students with individual white boards so that they can jot a note or two about their answer. Once students have finished writing, the teacher can ask all students to hold up their boards, this ensures all students are participating. Individual students can be called on to provide and explain their response.

Instructional Resources

Bond, Mary A, and Barbara A. Wasik. *Conversation stations: Promoting language development in young children*. Early Child Education Journal (36), 467-473.

Frazin, Shana and Katy Wischow. Unlocking the Power of Classroom Talk: Teaching Kids to Talk with Clarity and Purpose. Portsmouth, NH 2019. This resource provides strategies for teaching four purposes for talk in the classroom that are transferrable to the real world.

Chapin, Suzanne H., Catherine O'Connor, and Nancy Canavan Anderson. Talk Moves: A Teacher's Guide for Using Classroom Discussions in Math, Grades K-6. Chicago, IL: Math Solutions Publications, 2013.

This resource provides the talk moves and tools that teachers can use to facilitate whole-class discussions to deepen students' mathematical understanding.

Hussey, Will and Barry Hymer. The Three Little Pigs Teach Growth Mindset: Hands-On Activities and Open-Ended Questions for Developing Grit, Adaptability and Creative Thinking In K-5 Classrooms. Brooklyn, NY: Ulysses Press, 2019.

The authors of this resource state it will help students develop a growth mindset by getting them to think between, above, below, around and beyond the lines.

Kriete, Roxann, and Carol Davis. The Morning Meeting Book: K-8. Turner Falls, MA: Center for Responsive Schools, 2014.

This resource provides strategies and step by step guidelines for conduct meaningful morning meetings.

Mills, K.A. "Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening." *Reading Teacher*. 63.4 (2009): 325-329.

This article discusses the many purposes of classroom talk as it relates to reading including, activating prior knowledge, making inferences, using knowledge about text features, retelling and summarizing, and generating questions.

Daniels, Harvey. Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, ME: Stenhouse Publishers, 2002.

In this resource, Daniels includes strategies, structures, tools, and stories that show you how to launch and manage literature circles effectively.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
Standards	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Instructional Strategies	

Book Trailers

Students read a book and create a book trailer to retell the story, leaving out the most exciting part. To introduce the idea, share a few movie trailers (of grade and developmentally appropriate popular movies) with the whole group. Talk about what was happening in the trailer. After a student has finished reading a book, encourage them to make notes about what they read. Peers can act as videographers to record their classmates' book trailers.

Images Talk

Collect images of faces from old calendars, newspapers, and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present their hypotheses, they should draw on what they see in the picture and use those details as support for their explanation.

Letsrecap

Letsrecap is a website that allows students and teachers to create short videos. From the website: "Involve anyone in a moderated, question-led dialogue using Journeys to launch the discussion, extended chat responses, and video responses to help explain thinking."

ELs and Classroom Talk

Classroom discussions and other opportunities for students to talk with the teacher and each other are critical for EL students. English language learners need lots of opportunities to apply their growing knowledge in order to learn English and learn in English (Fisher, Frye and Rothenburg). Peer interactions extend learning for every student but are especially helpful for EL Students.

Corkolous

Corkolous is an online cork board that gives students the opportunities to collect, organize, and share ideas that can be used later in class discussions.

Class Talks

This activity is modeled after the popular TED Talks. Introduce students to the genre of TED Talks by viewing numerous examples and creating charts to list the characteristics of the genre and the subject matter discussed in the talks. Have students present ideas about effective presentation technique identify the strategies speakers used to teach the audience about the topic. Once students are familiar with the TED talks style classroom production can begin. Topics for the CLASS Talks can be related to Social Studies and Science content. Once recorded they can be posted on the school website for viewing by other students and parents.

Instructional Resources

Fisher, Douglas, Nancy Frye and Carol Rothenburg. Content Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners. Alexandria, VA: ASCD Publishers, 2008.

This is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written.

Zwiers, Jeff and Sara Hamerla. The K-3 Guide to Academic Conversations: Practices, Scaffolds and Activities. Thousand Oaks, CA: Corwin Press, 2017.

This resource is designed to foster purposeful content discussions and high-quality interpersonal engagement in the classroom.

Burman, Laura. Are You Listening? Fostering Conversations that Help Young Children Learn. St. Paul, MN: Redleaf Press, 2008.

This resource addresses issues such as how to create an environment that supports quality conversations, how to encourage conversations that support learning, and how to work with children with limited language capabilities.

Strand	Language
Topics	Conventions of Standard English
Standards	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group).</p> <ul style="list-style-type: none">a. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves).b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).c. Use adjectives and adverbs and choose between them depending on what is to be modified.d. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.</p>

- | | |
|--|--|
| | <ol style="list-style-type: none">a. Use commas in greetings and closings of letters.b. Use an apostrophe to form contractions and frequently occurring possessives.c. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
|--|--|

Instructional Strategies

Peer Editing

Students read the work of other classmates and suggest edits and revisions. At this grade level students may need to use a teacher created checklist to provide helpful and constructive editing tips for their peers. [ReadWriteThink](#) offers the following suggestions for having successful peer conferencing:

- Compliment the author: What are a few things that you liked about the author’s writing?
- Make specific suggestions regarding the author’s: Word choice, Use of details, Organization, Sentence length, Topic
- Mark corrections on the writing piece: Look for spelling, grammar, and punctuation

Integrate shared singing experiences into instruction. Students can sing songs that are already published or create their own to familiar tunes.

There are many published songs including these from Schoolhouse Rock:

- [Unpack Your Adjectives](#)
- [Lolly, Lolly, Lolly Get Your Adverbs Here](#)

Anchor Charts

Use an anchor chart to model parts of speech. As a class create an adjective anchor chart pick a noun to describe using prompts like size, color, feel, shape, how many, etc. For example, using a flower, put the noun in the center and each petal will represent an adjective to describe the noun. The same activity can be repeated with other parts of speech. Once students are comfortable doing this with the whole group, they may work on this type of activity independently.

Adjective Bingo

Give students a blank bingo board and some old magazines. Students should cut pictures of people out of the magazine, one for each blank on the bingo board, and glue them in place however they see fit. Students should use a variety of different objects. To play, call out different adjectives that can describe things (color, size, shape etc.). If a picture on their board matches that description, they can cover the square. When

someone calls bingo tell your class to keep their markers in place. The class will have to agree that the objects and adjectives match to win the game.

Word Cards

Use color-coded word cards to build sentences and phrases. For example, all nouns are black, adjectives blue, adverbs in yellow etc. Different shaped cards can also be used: nouns as triangles, etc. Allow students to explore with creating a variety of phrases and sentences. This activity begins as exploratory in nature but can be analyzed more deeply once students become familiar with the parts of speech and their purposes. There are several children's books that can be used with this activity including C. Mahoney's *Mixed-up Sentences for a Mixed-up Kid* (just kidding).

Spice

Begin with a read aloud story that has vivid language. Point out and compare strong sentences to simple sentences. Then give the students simple sentences and have them "add some spice".

Flip Books

Use multiple pieces of paper to create flip books on a variety of convention topics, such as capitalization rules, irregular plural nouns, reflexive pronouns, etc.

Word Sorts

Have word cards prepared words from two different parts of speech. Students can work in pairs or small groups to sort the word cards by part of speech. BrainPop has a game called [Sortify](#) that can be used to create a digital version of this activity.

Mentor Sentences

Select sentences from books that have previously been shared with the class during a read aloud. Write the sentence on the board or chart paper. Ask students what they notice about the sentence - what types of speech do they see, what type of language is used, how does the author make their voice known? As students become more familiar with the structure and voice of the sentence, ask them to imitate the sentence and write a sentence of their own that follows the same structure. More information about mentor sentences can be found in the Jeff Anderson's book, *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*.

What's in the Bag?

Pick an object and place it in a brown bag. Use adjectives to describe the object, giving the students an opportunity to guess what is being described. This can be completed as a small group activity. Students can also take turns picking their own object to practice applying the skill.

Some students will benefit from rehearsing descriptions with an SLP, IS, teacher, paraprofessional, or peer. Nonverbal students can make recordings to play for their turn.

Picture Books – Grammatically Speaking

There are a number of picture books that focus on an aspect of word structure and grammar. A few are listed here:

Punctuation Takes a Vacation by Robin Pulver

Nouns and Verbs Have a Field Day by Robin Pulver

Hairy, Scary, Ordinary: A Book About Adjectives by Brian P. Clear

The Case of the Incapacitated Capitals by Robin Pulver

Happy Endings: A Story About Suffixes by Lynn Reed

Twenty-Odd Ducks by Lynne Truss

Many Luscious Lollipops: A Book About Adverbs by Ruth Heller

Kites Sail High: A Book About Verbs by Ruth Heller

It's Hard to be a Verb by Julia Crack

Quiet as a Cricket Audrey Wood

Instructional Resources

Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Portland, ME: Stenhouse Publishers, 2005. This resource provides an overview of the research-based context for grammar instruction and includes a series of over thirty detailed lessons and an appendix of helpful forms and instructional tools.

Anderson, Jeff. Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5. Portsmouth, NH: Stenhouse, 2017.

The author explains how his strategies invite young writers to explore conventions as special effects devices that activate meaning. Students study authentic texts and come to recognize these “patterns of power”—the essential grammar conventions that readers and writers require to make meaning.

Brandt, Martin. *Between the Commas: Sentence Construction that Builds Confident Writers (and Writing Teachers)*. Portsmouth, NH: Heinemann, 2019. The book includes exercises in sentence manipulation and sentence play that can be used in the classroom.

Strand	Language
Topic	Knowledge of Language
Standards	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.

Instructional Strategies

Messages

Post a single sentence for all students to see. Ask students how they would say (or write) the sentence for a variety of situations/or audiences.

Language Sort

Provide students with various phrases on slips of paper. Ask them to sort them into piles of formal or informal language. You could use paper bags for sorting or for pulling strips out of to increase the excitement.

Doing this with partners or an adult will help students who struggle with reading. You can also have QR codes on the slips of paper, which students can scan and hear read to them using a tablet or other device. Also having bags of different levels makes this activity differentiated.

Formalities

Use a T-chart to record informal structure on one side and corresponding formal register on the other side. Teacher models use of appropriate register and students can role-play different situations in which each register is appropriate. Teachers can use the book *Yo! Yes!* By Chris Raschka to introduce this lesson.

An instructional video, about the differences between formal and informal language, that can be used with the class is posted here.

Anchor Chart

Facilitate a shared writing experience in which students create definitions for the terms “formal language” and “informal language”. Ask students to brainstorm settings or environments in which each is appropriate and list them near the definitions. Record this thinking on an anchor chart that can be displayed in the classroom and referred to often. Create an anchor chart that compares informal and formal language with a complete definition of each type of language. For example, in the informal column write the word Hi and in the formal column write the word Hello.

Using visual cues (icons, clip art, photograph, sketches, etc.) for settings or environments will help struggling readers make associations and understand the intent of the anchor chart. Always when using anchor charts in the classroom, it is helpful to alternate colors on each line of text to help students track text more efficiently.

Mentor Sentences

Select sentences from books that have previously been shared with the class during a read aloud. Write the sentence on the board or chart paper. Ask students what they notice about the sentence - what types of speech do they see, what type of language is used, how does the author make their voice known? As students become more familiar with the structure and voice of the sentence, ask them to imitate the sentence and write a sentence of their own that follows the same structure.

Discuss Code-Switching

Ask students to give examples of when and why they may speak in different manners. Explain that this process of changing discourses is called code switching. Facilitate a discussion about characters students have read about in books who use formal or informal discourses or who codeswitch.

Instructional Resources

Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Portland, ME: Stenhouse Publishers, 2005. This book is a teacher resource explaining the strategy of mentor sentences and how they can be applied in multiple grade levels and teaching situations.

Strand	Language
Topic	Vocabulary Acquisition and Use

Standards	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <p>L.2.6 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).</p>
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Instructional Strategies

Word Wheels

Construct word wheels in shared or interactive writing. This will help students to choose different, more precise words when writing. For example:

Happy-the center of the wheel.

On the spokes write synonyms for happy: exuberant, joyous, content, blissful, pleased, overjoyed, etc.

Like-the center of the wheel.

In the spokes write synonyms for like: enjoy, prefer, choose, wish, want, etc.

Many times, higher-level words are less familiar and more difficult for students to read. Include QR codes (scan with an iPad or other device) with the verbal pronunciation of the word for students to hear.

Shades of Meaning Anchor Chart

Have students help create a list of commonly used adjectives or adverbs. Students can then use beginning thesauruses to find synonyms of those words that they can then use when writing.

The Frayer Model

The Frayer model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Cloze Sentences/Passages

Cloze procedure is a strategy by which a teacher takes a reading passage, outline, or any kind of text and takes words out and replaces them with blanks.

Semantic Maps

A semantic map is a graphic organizer that helps students visually organize the relationship between one piece of information and another. Researchers have identified this strategy as a great way to increase students' grasp of vocabulary words. Semantic mapping can be used as a pre-reading activity to activate prior knowledge, or to introduce key words. As a post-reading activity, it can be used to enhance understanding by adding new concepts to the map. The teacher decides on a key word and writes it on the front board. Students then read the key word and are asked to think about other words that come to mind when they read the word. Students then make a list of all of the words. Students share the recorded words, then as a class the words are categorized. Once category names are assigned, a class map is created and discussed. Students are then encouraged to suggest additional categories for the map or add to the old ones. Any new words that relate to the topic are added to the map as students read through the text.

Word Charades

Students work in small groups to act out a vocabulary word, while the rest of the class guesses the word. This can be used to act out individual words or in a skit to act out a word list.

Word Wizard

Cooperative learning is an effective way for students to learn and process information. The jigsaw learning technique is a quick and effective way for students to work with their peers while learning key vocabulary words. For this activity, each student is responsible for learning three new words and teaching those words to their group. Here is how it works: The teacher divides students into groups. Each student in the group is responsible for learning three new words in the chapter. Each “word wizard” is instructed to write the definition of the word in his/her own words as well as draw an illustration of the word. After each “word wizard” has completed their task, it their job to come back to their group and teach their peers what they have learned. Each group member can copy the new words that they learn from each member in their notebooks.

Some students might need the other students’ notes copied into their notebooks for them. There are many ways to do this, from peer copying, IS/teacher/para copying, photocopying, or taking a picture from a device and printing, then adding to the notebook.

Word Connect

A Venn diagram is a great way for students to compare similarities and differences within words. It also provides students with new exposures to words, which helps them solidify what they have learned. For this activity, students are directed to connect two words that are written in the center of a Venn diagram. Their task is to connect the two words by writing down each word’s definition on the Venn diagram, then explaining the reason for the connection.

Headbands

A student wears a headband that has a vocabulary word attached to it (safety pins and index cards work well). Other students in the group call out characteristics of the word - ex: it is an adjective; it is a synonym of ____; an antonym to ____, etc.

Instructional Resources

Overturf, Brenda J, Leslie H. Montgomery, and Smith M. Holmes. Word Nerds: Teaching All Students to Learn and Love Vocabulary. Portland, ME: Stenhouse Publishers, 2013.

This book gives teachers a creative, fun way to present vocabulary words and activities.

Kohfeldt, Joyce, Annie W. King, and Helen S. Collier. Guess the Covered Word. Greensboro, NC: Carson-Dellosa Publishing Co, 2000.

This contains cloze passages with several “covered” words in each passage. Students use context clues to determine the covered word.

Carleton, Lindsay, and Robert J. Marzano. Vocabulary Games for the Classroom. Bloomington, Ind: Marzano Research Laboratory, 2010.

This book provides K-12 teachers with thirteen games designed to build academic vocabulary. This resource includes hundreds of handpicked vocabulary terms for language arts, math, science, and social studies across all grade levels.

Sprenger, Marilee. *101 Strategies to Make Academic Vocabulary Stick*. Alexandria, VA: ASCD, 2017.

This book contains strategies that have both research and anecdotal evidence supporting them. Strategies are organized according to the stages of building long-term memories.

Diamond, Linda, and Linda Gutlohn. *Vocabulary Handbook*. Baltimore, Md: Brookes, 2009. This resource combines vocabulary research with the nuts and bolts of explicit instruction.

Grade 2 Correlation of Singapore Math and New Hampshire College and Career Ready Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		2.OA
Represent and solve problems involving addition and subtraction.		
1.	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	TB–A: 24–31, 43–46, 55–56, 58, 89, 101–102 WB–A: 31–32, 36–37, 45, 81, 86, 174 TB–B: 8–12, 100, 137 WB–B: 114
Add and subtract within 20.		
2.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers.	TB–A: 24–27 WB–A: 31–33 TB–B: 8–9
Work with equal groups of objects to gain foundations for multiplication.		
3.	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	TB–A: 105–107 WB–A: 115–116 WB–B: 143 See Grade 3: TB–A: 97
4.	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	TB–A: 90, 92 WB–A: 96, 99
2.NBT Number and Operations in Base Ten		
Understand place value.		
1.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6	TB–A: 35–37, 51–53, 75 WB–A: 36–39, 57–58,

	ones. Understand the following as special cases:	114–115 TB–B: 46–47
1a.	100 can be thought of as a bundle of ten tens — called a “hundred.”	TB–A: 13–15 WB–A: 15, 17, 24
1b.	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	TB–A: 13, 15
2.	Count within 1000; skip-count by 5s, 10s, and 100s.	TB–A: 9, 13–16 WB–A: 7–8, 12, 15, 17 TB–B: 30–31, 34 WB–B: 43, 49, 143
3.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	TB–A: 8–19, 23 WB–A: 9–11, 15–23, 25, 28–29, 87
4.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB–A: 20–21, 23 WB–A: 24–25, 29
Use place value understanding and properties of operations to add and subtract.		
5.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	TB–A: 24–31 WB–A: 31–37 TB–B: 8–13 WB–B: 7–12, 18–19
6.	Add up to four two-digit numbers using strategies based on place value and properties of operations.	TB–A: 24–26, 28–29, 31, 33 WB–A: 9, 14, 31, 34, 36–38, 47 TB–B: 8, 10–16 WB–B: 7–9, 12, 15–16, 23 (Adding up to 3 numbers, including

		3-digit numbers)
7.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	TB–A: 24–57 WB–A: 31–67 TB–B: 8–20 WB–B: 7–25
8.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	TB–A: 12, 22–23, 74–75, 126 WB–A: 12–14, 26–27, 30 TB–B: 14–19 WB–B: 15–25
9.	Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects.)	TB–A: 24–37, 39–45, 47–54 WB–A: 32, 36, 38, 42 TB–B: 8–20 WB–B: 7
Measurement and Data		2.MD
Measure and estimate lengths in standard units.		
1.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	TB–A: 61–62, 65–75 WB–A: 73–75, 78, 80
2.	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	TB–A: 59–60, 71, 73, 126 WB–A: 72, 186
3.	Estimate lengths using units of inches, feet,	TB–A: 63, 67

	centimeters, and meters.	WB–A: 75–78
4.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	TB–A: 64–65, 68, 72 WB–A: 74, 76, 78
Relate addition and subtraction to length.		
5.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	TB–A: 64–65, 68, 74–75, 101, 125–126 WB–A: 88, 91, 174 WB–B: 90
6.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	TB–B: 108–110 WB–A: 157, 159–160 See Grade 1: TB–A: 16–17, 51–53
Work with time and money.		
7.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m	TB–B: 76–79 WB–B: 115–121
8.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	TB–B: 45–48 WB–B: 67, 72–74
Represent and interpret data.		
9.	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	TB–A: 60, 63, 67, 69
10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with	TB–B: 101–102 WB–B: 149

	up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	See Grade 1: TB–B: 16–21 WB–B: 19–29
Geometry		2.G
Reason with shapes and their attributes.		
1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	TB–B: 116–119, 125–126 WB–B: 168–173, 181–182
2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	See Grade 3: TB–B: 139–144 WB–B: 163–166
3.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	TB–B: 62–64 WB–B: 92–93

Classical Academy – New Hampshire College and Career Ready Standards Alignment Science: Grade 2

<p>Acronym Guide for College and Career Ready Standards for Science Grade 2:</p> <p>Earth and Space Science: ESS Life Science: LS Physical Science: PS</p> <p align="right">Teacher Resources: Science Explorer Series</p>
<p>BOOKS FOR TEACHERS:</p> <p>Teacher Handbook: Second Grade, Core Knowledge</p>

What Your Second Grader Needs to Know, Core Knowledge Science Explorer series (Teachers Editions):

- Animals
- Cells and Heredity
- Earth's Waters
- Electricity and Magnetism
- From Bacteria to Plants
- Human Biology and Health
- Integrated Lab Manual
- Motion, Forces, and Energy
- The Nature of Science and Technology

Antoni van Leeuwenhoek, Lisa Yount
How Plants and Trees Work, Christiane Dorion
Bonkers About Beetles, Owen Davey

Online teacher resources:

Simple Science Experiments Resource Book, Jo Ellen Moore and Joy Evans
"Science Materials for Schools" – list of many supplemental books sorted by grade and topic
"K-6 Science Materials Outline"

Student Books

ScienceSaurus: A Student Handbook (red softcover), Houghton Mifflin Harcourt

BOOKS TO READ ALOUD

All Aboard! Elijah McCoy's Steam Engine, Monica Kulling
Chicks and Chickens, Gail Gibbons
Daniel Hale Williams: Surgeon Who Opened Hearts and Minds, Mike Venezia
Florence Nightingale, Demi
Florence Nightingale, Shannon Zemlicka
How Did That Get in My Lunchbox?, Chris Butterworth

Ladybugs, Gail Gibbons
Magnets Push, Magnets Pull, David Adler
Monarch Butterfly, Gail Gibbons
Simple Machines, David Adler
Small Wonders: Jean-Henri Fabre and His World of Insects, Matthew Clark Smith
The Honeybee, Kirsten Hall
The Reasons for the Seasons, Gail Gibbons
Tiny Creatures, Nicola Davies
Water is Water, Miranda Paul
What Happens to a Hamburger?, Paul Showers
What Makes a Magnet?, Franklin Branley

NH College and Career Ready Standards	Core Knowledge Sequence
ESS: The Atmosphere 1. The atmosphere is made up of air.	The Water Cycle
2. Water is present in the air.	The Water Cycle Cycles in Nature The Water Cycle <ul style="list-style-type: none"> • Most of the earth’s surface is covered by water • Water cycle: • Evaporation and condensation • Water vapor in the air, humidity • Clouds: cirrus, cumulus, stratus • Precipitation, groundwater
3. Long- and short-term weather changes occur due to changes in energy.	Cycles in Nature Seasonal cycles
LS: Interactions within Habitats Living things cause changes on Earth	Life Cycles Insects Cycles in Nature Life Cycles <ul style="list-style-type: none"> • Life cycle: birth, growth, reproduction, death • Reproduction in plants and animals

	<ul style="list-style-type: none"> • From seed to seed in plants • From egg to egg in chickens • From frog to frog • From butterfly to butterfly (metamorphosis)
<p>2. Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.</p>	<p>Life Cycles</p> <p>Insects</p> <p>A. Helpful</p> <ul style="list-style-type: none"> • Pollination • Products like honey, beeswax, and silk • Eat harmful insects <p>B. Harmful</p> <ul style="list-style-type: none"> • Destroy crops, trees, wooden buildings, clothes • Carry disease • Bite or sting <p>Plants</p> <p>A. Review content from kindergarten science sequence</p>
<p>PS: Changes in Motion</p> <p>Forces change the motion of an object.</p>	<p>Simple Machines</p> <p>Magnetism demonstrates that there are forces we cannot see that act upon objects</p> <ul style="list-style-type: none"> • Most magnets contain iron • Lodestones: naturally occurring magnets • Magnetic poles: north-seeking and south seeking poles • Magnetic field (strongest at the poles) • Laws of magnetic attraction: unlike poles attract, like poles repel • The earth behaves as if it were a huge magnet: north and south magnetic poles • Orienteering: use of a magnetized needle in a compass, which will always point to the north <p>Simple Machines</p> <ul style="list-style-type: none"> • Lever

	<ul style="list-style-type: none"> • Pulley • Wheel-and-axle Gears: wheels with teeth and notches • How gears work, and familiar uses (for example, in bicycles) • Inclined plane • Wedge • Screw • Friction, and ways to reduce friction (lubricants, rollers, etc.) • Biography: Elijah McCoy (invented the automatic lubricator)
	<p>5. The Human Body</p> <p>A. Cells</p> <ul style="list-style-type: none"> • All living things are made up of cells, too small to be seen without a microscope • Cells make up tissues; tissues make up organs; organs work in systems • Biography: Anton van Leeuwenhoek (invented the microscope) <p>B. Digestive and excretory systems</p> <ul style="list-style-type: none"> • Salivary glands, taste buds • Teeth: incisors, bicuspid, molars • Esophagus, stomach, liver, small intestine, large intestine • Kidneys, urine, bladder, urethra, anus, appendix <p>C. Taking care of your body: A healthy diet</p> <ul style="list-style-type: none"> • The “food pyramid” or “MyPlate” • Vitamins and minerals <p>D. Biographies</p> <ul style="list-style-type: none"> • Florence Nightingale (helped the wounded in the Crimean War, made hospitals more sanitary) • Daniel Hale Williams (performed the first open-chest surgery)

Classical Academy – New Hampshire College and Career Ready Standards Alignment Social Studies: Grade 2

Strand	<p>Theme for New Hampshire College and Career Ready Standards for Social Studies Grade 2: People Working Together</p> <p>Teacher Resources: The Story of the World, Vol. 1 – Susan Wise Bauer A History of the United States and Its People, By Edward Eggleston A History of US, Book 6: War, Terrible War, By Joy Hakim</p>	
	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills: Time can be shown geographically on calendars and timelines. Change over time can be shown with artifacts, maps, and photographs.</p>	<p>Early Asian Civilizations</p> <p>The Ancient Greek Civilization</p> <p>Content Statement</p> <p>Time can be shown graphically on calendars and timelines.</p> <p>Content Elaboration</p> <p>In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order. In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order. Students place a series of events in chronological order on a timeline.</p> <p>Expectations for learning</p> <p>Measure calendar time by days, weeks, months, and years. Place a series of related events in chronological order on a timeline</p>

		<p>Change over time can be shown with artifacts, maps, and photographs.</p> <p>Content elaboration</p> <p>In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal much about daily life in the past. Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.</p> <p>Expectations for Learning Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.</p>
	<p>Heritage: Science and technology have changed daily life. Biographies can show how peoples' actions have shaped the world in which we live.</p>	<p>The Ancient Greek Civilization China Modern Japanese Civilization Westward Expansion New means of travel</p> <p>Content Statement Science and technology have changed daily life Content Elaboration Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education, have changed over time.</p> <p>Expectations for Learning Describe how science and technology have changed daily life. Biographies can show how peoples' actions have shaped the world in which we live.</p>
Geography	Spatial Thinking and Skills:	Content Statement

	<p>Maps and their symbols can be interpreted to answer questions about location of places.</p>	<p>Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</p> <p>Content elaboration In second grade, students begin to interpret the location and physical features found on maps using cardinal directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features. Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.</p> <p>Expectations for learning Use print and electronic maps to describe information about location of places. Construct a map that includes a map title, key, compass rose with cardinal directions.</p>
BCSI	Program Guide	<p>Geography</p> <p>A. Spatial Sense Review 1st grade</p> <p>B. Geographic features Review 1st grade Coast, valley, prairie, desert, oasis</p>
	<p>Places and Regions: The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	<p>Content Statement The work that people do is impacted by the distinctive human and physical characteristics in the place where they live</p> <p>Content elaboration The human and physical characteristics of places impact the work that people do. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).</p> <p>Human characteristics include language, religion, and population</p>

		<p>distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers). Physical characteristics include landforms, climate, soils and hydrology.</p> <p>Expectations for Learning Explain the connection between the work people do and the human and physical characteristics of the place where they live</p>
BCSI	Program Guide	<p>Geography of the Americas</p> <ul style="list-style-type: none"> • Canada, United States, Mexico • The United States • Introduce the fifty states • Territories of American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands • Mississippi River • Appalachians, Rocky Mountains • Great Lakes • Great Plains • Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
BCSI	Program Guide	<p>Geography of Central & South America</p> <ul style="list-style-type: none"> • Central America • Brazil: largest country in South America, Amazon River, rain forests • Peru and Chile: Andes Mountains • Locate: Venezuela, Colombia, Ecuador • Bolivia: named after Simon Bolivar, “The Liberator” • Argentina: the Pampas • Main languages: Spanish and Portuguese
BCSI	Program Guide	<p>Ancient Greece</p> <p>A. Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Aegean Sea

		<ul style="list-style-type: none"> • Crete • Peloponnesian Peninsula <p>B. Leading city-states</p> <ul style="list-style-type: none"> • Sparta • Athens: the beginnings of democracy <p>C. Persian Wars</p> <ul style="list-style-type: none"> • Persian Empire • Cyrus the Great • Darius and Xerxes • Marathon • Thermopylae <p>D. Olympic Games</p> <p>E. Worship of gods and goddesses</p> <p>F. Peloponnesian war</p> <p>G. Great thinkers</p> <ul style="list-style-type: none"> • Socrates • Plato • Aristotle <p>H. Alexander the Great</p>
BCSI	Program Guide	<p>Modern Japan</p> <p>A. Geography</p> <ul style="list-style-type: none"> • Locate relative to continental Asia (“land of the rising sun”) • Four major islands • Pacific Ocean, Sea of Japan • Mt. Fuji and mountainous terrain <p>B. Culture</p> <ul style="list-style-type: none"> • Japanese flag • Big modern cities, including Tokyo • Traditional craft: origami • Traditional costume: kimono
BCSI	Program Guide	<p>Ancient Asian Civilizations</p> <p>A. Geography</p> <ul style="list-style-type: none"> • the largest continent, with the most populous countries in the world

		<ul style="list-style-type: none"> • locate: China, India, Japan <p>B. India</p> <ul style="list-style-type: none"> • Indus River and Ganges River • Hinduism: • Brahma • Vishshiva • Holy Books including the rig Veda • Buddhism • Prince Siddhartha • outgrowth from Hinduism • spread throughout Asia • King Asoka (or Ashoka) <p>C. China</p> <ul style="list-style-type: none"> • Yellow and Yangtze Rivers • Teachings of Confucius (for example, honor your ancestors) • Great Wall of China • Invention of paper • Importance of silk
	<p>Human Systems: Human activities alter the physical environment, both positively and negatively. Cultures develop in unique ways, in part through the influence of physical environment. Interactions among cultures lead to sharing ways of life.</p>	<p>Content Statement Human activities alter the physical environment, both positively and negatively.</p> <p>Content Elaboration People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.</p> <p>Examples of physical environment modifications include:</p> <ul style="list-style-type: none"> • Dams help control flooding and provide areas for recreation but may destroy animal habitats. • A new highway improves transportation, but valuable farmland may be destroyed. <p>Expectations for Learning</p>

		<p>Describe positive and negative results of human changes to the physical environment.</p> <p>Content Statement 8. Cultures develop in unique ways, in part through the influence of the physical environment.</p> <p>Content Elaboration Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture.</p> <p>Students can examine the different ways various cultures meet basic needs including:</p> <ul style="list-style-type: none"> • food; • clothing; • shelter; • language; and • artistic expression. <p>Students begin to understand that the physical environment influences the way people meet those needs.</p> <p>Expectations for Learning</p> <p>Describe how cultures are influenced by their physical environments to meet basic needs. Compare various cultures from distinctly different physical environments.</p> <p>Content Statement Interactions among cultures lead to sharing ways of life.</p>
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		<p>Content Elaboration As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas.</p> <p>The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.</p> <p>Expectations for Learning Describe examples of cultural sharing with respect to food, language, and customs.</p>
BCSI	Program Guide	<p>Westward Expansion: 1805-1865</p> <p>A. Pioneers head west</p> <ul style="list-style-type: none"> • New means of travel • Robert Fulton and the steamboat • Erie Canal • Railroads, the Transcontinental Railroad • Routes west: wagon trains on the Oregon Trail • The Pony Express <p>B. Native Americans</p> <ul style="list-style-type: none"> • Sequoyah and the Cherokee • Forced removal to reservations: the “Trail of Tears” • Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”) • Effect of near extermination of buffalo on Plains Indians
Government	<p>Civic Participation and Skills: Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others. Groups are accountable for choices they make</p>	<p>Content Statement Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</p> <p>Content Elaboration</p>

	<p>and actions they take.</p>	<p>Students learn that individuals are accountable for their actions. Personal accountability includes:</p> <ul style="list-style-type: none"> • making responsible choices; • taking responsibility for personal actions; • demonstrating self-direction in tasks within the school; • engaging in the community (e.g., classroom, cafeteria, playground); and respecting self and others. <p>Expectations for Learning Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.</p> <p>Content Statement Groups are accountable for choices they make and actions they take.</p> <p>Content Elaboration As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken. Students work collaboratively in groups to:</p> <ul style="list-style-type: none"> • determine goals; • assign tasks for individuals; • complete assigned responsibilities; and • determine if goals are reached. • Cooperation in group settings requires personal skills such as: <ul style="list-style-type: none"> • managing conflict peacefully and compromise where necessary; • displaying courtesy to others in the group; and • respecting self and others. <p>These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and</p>
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		<p>conflict resolutions with others.</p> <p>Expectations for Learning Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable</p>
BCSI	Program Guide	<p>American Government: The Constitution</p> <ul style="list-style-type: none"> • Basic Elements • What is government? • What is a constitution? • Why might we want a constitutional government? • <p>American government is based on the Constitution, the highest law of our land. Government by the consent of the governed: “We the people” create and control the government. James Madison: “Father of the Constitution”</p>
BCSI	Program Guide	<p>The War of 1812</p> <ul style="list-style-type: none"> • President James Madison and Dolley Madison • In the midst of the Napoleonic Wars • British impressment of American sailors • “Old Ironsides,” the USS Constitution • Battle of Lake Erie and Commodore Perry • British burn the White House • Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner” • Battle of New Orleans, Andrew Jackson
BCSI	Program Guide	<p>Immigration & Citizenship</p> <ul style="list-style-type: none"> • America as the “land of opportunity” • Ellis Island and the Statue of Liberty • “The New Colossus,” poem by Emma Lazarus • Millions of newcomers to America • Where did they come from and why? • Large populations of immigrants settle in major cities like New York, Chicago, Philadelphia,

		<ul style="list-style-type: none"> • Detroit, Cleveland, Boston, San Francisco <p>Citizenship</p> <ul style="list-style-type: none"> • What it means to be a citizen of a nation • American citizens have certain rights and responsibilities: voting, holding public office, paying taxes, obeying just laws and trying to lawfully change unjust laws • Becoming an American citizen (by birth, naturalization) • Extension of Citizenship and its benefits • 19th Amendment: esp. Susan B. Anthony <p>Civil Rights Movement</p> <ul style="list-style-type: none"> • Rosa Parks • Martin Luther King, Jr.
	<p>Rules and Laws: There are different rules that govern behavior in different settings.</p>	<p>Content Statement There are different rules and laws that govern behavior in different settings.</p> <p>Content Elaboration</p> <p>Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include:</p> <ul style="list-style-type: none"> • in the classroom; on the playground or athletic field; at home; • in the community; on the highway; in personal interaction with peers and adults; and using technology responsibly. <p>Expectations for Learning</p> <p>Identify the difference between a rule and a law. Demonstrate an understanding of the different rules and laws in different settings</p>
Economics	<p>Economic Decision Making and Skills: Information displayed on bar graphs can be used to compare quantities.</p>	<p>Content Statement Information displayed on bar graphs can be used to compare quantities.</p>

		<p>Content Elaboration</p> <p>A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.</p> <p>Expectations for Learning Construct a bar graph to compare quantities. Analyze economic data to inform decisions.</p>
	<p>Scarcity: Resources can be used in various ways.</p>	<p>Content Statement Resources can be used in various ways.</p> <p>Content Elaboration Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.</p> <p>Expectations for Learning Describe various uses for a resource.</p>
	<p>Production and Consumption: Most people around the world work in jobs in which they produce specific goods and services.</p>	<p>Content Statement Most people around the world work in jobs in which they produce specific goods and services.</p> <p>Content elaboration In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market. For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.</p>

		<p>Expectations for Learning Explain why most jobs produce specific goods and services.</p>
	<p>Markets: People use money to buy and sell goods and services.</p>	<p>Content Statement People use money to buy and sell goods and services.</p> <p>Content elaboration</p> <p>Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to:</p> <ul style="list-style-type: none"> • cash; • credit card; • debit card; and • checks. <p>Expectations for Learning Explain how people buy and sell goods and services using forms of money.</p>
	<p>Financial Literacy: People earn income by working.</p>	<p>Content Statement People earn income by working.</p> <p>Content elaboration Students understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want. People can save a portion of their income for the purchase of future goods and services.</p> <p>Expectations for Learning Explain how people earn income.</p>

Classical Academy – New Hampshire College and Career Ready Standards Alignment: Grade 3

English Language Arts	New Hampshire College and Career Ready CCRS	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		
<p>Acronym Guide for Common Core State CCRS for ENGLISH LANGUAGE ARTS Grade 3:</p> <p>Reading CCRS for Literature: RL3 Writing CCRS: W3 Reading CCRS for Informational Text: RI3 Speaking and Listening CCRS: SL3 Reading CCRS: Foundational Skills : RF3 Language CCRS: L3</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Instructional Strategies

Ask and Answer Questions Using QAR

QAR- Question- Answer Relationship-QAR is an explicit and straightforward strategy that helps students identify questions as "in the book" or "in my head." It also provides a common language for teachers and students to discuss texts. Each category of questions has two subdivisions as follows:

1. "In the Book" Questions

Right There

These answers can be found in the text and usually involve scanning or rereading.

Think and Search

These answers can be found in the text but involve higher level thinking like comparing/ contrasting; drawing inferences; or describing the mood, setting, or symbolism.

2. "In My Head" Questions

Author and Me

The answer is not in the text. Students must think about what they learned from the text and what they know to generate an answer.

This kind of questioning might require student to make text-to-text connections of predictions.

On My Own

The answer is not in the text. Students must rely solely on their own interpretation or experience to answer the question.

(The explanation and definition for QAR were taken directly from ReadWriteThink.org.) [This website](#) also provides question starters for each of the [QAR](#) areas.

It would help struggling learners and ELL to have a visual cue assigned to each type of question. These could be displayed with the types of questions with samples of each on an anchor chart in the classroom so students could refer to it as they read and answer questions on their own. The teacher could provide a small "personal-sized" visual or bookmark for these students to keep near them or in their book, as well.

Think Aloud

Model for students how to [think aloud](#) or question the text while reading. The teacher might read aloud a text with print large enough for students to see. On large sticky notes, the teacher can pose questions or wonderings as the selection is read aloud. Once the reading is complete, the teacher and students can work together to determine where they might find answers to the questions that are being asked. Students should be

encouraged to repeat this process while reading individually. A video of a teacher using the think aloud strategy is at [this site](#).

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. R.L.3.6 Describe the difference between points of view in texts, particularly first-and third-person narration.

Instructional Strategies

Author Studies

Students read a collection of books written by the same author to analyze similarities and differences within the text. As students complete the comparison, they can chart it on a [Semantic Feature Analysis Chart](#), complete a [Venn diagram](#), or facilitate discussion among their peers. Provide struggling learners with a chart or diagram that is partially completed or allow them to work with a partner.

Examples of authors might include but are not limited to the following: [Pat Mora](#), [Linda Sue Park](#), [Patricia Polacco](#), [Charles Smith](#), [Brian Pinkney](#), [Grace Lin](#), [Andrea Davis Pinkney](#), [Doreen Cronin](#), and [James Ransome](#). It is important to use a wide variety of authors and genres of text to evaluate for craft, as well as looking at types of structures including chapters, scenes, and stanzas.

Compare Folk Literature

Use a T-Chart to compare two versions of the same fairy tale or folk tale. The focus of the comparison should be the commonalities in folk or traditional literature, including but not limited to a recurring subject, theme, or idea. Teachers are encouraged to continue to assess and evaluate newly released texts for this purpose. Add film or video versions of the folktales to incorporate technology and help students who may be visual learners.

Some examples of book to pair are:

- The Three Pigs by Paul Galdone and The True Story of the Three Little Pigs by Jon Scieszka
- The Princess and the Pea by Hans Christian Anderson and Princess and the Peas by Rachel Himes
- The Gingerbread Man by Paul Galdone and The Gingerbread Boy by Jan Brett
- Red Riding Hood by James Marshall and Flossie and the Fox by Patricia McKissack

Music as Text

Often, musical lyrics are a great resource for teaching literal versus nonliteral texts. Classic and current examples of this include but are not limited to the following:

- Cat's in the Hat-Harry Chapin
- The Climb- Miley Cyrus
- Blackbird-The Beatles
- My Wish-Rascal Flatts
- Roar-Katy Perry
- Firework-Katy Perry
- Return to Pooh Corner-Kenny Loggins
- Fight Song-Rachel Platten

Strand	Reading Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting)</p> <p>RL.3.8 (Not applicable to literature)</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>

Instructional Strategies

Character Frames

This strategy helps students select and describe a character from a story, and then present evidence to justify the character's description. The students can also use this strategy as a way of comparing/contrasting two different characters either from the same story or from another. The students choose a character that they wish to describe in detail. Next, students complete a character frame by filling in information about the character under three headings: Character, Personality Characteristics, and Evidence. The evidence comes from the story and supports the personality characteristics. Finally, students share and discuss their character frames with the class.

To enhance this strategy with technology, a student could create Voki that represents the chosen character. Students then record their voice where they discuss the different parts of the story where the evidence is to support their descriptions. Struggling learners and those with low vocabulary, including English learners, often have trouble coming up with words for personality traits. They would benefit from a large poster-sized list of traits displayed in the classroom or from smaller individual sized lists in an interactive reading notebook, language folder, etc. It also may help to have words grouped with synonyms - for example, words with similar meanings to "happy" or "sad" - (but stronger, more robust vocabulary words). Some students could also benefit from having words classified loosely by "positive traits", "negative traits," and "neutral traits".
Question Stems to Teach the Purpose of Illustrations.

Picture book illustrator Emma Middleton states, "Illustrations in picture books can be an excellent tool for developing children's analytical and interpretative skills, as well as enhancing their enjoyment of art... For young children, illustrated books open the door to understanding story. Illustrations provide young readers with an immediate vision of the characters, setting, and mood of the story."

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text
Standard	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Strategies

QAR- Question- Answer Relationship

QAR is an explicit and straightforward strategy that helps students identify questions as "in the book" or "in my head." It also provides a common language for teachers and students to discuss texts. Each category of questions has two subdivisions as follows:

1. "In the Book" Questions

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2. “In My Head” Questions

Author and Me

The answer is not in the text. Students must think about what they learned from the text and what they know to generate an answer. This kind of questioning might require student to make text-to-text connections of predictions.

On My Own

The answer is not in the text. Students must rely solely on their own interpretation or experience to answer the question.

(The explanation and definition for QAR were taken directly from ReadWriteThink.org.) [This website](#) also provides question starters for each of the [QAR](#) areas. Struggling learners or ELL would benefit from a visual representation of each type of question. A bookmark they could reference while reading would also be helpful.

Independent Reading

To create an environment that supports independent reading provide students with guidance in the selecting books that are at the appropriate independent reading level. Offer students choices of books that fall within their independent reading range. During independent reading students read silently for a period of time. The goal is for students to increase stamina and ability throughout the year. After independent reading time, keep students accountable for what they have read by asking for [Book Boosts](#) – a time when students share something amazing from what they have been reading.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Analyze informational text development a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Instructional Strategies

Questioning the Text

As students read informational text, have them generate questions about what they are reading. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. The teachers can also post topic-specific lists of questions in the classroom using chart paper or white board. Students can use their sticky notes to write the answer, provide the page number for the answer and post them on the chart paper/white board. A video of a teacher using this strategy can be also be found at the Into the Book website and at [this link](#).

Exploring Cause and Effect

“Cause and effect” is an organizational strategy often used in expository/informational text. To introduce the strategy, give students cards; half will have a cause and the other half should have the effect that results from one of those causes. Students should move about the room to find their cause/effect match. Some examples could be:

Cause Cards Effect Cards:

I never brush my teeth.	I have 5 cavities.
She broke her arm.	She had to wear a cast.
The French fries were too hot.	He or she burned his or her tongue.
She didn't study.	She didn't pass the test.
The boy overslept	He was late for school.
The man was speeding in his car.	He got a speeding ticket.

Once students have discovered their partners have them share out with the whole group. Some picture books that are good to introduce and continue discussion on cause and effect are:

- The Case of the Vanishing Little Brown Bat by Sandra Markle
- Six Dots: A Story of Young Louis Braille by Jen Bryant
- Where Once there was a Wood by Denise Fleming
- Who Eats What by Patricia Lauber

- Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero by Marissa Moss
- Henry's Freedom Box by Ellen Levine

Four-Square Graphic Organizer

The Four-Square graphic organizer is used before, during, and after the first read of an informational text. Students can create their own by dividing an 8 ½ X 11 sheet of paper into four sections. Label the top left box Prediction. Label the top right box Questions. Label the bottom left box Vocabulary. Label the bottom right box Summary. Before students read the text, ask them to make a prediction about what they will be reading based on the text features and write that prediction in the Prediction box. While the students are reading, students will write unknown words in the Vocabulary box and questions they have while reading in the Questions box. After the students are finished reading, they will summarize what they read in the Summary box.

Instructional Resources

Linder, Rozlyn. Chart Sense: Common Sense Charts to Teach 3-8 Informational Text and Literature. Atlanta, GA: The Literacy Initiative, 2014. This resource provides anchor charts relating to the first three CCRS in Reading Informational Text and explains how to use them as teaching tools.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: 2015. This resource provides strategies teachers can use to teach main idea, summarization and questioning strategies with all types of texts.

Harvey, Stephanie. Nonfiction Matters: Reading, Writing, and Research in Grades 3-8. Portsmouth, NH: Stenhouse Publishing, 1998. This resource provides the tools teachers need to help students critically examine nonfiction texts.

Sibberson, Franki and Karen Szymusiak. Still Learning to Read: Teaching Students in Grades 3-6. Portsmouth, NH: Stenhouse, 2016. This resource provides information on mini-lessons that deepen understanding of nonfiction text.

Stead, Tony. Reality Checks: Teaching Reading Comprehension with Nonfiction K-5. Portsmouth, NH: Stenhouse, 2005. This resource provides strategies to help students navigate the complex vocabulary of nonfiction and understand the way it combines text, diagrams, pictures, captions, and other devices to make meaning.

Strand	Reading: Informational Text
Topic	Craft and Structure
CCRS	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own perspective from that of the author of a text.

Instructional Strategies

Context Clues

Model how to use the context to understand the meaning of unknown words. The following ideas show some of the ways to find context clues:

1. After finding an unknown word stop and reread the words that come before and after.
2. Think about the meaning of the words that surround the unfamiliar word.
3. Use the context to make an educated guess about a synonym for the unfamiliar word
4. Use word parts to help define the word (prefixes, suffixes, base words).
5. Use illustrations, pictures or graphics to help understand the context in which In which the word appears.

PowerUp

What Works provides a [Teaching Context Clues Strategy Guide](#) with useful information.

Academic and Domain Specific Words

Academic and domain specific words are also known as Tier 3 words. These words are not those used in informal contexts or conversations but are specific to a specific content or academic area (law, biology, history, etc.). Donald Baer identifies five principles for (academic) vocabulary instruction in his article [Academic Vocabulary Study: Embedded, Deep, and Generative Practices](#) (p. 3):

- Vocabulary learning is intertwined with concept development.
- Vocabulary is learned in context.
- Vocabulary is not about just teaching words.
- Vocabulary instruction is deep and generative.
- Vocabulary instruction involves the study of morphology, the structure of words. Help students understand the context clues strategies using direct instruction and modeling.
 - Word Parts – break down the different parts of a word (suffixes, prefixes, etc.)
 - Definition – show how authors often include a parenthetical definition in the text.
 - Synonym – identify words that appear next to the unknown word that could be synonyms
 - Example – help students see the examples that are often provided related to the unknown words

- Antonym – show how authors use words like ‘unlike’, ‘different than’ or ‘in contrast to’ as a way to show the difference between the unknown word and other words
- Analogy – identify the ways an author uses comparison to clarify word meaning
- Appositive – look at sentence structures for appositives that could hold the meaning of unknown words A video that shows two specific strategies to help teach students to use context clues can be found at Team Tom Education.

Write Sentences Using Nonsense Words

Write sentences for your students replacing a vocabulary word related to a topic you are currently learning about with a nonsense word. For example, “Inside the blabbletook (factory), each worker installed a different car part.” Ask students what the nonsense word could mean and discuss the context clues they used to figure it out. Provide a word bank or visual dictionary to struggling learners and EL students. The picture book Baloney by John Scieszka uses nonsense words that students can predict what they mean by context clues, which could be used as an introduction to this strategy.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.3.7 Use information gained from illustrations (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

Instructional Strategies

The Illustrations Talk

Do a ‘silent’ picture walk through a piece of nonfiction. Have students study the images the author uses to support the topic. Make note of graphs, charts, maps, insets, etc. Based on what they have seen, have students make predictions about the information that will be presented in the book. Record their predictions on a chart or white board. As the teacher reads the book aloud a designated student should place a checkmark next to the predictions that were accurate. Once the reading is complete, discuss the predictions that missed the mark and have students explain why they were inaccurate using specific text evidence in their explanation. Make certain the students use positive language. The point is not to embarrass the student that predicted inaccurately, but to identify the evidence. Language such as, “I understand why (student name) thought... but the text says...” is more appropriate to use.

5 W’s and an H

The 5 W's and an H strategy is often used when teaching fiction. However, this is also an effective strategy when using nonfiction with students. Initially it should be done whole group. Once students learn the strategy, they can begin to complete the task in partnerships or individually. For informational text the 5 W's and an H stand for:

1. Who? – Who are the important people in the book? (inventors, scientists, explorers even animals)
2. What? – What is the text mainly about? (getting at the main idea)
3. When? – When was the text written, does it impact how it is told? When did the events in the text take place?
4. Where? – Where are the procedures, events, steps taking place?
5. Why? – Why do the topics occur? Why is the author writing about this? (author's perspective)
6. How? – How does the information in the text support the topic (main idea and supporting details)

Think Aloud

Conduct a brief think-aloud activity, modeling the thinking that is done while when reading an informational text. Record the similarities and differences between the things being compared and contrasted using a graphic organizer such as a Venn diagram. The students' role in this first think-aloud activity will be to watch and listen to the model that the teacher provides. Point out relationships between the evidence and the points an author uses. Engage the students in a second think-aloud activity. During this think aloud ask direct questions about the evidence and points the author makes and support students as they complete a graphic organizer either in small groups or as a class. Provide students with the opportunity to practice reading informational texts, either in small groups or individually. Students should use the think aloud strategies that were previously modeled as they read. Have them record the relationships between the evidence the author provides and the points the author makes throughout the text. [Patrick Allen](#) demonstrates this strategy in a video from Stenhouse Publishers. This type of direct modeling is especially useful for struggling and EL students.

Instructional Resources

Pike, Kathy and G. Jean Mumper. [Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading, Writing, and Using Nonfiction and Other Informational Texts Across the Curriculum](#). Columbus, OH: Pearson, 2003.

This resource provides ideas for using nonfiction in the classroom.

Gear, Adrienne. [Nonfiction Reading Power: Teaching Students How to Think when Reading in all Subject Areas](#). Portsmouth, NH: Stenhouse Publishers, 2007.

This resource gives teachers strategies to help students find meaning in informational texts and become independent strategic readers and thinkers. Stead, Tony. [Reality Checks: Teaching Reading Comprehension with Nonfiction, K-5](#). Portsmouth, NH, 2004. This resource provides practical approaches to ensure that children successful readers of nonfiction.

Beers, Kylene. Reading Nonfiction: Notice and Notes, Stances, Signposts and Strategies. Portsmouth, NH, Heinemann, 2015. This resource gives teachers strategies to help students challenge the claims of nonfiction authors and make up their mind about supposed truths.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Instructional Strategies

Informational Text Scavenger Hunt

Students conduct a scavenger hunt in their homes to find a variety of informational texts that they can bring to class. Have students present their examples either orally or in a display explaining why the text is informational. Give struggling learners a hint sheet with prompting questions, such as, “Look in your living room. Do you have any magazines that may have informational articles?” The teacher can create a WebQuest to allow students to conduct this scavenger hunt online as an alternate to the strategy. Note: It is important that students’ parents approve all texts brought from home before the students present the texts in class.

A variation of this activity would be to provide students with a list of nonfiction text types. Have them take the list home and have them identify as many as possible by recording the title on a sheet that has the list. The list could include things like:

- Books
- Pamphlets
- Dictionaries
- Instructions
- Journals
- Magazines
- Menus
- Recipes

Fact Versus Fiction

Fact versus fiction activities can assist with helping students determine if a text is informational or fictional. Venn diagrams, poster boards, and simple PowerPoints can be created to display characteristics of fictional and factual texts. WorldBook Kids from INFOhio offers free and easily accessible factual information that is illustrated and also translated to support a range of learners.

3-2-1 Strategy

The 3-2-1 strategy has students reflect on informational text and note three things they learned, two things they wonder, and one question they still have. Struggling learners can be given a template for this activity. For gifted learners, the teacher can have them use the Internet to find the answer to their question.

Technical Text

Introduce technical text into content-area work. Use game directions (from popular board games) when studying the compass rose in geography. For Social Studies, map the school community or floor plan as part of a Back to School or a 100 Days of School unit. Write directions for classmates from classroom to gym, lunchroom, or library. Create flyers for school events - parent night, open house, school dance. Create coupons and advertisements as gifts for parents on Mother's Day and Christmas. Write instructions for peanut butter and jelly sandwiches and have teams of students follow the instructions with the grade based on ease and clarity of directions and sandwich quality. Rate books as part of reading curriculum and discuss the rating system and what each review and ratings tell you about the book. Use a local animal adoption site have students select an animal and recommend that animal using character traits. Support all learners by allowing them to choose from a list of activities like this one to support their interests and learning styles.

Instructional Resources

Dreher, Mariam Jean and Sharon Bengé Kletzien. Teaching Informational Text in K-3 Classrooms: Best Practices to Help Children Read, Write, and Learn from Nonfiction. New York: Guilford Press, 2015.

This resource describes ways to use informational text creatively and effectively in reading and writing instruction.

Cummins, Sunday. Unpacking Complexity in Informational Texts: Principles and Practices for Grades 2-8. New York: Guilford Press, 2014.

This text provides teachers with the resources to teach students to understand the complex components and diverse purposes of informational texts.

Oczkus, Lori. Just the Facts: Close Reading and Comprehension of Informational Text. Huntington Beach, CA: Shell Educational Publishers, 2014.

This resource provides teachers with tips, suggestions, and strategies to help students read and understand informational text.

Pike, Kathy and G. Jean Mumper. Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading, Writing, and Using Nonfiction and Other Informational Texts Across the Curriculum. Columbus, OH: Pearson, 2003.

This resource provides ideas and suggestions for the teaching and learning of nonfiction the classroom.

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition
CCRS	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes c. Decode multi-syllable words 1. d. Read grade-appropriate irregularly spelled words.

Instructional Strategies

Sort by Affix

Students keep a record of words with affixes they encounter as they are reading. Students then do a word sort based on words that have prefixes or suffixes. Have students do another sort by specific prefix (i.e., words that begin with un- or re-). Students can also use [these game cards](#) to sort words that have a prefix, suffix, both or none at all.

Syllabication

Use words from texts students are currently reading to practice reading multi-syllable words. Encourage students to identify syllables by chunking the syllables, pointing out that each syllable has its own vowel sound. Students also may use color coding, highlighter tape, or flipbooks within words to help with pronunciation.

Affix Practice

Use [this editable dice template](#) to practice building words with prefixes and suffixes. Make three die. Label one die with common root words, one die with prefixes, and one die with suffixes. Students take turns rolling the dice and writing a new word using the base word, prefix, and/or suffix. Students can define, draw illustrations, and construct sentences using the new words.

SIP Strategy

The Spelling in Parts (SIP) strategy teaches students how to divide a multisyllabic word into parts by thinking about the spelling patterns of each part, saying each part, and then spelling each part. ReadWriteThink provides a full lesson plan that further describes this strategy at [this link](#).

Spot Dot Divide

Spot - I look for the vowels and place a **dot** under each vowel sound.

momentum

Divide - I start at the end of the word and **grab** the consonant in front of each dot. Place a slash there.

mo/men/tum

Spot and Dot Strategy

The strategy Spot and Dot is used to help students decode multisyllabic words. Students first identify the vowels and then count the consonants to determine where to split the word into syllables. To model this strategy for students, first display a multi-syllable word. Next, "Spot and Dot" the vowels (Put a dot over or under each vowel). After the vowels are dotted, connect the dots with a line. Count the number of consonants between the vowels. If two, break the word between the consonants to find each syllable. If one, break right after the first vowel. If it does not sound right, move over one sound. Once you have broken the word into syllables, you can use the [six syllable types](#) to help students read each syllable. [This video](#) shows an educator using the Spot and Dot strategy.

Prefix Practice

Display index cards with the prefixes: re, in, im, dis, pre, mis, un. Display index cards with the root words: wind, play, behave, place, school, polite, agree, connect, possible. Display an anchor chart with the meanings of each prefix.

Explain that together, they will as a class try and build some new words. Have one student pick a prefix. Have another student pick a root word. Students should then hold the cards together. Ask the other students to determine if they have made a new word and tell what the meaning of the new word is. Practice this several times

Instructional Resources

Moats, Louisa. Speech to Print: Language Essentials for Teachers. Baltimore: Brookes Publishing Co., 2010.

This resource provides educators with tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Novato, CA: Arena Press 2013.

This text provides a comprehensive reference about reading instruction and includes concise explanations of research-based practices.

Archer, Anita and Charles Hughes. Explicit Instruction: Effective and Efficient Teaching. New York: Guilford Press, 2011.

This resource provides a practical and accessible resource for teachers to implement explicit instruction.

Beck, Isabel and Mark Beck. Making Sense of Phonics: The Hows and Whys. New York: Guilford Press, 2006.

This book provides educators with the tools and strategies for explicit, systematic phonics instruction in K-3.

Johnston, Francine, Donald R. Bear and Marcia Invernizzi. Words Their Way: Word Sorts for Derivational Relations Spellers. Upper Saddle River, NJ: Prentice Hall, 2005.

Strand	Reading: Foundational Skills
Topic	Fluency
CCRS	RF.3.4 Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none">a. Read grade-level text with purpose and understandingb. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Instructional Strategies

Student-Adult Reading

In student-adult reading, the student reads one-on-one with an adult. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing support and encouragement. The student rereads the passage until the reading is fluent. This process usually takes three or four readings.

Choral Reading

In choral, or unison reading, students read along as a group with the teacher (or another fluent adult reader). Students must be able to see the same text that the teacher is reading. Students can follow along as the teacher is reading from a big book, or they might read from their own copy of the book the teacher is reading. For choral reading, teachers should choose a book that is not too long and is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Teachers begin by reading the book aloud and model fluent reading.

Then the teacher rereads the book and invites students to join in as they recognize the words the teacher is reading. The teacher continues rereading the book, encouraging students to read along, as they are able. Students should read the book with the teacher three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently. This is a list of a few predictable books that can be used to build fluency:

1. *Pout-Pout Fish* by Deborah Diesen
2. *We All Went on Safari: A Counting Journey through Tanzania* by Laurie Krebs
3. *One Day in the Eucalyptus, Eucalyptus Tree* by Daniel Bernstrom
4. *Tough Boris* by Mem Fox
5. *A Bear Sat on My Porch Today* by Jane Yolen

6. *The Great Big Enormous Turnip* by Alexei Tolstoy
7. *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble

Audio-Assisted Reading

In audio-assisted reading, students read along in their books as they hear a fluent reader read the book on an audio recording. For audioassisted reading, teachers need to choose a book at a student's independent reading level and an audio recording of the book read by a fluent reader at about 80-100 words per minute. The audio recording should not have sound effects or music. For the first reading, the student should follow along with the audio recording, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the audio recording. Reading along with the audio recording should continue until the student is able to read the book independently, without the support of the recording. [Tumblebooks](#) and [OverDrive](#) are audiobook and ebook apps available to use for free through many public library databases.

The extension [Read & Write for Google Chrome](#) allows the user to highlight a passage and have it read to them; this is helpful in case there are unfamiliar words. Students can then work on their fluency by highlighting a passage from a document, PDF or other item shared with them in Google Drive or Google Classroom and then should choose fluency on the taskbar. The reader can then practice reading the passage while their fluency is recorded. Students can listen to the recorded passage-- if they do not like what was recorded, they may re-record as often as needed. When they are happy with their fluency, they can email the recording to their teacher. With a click of a button, a list of their Google Classroom teachers appear.

Fluency Development

Teachers can supplement instruction aimed at helping special-needs readers develop fluency through reading of connected texts in addition to the regular instruction they receive in the classroom. The teacher will need an assortment of highly predictable and easy-to-read stories, poems, jokes, and riddles. The chosen text is read by the teacher one or more times to the students and is followed by a brief discussion of the content and the teacher's reading. Read the chosen text chorally one or more times with teacher and students together. Each student reads from his own copy of the text. The teacher varies the choral reading by including echo, antiphonal (form of choral reading – assigned parts are read by 2 individuals or groups), and small-group choral reading in this part of instruction. Next, students work in pairs in different parts of the classroom and nearby hall, practicing the reading three times to the partner, who listens and provides feedback. After three readings by one partner, the roles are reversed. Students then return to the large group and are invited by the teacher to perform the text for each group. Individuals, pairs, trios, and quartets read for their own group or other audiences including other classes, the school principal and office staff, and other teachers. After preforming, students engage in word bank practice and word play using words chosen from the day's text and previously read texts. Student are encouraged to take the text home and read it to their parents and guardians who have been notified to expect and encourage their children to read to them and give positive feedback for their children's efforts. From *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed* by D. Ray Reutzel and Robert B. Cooter, Jr.

Chunking

The strategy of “Chunking” text encourages students to read a text phrase by phrase to build fluency. Begin by pairing students so that more proficient readers are paired with less proficient ones. For each pair, select a reading passage at the less proficient reader’s instructional level. Prepare each passage by placing slash marks between two- to five-word sentence segments and prepositional phrases. For example: “The big dog/chased the cat/ through the house.” (A slash indicates how the sentence should be chunked for practicing fluency. Explain to students that phrase-by-phrase reading can help improve fluency. Model fluent reading from a passage while students follow along. Pause to emphasize the chunking of words into phrases. After modeling fluent reading, give students copies of the prepared passages. Have pairs take turns reading aloud. Encourage students to pause briefly between marked phrases. As one student reads, the other can help decode any unfamiliar words. Monitor each pair. Write phrases on strips of paper and on chart paper for practice.

For students having difficulty, cut the sentences into phrases, reorder the phrases, and have students practice reading the phrases individually. Based on the text Research-based Methods of Reading Instruction, Grades K-3 by Sylvia Linan-Thompson and Sharon Vaughn.

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none">a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons). d. Provide a concluding statement or section. <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

	<ul style="list-style-type: none"> b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
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Strand	Writing
Topic	Production and Distribution of Writing
CCRS	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in CCRS 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p>

Instructional Strategies

Interactive Writing

Interactive writing makes the writing process visual to the whole class. When working with students on a whole class composition, students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance. Older students can participate in shared and collaborative writing as well. In early childhood the focus is on word parts, phonics and the basics of print.

At this grade level the steps for an interactive writing session may look something like:

1. Always make the writing focus or topic and lesson objective clear to students.
2. Model and think aloud to highlight important writing concepts, strategies, and behaviors
3. Encourage students to generate ideas for the writing
4. Scribe student suggestions/ideas
5. Invite students to scribe portions of the written composition
6. Prompt, question, and extend student ideas
7. Using teacher think aloud contribute ideas and encourage student reflection on next steps
8. Once the writing is complete read and re-read written text checking for organization and accuracy in content
9. Make suggestions for improvement (punctuation, grammar, capitalization)

10. Scaffold and support students when necessary

[This site](#) from Victoria Department of Education (Australia) provides extensive information on interactive writing.

PEEL-ing your Writing

This strategy is used to help students logically organize their writing, especially when composing multi-paragraph informational or explanatory text. Encourage students to learn and use the following points:

- P -Point: Make the central argument or express the main idea in the topic sentence.
- E - Evidence: Back up the point made by providing evidence or reasons. Evidence may take the form of quotations from a text or authority, reference to historical events, use of statistics etc.
- E - Explanation: Explain the point and how the evidence provided supports it.
- L - Link: Provide a bridge into the next paragraph at the end of the current paragraph by using a transition that links to the next paragraph and the main idea or thesis statement.

A template and further explanation of the PEEL strategy can be found at [this site](#).

Strand	Writing
Topic	Research to Present and Build knowledge
CCRS	W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9 (Begins in grade 4)

Instructional Strategies

Using a Graphic Organizer to Organize Information for Research

Provide students with a graphic organizer that lists a research topic at the top and contains 2-3 columns listing categories within that topic. (i.e., topic: giant pandas; categories: physical characteristics, habitat, diet, behaviors) Students then gather information from books, magazines, reliable online sources, and experts and write their information under the correct categories on their graphic organizer. Students can then use their graphic organizer to write a draft of their research paper.

Quick Writes

Quick Writes are often used to activate prior knowledge about a topic, generate ideas, and make connections between ideas before beginning the writing process. Students use their quick write ideas as a launching point for their research project. More information about the purpose and benefits of Quick Writes can be found at this [site](#). Templates can be useful, especially for lower grades. [This template](#) provides space for students to do both a quick write and a quick draw, which is especially useful for students that may not have the language skills to do all of the writing.

Project Boards

A project board can be a spreadsheet or page made up of five sections. During class, students can create a new project board at the beginning of a unit on the following five sections:

1. the big question about the topic
2. my opinion associated with the topic
3. the reasons that support my opinion about the topic
4. the results or facts of their research
5. their understanding or summary of the topic

Students fill out the board and make revisions as they progress through the lesson. This incremental approach gives students opportunities to compare their conclusions with their initial thoughts and determine if their opinions have changed from the beginning of the lesson. Once this process has been modeled with the whole class, students can use this same method when they are independently researching a topic.

Notetaker

Taking notes allows students to focus their information about a topic and organize their thoughts. When you are introducing a new topic, model using this tool to develop an online outline of information you have read or researched as a class. As you use this tool with the class, model how to organize, revise, and develop a plan for an informational writing piece. After modeling using [Notetaker](#) as a class and ensuring students understand how to use all of the features, allow students to use this tool as they research information about a topic.

Strand	Writing
Topic	Range of Writing
CCRS	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range

Instructional Strategies

Problem-Solving Writing

Present students with an age-appropriate real-life scenario in which a problem has arisen (i.e., you have a project due and you forgot to ask your mom for materials) and ask them to quickly write out how they would solve the problem. Give students a short time frame to respond.

Journaling

Journaling is a great way to get reluctant writers engaged in the writing process. To introduce journal writing, allow students to decorate their journals, personalizing them with illustrations, stickers, and pictures. Remind students to write the date for each journal entry so they have a record of when they wrote and to also document their growth and progression as writers. Journaling can be used in all content areas and for many different purposes. Provide meaningful journal prompts that address topics students are learning about in Science and Social Studies class, current news events, classroom social issues, etc. Journal writing can also be used to as a pre- or post-assessment. You can pre-assess your students' background knowledge by providing students with a writing prompt that addresses the topic before teaching it. During and after instruction of the topic, check for student understanding by asking students to write about what they have learned thus far. Students who engage in authentic and meaningful journal writing, with adult support, increase their writing skills and confidence in writing. Journal writing is explained in further detail at [this site](#).

RAFT

RAFT is a writing strategy that can be used in all content areas and offers students a choice in their writing assignment.

1. Role - the person or thing that students will become (e.g., a movie star, a lost dog, the President of the United States, etc.)
2. Audience - the person or people who will be reading the finished product (e.g., the teacher, a friend, a business executive, etc.)
3. Format - the way in which the writing will be done (e.g., a letter, brochure, memo, speech, advertisement, etc.)
4. Topic - what the writing will discuss (What are you writing about?)

Explain to the students how all writers have to think about everything that encompasses a writing assignment including role, audience, format, and topic. Use an anchor chart as a visual reminder. Next, display a completed RAFT example and discuss the key elements as a class. When you are finished with the group discussion, model and “think aloud” another [RAFT exercise](#) with students. Brainstorm additional topic ideas and write down the suggestions listing roles, audiences, formats, and verbs associated with each topic. Assign students to small groups or pairs and have them write about a chosen topic using a RAFT template. Circulate among the groups/students to provide assistance as needed. When finished, have the groups/students share their completed assignments with the class.

Using Picture Books to Introduce Writing for a Specific Task

Introduce a lesson about writing for a specific task with a picture book. Picture books can be an engaging and interactive way to present new information and provide the necessary background knowledge and vocabulary needed while learning how to write with a specific task in mind. Tasks may include writing a friendly letter, poetry writing, email, opinion writing, personal narrative, etc.

Explain to students that an author writes differently based on the writing task. Introduce and read aloud several books that demonstrate specific tasks (e.g., *Click, Clack, Moo Cows that Type* to demonstrate letter writing, *Where the Sidewalk Ends* by Shel Silverstein to demonstrate poetry writing, etc.). While reading, ask guiding questions (e.g., What writing task is demonstrated in this text? What text features helped you to

determine the writing task?) Continue the discussion with guiding questions after the texts are read (e.g., What clues helped you to determine the writing task? Can you think of any other writing tasks besides the tasks we have discussed so far?).

Writing for a Specific Purpose

Introduce a lesson about writing for a specific purpose with a picture book. Picture books can be an engaging and interactive way to present new information and provide the necessary background knowledge and vocabulary needed while learning how to write for a specific purpose (e.g., writing to inform, writing to entertain, writing to persuade, writing to evoke emotion).

Explain to students that an author develops and writes text with a specific purpose in mind. Introduce and read aloud several books with different purposes. While reading, ask guiding questions (e.g., Why did the author write this book? What does the author want the reader to gain from reading this book?) Continue the discussion with guiding questions after both books are read (e.g., What clues helped you determine the author's purpose for writing each of the books? How did knowledge of different genres help you determine the author's purpose?).

Writing Workshop

Setting up a [Writing Workshop](#) in your classroom provides students with a structured time to develop their skills as writers. The Children's Literacy Initiative states, "the workshop model is an incredibly efficient method of teaching reading and writing. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals." CLI provides the following downloadable writing material (to enter the free resources portion of the site you must register):

- Writing Workshop Planning Template
- Types of Writing Conferences
- Writer's Workshop: Structure of a Conference
- Writer's Workshop Mini-Lesson Cheat Sheet

Sample Framework for Writing Workshop

Humble Independent School District provides an example of a [Grade 3 Unit of Study](#) to Launch a Writing Workshop.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Instructional Strategies

Poetry Practice

Provide opportunities for students to practice sharing poetry as individuals or in whole groups. Use poetry that focuses on the concepts of reading, writing, and school for practice. Students should be able to determine the main idea and supporting details of the poetry, which can be discussed collaboratively in small groups or as a class. Examples might include the following:

1. Wonderful Words: Poems About Reading, Writing, Speaking, and Listening by Lee Bennett Hopkins
2. Good Books, Good Times by Lee Bennett Hopkins
3. Lunch Money and Other Poems About School by Carol Diggory Shields
4. When the Teacher Isn't Looking: And Other Funny School Poems by Kenn Nesbitt

Jigsaw

Jigsaw is a collaborative learning strategy. Students become experts about a topic and share that expertise with other class members. Steps to using this strategy are:

- Introduce the topic. Divide that topic into areas of study.
- Separate students into groups of 3-5. This is their expert group.
- Assign an area of study to each expert group.
- Expert groups should have resources available that represent a range of reading levels that will allow them to find information on their area of study.
- Post a framework to help groups manage their time.
- Provide key questions to help the "expert groups" gather information in their particular area.
- Once groups have finished, create new groups called learning groups. 1 member from each expert group should sit in each learning group.

- Students share information they learned.

This strategy pushes each student to engage in the learning process and to orally share their expertise in the learning groups. Additional information as well as a classroom video related to the [Jigsaw strategy](#) can be found at the Reading Rockets website.

Beach Ball

Teachers write comprehension question stems on each section of a beach ball. After reading a common passage the beach ball play can begin. Students can stand in a circle or remain at their seats. The teacher will begin by throwing the comprehension beach ball to a student, and whatever section the student's thumb lands on will be the question the student must answer about the text they are studying.

Snowball Discussion

Students begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined into one large discussion group.

Conver-Stations

This is a small-group discussion strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group does not happen to have the right chemistry. Students are placed into a few groups of 4-6 students each and are given a discussion question to discuss. After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss a different, but related question, and they may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in groups that are continually evolving.

Formative Assessment: Collaborative Discussion

This [Teaching Channel video](#) focuses on Ms. Bouchard as she formatively assesses the understanding of effective collaborative discussions in a 4th grade ELA classroom. (This can be adapted to the 3rd grade classroom.) Ms. Bouchard involves her students in establishing the learning goals and success criteria. She makes observations during the discussions and helps the students assess their own learning.

Instructional Resources

Walsh, Jackie Acree and Beth Dankert Satties. [Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking](#). Alexandria, VA: ASCD Publications, 2015.

This resource helps teachers used questioning and discussion to deepen learning in the classroom.

Zwiers, Jeff. Next Steps with Academic Conversations: New Ideas for Improving Learning Through Classroom Talk. Portsmouth, NH: Stenhouse Publishers, 2019.

This resource helps teachers use classroom conversations to increase student engagement with content learning.

Mellom, Paula, Rebecca Hixon, and Jodi Weber. With a Little Help from My Friends: Conversation Based Instruction for Culturally and Linguistically Diverse Students. New York: Teachers College Press, 2019.

This resource helps educators that work with EL students promote academic success and maintain a positive social emotional learning environment.

Frazin, Shana and Katy Wischow. Unlocking the Power of Classroom Talk: Teaching Kids to Talk with Clarity and Purpose. Portsmouth, NH: Heinemann, 2019.

This resource helps teachers develop strong talking skills across academic subject areas.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Instructional Strategies

Noun Walk

Have students participate in a “noun walk” in the classroom. Students are on the hunt for nouns in their environment. This can turn into a challenge to see who can find the most. Students can then take the nouns that they “discovered” to develop their own story, turning as many as they can into plural nouns and highlighting the irregular nouns in their stories before they submit them for grading.

Do This, Not That

Make a list of areas that you would like your students to pay more careful attention to in their writing (spelling, commas, quotation marks, etc.). Challenge students to find examples in their reading where authors successfully did this. They should copy the examples exactly as they are found in the book and cite the author’s name. Now ask the students to strip away the punctuation, alter the spelling, or modify the grammar of a sentence. Choose one aspect to vary. Create a two-column chart labeled Do This, Not That. Place the correct examples in the Do This column and

the incorrect examples in the Not That column. Invite students to discuss how the altered examples would affect a reader’s ability to appreciate the writer’s work.

Adverb Charades Walk

Divide students into teams. Give each team a set of adverb cards that they have made. Each card has an adverb on it (painfully, fast, excitedly, unhappily). Students take turns walking in the style of the adverb on their card and their teammates try to guess the word.

Some students who are in the guessing group might need to either see their word choices as they are guessing or be given two choices orally to choose between. For gifted learners, allow them during charades to guess the adverb being acted out by using it in a sentence in its comparative or superlative form, using the student’s name (Ex. Terrance was the fastest runner on the team).

Once all students have had a chance to play charades one or two times, have the students sit with a partner. The students should still have the card from their last turn. On an exit slip (or just a half sheet of paper), have the students write sentences using comparative and superlative forms of the adverbs they have on their cards. Students should then trade with their partner and write sentences using that adverb. They are allowed to help each other but need to write different sentences when they receive the other person’s adverb.

Assistance with High-Frequency Words

Provide students with a lined piece of paper, have them list the high-frequency words that they use on a daily basis. Suggest words that are used in the classroom. This list should be available for them to use when writing. This list can be made into a student created word wall or a teacher created anchor chart that can be reviewed throughout the school year.

Clothespins and Popsicles Sticks

This activity can be set up for independent practice. On each clothespin write a prefix. On each popsicle stick write a base word. Students can add the clothespins to the popsicle sticks to make a variety of words. This activity can be especially useful for struggling and EL students.

Strand	Language
Topic	Conventions of Standard English
CCRS	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Instructional Strategies

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Strand	Language
Topic	Knowledge of Language
CCRS	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.

Instructional Strategies

Dead Word Graveyard

Brainstorm a list of words to replace the word said. Turn this list into an anchor chart for students to use when writing. This activity can also be repeated for other commonly over-used words. This strategy can be used for other common words. For example, a teacher can showcase a word ‘graveyard’ to change ‘dead words’ into more lively ones that must be chosen carefully when writing or speaking.

Punctuation Dictation

This strategy is for students who need scaffolding to hear and practice punctuation in writing. Choose two to three sentences from books children know well and that contain easily spelled words (so that students can focus on punctuation). Read the sentences with prosody but not exaggeration and invite the students to write the sentences with accurate punctuation on cards. Compare their cards with others and discuss their choices before checking with the published text. Focus not on being right or wrong but on the decisions behind their choices. Collect cards as a formative assessment to determine who may need additional support.

Vigorous Verbs

After writing a rough draft of a story, students pair up and trade stories. Each student searches in their partner's story for verbs that could be replaced with more exciting, descriptive verbs. The students can use a thesaurus to help their partner make verb revisions (i.e., instead of "ran", use "sprinted"). Students can use a highlighter to highlight their own verbs before trading papers with another student for their verbs to be analyzed.

Change Your Words Hunt

After students have written a rough draft in any genre of writing, they should go on a change your words hunt. Students should read through their own writing and circle 5 words they think might need to be changed to make their writing more descriptive for the reader. They will then work with a partner to change these five words. This can be done on a larger scale but is intended to teach students to monitor and edit their own vocabulary use through practice.

Four Star Sentences

Students may need to be explicitly taught what it looks like to add to their sentences to make them more vivid for their audience. This starts with the teacher writing a simple sentence on the board such as 'The dog ran.' Then, take this sentence as a group and add details in collaboration. One way to do this is by asking questions such as 'What color is the dog?', 'How big is the dog?' You will change the sentence the first time by adding a description to the dog. You will then solicit from the students what other questions they may have. This could include questions like "How did the dog run?", 'What was the dog running from or to?', 'What is the scene around the dog?' You will go through this process four times until the fourth time with is the final sentence that you would have added to twice already. The intent of this is to allow students to see that by adding vocabulary both verbs and adjectives, students gain an understanding of what descriptive language looks like and how it is important to convey intent to the reader.

Beginnings and Endings

Read aloud first and/or last lines from age-appropriate stories. Have students talk about what "grabbed their attention." Create a brainstorm list of the ways these authors chose their words and phrases carefully to engage readers.

Instructional Resources

Coppola, Shawna. Writing, Redefined: Broadening Our Ideas of What it Means to Compose. Portsmouth, NH: Stenhouse Publishers, 2019.
This resource helps teachers develop engaging writing assignments that are visual, aural, and multimodal that will involve all students.

Laminack, Lester. Cracking Open the Author’s Craft: Teaching the Art of Writing. New York: Scholastic: 2016.
This resource provides teachers with the tools to use any text to develop students’ understanding of author's craft, which will enhance their development as writers.

Fletcher, Ralph. Pyrotechnics on the Page: Playful Craft that Sparks Writing. Portsmouth, NH: Stenhouse, 2010.
This resource focuses on language play and its usefulness to student writers.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
Instructional Strategies	
<u>Snowstorm</u>	

Each student writes a word from a word wall or current vocabulary list on a piece of scratch paper. The students then scrunch their papers up and, when given a signal, throw their “snowballs” into the air. Each student picks up a snowball that lands close by, and the class members take turns reading their word aloud and defining it. If a student’s word has already been shared, he or she can offer a synonym or an antonym. The third time it is read, the student can provide a sentence using the word or an example for the word. Additional information about this game can be found at this website.

Why Should I Care?

This exercise has students work in pairs. Partner A says one of the vocabulary words, and partner B provides the definition. Then Partner A asks, “Why should I care?” Partner B explains the word’s relevance to everyday life or experience. The partners then switch roles for the next word.

Out of Sorts

Vocabulary sorts are used to match a vocabulary word with a definition and a picture representation or example. Follow these steps: Distribute index cards that separately list vocabulary words, definitions, and pictures/examples. Have students put the cards into the appropriate category (word, definition, example) and match them correctly. The cards can be reused, or students can glue the cards onto a chart to keep as a study resource.

Homograph Hitch

The students will practice identifying homographs by playing a matching game. For the game students will need cards that contain homographs and cards that contain the meanings of each homograph (i.e. bat- a stick used to hit a baseball; a flying mammal). These can be made by the teacher or found [here](#). Each partner will need a different recording sheet. Follow these steps:

1. Homograph cards are placed face up and arranged as a column.
2. Meaning cards are placed face down in a stack.
3. Students take turns drawing a meaning card and deciding which homograph the best match.
4. The meaning card is placed to the side of the appropriate homograph.
5. This continues until all meaning cards have been matched to a homograph.
6. The recording sheets are then completed by each student to write sentence to identify the meaning of each homograph (i.e. “The baseball player smacked the ball with his wooden bat.”; “The bat unfolded his wings and flew out in the night.”)

This can be used in learning centers and small groups to give students practice identifying homographs and applying knowledge.

This activity could be modified to be done on the computer so that students can take advantage of the text-to-speech feature. You could also use QR codes on the definition cards/strips so students can scan the code with an iPad or other device and hear the definition read aloud to them. A “reading pen” could also be used.

Instructional Resources

Sprenger, Marilee. 101 Strategies to Make Academic Vocabulary Stick. Alexandria, VA: ASCD Publications, 2017.
This resource provides teachers with ideas for teaching high frequency academic words.

Marzano, Robert and Debra Pickering. Building Academic Vocabulary: A Teachers Manual. Alexandria, VA: ASCD Publications, 2005.
Provides teachers with practical strategies for helping students master academic vocabulary.

Allen, Janet. Tools for Teaching Academic Vocabulary. Portsmouth, NH: Stenhouse Publishers, 2014.
This resource helps teachers integrate vocabulary instruction into daily curriculum.

Marzano, Robert and Lindsay Carleton. Vocabulary Games for the Classroom. Bloomington, IN: Marzano Publications, 2010.
This resource includes multiple learning games to enhance vocabulary development and instruction.

Grade 3 Correlation of Singapore Math and New Hampshire College and Career Ready CCRS

	Teacher Materials	<p>BOOKS FOR TEACHERS</p> <ul style="list-style-type: none"> • Dimensions Math Teacher’s Guide 3A, Singapore Math • Dimensions Math Teacher’s Guide 3B, Singapore Math • Extra Practice for Primary Mathematics • U.S. Edition 3, Singapore Math • Intensive Practice U.S. Edition 3A, Singapore Math • Intensive Practice U.S. Edition 3B, Singapore Math • MANIPULATIVES FOR TEACHERS • Magnetic Base Ten Blocks • Hundred Board • Meter/Yard Stick • Basic Operation Flash Cards
	Books for Students	<ul style="list-style-type: none"> • Dimensions Math Textbook 3A, Singapore Math • Dimensions Math Textbook 3B, Singapore Math • Dimensions Math Workbook 3A, Singapore Math • Dimensions Math Workbook 3B, Singapore Math

	Manipulatives for Students	Magnetic Dry Erase Board Magnetic Base Ten Blocks Basic Operation Flash Cards Place Value Chart Place Value Discs Place Value Strips Fraction Circles Fraction Bars Hundreds Board 6-sided dice 12-sided dice Ruler Deck of cards 10-sided dice Please see the BCSI Bill of Materials for item, quantity, and ordering details.
CCRS	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		3.OA
Represent and solve problems involving multiplication and division.		
1.	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	TB–A: 69–71, 75, 111–112, 117–119, 124–125, 128 WB–A: 66–71, 111
2.	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	TB–A: 72–73, 76, 78 WB–A: 72–73

3.	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	TB–A: 69–71, 75–81 WB–A: 67–68, 79–81, 181 TB–B: 57, 62, 64, 110, 126 WB–B: 27, 45
4.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.	TB–A: 69–73, 76, 78–79, 112–113, 116, 118–120, 124, 126, 128–129 WB–A: 71–77, 95, 113–115, 122–124, 132–134, 141–142
Understand properties of multiplication and the relationship between multiplication and division.		
5.	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	TB–A: 70, 72–73, 84, 108–109, 111–113, 118–120, 124, 128–130, 133–134 WB–A: 67, 69, 73, 111, 150–151
6.	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	TB–A: 72–73, 113 WB–A: 72–77
Multiply and divide within 100.		
7.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of	TB–A: 68–81, 108–113, 117–120, 124–125, 128–130 WB–A: 66–67, 73–77,

	operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	104, 111–114, 117, 122–124, 127, 132–133, 141–142
Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
8.	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	TB–A: 62–64, 67, 79–81 WB–A: 59–61, 64–65, 82–85, 131, 140, 149 TB–B: 45, 63, 126, 137 WB–B: 45–46
9.	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	TB–A: 15–17, 111–112, 118–119, 124, 128–130 WB–A: 14–16, 68, 71, 104, 156
Number and Operations in Base Ten		3.NBT
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
1.	Use place value understanding to round whole numbers to the nearest 10 or 100.	TB–A: 18–23 WB–A: 17–20
2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	TB–A: 27–40, 45–49, 62–63 WB–A: 26–38, 42–47, TB–B: 27 WB–B: 44
3.	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	TB–A: 82–84, 92, 109 WB–A: 86, 88, 150
Number and Operations—Fractions		3.NF
Develop understanding of fractions as numbers.		

1.	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	TB–B: 85–87 WB–B: 90–95
2.	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
2a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	See Grade 4: TB–A: 79 WB–A: 70
2b.	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	See Grade 4: TB–A: 79 WB–A: 70
3,	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
3a.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	TB–B: 91–96 WB–B: 104–107
3b.	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	TB–B: 91–96 WB–B: 100–107
3c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.	TB–B: 85–86, 93 WB–B: 90–93, 101–102 See Grade 4: TB–A: 90–93 WB–A: 79, 82–83, 86
3d.	Compare two fractions with the same numerator or the same denominator by reasoning about their	TB–B: 88–89 WB–B: 96–97

	size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	
Measurement and Data		3.MD
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	TB–B: 112–115 WB–B: 123–126
2.	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	TB–B: 30–31, 48–50 WB–B: 28–29, 49–50 See Grade 2: TB–B: 90–94 WB–B: 139–140
Represent and interpret data.		
3.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two- step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	TB–A: 140–143 WB–A: 162–167 See Grade 2: TB–B: 101–113 WB–B: 148–161
4.	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate	See Grade 2: TB–B: 72–73

	units— whole numbers, halves, or quarters.	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
5.	Recognize area as an attribute of plane figures and understand concepts of area measurement.	<ul style="list-style-type: none"> • Explore and develop the conceptual understanding of “a unit square” with area “one square unit.” • Use tiling (without gaps or overlaps) to find the area of a rectangle by counting unit squares. • Use appropriate units (square cm, square m, square in, square ft, and improvised units). • Discover by tiling that the area is the same as would be by multiplying the side lengths; use whole number side lengths. • Represent the distributive property using visual models. • Explore finding the area of a rectangle by decomposing into two rectangular parts; finding the areas of the two smaller rectangles; and then adding to find the total area (a and $b + c$ is the sum of $a \times b$ and $a \times c$ (distributive property)). • Explore and explain decomposing a figure composed of rectangles into nonoverlapping rectangles in order to find the area of the figure by adding areas of rectangles.
5a.	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	TB–B: 139–143 WB–B: 159–166
5b.	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	TB–B: 139–146 WB–B: 159–169
6.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	TB–B: 139–146 WB–B: 159–169
7.	Relate area to the operations of multiplication and addition.	
7a.	Find the area of a rectangle with whole- number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	See Grade 4: TB–A: 141–144 WB–A: 162–163

7b.	Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	See Grade 4: TB–A: 141–144 WB–A: 162–164
7c.	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	TB–A: 111–112, 118–119, 124, 128, 130
7d.	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	See Grade 4: TB–A: 151–155 WB–A: 172–174
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
8.	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	TB–B: 147–150 WB–B: 170–172

Classical Academy – New Hampshire College and Career Ready CCRS Alignment Science: 3rd Grade

Acronym Guide for New Hampshire College and Career Ready CCRS for Science Grade 3:

Earth and Space Science: ESS

Teacher Resources: Science Explorer Series

Life Science: LS

Physical Science: PS

Books for Teachers

What Your Third Grader Needs to Know, Core Knowledge and Teacher Handbook: Third Grade, Core Knowledge

Copernicus, Catherine M. Andronik

John Muir: America's Naturalist, Thomas Locker

Science Explorer series (Teacher Guides):

- Astronomy
- Earth's Waters
- Environmental Science
- Human Biology and Health
- Integrated Lab Manual
- The Nature of Science and Technology
- Sound and Light

Scheduling the Heavens: The Story of Edmond Halley, Mary Virginia Fox

The Wild Muir: Twenty-Two of John Muir's Greatest Adventures, Lee Stetson

Who Was Alexander Graham Bell?, Bonnie Bader

My First Human Body Book, Patricia Wynne and Donald Silver

Let's Classify Animals, Kelli Hicks

The Night Sky: The Story of the Stars, Planets, and Constellations, Michael Driscoll

Online Teacher Resources:

Delta Science Content Readers series (Teacher Guides) *Downloaded from the Delta Education website

- Changes in Ecosystem
- Earth, Moon, and Sun System
- Ecosystems
- Heat and Light Energy

- Human Body Systems
- Our Solar System and Beyond
- Sound Energy

Science Materials for Schools – many supplemental books sorted by grade and topic K-6 Science Materials Outline Core Knowledge 3, 4, 5 CCRS Alignment, Comparison 2019.

Books for Students

Delta Science Content Readers series (purple editions):

- Changes in Ecosystem
- Earth, Moon, and Sun System
- Ecosystems
- Heat and Light Energy
- Human Body Systems
- Our Solar System and Beyond
- Sound Energy

ScienceSaurus: A Student Handbook (blue softcover), Houghton Mifflin Harcourt

Books to Read Aloud:

Alexander Graham Bell Answers the Call, Mary Ann Fraser

Nicolaus Copernicus: The Earth is a Planet, Dennis B. Fradlin

You Should Meet Mae Jemison, Laurie Calkhoven

New Hampshire College and Career Ready CCRS

Core Knowledge Sequence

Acronym Guide for New Hampshire College and Career Ready CCRS for Science Grade 3:

Earth and Space Science: ESS

Life Science: LS

Physical Science: PS

Teacher Resources: Science Explorer Series

PS: Motion and Stability

3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

[Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.]

	<p>3-PS2-2. Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.]</p> <p>3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.]</p> <p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*</p>
LS: From Molecules to Organisms: Structures and Processes	<p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.]</p>
LS: Ecosystems: Interactions, Energy, and Dynamics	<p>3-LS2-1. Construct an argument that some animals form groups that help members survive. Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p>

	Construct an argument with evidence, data, and/or a model.
LS: Heredity: Inheritance and Variation of Traits	<p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>[Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.]</p> <p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>[Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]</p>
LS: Biological Evolution: Unity and Diversity	<p>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>[Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.]</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>[Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]</p> <p>3-LS4-3. Construct an argument with evidence that in a particular habitat some</p>

	<p>organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]</p> <p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>[Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms]</p>
ESS: Earth’s Systems	<p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>[Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction]</p> <p>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</p>
ESS: Earth and Human Activity	<p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>[Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]</p>

[NGSS Science CCRS as suggested by NH Department of Education](#)

Classical Academy – New Hampshire College and Career Ready CCRS Alignment Social Studies: Grade 3

<p>Strand</p>	<p>Theme for New Hampshire College and Career Ready CCRS for Social Studies Grade 3: Communities: Past and Present, Near and Far</p> <p><u>Teacher Resources:</u> The Story of the World. Volume 1 & 3, by Susan Wise Bauer A History of the United States and its People, by Edward Eggleston Teacher Handbook: Third Grade, Core Knowledge What Your Third Grader Needs to Know, Core Knowledge</p> <p><u>Text Resources: Grade 3, Core Knowledge</u></p> <p>The Story of the World, Volume 1: Ancient Times, Susan Wise Bauer The Story of the World, Volume 3: Early Modern Times, Susan Wise Bauer A Child’s First Book of American History, Earl Schenck Miers The History of US: Making Thirteen Colonies, Joy Hakim Over the River, Michael Collier Ancient Rome: Magic Tree House Fact Tracker, Mary Pope Osborne Hannibal, Philip Brooks Julius Caesar, Denise Rinaldo Augustus Caesar, Tammy Gagne Vikings: Magic Tree House Fact Tracker, Mary Pope Osborne Leif Erikson, John Bankston If You Lived With the Iroquois, Ellen Levine Despite All Obstacles, Joan Goodman Henry Hudson, Carrie Gleason Ponce de Leon, Rachel Eagen Pilgrims: Magic Tree House Fact Tracker, Mary Pope Osborne If You Sailed On The Mayflower, Ann McGovern If You Lived in Colonial Times, Ann McGovern If You Lived in Williamsburg in Colonial Days, Barbara Brenner Books to Read Aloud</p>
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	<p>See Inside Ancient Rome, Katie Daynes Roman Fort, Mick Manning The Colosseum, Elizabeth Mann D’Aulaires’ Book of Norse Myths, Ingri & Edgar Parin D’Aulaire Viking Longship, Mick Manning Exploration & Conquest, Betsy Maestro Beyond the Sea of Ice, Joan Goodman The New Americans, Betsy Maestro James Towne, Marcia Sewall Three Young Pilgrims, Cheryl Harness The Courage of Sarah Noble, Alice Dalgliesh</p> <p>BOOKS FOR STUDENTS Core Knowledge History and Geography Student Readers:</p> <ul style="list-style-type: none"> • World Rivers • Ancient Rome • The Vikings • The Earliest Americans • Exploration of North America • The Thirteen Colonies 	
	New Hampshire College and Career Ready CCRS	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Events in local history can be shown on timelines organized by years, decades and centuries. 2. Primary sources such as artifacts, maps and photographs can be used to show change over time. 	<p>Content Statement</p> <p>Events in local history can be shown on timelines organized by years, decades, and centuries</p> <p>Content Elaboration</p> <p>Using dates from historical events in the local community, students can demonstrate an understanding of units of time</p>

		<p>(years, decades, centuries) and chronological order by placing these events in sequential order on a timeline.</p> <p>Expectations for learning Place local historical events accurately on a timeline organized by years, decades, or centuries.</p>
BCSI	<p>Heritage: 3. Local communities change over time.</p>	<p>Native Peoples of North America</p> <p>A. Land bridge theory: migration from Asia</p> <p>B. EARLY PEOPLES</p> <ul style="list-style-type: none"> • Review Aztecs and Maya from 1st grade • Inuits (Eskimos) • Anasazi (pueblo builders & cliff dwellers) • Mound builders <p>C. Native Americans</p> <ul style="list-style-type: none"> • Southwest: <ul style="list-style-type: none"> • » Pueblos (Hopi, Zuni) • » Dine (Navajo) • » Apaches • Eastern “Woodland” <ul style="list-style-type: none"> • » Powhatan • Delaware <ul style="list-style-type: none"> • » Susquehanna • » Mohican • Massachusetts <ul style="list-style-type: none"> • » Iroquois Confederacy • » Wigwams • » Longhouses • » Farming • » Peace pipe • » Shaman and Sachem • Southeast <ul style="list-style-type: none"> • » Cherokee • » Seminole

		<p>Spanish exploration</p> <ul style="list-style-type: none"> • American Southeast & Caribbean • Related Geography <ul style="list-style-type: none"> • » Caribbean Sea • » West Indies • » Puerto Rico • » Cuba • » Gulf of Mexico • » Mississippi River • Christopher Columbus • Brief review from 1st grade <ul style="list-style-type: none"> • » Conquistadors • » Cortes • » Pizarro • Settlement of Florida <ul style="list-style-type: none"> • » Ponce de Leon & the Fountain of Youth • » Founding of St. Augustine, the oldest continuous European settlement In the U.S. • Hernando de Soto • American Southwest • Related Geography <ul style="list-style-type: none"> • » Grand Canyon • » Rio Grande • Spanish explore what are now Texas, New Mexico, Arizona, and California • Missionary settlements, especially in Texas and California • Coronado and the legend of the “Seven Cities of Cibola” (of Gold) <p>Conflicts between the Spanish and the Pueblos (especially the 1680 revolt Led by Popé)</p>
BCSI		<p>Ancient rome</p> <p>A. Geography of the Mediterranean</p> <ul style="list-style-type: none"> • Mediterranean sea, Aegean sea, Adriatic sea

		<ul style="list-style-type: none"> • strait of Gibraltar, Atlantic ocean • Greece, Italy, France, Spain • north Africa, Asia minor, turkey • Bosphorus strait, black sea, Constantinople • red sea, Persian gulf, Indian ocean <p>B. The roman republic</p> <ul style="list-style-type: none"> • define b.c./a.d. • related geography <ul style="list-style-type: none"> • » Italian peninsula • » Apennines mountains • » seven hills of rome • » Tiber river, access to ocean • the legend of Romulus and Remus • Latin as the language of rome • pantheon, gods, goddesses • the republic <ul style="list-style-type: none"> • » senate, patricians, plebeians • » orators/statesmen: including Cincinnatus, Cato the elder, and Marcus Tullius cicero • Punic wars <ul style="list-style-type: none"> • » Carthage • » regulus • » Hannibal • » Scipio africanus • Julius Caesar <ul style="list-style-type: none"> • » defeat of Pompey • » cleopatra • » Marc Antony • » Brutus • » assassination • Augustus Caesar • the forum: temples, marketplaces, etc. • the colosseum: circuses, gladiator combat, chariot races • roads, bridges, aqueducts
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		<ul style="list-style-type: none"> • mt. Vesuvius, destruction of Pompeii • persecution of Christians • The decline and fall of Rome • social and moral decay • weak and corrupt emperors • » legend of Nero fiddling as Rome burns • civil wars • city of Rome sacked • The eastern roman empire: Byzantium • the rise of the byzantine empire • Constantine: the emperor who made Christianity the official religion of Rome, Constantinople (now Istanbul) combines diverse influences and cultures • Justinian: the Justinian code <p>The Vikings</p> <ul style="list-style-type: none"> • geography: from area now called Scandinavia (Sweden, Denmark, Norway) • also called Norsemen (Northmen), they were skilled sailors and Shipbuilders • traders and sometimes raiders of the European coast • Eric the red and Leif Ericson (Leif “the lucky”) • earliest Europeans we know of to come to north America <ul style="list-style-type: none"> • » locate: Greenland, Canada, Newfoundland
<p>Geography</p>	<p>Spatial Thinking and Skills:</p> <p>4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p>	<p>Geography:</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> • Understanding map keys, legends, and symbols • Geographical terms and features • Use an atlas <p>Geographic features</p> <ul style="list-style-type: none"> • Review 1st and 2nd grade Geographic Terms • Boundary • Channel • Delta

		<ul style="list-style-type: none"> • Isthmus • Plateau • Reservoir • Strait
BCSI	<p>Place and Regions</p> <p>CONSIDERATIONS: The Geography unit should take no more than a week and a half, and should not go into great detail. The graphic organizers from Core Knowledge need not be filled out with every bit of information if they slow down the class, and note-taking can be restricted to only a few of the items. If this unit takes more than two weeks, it will be difficult to stay on pace and do justice to the more important content that follows.</p>	<ul style="list-style-type: none"> • Geographic features • review 1st and 2nd grade geographic terms • boundary • channel • delta • isthmus • plateau • reservoir • strait <p>Important rivers of the world:</p> <ul style="list-style-type: none"> • terms <ul style="list-style-type: none"> • » source • » mouth • » tributary • » drainage basin • Asia <ul style="list-style-type: none"> • » ob • » yellow • » Yangtze • » Ganges • » Indus • » Tigris • » Euphrates • Africa <ul style="list-style-type: none"> • » Nile • » Niger • » Congo • South America <ul style="list-style-type: none"> • » amazon

		<ul style="list-style-type: none"> • » Parana • » Orinoco • North America <ul style="list-style-type: none"> • » Mississippi and major tributaries • » Mackenzie • » Yukon • Australia <ul style="list-style-type: none"> • » Murray-darling • Europe <ul style="list-style-type: none"> • » Volga • » Danube • » Rhine <p>Geography of Canada</p> <ul style="list-style-type: none"> • culture <ul style="list-style-type: none"> • » French and British heritage • » French-speaking Quebec • mountains <ul style="list-style-type: none"> • » rocky mountains • waterways <ul style="list-style-type: none"> • » Hudson bay • » St. Lawrence river • » Yukon river • provinces • major cities <ul style="list-style-type: none"> • » Montreal • » Quebec • » Toronto • » Vancouver
	<p>Places and Regions:</p> <p>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</p>	<p>The earliest Americans</p> <p>Related geography</p> <ul style="list-style-type: none"> • three regions <ul style="list-style-type: none"> » New England

		<ul style="list-style-type: none"> » Middle Atlantic » Southern • climate and corresponding differences in agriculture (esp. New England Vs. South) • important cities in trade and government » Philadelphia » Boston » New York » Charleston New England colonies • a maritime economy: fishing and shipbuilding • Massachusetts • two groups of colonists seeking religious freedom from established church In England: the pilgrims and the puritans » the pilgrims: Plymouth colony Travel from England to holland to Massachusetts Mayflower Mayflower compact Plymouth rock William Bradford Help from Wampanoag Indians (Squanto) » the puritans: Massachusetts bay colony Governor john Winthrop City on a hill speech Emphasis on education • New Hampshire • Connecticut • Rhode island » Roger Williams and religious toleration » Anne Hutchinson middle Atlantic colonies • new jersey- founded by swedes... Originally new Sweden
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		<ul style="list-style-type: none"> • Delaware- composed of 3 countries that merged. • New York <ul style="list-style-type: none"> » Dutch settlement in “New Netherlands” » Dutch west India company acquisition of Manhattan and long Island, establishment of new Amsterdam » English take over colony, rename it new York • Pennsylvania <ul style="list-style-type: none"> » William Penn » society of friends (quakers) » Philadelphia » religious toleration <p>Southern colonies</p> <ul style="list-style-type: none"> • Virginia <ul style="list-style-type: none"> » Chesapeake bay, James river » Roanoke, the lost colony » Jamestown colony <p>Purpose and establishment Trade with Powhattan Indians John smith, Pocahontas, john Rolfe Spread of disease and the starving time</p> <ul style="list-style-type: none"> » clashes between American Indians and English colonists » tobacco » African slave labor <ul style="list-style-type: none"> • Maryland <p>Catholicism (“Mary’s land”)</p> <ul style="list-style-type: none"> » lord Baltimore » religious toleration <ul style="list-style-type: none"> • South Carolina <ul style="list-style-type: none"> » Charleston » plantations and slave labor • North Carolina- pirate haven • Georgia <ul style="list-style-type: none"> » James Oglethorpe’s plan to establish a colony for English
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		debtors <ul style="list-style-type: none"> • slavery in the southern colonies » economic reasons that the southern colonies came to rely on slavery » the difference between indentured servants and slaves » the middle passage
	Human Systems: <ol style="list-style-type: none"> 6. Evidence of human modifications of the environment can be observed in the local community. 7. Systems of transportation and communication move people, products and ideas from place to place. 8. Communities may include diverse cultural groups. 	Native Peoples of North America <ol style="list-style-type: none"> A. Land bridge theory: migration from Asia B. Early peoples <ul style="list-style-type: none"> • Review Aztecs and Maya from 1st grade • Inuits (Eskimos) • Anasazi (pueblo builders & cliff dwellers) • Mound builders C. Native Americans <ul style="list-style-type: none"> • Southwest: <ul style="list-style-type: none"> » Pueblos (Hopi, Zuni) » Dine (Navajo) » Apaches • Eastern “Woodland” <ul style="list-style-type: none"> » Powhatan » Delaware » Susquehanna » Mohican » Massachusetts » Iroquois Confederacy » Wigwams » Longhouses » Farming » Peace pipe » Shaman and Sachem • Southeast <ul style="list-style-type: none"> » Cherokee » Seminole Search for the northwest passage

		<ul style="list-style-type: none"> • Related Geography <ul style="list-style-type: none"> » “New France” » Quebec » Canada » St. Lawrence River » The Great Lakes • Explorers who searched for a northern route to Asia <ul style="list-style-type: none"> » John Cabot: Newfoundland » Champlain: “New France” and Quebec » Henry Hudson: the Hudson River
Government	<p>Civic Participation and Skills:</p> <p>9. Members of local communities have social and political responsibilities.</p> <p>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</p>	<p>Content Statement</p> <p>9. Members of local communities have rights and responsibilities.</p> <p>Content elaboration</p> <p>Local community members have rights and responsibilities that are important for preserving our democracy. Rights and responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws.</p> <p>An understanding of rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community.</p> <p>Expectations for learning</p> <p>Explain the rights and responsibilities of local community members.</p> <p>Content statement</p> <p>10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common</p>

		<p>good.</p> <p>Content elaboration</p> <p>There are a variety of ways individuals help solve problems to make the community a better place for everyone including:</p> <ul style="list-style-type: none"> • working to preserve the environment; helping the homeless; • restoring houses in low-income areas; supporting education; • planning community events; • starting a business; and • understanding differences. <p>Individuals participate effectively in the community when they exhibit citizenship traits such as:</p> <ul style="list-style-type: none"> • civility; • respect for the rights and dignity of each person; • volunteerism; • compromise; • compassion; • persistence in achieving goals; and • civic-mindedness. <p>The problem-solving process involves:</p> <ul style="list-style-type: none"> • identifying the problem; • gathering information; • listing and considering options; • considering advantages and disadvantages of options; and • choosing and implementing a solution. <p>Expectations for learning</p> <p>Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the</p>
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		common good.
	<p>Rules and Laws:</p> <p>11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p>	<p>Content Statement</p> <p>11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.</p> <p>Content elaboration</p> <p>Laws are rules to describe how people are expected to behave. Citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.</p> <p>Laws apply to both individuals and groups. For example:</p> <ul style="list-style-type: none"> • an individual driver is responsible for abiding by the speed limit when driving; and • groups of people need a permit issued by the government to hold a parade. <p>There are consequences for not obeying the laws.</p> <p>Expectations for learning</p> <p>Explain how laws affect the behavior of individuals and groups in a community.</p> <p>Explain the benefits of having laws in a local community.</p>
	<p>Roles and Systems of Government:</p> <p>12. Governments have authority to make, enforce laws.</p> <p>13. The structure of local governments may differ from one community to another.</p>	<p>Content Statement</p> <p>12. Governments have authority to make and enforce laws.</p> <p>Content elaboration</p>

		<p>Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights. Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration). Governments have the authority to change laws as necessary.</p> <p>Expectations for learning</p> <p>Explain why governments have authority to make and enforce laws.</p> <p>Content statement</p> <p>13. The structure of local governments may differ from one community to another.</p> <p>Content elaboration</p> <p>Local governments in New Hampshire vary according to the way they are structured. The main types of local government in New Hampshire are:</p> <ul style="list-style-type: none"> • county; • municipal (city or village); and • township. <p>Students should be familiar with the basic organization of their local government and understand that their local government may be unlike that of a nearby community.</p> <p>Expectations for learning</p> <p>Explain the structure and type of the local government.</p>
Economics	Economic Decision Making and Skills: 14. Line graphs are used to show changes in data over	Content Statement

	<p>time.</p> <p>15. Both positive and negative incentives affect people's choices and behaviors.</p>	<p>14. Line graphs are used to show changes in data over time.</p> <p>Content elaboration</p> <p>Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line. Line graphs are useful in comparing economic data.</p> <p>Expectations for learning</p> <p>Interpret line graphs showing economic data related to a specific topic.</p> <p>Content statement</p> <p>15. Both positive and negative incentives affect individuals' choices and behaviors.</p> <p>Content elaboration</p> <p>Positive economic incentives reward individuals financially for making certain choices and behaving in a certain way, for example:</p> <ul style="list-style-type: none"> • extra money for raking leaves; • free toy with a meal; and • allowance for doing chores at home. <p>Negative economic incentives penalize individuals financially for making certain choices and behaving in a certain way, for example:</p> <ul style="list-style-type: none"> • late fee for a library book; • cost of receiving a speeding ticket; and
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		<ul style="list-style-type: none"> • fine for littering at the park <p>Expectations for learning</p> <p>Give examples of positive and negative incentives that affect individuals' choices and behaviors.</p>
	<p>Scarcity:</p> <p>Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p>	<p>Content Statement</p> <p>16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p> <p>Content elaboration</p> <p>Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.</p> <p>Individuals must make choices about how they spend their money and time because these are limited resources. Individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else. For example, a student wants to buy both a bicycle and computer game but does not have enough money for both. The student decides to purchase the bicycle and the trade-off is the computer game.</p> <p>Expectations for learning</p> <p>Describe the cost or trade-off of making economic decisions.</p>
	<p>Production and Consumption:</p> <p>16. A consumer is a person whose wants are satisfied by using goods and services. A producer makes good and/or provides services.</p>	<p>Content Statement</p> <p>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p>

		<p>Content elaboration</p> <p>Consumers are people who acquire goods and services to satisfy their personal needs. Producers are people and businesses that use resources to make goods and services. Goods are objects that satisfy people’s wants such as food and clothing. Services are actions or activities that satisfy people’s wants such as a haircut or car repair.</p> <p>Expectations for learning</p> <p>Identify consumers and producers in the local community.</p>
	<p>Markets:</p> <p>17. A market is where buyers and sellers exchange goods and services.</p>	<p>Content Statement</p> <p>18. A market is where buyers and sellers exchange goods and services.</p> <p>Content elaboration</p> <p>Markets involve the interaction of buyers and sellers exchanging goods and services.</p> <p>The market is the place where people purchase the goods or services that they need from the businesses that sell them. Markets exist virtually and physically.</p> <p>Expectations for learning</p> <p>Describe markets that exist in the local community.</p>
	<p>Financial Literacy:</p> <p>18. Making decisions involves weighing costs/benefits.</p> <p>19. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>	<p>Content Statement</p> <p>19. Making decisions involves weighing costs and benefits.</p> <p>Content elaboration</p>

		<p>Students understand that there are costs and benefits associated with each personal decision. A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision. This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.</p> <p>Students also understand that the cost of a decision is not always monetary.</p> <p>Expectations for learning</p> <p>Evaluate the costs and benefits of an individual economic decision.</p> <p>Content statement</p> <p>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p> <p>Content elaboration</p> <p>A budget helps individuals take personal responsibility for financial decisions.</p> <p>A budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses. Budgeting is important for organizing personal finances.</p> <p>Expectations for learning</p> <p>Explain how using a budget helps individuals make responsible economic decisions.</p>
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Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 4

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence						
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>								
<p>Acronym Guide for New Hampshire College and Career Ready Standards for ENGLISH LANGUAGE ARTS Grade 4:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Reading Standards for Literature: RL4</td> <td style="width: 50%;">Writing Standards: W4</td> </tr> <tr> <td>Reading Standards for Informational Text: RI4</td> <td>Speaking and Listening Standards: SL4</td> </tr> <tr> <td>Reading Standards: Foundational Skills: RF4</td> <td>Language Standards: L4</td> </tr> </table>			Reading Standards for Literature: RL4	Writing Standards: W4	Reading Standards for Informational Text: RI4	Speaking and Listening Standards: SL4	Reading Standards: Foundational Skills: RF4	Language Standards: L4
Reading Standards for Literature: RL4	Writing Standards: W4							
Reading Standards for Informational Text: RI4	Speaking and Listening Standards: SL4							
Reading Standards: Foundational Skills: RF4	Language Standards: L4							

Strand	Reading: Literature
Topic	Key Ideas and Details
Standards	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Instructional Strategies

Graphic Organizers for:

- Descriptive – Web
- Compare/Contrast - Table or Venn Diagram
- Time Order - Cycle or Timeline
- Problem Solution - Flow Chart

Example of How to Integrate Graphic Organizers into Instruction

1. Analyze the reading selection to determine a graphic organizer format that matches its organization
2. Determine how you want students to use the organizer, before, during, or after reading.
3. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end in itself. If a student is unable to come up with their own words to complete a graphic organizer independently, give them strips or sticky notes with the items already written. Then have the student place them correctly in the graphic organizer. This type of accommodation benefits students who write slowly or illegible, have trouble copying from the board, and those who have a hard time coming up with their own ideas.) Write a summary paragraph or essay based on the organizer to increase comprehension.

There is probably a program where they could actually share them and then the instructor could use a program to overlap all the graphic organizers to see what falls within similarities and what falls without. This could lead to a discussion on the common or mean graphic organizer for the assignment according to the class. The students could also digitally share graphic organizers to have a virtual gift exchange (gifts of graphic organizers) to try out each other's designs with their own analyzing of the literature. For the summary, students could create a type of newsletter document using excerpts from student summaries. This could also be created on a website design spot such *Weebly* and possibly work to make some parts voice activated. This could become a literary review site to help other students see if they are interested in reading these books or not.

Becoming a Journalist

Teach the four W's and an H (who, what, when, where, why, and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to produce a concise summary. To scaffold this activity, the teacher can provide short newspaper articles as examples to work through as a class.

Main Idea – Supporting Details Sort

Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of notecards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.

Summaries for ELL

Students learn to develop summaries if given different vocabulary words than those used by native-speaking peers; include written, visual, and verbal explanations. This is crucial to establishing their understanding of words with multiple meanings/cognates.

Experts Share Expertise

Students can work in small groups and become "EXPERTS" on one literary element of the text. Students will then give class presentations on their group's "EXPERTISE." To enhance this strategy with the use of technology these expert groups could use Kahoot to create a pre- and post-assessment.

Talking Head Activity

Students will demonstrate their inferences about the main character by creating a characterization poster of the main character. The poster illustrates the thoughts that the character may be considering as it relates to the conflict that he faces in the story. This also could be done by creating a meme or animation on a free animation website.

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Close Reading Strategy Guides

Close reading is a recommended instructional approach to meet the challenges of teaching complex texts. This guide helps teachers implement this strategy at an elementary level. One way to structure close reading questioning is to use the format laid out by the Institute for Learning of the University of Pittsburgh. Under their framework, students read the text selection four times: first, to get the gist; second, to find significant moments or ideas; third, to interpret the ideas in the text; and finally, to analyze the author's methods (craft).

[The Open Book Blog](#)

Strand	Reading: Literature
Topic	Craft and Structure
Standards	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.</p>
<p>Instructional Strategies</p> <p><u>Academic Word Finder Tool</u></p> <p>The Academic Word Finder is simple to use:</p> <ul style="list-style-type: none"> • Copy the text you want to analyze. (We recommend starting with 1-3 paragraphs.) • Paste that text into the open box on the homepage. • Select the grade level. • Click submit. • Enter the details of your search for your reference – your search is automatically saved. • View all the words in order of appearance in the text. You can change this view to see the words on, above, or below grade level. You can also filter to see the words alphabetically. • Print, export or email the list. <p><i>How to use the list:</i></p> <ul style="list-style-type: none"> • Students create pictures to show the meaning of the word. • Encourage students to use the word in context, either in speaking or writing. • Create a list of synonyms and antonyms. • Display a word wall. • Develop a student dictionary for students to reference. <p><u>Understanding Careers with Frayer</u></p>	

Students brainstorm a list of occupations with the teacher. Then they will take a career of their choice and create a Frayer Model to expand their understanding of the job. The Frayer Models can be completed with the whole class or independently.

Kahoot

Practice matching words/phrases to their meaning as they are used in the sentence.

Categorizing Structural Elements

Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently.

Analyze the reading selection to determine a graphic organizer format that matches its organization. Determine how you want students to use the organizer, before, during, or after reading. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end in itself.) Write a summary paragraph or essay based on the organizer to increase comprehension.

Story Elements

When facilitating an independent or shared reading with the class, the teacher will brainstorm elements of the story that contribute to the theme of the text. Students will work with a partner to complete a graphic organizer listing possible themes with the corresponding supporting details. Each partner grouping will join another partner grouping to discuss and come to consensus.

Instructional Resources

Fountas, Irene C, and Gay S. Pinnell. Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann, 2004.

This resource discusses building a classroom literacy community for students in grades 3-6 through word study, language, reading, and writing along with the visual and performing arts using a broad language/literacy framework. The book suggests research-based strategies for the intermediate student.

Carleton, Lindsay, and Robert J. Marzano. Vocabulary Games for the Classroom. Bloomington, Ind: Marzano Research Laboratory, 2010.

This resource provides teachers with tools to increase academic vocabulary in their classrooms.

Allen, Janet. Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12. Portland, ME: Stenhouse Publishers, 2007.

This resource provides teachers with ways to move beyond weekly word lists to meaningful inclusion of vocabulary instruction.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
Standards	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.8 (Not applicable to literature) RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Instructional Strategies

Cloze Guides for Quick Writes or Note-taking and Formative Assessment

Cloze note guide assessment (also cloze deletion assessment) is an exercise, study support, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of struggling readers and second language learning and instruction.

Reciprocal Teaching

The purpose of reciprocal teaching is to facilitate group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: *summarizing*, *question generating*, *clarifying*, and *predicting*. More on reciprocal teaching can be found on ReadRockets.org.

- *Summarizing* gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs and/or across the passage.
- *Question generating* requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test.

- *Clarifying* text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).
- *Predicting* occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

Career Presentation

Students will create a presentation on their career choice that incorporates information from two separate sources. The students are to find two books on their favorite job, read the texts, and complete an appropriate graphic organizer to use in a speech. The students will include information from both sources in their graphic organizer.

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text
Standard	RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Strategies

Format Change

After studying a specific topic using a variety of informational literature, have students use their understanding of narrative poetry to create a poem about the topic under study. For example, in social studies, books like Thunder at Gettysburg by Patricia Lee Gauch or Out of the Dust by Karen Hesse can serve as mentor texts.

Mixed Genre

Provide opportunities for students to explore graphic novels like Flora and Ulysses by Kate DiCamillo or Wonder by Brian Selznick. In literature circles, focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of a particular genre to serve as the foundation for this interaction.

Extended Folktales

Read grade-/age-appropriate versions of folktales and compare them to the original or picture book versions. For example, have students read *Ella Enchanted* (Gail Carson Levine) or *Just Ella* (Margaret Peterson Haddix) and compare it with *Cinderella* (James Marshall).

Double Entry Journal

Students learn the three types of connections (text-to-text, text-to-self, and text-to-world) using a double-entry journal. It will help your students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world.

Instructional Resources

Kiefer, Barbara. Charlotte Huck's Children's Literature: A Brief Guide. Columbus, OH: Mcgraw-Hill Education, 2015. Provides information for including quality children's literature in the reading/writing classroom.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Standards	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Instructional Strategies	
<u>Bullseye</u> Use a target-shaped graphic organizer to list thoughts/inferences about an idea in a text, find related support/information, and record both. <ul style="list-style-type: none">• In the center of the bullseye, have students write a quote or summary statement about a single idea from the informational selection.• In the ring around the bullseye (can be divided into five or six sections), have students write inferences about that quote/idea.	

- As students read the selection, have them write the confirming support or the evidence that shows the inaccuracy in their inferences in the outside ring (divided in the same way as the inner ring.)

To enhance this strategy with technology students could create a video newscast where they interview people or video re-enactment of the event. Students could use WeVideo to edit and add quotes or headings that enhance the video production. These could then be shared on a class channel in YouTube or Vimeo.

Another enhancement is to create an online class magazine using something like MadMagz. Each student can contribute an article to the class magazine along with pictures/maps/images. It can be published in electronic format.

News Article

After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.

To enhance this strategy with technology students could create a video newscast where they interview people or video re-enactment of the event. Students could use WeVideo to edit and add quotes or headings that enhance the video production. These could then be shared on a class channel in YouTube or Vimeo.

Another enhancement is to create an online class magazine using something like MadMagz. Each student can contribute an article to the class magazine along with pictures/maps/images. It can be published in electronic format.

Talking Head Activity

Students will demonstrate their inferences about the information shared in the text. The poster will have a larger head split into sections. Students can draw the evidence connections that they believe the author considered as part of their argument.

Experts Share Expertise

Students can work in small groups and become "EXPERTS" on one element of the text. Students will then give class presentations on their group's "EXPERTISE." To enhance this strategy with technology, have students create Kahoots to use as pre- and post-assessments. Creating the Kahoot will challenge the 'experts' to know their content.

Graphic Organizers for:

1. Descriptive – Web
2. Compare/Contrast - Table or Venn Diagram
3. Time Order - Cycle or Timeline
4. Problem Solution - Flow Chart

Example of Integrating Graphic Organizers into Instruction

1. Analyze the reading selection to determine a graphic organizer format that matches its organization.
2. Determine how you want students to use the organizer, before, during, or after reading.
3. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end. If a student is unable to come up with their own words to complete a graphic organizer independently, give them strips or sticky notes with the items already written. Then have the student place them correctly in the graphic organizer. This type of accommodation benefits students who write slowly or illegible, have trouble copying from the board, and those who have a hard time coming up with their own ideas.)
4. Write a summary paragraph or essay based on the organizer to increase comprehension.

Using Creately

Students can collaborate with up to 3 other students in real time and make a mind map, compare & contrast, Venn Diagram, Story Board, Fishbone, KWL etc. Graphic organizers can be exported and shared on classroom websites.

Three-Level Study Guide

1. Introduce the three levels of thinking.
2. Students should read the text individually, seeking evidence for their interpretations they are formulating to the questions.
3. Students should meet with and reach consensus in their small groups.
4. Lead an entire class discussion to reach whole-group consensus.

If you have students who really struggle with reading, you can divide the reading into sections (A, B, C...) and write on the worksheet what section each question comes from to help students find the answers. In addition, after the students have completed the study guide and discussed as a class you can have them each choose a question from the third level of questions and write an essay/paper to explore the question or concept further.

Creating Comics

Students can create comic strips to convey their understanding of the text. To enhance this with technology use an online comic creator like PowToons.

Instructional Resources

Hoyt, Linda. Make It Real: Strategies for Success with Informational Texts. Portsmouth, NH: Heinemann, 2004.

Provides information on designing lessons that focus on informational literacy that helps students understand nonfiction text and the ways to use it to make sense of the world.

Oczkus, Lori D. Just the Facts!: Close Reading and Comprehension of Informational Text. Huntington Beach, CA: Shell Education, 2014.
Provides tips and suggestions to help students read and understand informational text.

The Smithsonian Tween Tribune has multiple informational articles that are free for educational use. Most articles are engaging and match the interest levels of today's students.

Strand	Reading: Informational Text
Topic	Craft and Structure
Standards	<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.</p>

Academic Vocabulary

Use a six-step strategy to teach academic vocabulary. These steps include:

Step 1: Give a description, explanation, or example of the new term (not a definition)

Step 2: Students give a description, explanation, or example of the new term in their own words.

Step 3: Students to draw a picture, model, or symbol, or locate a graphic to represent the new term.

Step 4: Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks.

Step 5: Give students chance to discuss term with other students.

Step 6: Students participate in games that reinforce the new term.

Comparing Text Structures

Activity- Students collect local newspaper and identify and cut out two examples of each text structure. Then students sort and glue the article onto large chart paper labeled with the text structure as a title and drawing of graphic organizer.

Expository Text Structure

Research shows that students who understand text structure are better able to interact with informational text. When readers understand the signal words they are better able to determine the type of structure that is being used.

Instructional Resources

Harvey, Stephanie. Nonfiction Matters: Reading, Writing, and Research in Grades 3-8. Portland: Stenhouse, 1998.

This is a classic text that offers teachers the tools to help students understand nonfiction texts as tools for inquiry and understanding.

Akhondi, Masoumeh, Faramarz A. Malayeri, and Arshad A. Samad. "How to Teach Expository Text Structure to Facilitate Reading Comprehension." *The Reading Teacher*. 64.5 (2011): 368-372

Beck, Isabel L, Margaret G. McKeown, and Linda Kucan. Bringing Words to Life: Robust Vocabulary Instruction. New York: The Guilford Press, 2013. Provides various strategies for teaching text features, vocabulary, summarizing, etc.

Allen, Janet. Tools for Teaching Academic Vocabulary. Portland, Maine: Stenhouse Publishers, 2014. Focuses on instruction that makes students insiders with academic vocabulary.

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Strategies

Images Support Text

Use a T-Chart or Venn diagram to categorize the information about a topic found in the written text in comparison to the information provided by the illustration and caption or the diagram and description.

BIG FOX Graphic Organizer

B	Bold – List any words or phrases that are in bold print.	
I	Italics – List any words or phrases that are in italics.	
G	Graphics – Describe any graphics (photos, drawings, graphs, charts, maps, tables, etc.)	
F	Facts – find at least five facts found in the text	
O	Opinions – List any opinions found in the text.	
X	X Marks the Spot – In two to three sentences, write the main point of the text.	

This is a tool for helping students understand nonfiction that can be used as a pre-reading/during-reading strategy to orient the reader to the topic. (Based on a lesson from *Teaching Today at Glencoe*.)

Inquiry Chart

Inquiry charts, or I-Charts, guide inquiry into reading by exploration of critical questions. Students gather evidence to support ideas from multiple sources of information (i.e., books, articles, online platforms, etc.). It is a graphic organizer that frames critical questions and catalogues evidence to support conclusions. Students address the critical questions by first assessing what they know and then exploring multiple sources of information to derive a summary. Critical questions may be teacher-generated or student-generated.

1. Students are given a chart to complete with a number of sources. There are questions in columns across the top. Each row corresponds with a particular source. The last row is a general summary of each question.
2. After reading the critical questions in the header row, they then assess what they already know about the question.
3. Then students explore the topic through the questions in the columns. For each source or text, they answer the questions based on the source or text.
4. At the bottom, students compile all they have discovered into a coherent summary statement to answer each question for the topic in general.

Critical Questions

Allow students to generate critical questions about the topic. Challenge students to generate additional questions after writing their summary.

R.A.F.T. Reading and Writing

R.A.F.T. is a reading and writing strategy that helps students understand the role of a writer, the audience, varied formats for writing, and the topic they will be writing/reading about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. This strategy encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read as they respond to prompts for the following:

Role of the Writer: Who or what are you as the writer?

Audience: To whom are you writing?

Format: In what format are you writing?

Topic and strong verb: What are you writing about? Why? What's the subject or the point?

Instructional Resources

The article Gill, Sharon R. "What Teachers Need to Know About the "new" Nonfiction." *The Reading Teacher*. 63.4 (2009): 260-267 includes strategies for teaching and criteria for selection nonfiction.

Reader Response Organizational Tools

The following link may help your readers organize their reading response pieces, reading logs, etc. all in one place:

Center Grove Community Schools – Reading response (requires log-in)

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
Standard	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Instructional Strategies	

Drawing Connections

Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation based on that connection. Then write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text, using what you did as an example. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in pairs or small groups.

Using Metacognition to Comprehend Text

To help students comprehend informational texts, encourage them to think metacognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty, encourage them to follow these strategies in their thinking:

- Identify where the difficulty occurs,
- Identify what the difficulty is,
- Restate the difficult sentence or passage in their own words,
- Look back through the text, and
- Look forward in the text for information that might help them to resolve the difficulty.

Rewordify

Rewordify is a computer program that allows teachers to easily differentiate reading assignments. Teachers can select any document to

“rewordify” and the site creates a simpler version of the text. When students hover on challenging words it gives synonyms and the option to “learn the word” by creating interactive custom lessons, vocab lists and cloze passages. Students are in charge of thinking about the words they do not understand and identifying them from the passage. Teachers receive reports on amount of time spent reading a passage, words learned and learning errors.

Double Entry Journal

Double entry journal will help your students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world.

Instructional Resources

Tools for Teaching Content Literacy by Janet Allen provides a flipchart of research-based activities with graphic organizers and classroom vignettes included to help teachers address nonfiction across the content areas.

Student Tool for Rating Nonfiction Resources

Students can interact with and evaluate the relevance of a nonfiction book using this tool.

Strand	Reading: Foundations
Topic	Phonics and Word Recognition
Standard	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Instructional Strategies	
<u>Morphemic Analysis</u>	
Morphemic analysis explicitly teaches students about morphemes, which include root words, Greek and Latin roots, and affixes (prefixes and suffixes), and typically involves providing instruction on meaning of the word parts, how to disassemble the word into word parts, and how to reassemble the word parts to derive word meaning. This instructional strategy is highly effective for use with content area text.	
<u>Teaching Irregular Word Reading</u>	
Instruction of irregular words should focus students' attention on all the letters in a word. The more difficult the irregular word, the more practice will be necessary. To determine the difficulty of an irregular word, two aspects can be considered: 1) the number of irregularities in the pronunciation of the word's sound-spelling correspondences and 2) whether the word is in the student's oral vocabulary.	
<u>Foldables</u>	
Have students make foldables, three-dimensional interactive graphic organizers, to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.	
<u>Structural Analysis Charts</u>	
Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions:	
<ul style="list-style-type: none">• Words with prefixes• Words with suffixes	

- Words with both.

Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc. To enhance with technology, have the students create the chart in Excel and teach them how to label and sort the list for quick access to various categories.

Instructional Resources

Reading to Learn: ELLs in Grades 4

Many students encounter difficulty as they transition from "learning to read" to "reading to learn" in fourth grade, and this difficulty can be even more pronounced for English language learners. This webcast explores effective strategies for instruction and assessment that can help teachers support their ELL students.

Pinnell, Gay Su and Irene Fountas. Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann, 1998. Provides the foundation for word study focuses on the interconnectedness of the reading writing process and provides specific strategies and lessons.

Nagy, W, V Berninger, and R Abbott. "Contributions of Morphology Beyond Phonology to Literacy Outcomes of Upper Elementary and Middle-School Students." *Educational Administration Abstracts*. 42.4, 2007.

Moats, Louisa C, and Louisa C. Moats. Speech to Print: Language Essentials for Teachers. Baltimore: Paul H. Brookes Pub. Co, 2010. Provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Novato, CA: Arena Press, 2013. Provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models

Strand	Reading: Foundations
Topic	Fluency

Standards	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Instructional Strategies</p> <p><u>Fluency Tutor® for Google Chrome™</u></p> <p>Teachers can choose from hundreds of existing reading passages based on content, Lexile level or reading age. Teachers can also create their own passages from web pages, docs, or other content. Students can create, share, read, and record reading passages from almost anywhere. It includes text-to-speech, dictionary, picture dictionary and translate tools and Quick Score gives immediate feedback to students without the need for full assessment. This video is provided for teachers to see the way the tutor works.</p> <p><u>Assisted Reading</u></p> <p>Students need proficient fluency models in order to monitor their own reading (Blevins, 2001). Assisted reading is a set of instructional methods that provide support to students through fluent models before or as they read.</p> <p>Teacher-Assisted Reading - Teachers reading aloud effortlessly and with expression provides a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.</p> <p>Audio-Assisted Reading - Audi-assisted reading allows for students to follow along in their book (seeing the text is a critical element) as they hear a recording of a fluent reader read the book. In this strategy, students read without an adult so it is important appropriately match students to texts using a student’s independent reading level.</p> <p><u>Paired Reading</u></p> <p>Two readers at different reading levels sit side-by-side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from Topping, Keith J. <u>Paired Reading, Spelling, and Writing: The Handbook for Teachers and Parents</u>. London, 1999.)</p> <p><u>Say It Like a Character</u></p> <p>Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from <u>Charlotte’s Web</u> (E.B. White), with one being Wilber the Pig and the other being Charlotte.</p> <p>Instructional Resources</p>	

Rasinski, Timothy, Susan Homan, and Marie Biggs. "Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence." *Reading & Writing Quarterly*. 25 (2009): 192-204. This article shows the effectiveness of proven programs to improve fluency and suggests use of authentic texts to be practiced and performed.

Clark, Rachel, Timothy G. Morrison, and Brad Wilcox. "Readers' Theater: a Process of Developing Fourth-Graders' Reading Fluency." *Reading Psychology*. 30.4 (2009): 359-385. This article provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.

Fluency: Phrase Fluency

Instructional materials with words and phrases for building fluency. Includes 154 sets of words and phrases.

Fluency: Chunking Text Effectively

Lesson teaching students to use effective phrasing, or chunking, as they read. Also provides an example of how to adapt this lesson to meet specific students' needs.

Adapted: Lesson teaching students to use effective phrasing, or chunking, as they read.

Extensive Adaptations: Lesson to build fluency by reading two-word phrases in isolation.

Strand	Writing
Topic	Text Types and Purposes
Standards	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headlines), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic c. Link ideas within categories of information using words and phrases (e.g., another for example, also, because) d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section to the information or explanation presented. <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or character(s); organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events
<p>Instructional Strategies</p> <p><u>Power Writing</u></p>	

Power writing helps to develop well-written paragraphs. This strategy helps students develop a controlling idea, use of transitional words, and create a conclusion for their written piece. Students can use three different colored highlighters to locate and highlight each part of their writing in this strategy. Initially they can first use exemplar or sample pieces, then use the strategy with their own writing.

Nonfiction Narrative Writing

With narrative nonfiction the main point is not presented in the first paragraph—compelling true narrative, much like journalistic writing, keeps the reader reading to find out what happens, and the journey to the epiphany is half the point. Narrative nonfiction--joins good research (as in informational or explanatory writing) with compelling, character-driven storytelling and reads more like a novel. The following link to a strategic framework for teaching students how to write non-fiction narratives and will clarify the differences between nonfiction and fiction narrative writing as well as the similarities between non-fiction narrative and informational or explanatory writing.

Shared Writing

Shared writing incorporates the use of teacher modeling to demonstrate how to properly compose a piece of writing. It provides an exemplar text that students can refer to while working on their own writing. It makes writing expectations clear to students.

Narrative Nonfiction Writing

Non-fiction narrative writing is considered a “bridge” to teaching students how to make the transition to informational and explanatory writing. “Narrative Nonfiction: Diving Into Information Writing” offers assistance and instructional strategies and will guide teachers in how to teach nonfiction narrative writing correctly.

Graphic Organizers

Have students use graphic organizers to plan their writing. For example, when writing an opinion piece, students can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. Students can write linking words or phrases on the arrow to connect the two. Completed graphic organizers can then be used to help write the information in paragraph form.

Graphic Organizers for Writing

Graphic Organizers can be used to help students get their thoughts in order before they begin to draft their assignment. They allow students to organize information into logical patterns such as sequence, cause and effect, and problem - solution. During the prewriting stage, graphic organizers can assist students in generating ideas and planning a course of action.

Using Transitional Devices Correctly

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one

paragraph to another. Finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

The Purdue OWL site provides a definition of transitional devices and houses writing resources and instructional material. Teachers will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction. The following link will provide the clarification, examples, and lessons teachers need to help students understand and be able to apply transitional techniques to their own writing.

Supporting Roles

Give students a major character, someone they would mostly all know (e.g., Mickey Mouse, LeBron James, SpongeBob, the President of the United States, etc.) and ask them to write a story from the point of view of someone who works for this person. Have them answer the questions: Who is this person? What do they do? Why is their Job Important? What does their day look like?

Describe it!

Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. Keep the emphasis on sensory details at first. Have anchor charts visible/available with each sense and words to describe each. This activity will help with sparking ideas and getting correct spelling.

Instructional Resources/Tools

Forms of Writing

The following site lists multiple writing forms (including but not limited to letters, persuasive, descriptive); and provides explanations and text samples.

National Writing Project

The National Writing Project is a university-based partnership that provides resources and research to K-12 teachers to encourage accomplished writing, engaged learners, and active participants in a digital interconnected world.

Practice Writing Prompts

The PDF contains released practice opinion and informative/explanatory writing prompts with texts and rubrics ready to use.

Use Paired Passages as a Basis for Writing

[This website](#) will provide teachers with paired passages for students to use when asking students to provide evidence from multiple sources.

Language Support for Diverse Learners

Students with barriers to language may benefit from first having some examples of opinion, informative and narrative pieces with portions of the writing missing. They could fill in the missing information, such as opinions, linking words and phrases, dialogue. These could serve as an alternative activity for students who need more scaffolding initially.

Strand	Writing
Topic	Production and Distribution of Writing
Standards	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4). W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Instructional Strategies

Four Square Writing

Four Square writing is a strategy that helps students organize writing for different purposes into a multi-purpose template.

Keeping it Real

Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development. Students learn to write with their audience in mind by writing for authentic purposes. A student could craft a letter to a family member giving reasons for and describing why this person is important to her/him.

Peer Review

Students strengthen their own writing by analyzing the writing of their peers. They are able to see ranges of writing that go from developing to exemplary. Here are some examples to begin this process:

Peer Edit with Perfection

Peer Edit with Perfection PowerPoint Tutorial

Roles of Responder and Writer in Peer Editing

CUPS Method of Editing

CUPS is a mnemonic device that can be used to remind students what to look for when they proofread.

- C-Capitalization: sentences, names, places, month's, titles.
- U-Usage: match nouns and verbs correctly
- P-Punctuation: ? . ! , ""
- S-Spelling: check all words, use your resources ARMS Method of Revision

ARMS is a mnemonic to use with students when they are revising a writing piece. This strategy helps them differentiate revising from editing.

- A-Add sentences and words
- R-Remove unneeded words and sentences
- M-Move a sentence or word placement
- S- Substitute words or sentences for others

Strand	Writing
Topic	Research to Build and Present Knowledge
Standards	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<p>Instructional Strategies</p> <p><u>Conduct a Short Research Project</u></p> <p>As a class, develop a “Teacher Survey” (using an electronic media such as Google Forms) to distribute to the teachers in the building. Students work in small groups to craft at least 2 questions they want to teachers to answer. Ask your building teachers to take the survey, and then analyze the results as a class.</p> <p><u>Underline and Write More</u></p> <p>Once students have added support from the text to their paragraphs, they use the <i>Underline and Write More</i> strategy to include precise language and concrete details. Students reread it to find a word or phrase you can tell more about. Once you find that word(s), underline it.</p> <p>Then they elaborate using a definition, description, sensory detail, interesting example, etc. to elaborate on or clarify their supporting detail. Have a list of suggested “sentence starters” to use when asking students to “write more”.</p> <p><u>List Group Label</u></p> <p>The list-group-label strategy is a way to brainstorm ideas or a question for a short research project (use books, magazines or the Internet for ideas). Take brief notes from sources. Sort the evidence into categories using the list, group, label strategy. Categorizing through grouping and labeling helps students organize new concepts in relation to previously learned concepts.</p> <p>Instructional Resources/Tools</p>	

Writing Research Resources

This resource provides teachers lesson plans for writing research projects. Graphic organizers, lesson plans, and differentiated resources are included.

Using The Houdini Box

In this lesson, students will use reading strategies to gather information to make a new ending for the story. They will work through the writing processes to synthesize their information from the reading to demonstrate their own creativity.

Teaching Research to Diverse Learners

This website provides research and resources for teachers to assist them in supporting students with diverse learning styles and abilities.

Teaching Writing to Diverse Learners

These articles provide information for teachers to help them differentiate and plan instruction for students with diverse learning abilities and styles.

Lesson Plan: Looking at Landmarks Research Project

A picture book will provide the inspiration to begin a research project on famous landmarks. Students will research a landmark. They can write an informative essay or use the online tool to create a flipbook with their information.

1. Teach students how to take two column notes when researching, to help students with organizational needs.
2. Provide a list of adjectives/descriptions students can choose to include for characters, setting, etc. This will allow students who have not mastered spelling to incorporate more varied vocabulary.

Strand	Writing
Topic	Range of Writing
Standards	W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Strategies

On-Demand Writing Words

Provide opportunities for students to work with direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them.

- *Describe* means to show the characteristics of the subject to the reader using visual or sensory details.
- *Explain* means to make something clear or easy to understand.
- *Discuss* means to provide information about all sides of a subject.
- *Compare* means to show how things are the same; contrast means to show how things are different.
- *Analyze* means to break apart the subject and explain each part.
- *Persuade* means to convince the reader of an argument or claim.
- *Justify* means to give reasons, based upon established rules, to support an argument.
- *Evaluate* means to make a judgment about the good and bad points of a subject.

In addition to classroom anchor charts for each of these On Demand Writing Words, some students may need individual booklets with definitions and examples of each written in text at their own reading level. Students can refer to these definitions and samples when given a task using one of these words. It might be useful to put them in the booklet alphabetically.

Instructional Resources

Wilhelm, Jeffrey D. Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions. New York: Scholastic, 2007. Includes lessons, strategies, and questioning methods to incorporate inquiry into classroom practice.

SERP Lesson Materials from Word Generation for English Language Learners

Although Word Generation was originally designed for instruction of vocabulary across the content areas, for the CREATE program of research, the materials were implemented in English language arts to help EL students -

- Build a “working vocabulary” in order to improve written expression as well as oral expression.

- Build writing stamina over time by asking students to write for 5 minutes daily.
- Break writing assignments into smaller pieces or sections, chunking as needed for individual students.

R.A.F.T. Writing Strategies

This resource provides R.A.F.T. writing tools for instruction.

What Works in Writing Instruction: Research and Practice by Deborah Dean: This text is a great resource for teaching students how to write from research.

Diamante Poems

Students can create, publish, and print or submit this style of poem online. This is a scaffolded activity.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Standards	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>

Instructional Strategies

Think-Pair-Share

This activity can be used to facilitate collaborative discussions. Teachers start by posing a question that students need to think and respond to individually. Once students are done writing their responses, they have time to turn to a peer and share what they wrote. This ensures every

student has a chance to participate in an informal discussion. Once the pairs share their responses, the teacher may call on students to share their responses with the entire class.

Socratic Seminar

Socratic Seminars can be used for classroom discussions. Teachers come up with questions based on a text the students have read recently. Prior to the Socratic Seminar, students are expected to answer those questions. They bring their prepared answers to class. Half of the students sit in an inner circle, while the other half sit in an outer circle. Students should partner up (one student in the inner circle with one student in the outer circle).

The students in the inner circle will share their responses and build off of each other's responses. The teacher sits back during the discussion and only interjects if needed. Students in the outer circle should be observing their partner in the inner circle. Teachers can have them write down some positives about their partner, as well as things they can improve. Once the set time is up, students should switch positions, with students in the inner circle taking the place of students in the outer circle and vice versa.

Four Corners

This strategy can be used for informal discussions, or as preparation for a formal discussion. Teachers should label the four corners of the classroom as strongly agree, agree, strongly disagree, and disagree. The teacher will pose questions to the class, and students go to the corner that represents their opinion on that topic. Once students are in the corner that represents their opinion, the teacher can have students get into pairs/small groups and participate in mini-debates about the topic. Once students are done with their debates/listening to their peers, the teacher will pose the same question. Students have an opportunity to change corners or stay in the corner they originally chose.

This activity is particularly useful for ELL students because it builds on prior knowledge and strengthens oral language skills.

Discussion Web

A Discussion Web is a graphic aid for teaching students to look at both sides of an issue before drawing conclusions. It can be either a prereading or pre-writing activity, not just as a post-reading strategy. It requires students to work in cooperative learning groups, not alone. (Alvermann, 1991).

Jigsaw

Using Jigsaw (a cooperative learning structure), students draw a card with a section of the topic on it. Students research their assigned topic and get in a group with classmates who also have that topic. Students share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students re-form groups so that each topic is included. Each group member shares his or her part of the topic so that a full understanding is now held by all students.

Post-Its

Students take notes to help them remember main points when it is their turn to share out in classroom discussions. Post-it notes are an easy way to make sure students are prepared to share thoughts with a partner, small group, or whole class. It is easy to forget an important idea that came to mind as you continue to read along in the text and this practice provides students the opportunity to quickly stop and reflect before they continue reading. This video shows the Post-Its strategy in action.

Detailed Description and Listening Carefully

This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically.

- Ask a volunteer to leave the room.
- While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object.
- Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she cannot, have more people read their descriptions.
- Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was? (Adapted from the Morningside Center for Teaching Social Responsibility.)

Reluctant Speakers

Students can record their voices while delivering their presentation, speech, debate, etc. This is a great strategy for improving the fluidity of their delivery and allows them to critique their own performance.

Instructional Resources

Discussion Strategies

This site lists several strategies for teaching students how to prepare for discussions and collaborate with others to develop ideas.

Polette, Keith. Read & Write It Out Loud!: Guided Oral Literacy Strategies. Boston: Pearson/Allyn and Bacon, 2005. Provides best practices to help students develop literacy skills through listening, reciting, reading, and writing.

Teaching your Students How to Have a Conversation

Research suggests that when learners are exploring a concept for understanding, trying to answer a question, or trying to solve a problem, they are more successful if there is an opportunity to engage in dialogue with another learner. This article provides information on how to increase opportunities for structured student conversations. (*Edutopia*, 2015)

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
Standards	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>
<p>Instructional Strategies</p> <p><u>Digital Storytelling</u></p> <p>Students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Students incorporate the visuals into PowerPoint/Google Slides and tell their story to another group of students.</p> <p><u>Project-based Learning</u></p> <p>Project-based learning is an inquiry-based unit of study that begins with a burning question that students will answer through research, collaboration, and creative expression. Students eventually will need to present their findings to an authentic audience of both their peers and members of the community—whether that is the school community of parents and administrators or local community members. Their final presentation is an opportunity to synthesize the information they have found and share it in a meaningful way.</p> <p><u>Collaborative Discussions</u></p> <p>In collaborative discussions, students pose and answer questions in a small group. Their discussions will provoke students to consider different perspectives. This video shows how teachers can use collaborative discussions to formatively assess students.</p> <p><u>Siskel and Ebert</u></p> <p>Kids become critics! Students are given a rubric to assess the speaking skills of videotaped speakers. These can be from the media, adults, teachers, volunteer students, etc. They can share their critiques in small group to discuss the qualities of a good speaker.</p>	

In and Out

Students are given a variety of statements on the same topic. Then the teacher gives a main idea (presumably for a speech that will be written) that is more focused than the broad topic. Students place all appropriately related statements IN a circle on the board and all irrelevant statements OUT.

Rating Formal and Informal Language

Students are asked to rate a variety of statements that range from completely informal (1) to extremely formal (5). This pdf is an example of some statements students can work with.

Translating Formal and Informal Language

Students are given a formal passage and asked to translate the language when writing in an informal context. This can also be done in reverse. Below is an example of some passages to try.

Same Message...Different Audience

Students write a general letter on a specified topic. They rewrite the letter three times, with three different audiences in mind, ranging from casual to formal. (Example: The students may write a letter about needing to change the date of a scheduled event. They write it once to their best friend, once to their teacher, and once to a member of the city council.) Students compare and contrast the language appropriate for each communication.

Style-Shifting: Examining and Using Formal and Informal Language Styles

This lesson plan requires students to compare and contrast formal and informal language. Students will switch formal language to informal language and vice versa. Students will be able to apply that knowledge when they speak in different contexts.

Writing a Public Service Announcement

Presenting a PSA about the importance of Voting

Instructional Resources

The article Boyce, Janet S, Sheila R. Alber-Morgan, and Jeanetta G. Riley. "Fearless Public Speaking." *Childhood Education*. 83.3 (2007): 142-150 provides strategies for making students comfortable with oral communication and presenting information to their peers.

Fifteen Formal Words Video: YouTube

This video offers formal suggestions of words that can replace everyday words to offer a more formal tone when speaking or writing. The formal word is written and spoken and the word it can replace is written below.

Formal vs Informal Language

This lesson has resources and strategies that model and practice the appropriate use of different types of language in a fun and engaging way.

Presentation Tech Tools for Kids

This site offers 20 presentation tech tools for students. Some are for mobile device apps and some are for web-based tools.

Oral Presentation Rubric

This rubric can be used as a tool to prepare students for oral presentations.

Lessons for Teaching Speaking and Listening Standards

This site provides multiple lessons and units to support speaking and listening standards.

Oral Language Development and ELs: 5 Challenges and Solutions

Dr. Lindsey Moses Guccione shares five key challenges related to the oral language development of ELs, as well as tips for addressing each of the challenges.

Strand	Language
Topic	Conventions of Standard English

Standards	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. f. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
<p>Instructional Strategies</p> <p><u>Grammar Dance</u></p> <p>This strategy starts with whole group practice where students generate sentences using different parts of speech. Students will then work in small group to come up with their own sentences. Groups come up with dance moves that correspond to the different parts of speech. They will perform their sentences in front of the class. This strategy is very beneficial to kinesthetic learners. Watch a video demonstration of this strategy.</p> <p><u>Convention Mini-Lessons</u></p> <p>Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today).</p> <p><u>What the Teacher Wrote</u></p> <p>Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.</p>	

Some students can be given a specific task within this strategy, based on their own level or need. For example, one student could be looking for capital letter errors, or ending punctuation, or proper nouns, etc. If the same student is looking for the same mistake over a series of days/events, he/she will become more familiar with more opportunities to edit for the same error.

Multiple-Meaning Flaps

This strategy helps students to develop their knowledge of multiple-meaning words. Fold a piece of paper the hotdog way (long and narrow). On the top sheet, cut the page into three equal parts, cutting only back to the fold. On each flap, write the word that has multiple meanings (i.e., the word close). Under the left flap, draw an image and write a corresponding sentence that shows one definition of the word. Repeat the process with the right flap. Under the middle flap, craft a sentence that uses both meanings of the word.

Ellipses and Question Marks

Discuss the purpose of ellipsis (e.g., The door opened and there was...) and use question marks to engage a reader: how one can be used to suggest things to be left to the reader’s imagination, and how the other can be used to raise questions in the reader’s mind. Encourage students to watch for instances of this use in their own reading. Students could be given the task of locating ellipses in text that they are familiar with (or give them photocopied pages to find and highlight the ellipses).

Strand	Language
Topic	<i>Knowledge of Language</i>
Standards	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Instructional Strategies

Post-Its

Students take notes to help them remember main points when it is their turn to share out in classroom discussions. Post-it notes are an easy way to make sure students are prepared to share thoughts with a partner, small group, or whole class. It is easy to forget an important idea

that came to mind as you continue to read along in the text and this practice provides students the opportunity to quickly stop and reflect before they continue reading. This video shows the Post-Its strategy in action.

Detailed Description and Listening Carefully

This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically.

- Ask a volunteer to leave the room.
- While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object.
- Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she cannot, have more people read their descriptions.
- Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was? (Adapted from the Morningside Center for Teaching Social Responsibility.)

Reluctant Speakers

Students can record their voices while delivering their presentation, speech, debate, etc. This is a great strategy for improving the fluidity of their delivery and allows them to critique their own performance.

Instructional Resources

Discussion Strategies

This site lists several strategies for teaching students how to prepare for discussions and collaborate with others to develop ideas.

Polette, Keith. Read & Write It Out Loud!: Guided Oral Literacy Strategies. Boston: Pearson/Allyn and Bacon, 2005. Provides best practices to help students develop literacy skills through listening, reciting, reading, and writing.

Teaching your Students How to Have a Conversation

Research suggests that when learners are exploring a concept for understanding, trying to answer a question, or trying to solve a problem, they are more successful if there is an opportunity to engage in dialogue with another learner. This article provides information on how to increase opportunities for structured student conversations (*Edutopia*, 2015).

Instructional Strategies

Formal or Informal Language

This lesson actively engages students in learning about the applications of formal and informal language use in oral and written communication.

Punctuation for Effect

Write the same sentence three times using different punctuation and discuss how the punctuation changes the meaning. e.g., That was amazing! (excited) That was amazing? (shows a difference of opinion) That was amazing. (Could show sarcasm.) / We have homework tonight. (simple statement) We have homework tonight? (questioning) We have homework tonight! (shows a strong emotion.

Formal vs. Informal

To help students distinguish between formal and informal language, create a T-Chart with a list of informal words and phrases on one side and their formal translations on the other. Emphasize that there is a place for both styles of language; the important thing is to understand when to use which. Examples of words/phrases that could be used:

Informal	Formal
What's up?	Hello/How are you?
boo-boo	wound/small scratch
get in (or be in) hot water	get into trouble
blown away	impressed/surprised
I don't get it.	I don't understand.

Clause Combo Strategy

On sentence strips, create several clauses. Additionally, place certain conjunctions on sentence strips as well. Make sure the clauses you create can work together in different ways. Give each student a sentence strip with their clause or conjunction face down. Once every student has a strip, you will set a timer to have them find other students to combine strips with to make either a complex or compound sentence. To

challenge students, you can require this to be done without talking, or you can give specific criteria like only allowing 3 complex sentences to be created.

Who is Talking Script Strategy?

Assign a picture book with several characters to a group of students. Then, give each student an index card with a sentence on it. Students will rewrite the sentence as if each main character in the book had said it. This requires students to think about how a phrase can be said in different ways. For example, if using the story Cinderella, students may have the King say a phrase formally, and the coachman say a phrase informally.

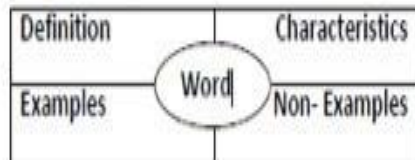
Name that Character

When studying word choice, language style, and consideration for audience, pull quotes from works students should know. This could be a novel studied as a class, a movie that students have watched, or even a quote said by well-known staff member in the building. Students will examine the quote and try and guess who said it based on word choice, informal or formal language, dialect, and who the quote's audience seems to be. Students can work in partners or groups to come up with a rationale for their guess before the teacher reveals the source.

Fruyer Model

The Fruyer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept



Fruyer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.

Instructional Resources

Formal and Informal Language

This resource contains lesson plans and slides to aid teachers with implementing engaging lessons about formal and informal language.

Formal/Informal Language Lesson

Making Punctuation Engaging-With Music

This lesson focuses on the impact of punctuation on speaking and writing. It incorporates the use of rhythm and movement to teach punctuation skills. The methods used in this lesson are very beneficial to kinesthetic learners. Watch a video demonstration of this lesson.

Strand	Language
Topic	Vocabulary Acquisition and Use
Standards	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

Instructional Strategies

Concept Circles

Teachers can use concept circles to help their students learn academic vocabulary. Before reading a text, students are given a concept circle with four words (their teacher chose) that are significant to the text and relate to one another. Students will have a small group discussion about their prior knowledge of those words before they start reading. Then, they will share this information with the class. During reading, students will take notes about the four words and how they are interconnected. By the end of reading, students will be able to explain the relationship between the four words, as well as come up with a key concept that relates to all four words.

Synonym Word Webs

This strategy will help students choose precise language in their writing. Teachers will generate commonly used words, and students will generate synonyms that are more specific to take their place.

Generative Sentences

Using generative sentences helps students apply their knowledge of academic vocabulary. Students will create sentences using their new vocabulary words, following guidelines provided by their teachers.

Metaphor Stories

Students are more likely to understand, recall, and care about what a metaphor means after having played with the word through a highly personalized, storied exploration of their own experiences of the metaphorical language.

Students create and record skits about/using the metaphorical language. Videos are uploaded to a station where students may review and study recordings. Student teams then create a PowerPoint slide expressing in type definition one of the metaphor examples from the recordings. The slides create a student review tool for quick reference on metaphor use.

Role-Playing Figurative Language

Students respond to texts through narrative approaches, encouraging them to engage in role-playing and to allow memories, images, and stories to surface as they begin to develop interpretations.

Multiple Exposures in Multiple Contexts

Instead of drill and repetition of a word, teachers provide opportunities for students to encounter a word in multiple contexts, possibly through different types of texts as well as situational use of the word in the classroom and school.

Before and After Think-Pair-Share (Using context clues)

This is a great anticipatory activity to introduce students to context clues. Identify 4-5 vocabulary words from the text that students will need to understand to comprehend the text. To activate prior knowledge, students will brainstorm on their own what they already know about the vocabulary term. Then they discuss the term with their neighbor and share out to the group what they think the word means. After reading, students repeat the Think-Pair-Share with their new knowledge of the word and explain what they found in the text that changed mind or confirmed their first answer.

Graffiti Wall

When vocabulary words are associated with subject specific concepts, have the student create graffiti walls or word posters. Transform the student work into a class word wall to be used and referred to throughout the unit. Posters can include:

1. Vocabulary word is drawn using bubble letters
2. Description of term using own words
3. At least 3 images representing the term

These should be made more visually appealing by having the students fill in all white spaces.

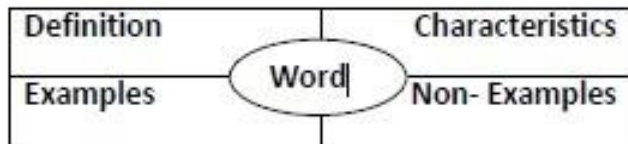
Context Clues

Students need to be able to use the text to obtain the meaning of words that they are unfamiliar with. Click on this link to read about several strategies that teachers can use to help their students with this skill.

Fray Model

The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept



Fruyer, Dorothy A, Wayne C. Fredrick, and Herbert J. Klausmeier. A Schema for Testing the Level of Concept Mastery: Report from the Project on Situational Variables and Efficiency of Concept Learning. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1969.

Interview a Word

Students will review and summarize learning to develop concepts and comprehension.

- Select key words important to understanding a concept or unit.
- Divide class into teams of 2-4 students.
- Give each team a word and list of interview questions.
- Have students “become” the word and write answer to questions.

Without revealing the word, the teacher or a student acts as Interviewer and asks the questions as team members read their written answers. After the interview, the class guesses the word.

Word Sorting

Provide a list of vocabulary words from a reading selection and have students sort them into various categories (e.g., parts of speech, branches of government). Students can re-sort words into "guess my sort" using categories of their own choosing.

When sorting words, it is useful for students who are ELL or other diverse learners to have visual cues (clip art, icon, photo, drawing, etc....) of the word to help students be able to identify and sort the words.

Grade 4 Correlation of Singapore Math and New Hampshire College and Career Ready Standards

Standards	New Hampshire College and Career Ready Standards	Singapore Math Page Citation
Operations and Algebraic Thinking		4.OA
Use the four operations with whole numbers to solve problems.		
1.	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	TB–A: 59, 64, 67 See Grade 3: TB–A: 77–79, 84, 91 WB–A: 84–85
2.	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to	TB–A: 59–60, 64–67, 73 WB–A: 54, 66, 114,

	represent the problem, distinguishing multiplicative comparison from additive comparison.	160 TB-B: 32, 92 WB-B: 40
3.	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	TB-A: 51, 57–60, 64–67 WB-A: 49–50, 54–55, 66, 112–114, 116 WB-B: 40, 103, 117
Gain familiarity with factors and multiples.		
4.	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	TB-A: 26–37 WB-A: 21–27
Generate and analyze patterns.		
5.	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	TB-A: 17, 33 WB-A: 15 TB-B: 97–99 WB-B: 111–112
Number and Operations in Base Ten		4.NBT
Generalize place value understanding for multi-digit whole numbers.		
1.	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in	TB-A: 19, 62–63, 68–70, 72

	the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	WB-A: 17–18 See Grade 3: TB-A: 82–84 WB-A: 86–88 See Grade 5: TB-A: 23–27 WB-A: 18–19
2.	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB-A: 8–15, 21 WB-A: 7–12, 15
3.	Use place value understanding to round multi-digit whole numbers to any place.	TB-A: 22–24 WB-A: 19–20
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	TB-A: 51–58 WB-A: 40–50
5.	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 59, 61, 65, 67–72 WB-A: 51, 53, 56–61 See Grade 3: TB-A: 82–91 WB-A: 86–97
6.	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 60, 62–64, 66–67 WB-A: 52–53 See Grade 3: TB-A: 94–103 WB-A: 98–103
Number and Operations—Fractions		4.NF
Extend understanding of fraction equivalence and ordering.		

1.	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	TB–A: 77–80 WB–A: 67–70
2.	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	TB–A: 79–80 WB–A: 70, 87 See Grade 3: TB–B: 95–96 WB–B: 108
2a.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>	TB–B: 85–86, 93 WB–B: 90–93, 101–102 See Grade 4: TB–A: 90–93 WB–A: 79, 82–83, 86
2b.	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	TB–B: 88–89 WB–B: 96–97
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
3.	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	
3a.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	TB–A: 81–87 WB–A: 71–76

		See Grade 3: TB–B: 97–101 WB–B: 109–114
3b.	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1+1 + 1/8 = 8/8 + 8/8 + 1/8$.	TB–A: 88–92 WB–A: 77–85 See Grade 2: TB–B: 67 See Grade 3: TB–B: 85, 97
3c.	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	TB–A: 88–89, 92–93 WB–A: 77–78, 83–85
3d.	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	TB–A: 81–82, 87 WB–A: 75–76 See Grade 3: TB–B: 97, 99, 101
4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
4a.	Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	See Grade 5: TB–A: 64–66 WB–A: 60–63
4b.	Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>	TB–A: 98–100 WB–A: 91–97 See Grade 5: TB–A: 69–70 WB–A: 62–63
4c.	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will</i>	TB–A: 101–105 WB–A: 98–109

	<i>eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	
Understand decimal notation for fractions, and compare decimal fractions.		
5.	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i>	TB-B: 17–18 WB-B: 19–20
6.	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	TB-B: 8–10, 12, 14–19 WB-B: 7–9, 12, 19–20
7.	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	TB-B: 21–22 WB-B: 25–26
Measurement and Data		4.MD
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
1.	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing</i>	TB-B: 129 WB-B: 144–145 See Grade 2: TB-A: 61–69, 76–87 TB-B: 90–94 See Grade 3: TB-B: 8–10, 13–15,

	<i>the number pairs (1, 12), (2, 24), (3, 36),....</i>	20–22, 26, 30–32, 41–42, 49–54, 57–60, 62
2.	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	TB–A: 40, 56, 58, 65, 67, 80, 97, 102, 104–105, 109, 140, 159, 161 WB–A: 49–50, 55, 66, 75, 78, 98–99, 101–103, 105–109, 112–113, 115–116, 158–159, 161, 179, 183 TB–B: 10–11, 14, 28–30, 34–35, 45–49, 58, 73, 90, 92, 104, 124, 128, 130–136, 147–148, 151 WB–B: 11, 39–40, 80, 103–104, 117–118, 120, 142–143, 156–160
3.	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	TB–A: 141–156 WB–A: 162–171
Represent and interpret data.		
4.	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length</i>	TB–B: 107–108, 111, 113 WB–B: 122–123, 126

	<i>between the longest and shortest specimens in an insect collection.</i>	
Geometric measurement: understand concepts of angle and measure angles.		
5.	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	<p>Instructional focus</p> <p>Draw two rays with a common endpoint to form an angle. Explore circles explaining one-degree as $\frac{1}{360}$ of a circle. Explore and explain what happens as multiple one-degree angles are accumulated with a common vertex to form a larger angle.</p> <p>Identify angles as right, acute, obtuse, or straight. Explore and explain which angle measures to use when using a protractor.</p> <p>Measure angles in whole number degrees using a protractor.</p> <p>Sketch angles of a specified measure using a protractor. Explore and explain decomposing an angle into parts, e.g., 45 degrees = 15 degrees + 30 degrees.</p> <p>Use addition and subtraction to solve for unknown angles in real-world and mathematical problems.</p> <p>Use an equation with a symbol for an unknown angle measure.</p>
5a.	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	TB–A: 110–111, 114
5b.	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	TB–A: 112–115 WB–A: 123–131
6.	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	TB–A: 112–115 WB–A: 121–131
7.	Recognize angle measure as additive. When an angle	TB–A: 114–115

	is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	WB-A: 128–131
Geometry		4.G
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
1.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	TB-A: 111–124 WB-A: 117–124
2.	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	TB-A: 122–124, 126 WB-A: 133, 140–141, 143
3.	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	TB-B: 81–86 WB-B: 95–100

Classical Academy –New Hampshire College and Career Ready Standards Alignment Science: Grade 4	
Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 4: Earth and Space Science: ESS Life Science: LS Physical Science: PS Teacher Resources: Science Explorer Series	
New Hampshire College and Career Ready Standards	Core Knowledge Sequence

4-PS3 Energy	<p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.]</p> <p>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.]</p>
4-PS4 Waves and Their Applications in Technologies for Information Transfer	<p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.</p> <p>4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.* [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]</p>
4-LS1 From Molecules to Organisms: Structures and Processes	<p>4.LS.1: Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful. Ecosystems can change gradually or dramatically. When the environment changes, some plants and animals survive and reproduce and others die or move to new locations. Ecosystems are based on interrelationships among and between biotic and abiotic factors. These include the diversity of other organisms present, the availability of food and other resources, and the physical attributes of the environment.</p>
4-ESS1 Earth's Place in the Universe	<p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]</p>
4-ESS2 Earth's Systems	<p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence</p>

	<p>from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.]</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features. [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.]</p>
4-ESS3 Earth and Human Activity	<p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.]</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features. [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</p>
4-ESS3-5-ETS1 Engineering Design	MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Classical Academy –New Hampshire College and Career Ready Standards Alignment Social Studies: Grade 4
 Theme for New Hampshire College and Career Ready Standards for Social Studies Grade 4:
New Hampshire in the United States

	<i>New Hampshire College and Career Ready Standards</i>	<i>Core Knowledge Sequence</i>
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. The order of significant events in New Hampshire and the United States can be shown on a timeline. 2. Primary and secondary sources can be used to create historical narratives. 	<p>New Hampshire</p> <p>Content Statement</p> <p>The order of significant events in New Hampshire and the United States can be shown on a timeline.</p> <p>Content elaboration</p> <p>Chronological thinking helps students develop a clear sense of historical time to recognize the temporal sequence of events in history. Grade-three students practiced chronological order by placing local events on a timeline. In grade four, students construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.</p> <p>As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE.</p> <p>Students begin using these conventions in grade five. In grade six, students will examine relationships between events on multiple-tier timelines.</p> <p>Expectations for Learning</p> <p>Construct a timeline of significant events in New Hampshire and the United States to demonstrate an understanding of units of time and</p>

		<p>chronological order.</p> <p>Content Statement</p> <p>Primary and secondary sources can be used to create historical narratives.</p> <p>Content Elaboration</p> <p>Historical narratives recount human events. Students analyze sources related to historical events. Primary sources are records of events as they are first described by people who witnessed the events. Primary sources include:</p> <ul style="list-style-type: none"> • photos; • official documents; • autobiography/memoir; • interviews of a participant in an event; and • journals/diaries. <p>Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who did not witness the events. Secondary sources may include:</p> <ul style="list-style-type: none"> • newspaper articles; • textbooks; • biographies; • online encyclopedias; and • reviews of research. <p>Expectations for learning</p> <p>Identify and analyze primary and secondary sources to distinguish</p>
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		between perspectives of a historical event.
	<p>Heritage:</p> <ol style="list-style-type: none"> 3. Various groups of people have lived in New Hampshire over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. 4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. 5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. 6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. 7. Sectional issues divided the United States after the War of 1812. New Hampshire played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. 8. Many technological innovations that originated in New Hampshire benefited the United States. 	<p>New Hampshire.</p> <p>Content Statement</p> <p>Various groups of people have lived in New Hampshire over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>Content Elaboration</p> <p>Various groups of people have lived in New Hampshire over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>The themes of cooperation, conflict, and compromise are meant to be integrated throughout the school year.</p> <p>BCSI</p> <p>While all the various groups are listed below, teachers should choose examples to illustrate the interactions at the higher level (i.e., prehistoric, historic, migrating settlers).</p> <p>Prehistoric American Indians</p> <ul style="list-style-type: none"> • Paleo; • Archaic; • Woodland; and • Late Prehistoric or Fort Ancient. • Historic American Indians • Delaware; • Miami; • Ottawa;

		<ul style="list-style-type: none"> • Seneca; • Shawnee; and • Wyandot. • Migrating Settlers/Immigrants • English; • Scots-Irish; and • Germans. <p>Conflict is a verbal or physical disagreement. Examples of conflict include:</p> <ul style="list-style-type: none"> • use and ownership of hunting and agricultural territories; and • power and control over the New Hampshire River Valley <p>Cooperation is working together. Examples of cooperation include:</p> <ul style="list-style-type: none"> • building of mounds; • trade; • developing transportation systems; • agricultural and hunting strategies; and • creating new settlements. <p>Compromise is both sides give up something to reach an agreement. An example of compromise is a treaty.</p> <p>Expectations for Learning</p> <p>Explain how interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>Content Statement</p> <p>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p> <p>Content elaboration</p>
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		<p>The continuing struggle among European powers for control of the New Hampshire River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.</p> <p>By 1776, the colonists had begun to think of themselves as Americans and wanted to govern themselves. The American colonists joined together in 1776 to write the Declaration of Independence, announcing their decision to free themselves from the rule of Great Britain. Colonists felt two practices of the British were particularly unjust:</p> <ul style="list-style-type: none"> • high taxation without representation; and • the Proclamation of 1763 which prohibited the colonists from settling west of the Appalachians. <p>The defeat of the British during the American Revolution ended British rule. Americans formed a new national government under the Articles of Confederation, which was the first attempt to organize the new nations' government.</p> <p>During this same time period, New Hampshire was developing as a populated frontier.</p> <p>Expectations for Learning</p> <p>Explain why the American colonists united to fight for independence from Great Britain and form a new nation.</p> <p>Content Statement</p> <p>The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and</p>
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		<p>recognized them as equal to the other existing states.</p> <p>Content Elaboration</p> <p>As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance. The Northwest Ordinance established a plan for admitting states from the Northwest Territory to the United States. The Northwest Ordinance incorporated democratic ideals into the territories by:</p> <ul style="list-style-type: none"> • encouraging education; • guaranteeing trial by jury; • banning slavery in the Northwest Territory; • establishing territorial government; and • encouraging the treatment of American Indians in good faith <p>Political leaders in New Hampshire wrote New Hampshire’s first constitution so New Hampshire could become a state. New Hampshire’s Constitution was modeled after the U.S. Constitution.</p> <p>Expectations for Learning</p> <p>Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.</p> <p>Content Statement</p> <p>Ongoing conflicts on the New Hampshire frontier with American Indians and Great Britain contributed to the United States’ involvement in the War of 1812.</p> <p>Content Elaboration</p>
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		<p>Following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, encouraging American Indians to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.</p> <p>A coalition of American Indians rejected the Americans' claim to Indian lands in the New Hampshire Territory. After initial American Indian victories against the American army, the coalition was defeated. Many tribes were forced to give up their claims to land in what became New Hampshire.</p> <p>The United States declared war on Great Britain in June of 1812. The United States defeated Great Britain in the Battle of Lake Erie (1813). After this defeat, the British could no longer provide American Indians with weapons.</p> <p>Significant events leading to the War of 1812 include:</p> <ul style="list-style-type: none"> • Battle of Fallen Timbers; and • the Treaty of Greenville. • Reasons why the United States declared war on Great Britain include: <ul style="list-style-type: none"> • impressment (forcefully taking American sailors from their ships to work on British ships along the eastern seaboard); • British supplying weapons to American Indians; and • British restrictions on American overseas trade. • Expectations for Learning • Explain on-going conflicts before and during the War 1812. <p>Content Statement</p> <p>Following the War of 1812, New Hampshire continued to play a key role in national conflicts including the anti-slavery movement and the</p>
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		<p>Underground Railroad.</p> <p>Content Elaboration</p> <p>Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new states. Under the terms of the Northwest Ordinance, New Hampshire was admitted to the United States' as a free state.</p> <p>The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all New Hampshireans were abolitionists, seeds of the anti-slavery movement were planted by local anti-slavery newspapers, helping to grow New Hampshire into a strong center of opposition to slavery.</p> <p>The New Hampshire Anti-Slavery Society employed lecturers to travel across the state, encouraging New Hampshireans to join the abolitionist movement.</p> <p>New Hampshire served as one of the main routes of the Underground Railroad, a system of secret routes used by people in the North and South to help slaves escape to freedom. Escape routes developed with safe houses where slaves could be concealed.</p> <p>Expectations for Learning</p> <p>Explain the role New Hampshire played with the anti-slavery movement and the Underground Railroad.</p> <p>Content Statement</p> <p>Many technological innovations that originated in New Hampshire benefitted the United States.</p> <p>Content Elaboration</p>
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		<p>New Hampshire has influenced the development of the United States. Inventors from New Hampshire have contributed innovations which have benefitted the United States.</p> <p>For example:</p> <ul style="list-style-type: none"> • the light bulb made it possible for people to work and play after dark; • the phonograph introduced a new way for people to be entertained in their home; • the traffic light and gas mask improved safety; • the cash register helped businesses keep track of money; • the electric starter and ethyl gasoline for the automobile improved transportation; and • the airplane made it possible for people and goods to travel long distances in less time. <p>Expectations for Learning</p> <p>Explain how technological innovations of inventors from New Hampshire or that originated in New Hampshire benefitted the United States.</p>
<p>Geography</p>	<p>Spatial Thinking and Skills:</p> <p>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of New Hampshire and the United States.</p>	<p>BCSI Geography A. Spatial sense</p> <ul style="list-style-type: none"> • Review Grades 1-3 Geography, as necessary • Latitude, longitude, coordinates, & degrees • Relief maps <p>B. MOUNTAINS</p> <ul style="list-style-type: none"> • Ranges: Andes, Rockies, Appalachians, Himalayas, Urals, Atlas, Alps • Tallest on each continent: Everest, McKinley, Aconcagua,

		<p>Mont Blanc,</p> <ul style="list-style-type: none"> • Kilimanjaro <p>Considerations: The Geography unit should take no more than a week and a half, and should not go into great detail. The graphic organizers from Core Knowledge need not be filled out with every bit of information if they slow down the class, and note-taking can be restricted to only a few of the items. If this unit takes more than two weeks, it will be difficult to stay on pace and do justice to the more important content that follows.</p>
	<p>Places and Regions</p> <p>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in New Hampshire.</p> <p>11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p>New Hampshire</p> <p>Content Statement</p> <p>The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in New Hampshire.</p> <p>Content Elaboration</p> <p>New Hampshire’s abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. New Hampshire’s forests provided the resources for building materials and paper. New Hampshire farms (livestock and crops), as well, as the fisheries along Lake Erie, supplied food for a rapidly growing nation. New Hampshire coal powered the factories producing goods (rubber, steel, glass) and the ships and trains that carried products to market from the 1800s to today. New Hampshire's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the economic development of the United States. New Hampshire’s agriculture, industry, and its natural resources have evolved and continue to have a significant impact on the economic</p>

		<p>progress of the state, region, and country. Examples of the modern influences New Hampshire has had on the economy include:</p> <ul style="list-style-type: none"> • bio fuels (from corn and soybeans); • alternative energy industry (solar energy cells, wind turbines, nuclear); • biotech industries (research/development, medical device manufacturing); • food processing (frozen food industry, pet food); and • financial services (commercial banking, Federal Reserve Bank of Cleveland). <p>Expectations for Learning</p> <p>Explain how New Hampshire’s agriculture, industry, and natural resources influence the economic development of the United States.</p> <p>Content Statement</p> <p>The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p> <p>Content Elaboration</p> <p>By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. New Hampshire was considered part of the West during the time.</p> <p>Physical characteristics of the North include a shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories.</p>
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	<p>Human Systems:</p> <p>12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in New Hampshire and the United States.</p> <p>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). New Hampshire's population has become increasingly reflective of the cultural diversity of the United States.</p> <p>14. New Hampshire's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	<p>New Hampshire</p> <p>Content Statement</p> <p>People have modified the environment throughout history resulting in both positive and negative consequences in New Hampshire and the United States.</p> <p>Content Elaboration</p> <p>As students look at the cause and effect of human modification to the environment, they understand the positive and negative consequences of these changes.</p> <p>Students explain the positive and negative consequences of human modifications to the environment in New Hampshire and the United States.</p> <p>Examples of modifications to the environment include:</p> <ul style="list-style-type: none"> • construction of farms and towns; • transportation systems;

		<ul style="list-style-type: none"> • fertilizers, herbicides and pesticides; and • destruction of wetlands and forests. • Expectations for Learning • Explain why human modifications to the environment are positive and/or negative. <p>Content Statement</p> <p>The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). New Hampshire’s population has become increasingly reflective of the multicultural diversity of the United States.</p> <p>Content Elaboration</p> <p>The population of New Hampshire and the United States has changed over time, leading to increased diversity. This change is the result of immigration and migration into and out of New Hampshire. There are many factors that cause this immigration and migration. Push factors are reasons that people move away from a place. Pull factors are reasons that people move to a new place. Push and pull factors may include:</p> <ul style="list-style-type: none"> • economic opportunity; • conflict; • natural disasters; • availability of land; and • religious and political freedoms. <p>The theme of diversity is meant to be taught throughout the school year.</p> <p>Expectations for Learning</p>
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		<p>Explain that New Hampshire’s population is increasingly reflective of the cultural diversity of the United States.</p> <p>Content Statement</p> <p>New Hampshire’s location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.</p> <p>Content Elaboration</p> <p>At one time, New Hampshire was a gateway to the West. New Hampshire’s principal commercial artery was the New Hampshire River. During the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation.</p> <p>New Hampshire continues to function as a major transportation hub for the nation. New Hampshire’s extensive transportation systems are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas. Travel systems include:</p> <ul style="list-style-type: none"> • air; • highway; • rail; and • water routes. <p>Expectations for Learning</p> <p>Explain how New Hampshire’s location and its transportation systems have influenced the movement of people, products, and ideas.</p>
Government	Civic Participation and Skills:	Making a Constitutional Government:

	<p>15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in New Hampshire and the United States.</p> <p>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p> <p>17. Effective participants in a democratic society engage in compromise.</p>	<p>BCSI</p> <p>A. Main ideas behind the Declaration of Independence</p> <ul style="list-style-type: none"> • Equality: “All men are created equal” • That all people are equal in their human dignity and the possession of rights (freedoms) • Natural Rights: “Life, liberty, and the pursuit of happiness” • Limited Purpose for Government: To protect people’s “unalienable rights” • Self-Government: that governments derive “their just powers from the consent of the governed” <p>B. From Declaration to Constitution</p> <ul style="list-style-type: none"> • Republican government (not really tried since Ancient Rome) • Representative democracy: laws would be made by individuals whom the • people choose to represent their views in government • Legislative supremacy • Articles of Confederation <p>C. Constitutional Convention</p> <ul style="list-style-type: none"> • Founding Fathers, James Madison (“Father of the Constitution”) • Arguments between large and small states • Arguments over slavery and the “three-fifths” compromise <p>D. The Constitution of the United States</p> <ul style="list-style-type: none"> • Preamble • Separation of powers • Incentives and limitations of three branches (checks & balances) • Limits on federal power • Bill of Rights
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		<p>E. A Federated Republic</p> <ul style="list-style-type: none"> • National (Federal), State, and Local governments • Current president, vice president, and state governor • State constitutions and institutions • Local government and officials • Taxation • Citizen participation
	<p>Rules and Laws:</p> <p>18. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p>BCSI</p> <p>The U.S. Constitution</p> <ul style="list-style-type: none"> • Bill of Rights • Institutions of Republican Government <p>Early Presidents and Politics</p> <p>A. George Washington</p> <ul style="list-style-type: none"> • Cabinet • Whiskey Rebellion • Avoiding war in the French Revolution • "Farewell Address" <p>B. John Adams</p> <p>C. Growth of Political Parties</p> <ul style="list-style-type: none"> • Elections of 1796 and 1800 • Competing visions between Jefferson and Hamilton <p>D. Jeffersonian America</p> <ul style="list-style-type: none"> • Jefferson: Democratic Party & the Louisiana Purchase • James Madison: War of 1812 • James Monroe: Monroe Doctrine <p>E. JOHN QUINCY ADAMS VS. ANDREW JACKSON</p> <p>F. Andrew Jackson</p> <ul style="list-style-type: none"> • Battle of New Orleans • Populist appeals • Indian removal policies

		<ul style="list-style-type: none"> National Bank
	<p>Roles and Systems of Government:</p> <p>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in New Hampshire and the United States.</p> <p>21. The New Hampshire Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	<p>Content Statement</p> <p>A constitution is a written plan for government. The New Hampshire Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p> <p>Content Elaboration</p> <p>A constitution is a written document describing the way a government is organized and how its power is allocated. The New Hampshire Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p> <p>Responsibilities of the three branches include:</p> <ul style="list-style-type: none"> legislative branch makes and passes laws; judicial branch interprets and applies laws; and executive branch carries out and enforces laws <p>Expectations for Learning</p> <p>Identify the three branches of government and the responsibilities of each branch of government.</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</p>	<p>Content Statement</p> <p>Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p> <p>Content Elaboration</p> <p>The organization of information into tables and charts can help people understand and present information about many topics. Students learn to read and interpret tables and charts for a variety of purposes.</p> <p>Tables organize information in columns and rows.</p>

		<p>Charts organize information in a variety of visual formats, for example a T-Chart.</p> <p>Expectations for learning Interpret information from tables and charts.</p>
	<p>Production and Consumption: 23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p>Content Statement</p> <p>Entrepreneurs in New Hampshire and the United States organize productive resources and take risks to make a profit and compete with other producers</p> <p>Content Elaboration</p> <p>An entrepreneur is an individual who organizes different productive resources to produce goods or services. Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace. Productive resources are used to make goods and services. They include:</p> <ul style="list-style-type: none"> • natural resources such as water and land; • human resources such as employers and employees; • capital goods such as money, tools, and buildings. <p>Expectations for Learning</p> <p>Describe how entrepreneurs use productive resources.</p>
	<p>Financial Literacy: 24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>	<p>Content Statement</p> <p>Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>

		<p>Content Elaboration</p> <p>Students need to understand that saving a portion of their income can help them meet short- and long-term goals. Saving money may include short term sacrifices or trade-offs. Saving occurs when spending is reduced. Short-term goals are typically less expensive than long-term goals.</p> <p>Expectations for Learning</p> <p>Explain how individuals can save some of their money for later by reducing spending.</p>
BCSI		<p>BCSI</p> <p>Founding & Spread of Islam</p> <p>A. Brief review of world religions</p> <ul style="list-style-type: none"> • Judaism & Christianity from Grade 1 • Hinduism/Buddhism from Grade 2 <p>B. The Religion of Islam</p> <ul style="list-style-type: none"> • Founding & Terms • Muhammad & Allah • Mecca & Medina • Qur'an, Five Pillars, mosques • Early split between Sunni and Shia Muslims <p>C. Spread of Islam</p> <ul style="list-style-type: none"> • North Africa • Mediterranean • Spain • Eastern Roman Empire and Istanbul <p>D. Contributions of Islamic Civilization</p> <ul style="list-style-type: none"> • Avicenna • Arabic numerals • Scientific developments • reservation of Greek and Roman texts

		<ul style="list-style-type: none"> • Art • Cordoba, Spain <p>E. Interactions with Christendom</p> <ul style="list-style-type: none"> • Charles Martel and the Battle of Tour/Poitiers • The Battle of Roncevaux Pass and the “Song of Roland” • Crusades • Jerusalem • Saladin • Richard the Lionheart • Expulsion of the Moors from Spain in 1492 • Trade and cultural exchanges • Contributions to Christian scholasticism and theology
BCSI		<p>Early & Medieval African Kingdoms</p> <p>A. Related Geography</p> <ul style="list-style-type: none"> • Mediterranean & Red Seas, Atlantic & Indian Oceans • Cape of Good Hope • Madagascar • Rivers: Nile, Niger, Congo • Atlas Mountains • Contrasting Climates: deserts, rainforests, Savanna, the Sahel <p>B. Early African Kingdoms</p> <ul style="list-style-type: none"> • Kush • Axum <p>C. Medieval Kingdoms of the Sudan</p> <ul style="list-style-type: none"> • Ghana, Mali, Songhai • Trans-Saharan trade
BCSI		<p>3. Europe in the Middle Ages</p> <p>A. Related Geography</p> <p>Rivers: Danube, Rhine, Tiber, Thames, Seine</p>

		<ul style="list-style-type: none"> • Mountains: Alps, Pyrenees • Iberian Peninsula: Spain, Portugal, proximity to North Africa • France: Normandy • Seas: Mediterranean, North, Baltic • British Isles • England, Ireland, Scotland, Wales • English Channel <p>B. Background</p> <ul style="list-style-type: none"> • Germanic Tribes • 200 A.D. to the Fall of Rome <p>C. Development of the Christian Church</p> <ul style="list-style-type: none"> • Hierarchy: growing power of the pope (Bishop of Rome) • Major councils: Nicaea, Hippo • Conversion of Germanic tribes • Rise of monasteries • Monks preserved ancient texts • Charlemagne • Schism between East and West <p>D. Feudalism</p> <p>E. Norman Conquest</p> <ul style="list-style-type: none"> • Normandy • William the Conqueror • Battle of Hastings • Bayeux Tapestry <p>F. Growth of Towns</p> <ul style="list-style-type: none"> • Commerce • Guilds • Weakening of feudalism <p>G. England in the Middle Ages</p> <ul style="list-style-type: none"> • Henry II & Thomas Becket • Magna Carta: King John, Parliament
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		<ul style="list-style-type: none"> • Hundred Years' War & Joan of Arc • Black Death
BCSI		<p>China: Dynasties & Conquerors</p> <p>A. Qin Shi Huangdi: First emperor</p> <p>B. Han Dynasty</p> <ul style="list-style-type: none"> • Silk Road • Invention of paper <p>C. Tang and Song Dynasties</p> <ul style="list-style-type: none"> • Trade • Compass • Gunpowder • Paper money <p>D. Mongol Invasions</p> <p>E. Ming Dynasty</p>

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 5

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
Standards	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text. RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Instructional Strategies

THEME = THE Message

Paste an excerpt or short story in the middle of a larger sheet of paper. Have students work in small groups to determine “the message” or theme the author is trying to convey. Groups will work together to find a theme by underlining/highlighting evidence in the text and explaining how the selected text supports the claim or chosen theme in the extra space surrounding the excerpt, drawing a line from the highlighted text to the written explanation. After finding sufficient evidence, the group will construct their chosen theme and write it at the top of the paper. Once all small groups have completed this, the class will go on a “gallery walk” examining the themes discovered by other groups. Students can leave comments about the themes and evidence they view on sticky notes, giving all groups feedback. Give struggling (striving) readers texts on their ability level so that they can easily determine theme. Scaffold to increase level, as needed.

If technology is available, students can share their themes through Schoology or some other discussion post in order to do a virtual gallery walk. While on the virtual gallery walk, they could post their thoughts on the theme within the discussion thread. Once feedback is collected, either in the original activity or through a virtual gallery walk, students could create a PowerPoint, Prezi, or use any other presentation tool in order to provide visual examples of themes. The class could pick their favorite example of a theme; then, through photos or videos, create a visual example to post the work that demonstrates the central message of the theme in the world of the students. For example, the students could interpret a theme such as money is the root of all evil, develop a script, and make a short film depicting this theme. The video could then be posted within the course on Schoology or another LMS system.

Comparing Characters

Identify character traits through the use of the 5 signal pieces of evidence: words, actions, feelings, thoughts, choices. Compare the way two characters respond to a situation by looking at these 5 pieces of evidence. Give struggling learners a partially completed comparison chart with a third character as an example. Give ELL students a key word bank in order to identify the various feelings of characters.

Different Same Different

Elements from two different texts are compared and contrasted using three columns: Different-Same-Different. The students are to compare and contrast the aspects of two stories such as characters, setting, subjects, or topics, by taking notes under the columns. The students share their notes with a partner or small group and may extend the activity by putting their information into paragraph form.

Double Entry Journal

In a T-chart, students write down phrases/sentences from their reading on the left side. Then, students write their own reaction to or analysis of that phrase/sentence on the right side.

This can be tracked and saved in a Google Doc that is shared with the teacher in order for comments to be made on the student's progress throughout a text.

Inference Equation

The following graphic organizer can be used to help students construct inferences. This organizer can be done individually, or on a whiteboard as a class with each student using sticky notes to contribute. If done as a whole class, the teacher can read the individual notes or ideas in the first two columns and work as group to create inferences. Reviewing as a class may allow students to see the background knowledge of their classmates, generating inferences they would not have on their own.

Students create an animated graphic organizer (or simply graphics) to represent each part of the chart. Per the example below, one image would show the student visiting New York. The next would show a pigeon with the name below it from the story. The next would show a cityscape.

An option for this would be for students to draw the images for each box, upload them, and then share with other students. They could then electronically comment on the inferences to see if students can explain what each image displays and if it works for the final inference.

Background Knowledge +	Evidence from the text =	Inference
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Ex. When I went to New York, a big city, there were many pigeons	The main character in the story is a pigeon	With the evidence and my background knowledge, I infer that the setting of the story will be in a large city.
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Somebody, Wanted, But, So, Then, Finally

One of the hardest things for young children to understand is the difference between retelling and summarizing. While a retell is a detailed “play by play” of all the events in a story told in sequence, a summary is a brief overview of the story as a whole. The Somebody Wanted-But-So-Then-Finally format is a great way to guide students to give a summary and NOT a retell. After reading a literary text, students use the word “somebody” to describe who the characters are, “wanted” to describe the goal of the character(s), “but” to describe the problem, “so” and “then” to describe actions the characters took to overcome the problem, and “finally” to describe the resolution.

Two Column Chart

Fold paper in half vertically. On left hand side write What We’re Learning... and on the second What We’re Wondering About (can use for characters, vocabulary, etc.)

Strand	Reading: Literature
Topic	Craft and Structure
Standards	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view and perspective influence how events are described.</p>

Instructional Strategies

What Really Happened?

Students will examine perspective by rewriting a well-known fairy-tale from the perspective of the antagonist, with the goal of making the antagonist look like the “good guy”. For example, a student may write a story as one of the three bears, explaining that they scared Goldilocks because she was trespassing and breaking and entering. Students can then share their stories in groups, allowing others to see the new perspective.

For students who need extra support: Share already published storybooks that fit this concept. Have students share what the change in perspective allowed them to understand. For English Language Learners: Consider allowing students to practice the concept of writing the story from the antagonist’s perspective by completing a comic book-style scene, rather than an entire story. This allows students to get the critical thinking practice while removing the stress of the complex writing.

Show What You Think

Students fold a sheet of paper into three vertical columns. The center column is labeled Quotation, and here they place a quotation with figurative language from an assigned text. In the column to the left, students draw a picture to illustrate the quote as written and in the column on the right, students explain what the figure of speech really means. Students are evaluated on their ability to determine the meaning of text containing figurative language.

Scene Scramble

Students in pairs in a group are given separate scenes from an unknown play. Each pair of students reads their scene. Next, they get back together with their group and discuss the events in their particular scene. Finally, they decide the correct order of the scenes and defend their decisions based on their ability to fit the scenes together in logical order and be able to defend their decision based on their knowledge of drama structure.

As a challenge, some scenes could be omitted when giving them to the group. They would need to try to figure out where these gaps occur and what happened during those scenes. Students could also record the scenes and watch them to determine their order.

Other Perspectives Take a common situation and write about it from the perspective of an inanimate object in the room. Have small groups work on rewriting a portion of a story from various characters' or object perspectives, and then compare and discuss the differences.

Analogical Strategy Guide

Give students three minutes to list all the words or ideas they think of when they hear _____. With a partner, read each of the following vocabulary words. Go back to the text and find where the word is used; use context clues to decipher what the word means. In the box, students will write a working definition next to each word.

Instructional Resources

Tomlinson, Carol Ann. The Differentiated Classroom Responding to the Needs of All Learners. Alexandria: ASCD, 1999. Carol Ann Tomlinson offers the framework for helping teachers differentiate in the classroom: Differentiated Instruction, Respectful Tasks, Flexible Groups, and Ongoing Assessment. A differentiation strategy used for gifted students differentiate according to students is by content, process, and product.

Harmon, Janis M., Karen D. Wood, and Wanda B. Hedrick. **Instructional Strategies for Teaching Content Vocabulary: Grades 4-12**. Westerville: National Middle School Association, 2006. Harmon et al. offers forty-two specific strategies that can assist teachers in all content areas when helping students learn unfamiliar vocabulary.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
Standards	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8 (Not applicable to literature)

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Instructional Strategies

Song Switch

Find a short movie clip that has music playing in the background. Then, silence the music played and sub in a different song, preferably with an opposite effect of the original. Have students examine the “new” clip with the substituted music. Allow students to jot down how the change in music impacted the mood of the clip, sharing their observations with the class. Another option would be to use a cd with music soundtracks.

For enrichment: Have students find their own movie clips with music. Using audiovisual technology, have students replace the original music with a new song selection. Allow them to present their change to classmates, explaining how they were able to alter the mood of the clip.

Visual Representations

Students read a portion of a text such as a poem or myth, and share visuals they would have included had they been the illustrator. Allow student to find these images online if they are not artistic. Students then discuss whether their initial reactions to the text would have been different if the visuals were changed, but the text remained the same.

I Want to Be a Producer

After reading multiple stories or texts in the same genre, the student selects one that they believe would make the best movie. They compare and contrast the stories they considered, reflecting on the individual themes and topics, and defend why they chose the book they did to make a film. Students are evaluated on their ability to compare and contrast stories in the same genre with similar themes and topics.

Folktale Comparison

There are many different [sites](#) and resources for multiple versions of folktales with varying levels of animation and illustration. Choose a folktale and compare the way the story was presented. Discuss the way the media, illustrations, etc. affected the understanding, tone, mood, and appeal.

Compare and Contrast

After reading stories in the same genre, have students compare and contrast the differences (e.g., mysteries and adventure stories). Another option is that the teacher could add details and the students would have to select where the details would fit.

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text

Standards	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text and complexity and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons
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Instructional Strategies

Questions Game? Develops Text, Self, and World-based Questions.

1. Each student reads the text and writes down three questions on an index card, he/she would like to know more about or needs help in discovering the answer.
2. Students choose a partner and trade cards with the partner. Each student reads the other's questions and jots notes down for answering.
3. The student pairs then discuss the reading, using their six questions for the discussion.
4. After 10-15 minutes, the pair creates three new questions as a result of their discussions.
5. Each pair exchanges questions with another pair of students. They attempt to answer the questions.
6. Two teams sit and discuss the text, using their six questions as discussion prompts.
7. Each group asked to create one new question that is still unanswered.
8. Chart the questions and group those with common elements.

Instructional Resources

Hattie & His High Impact Strategies for Teachers John Hattie uses high impact, evidence-based teaching strategies, including direct instruction, feedback, reciprocal teaching, metacognition, etc. to increase student learning.

Disruptive Thinking by Kylee Beers and Robert E. Probst provides creative ideas to support students to read text more deeply and closely. The resource provides researched based strategies and classroom examples to help educators develop reading instruction to push students to understand complex text.

Launch an Intermediate Reading Workshop: Getting Started with Units of Study for Teaching Reading, Grades 3-5 by Lucy Calkins (FirstHand, 2010) shows how to create rigorous and responsive reading workshops for the intermediate grades.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Standards	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine the main ideas of a text and explain how they are supported by key details b. Provide a summary of the text that includes the main ideas and key details, as well as other important information. <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical scientific, or technical text based on specific information in the text.</p>
<p>Instructional Strategies</p> <p><u>GIST Strategy: Generating Interaction between Schemata and Texts</u> Begin modeling this strategy by having student read a paragraph or short text. Then, have students work together to rewrite the paragraph in one sentence, no more than 15 words. Students will collaborate and think critically about what the main idea of the text is to meet the goal of 15 words. Explain that they will do this by thinking about the “who” or “what” of the text. Students will have to defend to other groups why they included some details and left others out.</p> <p><u>Final Word</u> This strategy, introduced by the Engage NY group, is designed to help participants understand the meaning of a text, particularly to see how meaning can be constructed and supported by the ideas of others. After the presenter shares his or her thinking, interesting similarities and differences in interpretations will arise as other participants share their thinking without judgment or debate. The presenter listens and may then change his or her perspective, add to it or stick with original ideas without criticism. This protocol is especially helpful when people struggle to understand their reading and is often used at the beginning of the school year to help students sustain conversations.</p> <p><u>Procedure</u></p> <ol style="list-style-type: none"> 1. Have each group select a timekeeper and facilitator. 2. All participants may read the same text, or participants may read different texts on a common topic for a jigsaw effect. Text selection is a critical step. 3. Participants read silently and text-code or fill out a recording form based on desired outcomes. They mark passages for discussion clearly so they can quickly locate them later. To promote critical thinking, design prompts for the discussion that ask participants to include reasons for selecting a particular passage and evidence that supports a particular point. 4. Presenter shares a designated number of passages and his or her thinking about them. 5. Each participant comments on what was shared in less than 1 minute each. 	

6. Presenter gets the Last Word, sharing how his or her thinking evolved after listening to others or re-emphasizing what was originally shared.
7. Follow steps 4-6 with each additional participant taking the role of presenter.
8. Debrief content. Discuss how hearing from others impacted your thinking.
9. Debrief process. What worked in our discussion? What were some challenges? How can we improve next time?

QAR (Question Answer Relationships)

As students read a text, have them consider two categories of questions- In the Book and In My Head. Then break those two categories down into four types of questions: Right there, Think and Search, Author and You, and On My Own.

Text Coding

Students can use a code when reading a text. When they come across information that relates to the code, they write the symbol next to the text it refers to. After students code their text, they should compare and discuss their code with a partner or with the class.

- ! I know that.
- X Something that contradicts what I know.
- ?? Question, need clarification, or unsure
- !! New, surprising, exciting, fun
- ¶ Important, key or, vital
- OO I can visualize that
- ∞ I made a connection to something I have read or seen.

A Picture is Worth a Thousand Words....

Students read a nonfiction text. Without using words, they create a picture illustrating the main ideas and key ideas for support. They may have the option of using online photos. Students then meet in small groups to discuss their pictures with classmates.

Five Minute Inference Builder

Every day read a short passage out loud, modeling the steps used in a Think-Aloud to better understand inferences. Have students decide what kinds of inferences are made. Try Two-Minute Mysteries by Donald Sobol or Even More Five-Minute Mysteries by Ken Weber.

Three Column Inference Chart

1. What Happened?
2. What does it mean?
3. Why do you think that?

For the third column, students need to provide specific details, examples, and quotations from the text to support their claims.

Underlining for Comprehension

Underline with double lines the main ideas. Underline details with one line. Key words and terms should be circles. Use colored pencils to link details with the main idea. Side margin is used for a brief summary.

Instructional Resources

Teaching Literacy in Context: Choosing and Using Instructional Strategies. by Mimi Miller and Nancy Veatch. Reading Teacher, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

Charlotte Huck's Children's Literature: A Brief Guide by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature-based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children's books.

Notice and Note, Strategies for Close Reading by Kyleen Beers and Robert E Probst examines six, concrete "sign posts" that help students determine abstract and implied concepts through close reading.

Strand	Reading: Informational Text
Topic	Craft and Structure
Standards	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

Instructional Strategies

What's the Structure?

A small group of students will read from Social Studies/Science texts, and as a group, decide the overall structure of the information (e.g. chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. Consider using web information or magazine formats as well as textbooks for information.

Students who struggle with this concept may benefit from having pre-made labels (washi tape, removable labels, sticky notes, etc....) with the different text structures and then can locate and label them in their own texts. Doing this repeatedly in a social studies or science textbook over multiple units will help to cement this in their minds.

Who Said What?

It is important for readers to become critical consumers of print and non-print media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups. Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.

Rating List of Word Knowledge

List the vocabulary on the left side of the paper. Make three columns across the top. Label the columns “I can define”, “I have seen/heard,” and “I don’t know” across the top. Give students some time to put check marks in the column.

ABC Book

Students may complete this project independently or in small groups. Their goal is to create an ABC book or PowerPoint to learn about job specific words, jargon, or terminology. The students may either focus on a particular job or a more general career field. (Visit sites such as Education World for more information on how to create an ABC book.)

Instructional Resources:

Writing Strategies that Work--Do This, Not That! by Lori G. Wilfong---Provides practical research-based writing strategies.

The state of Illinois provides multiple resources and strategies for 5th grade ELA at this [site](#).

Teaching Literacy in Context: Choosing and Using Instructional Strategies. by Mimi Miller and Nancy Veatch. Reading Teacher, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
Standards	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Instructional Strategies

Picture Book Practice

Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.

Random Draw

Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers presented.

I Object

Give students a controversial text with which they do not agree. Have them identify the author's reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument.

Key Points Back-Up

In an effort to connect key points to evidence, have students create two columns on a piece of paper. On the left side of paper, write key point(s) in a text - on right side, write the reason and evidence (draw lines to connect the key points and the reason and evidence).

I-Chart

Teacher designs several questions around one topic. Students read and/or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class.

Paired Readings

Give students two readings on a topic from two different types of sources - i.e., poem about whales and a ship's captain's journal excerpt about a whale sighting. Allow students to mark the readings with their own coding - or give them a code. Example: Circle descriptive vocabulary that is the same in both passages, underline differences, put question marks next to pieces students do not understand.

1-2-3-4

After reading the text, have students write a reflection of the reading using the 1-2-3-4 technique. One

Big idea

Two Important details

Three Personal connections

Four Questions they may have

Instructional Resources

Teaching Literacy in Context: Choosing and Using Instructional Strategies. by Mimi Miller and Nancy Veatch. Reading Teacher, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

Notice and Note, Strategies for Close Reading by Kyleene Beers and Robert E Probst examines six, concrete "sign posts" that help students determine abstract and implied concepts through close reading.

Strand

Reading: Informational Text

Topic	Range of Reading and Level of Text Complexity
Standards	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<p>Instructional Strategies</p> <p><u>Using Metacognition to Comprehend Text</u> To help students comprehend informational texts, encourage them to think meta-cognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty with the way a concept is presented, encourage them to follow these strategies in their thinking:</p> <ul style="list-style-type: none"> • Identify where the difficulty occurs • Identify what the difficulty is • Restate the difficult sentence or passage in their own words • Look back through the text • Look forward in the text for information that might help them resolve the difficulty <p><u>Differing Points of View on a Single Subject</u> Give students differing points of view on a single subject. Let them debate the point from their author’s point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text.</p> <p><u>Drawing Connections</u> Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation. Then think aloud and write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in small groups. (Adapted from Into the Book Wisconsin Educational Communications Board.)</p> <p>Instructional Resources</p> <p><u>35 Strategies for Guiding Readers through Informational Texts</u> by Barbara Moss and Virginia S. Loh is a practical resource that provides the what, why and how of strategies for using informational text in the classroom.</p> <p>Teaching Literacy in Context: Choosing and Using Instructional Strategies. by Mimi Miller and Nancy Veatch. Reading Teacher, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.</p> <p><u>Notice and Note, Strategies for Close Reading</u> by Kylene Beers and Robert E Probst examines six, concrete “sign posts” that help students determine abstract and implied concepts through close reading.</p>	

Strand	Reading: Foundations
Topic	Phonics and Word Recognition
Standard	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patters, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

Instructional Strategies

Morpheme Match-Ups

Students are given index cards with different morphemes (prefix, suffixes, and root words) on them. Students will work in groups to combine the cards and discover how the addition of a morpheme can change the meaning of a word. Students will record their morpheme combinations, complete with the meaning of the created words.

Know Your Roots

In groups, students travel to poster sized papers, each with a root word on it. Groups will spend 90 seconds at each poster, trying to add as many words containing that root as possible. As they rotate, the task gets harder as students are unable to repeat a word that has been previously added by a prior group. Once all groups have made a complete rotation, the teacher reads words from each poster to the class. Still sitting in groups, the students put what they believe the meaning of the root to be based on the words the class came up with on a post it. The post it then is added to the poster. After students have added the post-its, the teacher shares the guesses the class came up with and confirms the true meaning to the class. Ex: A poster says “-bio” on it. Throughout the rotations, groups have written the words like, “biography, biology, and biosphere.” After sharing the words added by individual groups to the class, one group makes the guess, “alive” on a post it and sticks it to the poster. The teacher shares the actual meaning of the root word (life) and discusses how close some groups were with their guess of “alive.”

Students with disabilities and English Learners could be given sticky notes pre-labeled with words that will fit on each of the root word posters. When it is their turn at the station, instead of coming up with their own words (although they certainly should be given the opportunity to make their own words), the students could choose the sticky notes with words that match each root word and add them to the poster.

Structural Analysis Charts

Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions: 1. Words with prefixes 2. Words with suffixes 3. Words with both.

Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc.

Strand	Reading: Foundations
Topic	Fluency

Standards	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Instructional Strategies</p> <p><u>Repeated Oral Reading</u> In repeated oral reading the student participates in several oral readings of the same text focusing on accuracy, rate, and expression. Repeated oral readings can be done through various methods including choral reading, audio-assisted reading, partner reading, Readers Theatre, phrase-cue reading, radio reading, duet reading, and echo reading.</p> <p><u>Transfer to Text Process</u> A transfer to text process is a systematic approach to build a student’s persistence in text reading that promotes transfer of learned skills to actual reading. Using a systematic process like this improves fluency and leads to independent reading. An example of this process includes students reading three different passages with the targeted patterns throughout the week, with support reduced between the first and second passage readings and at the end of the week, students read only a clean copy of the third passage.</p> <ul style="list-style-type: none"> • On Monday, the teacher guides students to highlight the skill words in the first passage, read the highlighted words, and read the passage with highlighted words. • On Tuesday, students continue using the first passage and read the passage with highlighted words and read a clean copy of the passage. • On Wednesday, the teacher guides students to highlight the skill words in the second passage and read the passage with highlighted words. • On Thursday, the students read a clean copy of the second passage. • On Friday, the students read a clean copy of the third passage. <p>Students work in teams on a passage for a reading. Students divide the sections of the passage across teams to illustrate with colored pencils on white paper.</p> <p>One team member records the following (video): One student holds an illustration for the recorder while one student reads that section of the passage. They continue until they have recorded in order each section of the passage. This becomes a recorded, illustrated still life film for the passage.</p> <p><u>Teacher-Assisted Reading</u></p>	

Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are read as well as hear them read.

Peer-Assisted Reading

Paired students take turns reading aloud to each other and providing corrective feedback. Partner reading provides students with a socially supportive context that both motivates partners to read well and provides a supportive environment.

Instructional Resources

The Reading Strategies Book by Jennifer Serravallo contains strategies for helping students in several areas, including Fluency. Teachers can find several different ways to assist students with fluency issues. Strategies are broken down by type of issue and reading level.

Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn (Arena Press, Novato, California, 2013) provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Strand	Writing
Topic	Text Types and Purposes
Standards	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings). Illustrations and multimedia to aid comprehension, if needed b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Instructional Strategies

Systematic Writing Systems

For struggling writers, consider making a systematic writing process to help students organize their writing, with evidence included. For example: Use a system like ICE (Introduce, Cite, and Explain Citation) or RACE (Restate the prompt, Answer the question, Cite evidence, Explain).

My life at Age 30 Have students write a narrative about what their life will be like at age 30. Be sure to have them answer what career they are in, where they live, what they drive, as well as any other personal information they may want to include.

Storyboards

Storyboards are a sequence of drawings, similar to a comic strip, that allow students to create plot, plan the sequential order of their narrative, and begin inserting ideas for establishing setting and creating dialogue.

Color Coding an Option

The following strategy is helpful to use prior to having students write an opinion piece. Students need to see samples of opinion writing as well as modeled examples before they are equipped to write opinion pieces. Students are provided with a sample piece of writing where an opinion is stated and a color coding system is created (ex: blue-opinion statement, yellow-reason #1 and evidence supporting opinion, pink- reason #2 and evidence supporting opinion).

SPAR (Spontaneous Argument)

Students have to frame an argument in one minute and then react quickly to their opponents' ideas. This strategy helps students practice using evidence and examples to defend a position. Because students are not given much preparation time, SPAR is most effective when students already have background information about the topic. With practice, students become increasingly comfortable and proficient using this method to unearth the pro and con sides of controversial topics.

The Writing Strategies Book by Jennifer Serravallo

Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell

Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder

Linder’s book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, “if you see this in the student’s writing...do this” strategies for teachers. It also has a section for students “if you want to...try this.”

Strand	Writing
Topic	Production & Distribution of Writing
Standards	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience W.5.5 With guidance and support from peers and adults, develop and strength writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

Instructional Strategies

Color Coded Revision

Students can edit and peer edit writing using a color-coding system that helps students focus on one grammatical error at a time. For example, students may use a red colored pencil to look only for capitalization errors. After examining the text with one color, they can move on to another color and error. To differentiate, reduce the number of errors and add more as students become proficient.

TREE- Staying on Topic

In order to achieve clarity and coherence, students must stay on topic. The TREE strategy is one method to help students to examine their writing to ensure it is on topic. T (Topic Introduction), R (React to each paragraph), E (Examine each sentence in each paragraph), E (end).

PQP- Praise, Question, Polish

The PQP (Praise, Question, Polish) revising strategy is appropriate for a second round of revision and editing during which students work with one another. A peer editor reads the author’s paper (or the author reads it aloud to the editor) and marks parts of the paper that are interesting or confusing and the author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects to not make a requested or suggested modification, the student should be expected to adequately justify that decision.

Instructional Resources

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Strand	Writing
Topic	Research to Build & Present Knowledge
Standards	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text[e.g., “how characters interact]).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence which point[s]”)</p>
Instructional Strategies	
<p><u>Text Talkers</u> Remind your students of evidence based terms to use when talking and writing about their reading. These sentence starters give students a head start on how to begin their thinking and use text-based language when orally citing evidence from the text.</p> <ul style="list-style-type: none">• In the text, it says...• According to the passage...• Paragraph 6 of the text notes...• The author says... <p><u>Red Light, Yellow Light, Green Light</u> The Internet helps writers find information fast. Internet users need to evaluate the websites and information they gather before using it to collect research information. However, students need to know if the websites are valid and reliable.</p>	

- Green means, “go”, the website has valid information and is from a reliable source.
- Yellow means “caution”, not all pieces of information on the form have been located, but much of it looks good.
- Red means, “stop”, there are too many unknowns about this website and it is not to be used.

Evidence Scavenger Hunt

When drawing evidence from text, students are expected to go beyond describing or repeating the information by analyzing, reflecting, and or using it. A fun way to have students find evidence in a text is to make it a game or "scavenger hunt." The questions asked on the hunt will determine the level of thinking required. Begin these challenges with the literal, where students can find nearly the exact words of the challenge in the text, and move on to the interpretive, where they need to infer meaning from the text.

Use Color Coding

When taking/combining notes from several different sources about one topic in one document, use a different color for each source. This makes it easier to cite which information came from which source when creating a final product/piece. (Example: blue pen=source 1, red pen= source 2, green=source 3, etc.)

Instructional Resources/Tools

The Writing Strategies Book by Jennifer Serravallo. Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell. Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder. Provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, “if you see this in the student’s writing...do this” strategies for teachers. It also has a section for students “if you want to...try this.”

Strand	Writing
Topic	Range of Writing
Standards	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

Instructional Strategies

Would You Rather? “Would you rather...” questions are great for practicing critical thinking because they require students to evaluate two different but seemingly equally appealing (or unappealing) options and choose one. Students can answer verbally, and then write short opinion pieces to explain their reasoning.

Quick Write

Quick Write is a three-five-minute literacy strategy designed to give students the opportunity to think about and record their learning. It can be used at the beginning, middle, or end of a lesson. Short, open-ended statements are usually given as prompts.

Instructional Resources

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Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Standards	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Prose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Instructional Strategies

Hand Signals

Using hand signals can be a great way to help students communicate with each other in a whole group discussion. For example, two fingers could indicate that the student wanted to add on, and a thumbs up could indicate that he/she had something new to say (topic change). Unlike simple hand raising, the hand signals encourage students to be more active listeners, since they have to listen to what the speaker is saying in order to know if their own comment is an add-on or a new thought.

Fish Bowl

This Fishbowl is a peer-learning strategy in which some students are in an outer circle and one or more are in an inner circle. In most fishbowl activities, there are specific roles that must be fulfilled in both the inner and outer circles. Those in the inner circle are demonstrating a specific strategy. The students in the outer circle are participating as observers but can play an interactive role with the inner circle. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Modeling Using Videos

Show students videos of effective book clubs or other group discussions. Create an anchor chart of student observations from the video. Keep anchor chart posted as students move into discussion groups. This anchor chart could then become the foundation for self or peer assessment during group discussions.

World Cafe

To discuss a topic or various topics, form groups of 3-4 students at a table and assign the role of leader to each group. Students discuss the topic while the leader records key ideas. After the discussions, the leader in the group will summarize the conversation. The group rotates to another group but the leader stays and shares the previous group's summary of main ideas. The new group will select a new leader to record key ideas for the new group. After the last round, the leaders will share the summary with the whole class.

Instructional Resources/Tools

Comprehension Connections by Tanny McGregor (2007) provides visual and tangible lessons that make learning concrete for students.

Strand	Speaking and Listening
Topic	Presentation and Knowledge of Ideas
Standards	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations)
Instructional Strategies	
<u>T-Chart</u> Create a T-chart for effective and ineffective presentations. Make T-chart interactive throughout project/presentation development.	

Book Talks

Students write a trailer for a fictional book they are reading. Record a presentation of this talk. Students can practice prior to filming. Record a first draft, and then record a final video to share with the class.

Sticky Notes

One simple way to help students prepare for a discussion is to use sticky notes. They are a great tool to help students hold onto their thinking, and can serve as a reminder for when it is time to share. It is important to be transparent about the purpose of using sticky notes. Let students know up front that their participation in an upcoming class discussion is an expectation and that in order to help them with that, they can use sticky notes to prepare for what they might say. I let my students know that they will not be reading the sticky notes to the class, but will be using them to help remember what they might want to share.

Summary List

Make a workflow chart of the presentation such as a storyboard, graphic organizer such as who, what, where, when, why, how (three boxes above and below with the title in the middle), or make a foldable that captures the key concepts of the presentation.

Instructional Resources/Tools

Using Technology with Classroom Instruction that Works by Howard Pitler, Elizabeth R Hubbell, and Matt Kuhn (2012) addresses best ways to incorporate technology in the classroom and technology that supports learning tasks and objectives.

Strand	Language
Topic	Conventions of Standard English
Standards	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions.d. Recognize and correct inappropriate shifts in verb tensee. Use correlative conjunctions (e.g., either/or, neither/nor) <p>L..5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., it's true, isn't it?) and to indicate titles of works.

d. Spell grade-appropriate words correctly, consulting references as needed.

Instructional Strategies

Sentence Combining

When introducing the skill, begin by asking students to combine two sentences. Move to using three or more sentences once students have more experience. As students develop skill working with sentences provided by the teacher, they can learn to combine sentences within their own writing.

Magnetic Poetry and Word Strips Strategy: Parts of Speech

When learning the parts of speech, students can work in groups with magnetic word tiles to practice learning different parts of speech. For example, if studying adjectives have students construct sentences using magnetic poetry. Then, have students leave their creation and rotate to the sentences created by another group. Each group will change the adjectives in the sentences previously created by looking for a new adjective tile, writing down the new sentence on a paper located at each group. After all groups have rotated through, the original group will observe how their sentence changed by the additions or substitutions of adjectives given by new groups.

Part of Speech Memory Game

Create a “memory style” game where students flip over a card to find a part of speech (ex. noun) and then look for a matching card. Teachers can differentiate the game by having the matching card be a simple definition, a sentence with that part of speech bolded, or by having the match describe the effect that part of speech can have on writing.

Punctuation Pasta

Have students read a sentence from a book. To draw attention to the punctuation, have students point to punctuation in the sentence, and place similarly-shaped pasta pieces on top of the written marks. For example, use elbow macaroni for commas, apostrophes, and quotation marks. Have students discuss what the effect of the punctuation mark is on the sentence. For example, students may notice that quotation marks signify the beginning and end of what a character is saying.

Comic Scavenger Punctuation Hunt

After studying a particular form of punctuation, have students work together to look at comics from daily newspapers. For example, if studying exclamation marks, have students look for a comic square that demonstrates correct and best use of an exclamation mark. Students will cut out the comic square and write a sentence explanation of how the punctuation mark added to the selected square or scene. Instead of writing sentences, students may be able to share out loud or use speech-to-text technology to generate the sentences.

Instructional Resources

Brian Cleary Books

Use “Words are Categorical” series by Brian Cleary to introduce specific topics in grammar. These books give students many examples and explanations to establish and/or review understanding of each specific aspect of grammar.

Conjunctions: But and For, Yet and Nor: What is a Conjunction?
Prepositions: Under, Over, By the Clover: What is a Preposition?
Interjections: Cool! Woah! Ah and Oh! What is an Interjection?

Strand	Language
Topic	Knowledge of Language
Standards	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instructional Strategies

Name that Character

When studying word choice, language styles, and consideration for audience, pull quotes from works students should know. This could be a novel studied as a class, a movie that students have watched, or even a quote said by a well-known staff member in the building. Students will examine the quote and try and guess who said it based on word choice, informal or formal language, dialect, and who the quote's audience seems to be. Students can work in partners or groups to come up with a rationale for their guess before the teacher reveals the source.

Colored Candy Sentences

Assign each color of candy a part of speech or convention (noun, linking verb, conjunction, interjection, etc.). Give individual students or groups a small bag of candy and have them work together to create grammatically correct sentences. As an extension have groups switch sentences and then give them additional colored candies to extend or modify the previous groups' sentences.

Magnetic Poetry Varied Sentence Structure

Have students work in groups using magnetic poetry and baking tins. Set a list of criteria on the board and have students race to complete the criteria. For example, give students the following requirements:

1. Make a complex sentence with a dependent clause at the start of the sentence.
2. Make a complex sentence with a dependent clause at the end of the sentence.
3. Create a compound sentence using the conjunction "or."

After giving them the requirements, students will work together to create the different types of sentences. To win, students must be the first team to finish the sentences with correct punctuation.

I Can See a Rainbow

Give students multiple colors of highlighters. Have them color-code sentence types in a piece of their own writing (i.e., sentences that start with a noun, declarative sentences, questions, complex sentences) using a different color for each sentence type. If students cannot see a rainbow, they know they are not varying their sentence types.

Paint Chip Word Choice

Using paint chip strips, give students starting words, and have them create various degrees of that word on paint chips. For example, if given “run,” students may put words like “sprint”, “jog”, or “dart” on their paint chip strips. Then, students will discuss how each synonym has a degree of precise connotation that could impact the overall meaning of a sentence.

Instructional Resources

Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, “an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing.”

Strand	Language
Topic	Vocabulary Acquisition and Use
Standards	<p>L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauri) both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>

Instructional Strategies

Linear Arrays

This is a strategy for extending vocabulary by asking students to extend their understanding of words through using opposites on each end of a line and add words that vary in shades of meaning between the two opposites. For example: Hot-->Warm-->Mild-->Cool->Cold

Greek and Latin Root Puzzles

Using different colored index cards, have students create cards with a variety of roots, prefixes, and suffixes. Students will work in teams to create a list of all the words possible for each root by adding different prefixes and suffixes.

Prefix, Suffix and Root Sort

Put students into groups of three or four and collect their materials. Each group will receive a disposable plate with three sections. The sections should be labeled "prefix," "suffix," and "root word." Finally, groups will be given a bag of big words. Use scissors to cut the words into parts and drop each part into its respective section on the plate.

Transition Bridges

Give students a text that is large or has been blown up to be bigger. Remove all transition words from the text (be sure to use one that has several). Give each student group a card or sticky note with a transition word on it. As a group, have students place their transitions into the paragraph of writing excerpt. After all transition words have been placed, the group will discuss if transitions are in their best spots. Students should also discuss how the addition of the transitions has changed the writing.

Instructional Resources

Harmon, Janis M., Karen D. Wood, and Wanda B. Hedrick. Instructional Strategies for Teaching Content Vocabulary: Grades 4-12. Westerville: National Middle School Association, 2006.

Harmon et al. offers forty-two specific strategies that can assist teachers in all content areas when helping students learn unfamiliar vocabulary.

Brian Cleary Books

Use "Words are Categorical" series by Brian Cleary to introduce specific topics in grammar. These books give students many examples and explanations to establish and/or review understanding of each specific aspect of grammar.

Simile and Metaphor- Skin Like Milk, Hair of Silk: What are Similes and Metaphors?

Prefix: :Pre- and Re-, Mis- and Dis-: What Is a Prefix?

Suffix: Ful and -Less, -Er and -Ness: What Is a Suffix?

Homonym/Homophone: How Much Can a Bare Bear Bear?: What Are Homonyms and Homophones?

Grade 5 Correlation of Singapore Math and New Hampshire College and Career Ready Standards

Standards	New Hampshire College and Career Ready Standards	Singapore Math Page Citation
Operations and Algebraic Thinking		5.OA
Write and interpret numerical expressions.		
1.	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	TB–A: 29–33 WB–A: 22–24
2.	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ without having to calculate the indicated sum or product.</i>	TB–A: 29–32 WB–A: 14, 22–24, 103 See Grade 4: TB–A: 41 WB–A: 32
Analyze patterns and relationships.		
3.	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	TB–B: 162 WB–B: 153 See Grade 4: TB–B: 97–99 WB–B: 111–112
Number and Operations in Base Ten		5.NBT

Understand the place value system.		
5.	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	TB–A: 17, 33 WB–A: 15 TB–B: 97–99 WB–B: 111–112
Number and Operations in Base Ten		4.NBT
Generalize place value understanding for multi-digit whole numbers.		
1.	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	TB–A: 8 TB–B: 9, 23–24 See Grade 4: TB–A: 8–12 WB–A: 7
2.	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	TB–A: 23–26 WB–A: 16–19 TB–B: 23–30 WB–B: 14, 16–17
3.	Read, write, and compare decimals to thousandths.	
3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	TB–B: 8, 10 WB–B: 5 See Grade 4: TB–B: 12–15, 26 WB–B: 15, 21, 29
3b.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB–B: 11–12 WB–B: 6 See Grade 4: TB–B: 21–22, 24–25

		WB–B: 25–26, 31
4.	Use place value understanding to round decimals to any place.	TB–B: 13–15 WB–B: 7 See Grade 4: TB–B: 28–30 WB–B: 34–36
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.	Fluently multiply multi-digit whole numbers using the standard algorithm.	TB–A: 23–28, 35–36, 42–43, 48–49 WB–A: 16–17, 27–28, 35–36, 76
6.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB–A: 44–48, 50 WB–A: 37–40
7.	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	TB–B: 16–41 WB–B: 8–29 See Grade 4: TB–B: 35–67 WB–B: 42–76
Number and Operations—Fractions		5.NF
Use equivalent fractions as a strategy to add and subtract fractions.		
1.	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	TB–A: 58–63, 106 WB–A: 52–59, 77, 102

2.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	TB–A: 60, 63, 79
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
3.	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	TB–A: 54–57 WB–A: 50–51
4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	See Grade 5: TB–A: 64–66 WB–A: 60–63
4a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i>	TB–A: 67–75, 80–87 WB–A: 64–75, 81–86

4b.	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	TB–A: 81, 83 WB–A: 80
5.	Interpret multiplication as scaling (resizing), by:	
5a.	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	TB–A: 80–87 WB–A: 79–87
5b.	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	TB–A: 80–83 WB–A: 79–82
6.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	TB–A: 80–87 WB–A: 80, 83–86
7.	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
7a.	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>	TB–A: 88–89 WB–A: 87
7b.	Interpret division of a whole number by a unit	TB–A: 91–92

	fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>	WB–A: 91–92
7c.	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i>	TB–A: 91–92, 98, 106 WB–A: 90
Measurement and Data		5.MD
Convert like measurement units within a given measurement system.		
1.	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	TB–A: 71–72 WB–A: 66–69 TB–B: 44–47 WB–B: 34–36
Represent and interpret data.		
2.	Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	TB–A: 64, 99 TB–B: 123 See Grade 3: TB–A: 145 See Grade 4: TB–B: 107–108, 111, 113 See Grade 6: TB–B: 89, 93
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
3.	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
3a.	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be	TB–B: 48

	used to measure volume.	See Grade 3: TB–B: 151–156 WB–B: 173–179 See Grade 4: TB–B: 137 WB–B: 150
3b.	A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.	TB–B: 49–53 See Grade 3: TB–B: 155–156 WB–B: 179 See Grade 4: TB–B: 137 WB–B: 150
4.	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	TB–B: 48–49 See Grade 4: TB–B: 137–138, 142 WB–B: 150–151
5.	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
5a.	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	TB–B: 50–52 See Grade 4: TB–B: 140–143 WB–B: 151–152
5b.	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole- number edge lengths in the context of solving real world and mathematical problems.	TB–B: 51–52 WB–B: 37 See Grade 4: TB–B: 140–143, 145 WB–B: 150–152
5c.	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the	TB–B: 49 See Grade 4:

	non-overlapping parts, applying this technique to solve real world problems.	TB–B: 137–139, 145 WB–B: 150
Geometry		5.G
Graph points on the coordinate plane to solve real-world and mathematical problems.		
1.	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).	TB–B: 156–163 WB–B: 151–154 See Grade 4: TB–B: 93–96 WB–B: 107–110
2.	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	TB–B: 128–130 WB–B: 122 See Grade 4: TB–B: 93–96 WB–B: 107–110
Classify two-dimensional figures into categories based on their properties.		
3.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	TB–B: 95–98 See Grade 3: TB–B: 127–134 WB–B: 146–152 See Grade 4: TB–A: 122–127 WB–A: 140–143
4.	Classify two-dimensional figures in a hierarchy based on properties.	See Grade 3: TB–B: 132–134 WB–B: 146–152 See Grade 4: TB–A: 122–127 WB–A: 140–143

Classical Academy – New Hampshire College and Career Ready Standards Alignment Science: Grade 5

Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 5: Earth and Space Science: ESS Life Science: LS Physical Science: PS	
Teacher Resources: Science Explorer Series	
New Hampshire College and Career Ready Standards	Core Knowledge Sequence
Structure and Properties of Matter	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] 5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be

	<p>identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.]</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>
Matter and Energy in Organisms and Ecosystems	<p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]</p>
Earth's Systems	<p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]</p> <p>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and</p>

	environment.
Space Systems: Stars and the Solar System	<p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.]</p> <p>5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.]</p>
Engineering Design	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>

New Hampshire College and Career Ready Standards Alignment Social Studies: Grade 5

	New Hampshire College and Career Ready Standards	Alignment Social Studies: Grade 5
	<p align="center">Teacher Materials</p> <p>BOOKS FOR LESSON PLANNING</p> <p>Any resource listed for teachers may, at the teacher’s discretion, be employed directly in instruction, whether through reading selections aloud, sharing pictures, or using the pictures while telling an abbreviated version of what the text says.</p> <p>General Teacher Handbook: Fifth Grade, Core Knowledge What Your Fifth Grader Needs to Know, Core Knowledge Text Resources: Grade 5, Core Knowledge The Presidents Fact Book, Roger Matuz The Story of the World, Volume 2: The Middle Ages, Susan Wise Bauer The Story of the World, Volume 3: Early Modern Times, Susan Wise Bauer A Child’s First Book of American History, Earl Schenck Miers</p> <p>Single Topic</p> <p>Tikal, Elizabeth Mann Machu Picchu, Elizabeth Mann Exploration & Conquest, Betsy Maestro Francisco Pizarro, John diconsiglio Magellan’s World, Stuart Waldman Who Was Leonardo Davinci?, Roberta Edwards Who Was Galileo?, Patricia Demuth Henry VIII, Sean Price Who Was Queen Elizabeth?, June Eding Sir Francis Drake, Charles Nick</p>	<p align="center">Student Resource</p> <p>BOOKS FOR STUDENTS</p> <p>Core Knowledge History and Geography Student Readers:</p> <ul style="list-style-type: none"> • Maya, Aztec, and Inca Civilizations • The Age of Exploration 9 From the Renaissance to England’s Golden Age • Czars and Shoguns • The Geography of the United States • Westward Expansion Before the Civil War <p>The Civil War</p> <ul style="list-style-type: none"> • Native Americans and Westward Expansion

	<p>Where Is the Kremlin?, Deborah Hopkinson Ivan the Terrible, Sean Price Catherine the Great, Zu Vincent Daniel Boone, John Zronik The Louisiana Purchase, Michael Burgan What Was the Lewis & Clark Expedition?, Judith St. George If You Traveled West In A Covered Wagon, Ellen Levine What Was the Alamo?, Pam Pollack If You Lived When There Was Slavery In America, Anne Kamma If You Traveled On The Underground Railroad, Ellen Levine Who Was Frederick Douglass?, April Jones Prince Abraham Lincoln: Magic Tree House Fact Tracker, Mary Pope Osborne If You Lived At The Time Of The Civil War, Kay Moore What Was the Battle of Gettysburg?, Jim O'Connor Who Was Ulysses S. Grant?, Megan Stine Who Was Robert E. Lee?, Bonnie Bader Who Was Clara Barton?, Stephanie Spinner Wild West: Magic Tree House Fact Tracker, Mary Pope Osborne</p> <p>Who Was Sitting Bull?, Stephanie Spinner ©2020 Hillsdale College. All Rights Reserved. BCSI Program Guide v 2.1</p>	
	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> Multiple-tier timelines can be used to show relationships among events and places. 	<p>Content Statement</p> <p>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</p> <p>Content Elaboration</p> <p>In grade four students learned the use of single-tier timelines. Grade-five students build on the use of single-tier timelines by</p>

		<p>becoming familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.</p> <p>Arranging events in chronological order on single-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).</p> <p>Expectations for Learning</p> <p>Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</p>
	<p>Early Civilizations:</p> <p>2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</p>	<p>Early American Civilizations:</p> <ul style="list-style-type: none"> • The Mayas: pyramids, temples, hieroglyphic writing, astronomy, mathematics, 365-day calendar • The Aztecs: warrior culture, Tenochtitlan, aqueducts, temples, Moctezuma, ruler-priests, human sacrifice • The Inca: Machu Picchu, Cuzco, mountain road network
	<p>Heritage:</p> <p>3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</p>	<p>Spanish Conquerors</p> <p>European Exploration, Trade and the Clash of Cultures</p>
Geography	<p>Spatial Thinking and Skills:</p> <p>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</p>	<p>Geographic tools:</p> <ul style="list-style-type: none"> • Map keys, legends • Latitude and longitude, coordinates, degrees • Relief maps

	<p>5. Latitude and longitude can be used to make observations about location and generalizations about climate.</p>	<p>The Globe</p> <ul style="list-style-type: none"> • Tropic of Cancer • Tropic of Capricorn • Climate zones, time zones • Gulf Stream, effect on climate
	<p>Places and Regions:</p> <p>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</p>	<p>Great Lakes Regions and their characteristics</p> <ul style="list-style-type: none"> • Ring of Fire • Spice Islands • Archipelago
	<p>Human Systems:</p> <p>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</p> <p>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p>	<p>European Exploration, Trade and the Clash of Cultures</p> <ul style="list-style-type: none"> • The Renaissance • The Reformation <p>England from the Golden Age to the Glorious Revolution</p> <p>Russia:</p> <ul style="list-style-type: none"> • Early growth and expansion • Feudal Japan • Westward Expansion Before the Civil War • Early Exploration of the West • Daniel Boone, Cumberland Gap, Wilderness Trail • Pioneers • Native American Resistance • Native Americans: Cultures and Conflicts • Westward Expansion after the Civil War
Government	<p>Civic Participation and Skills:</p> <p>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p>	<p>Content Statement</p> <p>Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p>Content Elaboration</p>

		<p>Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include:</p> <ul style="list-style-type: none"> • almanacs; • maps; • trade books; • periodicals; • newspapers; • photographs; and • digital resources. <p>Students must also check their sources for accuracy. Criteria for an accurate source include:</p> <ul style="list-style-type: none"> • information is current and objective; • information is relevant; • information is validated by multiple sources; and • qualifications and reputation of the sources. <p>Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include:</p> <ul style="list-style-type: none"> • tables; line/bar graphs; • charts; and • digital images. <p>Expectations for Learning</p> <p>Investigate, organize, and communicate information on a public issue using multiple sources.</p>
	<p>Roles and Systems of Government:</p> <p>12. Democracies, dictatorships and monarchies are categories for understanding the</p>	<p>Content Statement</p> <p>Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or</p>

	<p>relationship between those in power or authority and citizens.</p>	<p>authority and citizens.</p> <p>Content Elaboration</p> <p>Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships, and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.</p> <ul style="list-style-type: none"> • The focus of this content statement is on the relationship between those governing and those governed: • In a democracy, the power of those in authority is limited because the people retain the supreme power. • In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. • In a monarchy, the authority over the people is retained through a tradition of allegiance. <p>The terms democracy, dictatorship, and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.</p> <p>Expectations for Learning</p> <p>Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p> <p>14. The choices people make have both present and future consequences.</p>	<p>Content Statement</p> <p>Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p>

		<p>Content Elaboration</p> <p>In grade four, students learned to work with data displayed on tables and charts.</p> <p>At this level, students learn to work with circle graphs. A circle graph shows how an entire body of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole data set.</p> <p>For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.</p> <p>Expectations for Learning</p> <p>Interpret a circle graph that displays information on part-to-whole relationships of data.</p> <p>Content Statement</p> <p>The choices made by individuals and governments have both present and future consequences.</p> <p>Content Elaboration</p> <p>In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences.</p> <p>For example, at the national level, a government may choose to build a road in an undeveloped area:</p> <ul style="list-style-type: none"> • a short-term consequence would include improved transportation; and • a long-term consequence would be increased maintenance costs. <p>For example, at the personal level, an individual may choose to</p>
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		<p>spend more money on a fuel-efficient automobile:</p> <ul style="list-style-type: none"> • a short-term consequence is the higher price paid for the automobile; and • a long-term consequence is the savings on gasoline costs in the future. <p>Expectations for Learning</p> <p>Explain the present and future consequences of an economic decision.</p>
	<p>Scarcity:</p> <p>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</p>	<p>Content Statement</p> <p>The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>Content Elaboration</p> <p>The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere.</p> <p>Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include:</p> <ul style="list-style-type: none"> • fishing communities; • tourist destinations; and • manufacturing. <p>Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase.</p> <p>Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services.</p>

		<p>Capital goods consist of human-made materials needed to produce goods include:</p> <ul style="list-style-type: none"> • buildings; • machinery; • equipment; and • tools. <p>Natural resources are productive resources supplied by nature. Natural resources include:</p> <ul style="list-style-type: none"> • ores; • trees; and • arable land. <p>Expectations for Learning</p> <p>Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.</p>
	<p>Production and Consumption:</p> <p>16. The availability of productive resources and the division of labor impact productive capacity.</p>	<p>Content Statement</p> <p>The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p> <p>Content Elaboration</p> <p>In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. At this level, students consider the influence of available productive resources and the division of labor on productive capacity.</p> <p>The productive resources (resources used to make goods and services) available and the division of labor (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively.</p> <p>The productive capacity of a region is influenced by available</p>

		<p>resources. For example, the climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity. In another example, a family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods, and human resources. Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.</p> <p>Expectations for Learning</p> <p>Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p>
	<p>Markets:</p> <p>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>	<p>Content Statement</p> <p>Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p> <p>Content Elaboration</p> <p>Specialization occurs when people, regions, and countries concentrate their production on fewer kinds of goods or services than are consumed.</p> <p>Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production.</p> <p>Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves. When regions and countries trade, a greater variety of goods</p>

		<p>are available to consumers.</p> <p>Expectations for Learning</p> <p>Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.</p>
	<p>Financial Literacy:</p> <p>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>	<p>Content Statement</p> <p>Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.</p> <p>Content Elaboration</p> <p>An individual’s interests, knowledge, and abilities can affect career and job choice.</p> <p>In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers:</p> <ul style="list-style-type: none"> • Knowledge (e.g., degree, certification, license); • Skills (e.g., technical, entrepreneurial); and • Experiences (e.g., entry-level jobs, internship, apprenticeship, life). <p>Expectations for Learning</p> <p>Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.</p>

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 6

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding.</p> <p>Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability.</p> <p>No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many short, fragmented stories to effectively advance reading comprehension.</p>		
<p>Acronym Guide for College and Career Ready Standards for English Language Arts Grade 6</p>	<p>Reading Standards for Literature: RL6 Reading Standards for Informational Text: RI6 Reading Foundational Skills: RF6</p>	<p>Writing Standards: SL6 Speaking and Listening Standards: SL6 Language Standards: L6</p>

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. RL.6.3 Describe how a particular story or drama’s plot in a series of episodes as well as how the characters respond or change the plot moves toward a resolution.

Instructional Strategies

Analyzing Characters:

As students read a story or short book, have them cite textual evidence on a graphic organizer of how a character changes through major events. The focus of this strategy can begin with the plot sequence or with the character of their choice. This is a good opportunity to allow students to choose what would make them most comfortable.

Analyzing Theme

Examining a completed theme organizer can help students determine the theme of the text rather than the main idea. Another strategy may be to have students consider what the character learned at the end of a story to help the students determine the theme.

Resources for Adding Text Evidence

RACE (Restate, Answer the question, cite evidence, Explain) Students answer all written questions using the acronym in this strategy as a formula to provide support for their answers in a meaningful way.

How to Summarize

Have students read stories close to their individual reading level and have them write summaries about theme. 5 W's and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with both literary and informational text. The strategy "Somebody Wanted, But, So, Then" is also useful for summarizing fiction selections. Students use the words as starters for each section of their summary.

Breaking Down Plot

Use short media clips and have students fill out a graphic organizer of a plot diagram.

[Plot mountain graphic organizer](#)

Instructional Resources

Guiding on the Side This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>
<p>Instructional Strategies</p> <p><u>Practice Strategy</u> Using picture books, short passages, and poems, have students identify figurative and sensory language and explain how these offer evidence of the tone. Provide copies for students to highlight and annotate or a graphic organizer for students to fill out.</p> <p><u>Find the Evidence</u> Have students identify, highlight, or copy text evidence that provides details about a character, a setting, or plot events.</p> <p><u>Discussion Author’s Craft</u> Discuss author’s craft with your students. Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot. Discuss how they also distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.</p> <p><u>Lessons for Analyzing the Structure of Passages</u> Using this website there are many different lessons and resources to analyze the structure of passages or poems. When analyzing the structure of passages, below are some question stems to ask or to guide your instruction:</p> <ul style="list-style-type: none"> • How does paragraph help to develop the overall meaning of the text. • How does this sentence (provide the sentence) contribute to the overall theme of the text. <p><u>Determining Point of View</u> Students should read short passages (or picture books) from an overhead, or on a handout as a class or in small groups. Next, they should identify the point of view and keywords that told them what point of view the text is.</p>	

For diverse learners, display a chart in the room with each point of view, key words, and identifying quotations directly from texts that the class has read. Refer to these often as teaching tools.

Instructional Resources

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8.
Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.8 (not applicable to literature)</p> <p>RL.6.9 Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>

Instructional Strategies

[Read Write Think](#)

Compare/Contrast

Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., The Legend of Sleepy Hollow). First, students should read the text and record any sensory perceptions (e.g., what they could “see,” “hear,” “smell,” “feel”; emotions the story evoked in certain parts). The students should then watch the movie and do the same as with the text, noting where their perceptions were different and where they were confirmed. This can be done as a written activity or in small groups at the end of the movie.

Close Reading

Use a close reading framework to compare two texts on similar topics. Close reading is critically analyzing a text looking at the details and patterns to have a deeper understanding of the text’s meaning, craft, and form. Close reading can include using shorter texts and excerpts of

published pieces, annotating the text, chunking and rereading the text to only focus on a paragraph or section, and scaffolding the students through discussions and questions for a deeper understanding of the text.

Students who are reading significantly below grade level will benefit from having at least one text below grade level or from being able to listen to the comparative texts read aloud either by an adult, a peer, a recording, or through the computer. All Apple computers have the ability to read text orally through the Edit Menu (Speech, Start Speaking).

Instructional Resources

Reading Quest

Reading Quest is a website where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., The Legend of Sleepy Hollow). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Teachers should be aware to not overuse language (be too wordy) and make stories as visual as possible for both ELL and struggling learners.

Artifact Roadshow

Using this website as a lesson example, students examine a series of primary sources, developing strategies and techniques for analyzing artifacts. Students interpret primary sources to enrich a story.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.6.10 By the end of the year, read and comprehend literature, including stories, drama, and poems 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instructional Strategies

Marking Strategy

Self-annotating becomes a “marking strategy” that forces active learning.

Instructional Resources

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. “Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes the central idea and relevant details.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

Instructional Strategies

Analyze an Article

Students read an article and annotate, highlight, or complete a graphic organizer regarding key details in the text that support the central idea. Students should also write a summary of the article and answer a short answer response question including text evidence.

Side-by-Side

Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher-level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words.

Modeling/Peer Modeling

The teacher uses highlighters of different colors to show an article’s central idea and supporting details. Then, students do a different article, sharing their highlighted responses with an “elbow partner.” This will allow students to check their detail identification and inference recognition.

How to Summarize

Have students read stories close to their individual reading level and have them write summaries about theme. The 5 W’s and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with fiction and nonfiction.

Resources for Adding Text Evidence RACE (Restate, Answer the question, Cite evidence, Explain)

Students answer all written questions using the parts of the acronym for this strategy as a formula in order to provide support for their answers in a meaningful way.

Instructional Resources

Jackie Robinson Unit This unit has text dependent questions to use with the text to have students cite evidence and determine the central idea. Summer of Fire Lesson Using text from the Yellowstone National Park fires from the summer of 1988, students cite evidence using text dependent questions.

Story Map Graphic Organizer - Read Write Think - Organizer Strategy Guide:

Developing Evidence-Based Arguments from Texts Using Hillocks (2010) inspired strategies, students become familiar with the basic components of an argument and then develop their understanding by analyzing evidence-based arguments.

Maggie’s Miracle Cart by the Federal Trade Commission Students visit a virtual mall and learn to be smarter consumers, while citing evidence. Students learn how to protect their privacy, how to spot and avoid frauds and scams, how advertising affects them, and how they benefit when businesses compete.

NY Learns Rosa Parks Central Idea Unit In this autobiographical unit, students work to identify the central ideas. ReadWorks - Rosa Parks

Strand	Reading Informational Text
Topic	Craft and Structure
CCRS	<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p>

Instructional Strategies

Context Clue Strategies

Strategies to Identify Unknown Words

First: Read the sentences before and after the sentence with the unknown word. Does this help you understand the possible meaning of the word?

Infer Meaning: Re-read the sentence without the unknown word. Can you still figure out what the author is trying to say?

Synonym / Substitution:

Is there another word that would make sense in its place? (Synonym)
 Root word: Can you identify the root word by taking away the prefix or suffix?
 Define: (not an option for the State test)
 What do you think it means? Look up the word on a device or dictionary.

Seussisms

Insert a “Seussical” word in place of a chosen word in a text then have students use context clues to determine the meaning of the word. Because the invented word has no background significance for the student, they must rely on context clues to determine the meaning.
 Example: The children went to the wazamatic to be treated for the outbreak of chicken-pox.

Use a Timeline

Timelines that trace the order of events can demonstrate how one thing fits into the overall structure and development of ideas. Students can answer questions just as they would with a passage or article. This cross-curricular strategy can also be used to provide historical information on a stand-alone topic or to help students to learn background information for a novel.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.</p> <p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

Instructional Strategies

Create A Website

Students use a graphic organizer to collect the information from different media, develop their list of subtopics or headings, and use that information to create an informational website to share with the class. This would work well with an integrative unit.

Modeling and Peer Review

As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, sticky notes, or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group’s results and have the class determine the strength/weaknesses of each one.

Eyewitness Account of Events

The teacher introduces this lesson by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher’s desk, and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may also lead to a discussion about point of view.

Analyzing Articles

Analyze two articles to identify the main parts of an argument essay (thesis, claim(s), evidence). Students can highlight each part in a different color. Then students should compare and contrast the two articles on a two-column graphic organizer or Venn diagram.

Integrating Information from Different Sources

Students will read an article and watch a news segment on the same topic. They will put the information together to gain a better understanding of the topic and describe what happened by using specific details from both texts/sources.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instructional Strategies

Pairing Information Read articles at varying levels to support works of fiction. For every book, there are non-fiction topics that can be discussed with short informational articles and news stories.

Current Event Warm-Up

Read or watch videos of current events daily and students can write a two-sentence summary or answer a comprehension question. Questions or summary statements could center on occupations involved or related to current events to increase awareness of careers in daily life.

Weekly Current Event

Students read newspapers (online or paper format) and fill out a current events graphic organizer to show key information from the text. Side-by-Side Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words. Note: The Side-by-Side strategy may be used to practice the Notice and Note strategies in the Beers and Probst book.

Instructional Resources

[Commonlit](#)

This site provides articles on a variety of topics and Lexile levels. The article can be chunked, guiding students through the reading with questions that must be answered to move forward in the selection. Student progress can be monitored and tracked throughout the year

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Establish a thesis statement to present information. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. e. Provide a conclusion that follows from the narrated experiences or events.

Instructional Strategies

Think Like a Writer/Read Like a Writer

Provide a mentor text for writers. This mentor text should be the same writing mode the teacher wants the writer to produce. Have texts available below, at, and above grade level. Give students a task to interact with this text. The writing may be typed on a document on one side with the interaction/thinking questions on the right. This strategy is great to help students understand vocabulary involved with each Writing Mode. This strategy also works as a great mini lesson during Writer's Workshop. Possible tasks for each writing mode may include but are not limited to the following:

- Narrative: Locate an example of how the writer used dialogue. What strategy did the writer use to hook their reader in the introduction? What descriptive phrases did the writer use to allow the reader to visualize the setting?
- Informative: How did the writer organize the body paragraphs? What are the writer's sub-topics? What sentence reveals the main idea of the writing? What type of evidence did the writer use? Can you locate where the writer used a statistic (fact, quote)?
- Argument: Locate the writer's thesis. Locate the writer's claims. Do the claims support the thesis? Is each claim proven with evidence? The teacher should create interaction questions with vocabulary that the students have been working on. Students may color code the mentor to text to identify the different aspects. It also may help to chunk the lesson, so students interact with the text in small sections in a short time period for multiple days.

Using Mentor Texts

Mentor texts are a great way to teach the three different types of writing. These texts will become exemplars to continually reference back in your mini lessons when teaching new parts of each writing. They will engage students in inquiry and help them to envision what strong writing looks like. Mentor texts can be short stories, student exemplars, short articles, or even picture books.

Easily log the texts in which the teacher uses by posting them to Google Classroom. The texts can be digitally linked, scanned in or a Google Doc. The teacher can make annotations and highlighting on the texts to remind students of what you all worked with during class. Different elements of writing could be easily labeled with different colors or fonts. These documents then become live texts that are interacted with whenever needed.

Students should have opportunities to hear/read/interact with mentor texts prior to the lesson when they are being used as exemplars. Or choose selections from texts that they have already used in English Language Arts or other content areas. Also, do not underestimate the value of picture books to be used as exemplars. These are more universally accessible by all students.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>

Instructional Strategies

Graphic Organizers

Students should use graphic organizers to collect their thoughts as they move through the writing process. These organizers are the skeleton or outline to guide the creation of the final product.

- Argument graphic organizers: These organizers should include a progression with space for a thesis, claims, evidence for the claims and a concluding statement that logically follows from the thesis and claims.
- Informative/explanatory graphic organizers: This organizer should start with a topic using a relationship structure, such as definition, classification, comparison/contrast or cause/effect. Following from that should be the supporting details, including facts, definitions, details or quotations. Domain specific vocabulary should be included in this section. The last section of the organizer is for the conclusion for the information from the previous sections.
- Narrative graphic organizers: The first section of this organizer should include details for the exposition: setting, characters or narrator. The next section should focus on story development, including the sequence of events, experiences and time frames. Students can begin thinking about sensory details, dialogue and figurative language to improve their writing. The final section of the organizer should conclude the story in a manner that is consistent with the details in the earlier sections. Example: Have students draw a picture of their setting as the

organizer for a personal narrative; a timeline can be added to the bottom for sequence of events. This basic structure can be used to develop the full narrative.

- Graphic organizers either can be shortened or talked through with an adult and filled in together to prompt creative thinking for students who are reluctant writers.

Editing Stations

Multiple stations are set up in the room (or digitally) to address the needs for the specific writing assignment. Some areas universal to writing include CUPS (capitalization, usage, punctuation, and spelling). The teacher would model the use of each station, divide the students into small groups, and move them through the stations. After students self-check in each station, round two begins where they will exchange with a partner and repeat the process with their partner's work.

- Capitalization: Students highlight the first letter of each sentence. They correct any capitalization errors found. In Round Two, search for proper nouns/names and use the same procedure.
- Usage: Students highlight the subject and verb in each sentence. They check and correct any errors in agreement that are found. In Round Two, check for run-ons and fragments.
- Punctuation: Students highlight the end of each sentence, as well as each coordinating conjunction. Punctuation errors are corrected. In Round Two, punctuation changes are suggested to enhance fluency and meaning. This can include sentence combining.
- Spelling and Vocabulary: Students will correct the 'red squiggles' highlight and then any other spelling errors they find. In Round Two, students circle at least five dead words for their peer to replace with more concise vocabulary.

Writers Workshop

Students are given time in class to develop their writing fluency. Class begins with a minilesson (Short teacher led lesson that focuses on a particular skill to strengthen their writing). The skill is based on the standard or the needs of the students. After mini lesson students move into work time. During work time they are working on the skill that was taught in mini lesson to strengthen their writing.

During this time, they will continue to move through the writing process. While the students are in work time the teacher pulls students to conference with them individually or in a small group to provide feedback on the content of their writing. Remember to focus on what you will be assessing them on. Be sure to leave time at the end of class for share time. Share time can be an exit slip, a whole class share out, or a partner share. Some students would benefit from a visual timer to show how long they need to continue to write.

Sentence Frames

Sentence frames are partially completed sentence structures that provide writers with a mental model for constructing sentences using vocabulary for writing arguments. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of ELL's language.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences. Writing Conferences Throughout the writing workshop teachers should meet with their students and have conferences about their writing. During writing conferences teachers meet one-on-one with students. Conferences should be short and should occur during class time. They should be a conversation between teachers and students. Students should explain their thinking and talk about their writing. Writing conferences may focus on a specific teaching point within the lesson or the overall writing each student has done. Students who struggle need to be on the conference schedule with the teacher more often than other students.

One way to keep a continuous dialogue with students about their writing is through the integration of utilizing Google Docs. A document in which both the teacher and the student has access allows for the teacher to make annotations/comments on the piece of writing at any time convenient for the teacher. These annotations/comments can then be used as focus points for the face-to-face conferences between students and teachers. This also allows writing pieces to be worked on over breaks from school and the teacher is still easily able to communicate his or her thoughts about the writing.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
Instructional Strategies	
<u>MISO Method</u>	

Writers should use multiple types of mediums from which to gather their research. Writers should create a list of questions about their topic, which they then organize by which method would be the best to assist them in finding the answers to their questions. The methods include.

1. Media- newspapers, maps, text etc.,
2. Interviews- capture diverse voices,
3. Surveys- collect diverse ideas and opinions, and
4. Observations- widen your vision.

Open-Ended Text-Dependent Questions

Design a series of open-ended questions for students to answer based on a topic they must research, such as a historical event (Dust Bowl), famous place (Ancient Egypt), famous person (Rosa Parks), or famous author (Gary Paulsen). Some students will be able to self-select or create their individual topic and question. Once students have been assigned or selected their topic, they will gather relevant evidence using multiple sources. Students will write a multiparagraph essay or create a multimedia presentation. Once completed the teacher can use the Informative/Explanatory Writing Rubric – Grade 6-12.

Learning Styles

Students will take a learning style assessment provided by the teacher and identify their prominent learning style. After taking the learning style inventory, students research their top two learning styles and determine which a better fit, based on evidence is. They then write an essay describing this to the teacher. Once completed the teacher can use the Informative/Explanatory Writing Rubric - Grade 6-12.

CARS Strategy

Students will learn how to evaluate sources on the authority of the author and the publisher by asking questions.

CARS.

- C - credibility: What about this source makes it believable?
- A - accuracy: Is the information provided up-to-date, factual, detailed, exact, and comprehensive?
- R - reasonableness: Is the information fair, objective, moderate, and consistent?
- S - support: Can the information be supported with the evidence provided?

Direct Instruction on Plagiarism

Using real life examples and the website on plagiarism as a reference explicitly, instruct how to correctly cite evidence without stealing someone else's words or ideas.

A.C.E Procedure

- A - Answer: Teacher (or student) designs a set of questions that require the student to make a claim and justify it. The students will need to cite specific details from the text that “hint” to the answer to the questions.
- C - Cite Evidence: The student will cite at least two pieces of evidence from the text to substantiate the answer given.
- E - Expand: The student will expand upon his/her answer, explaining how they connected the evidence with the claim made.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Strategies

Explore Writing

Explore Writing allows students to respond to different types of texts in writing.

- EX - students gives an example of the genre, author and style
- P - what is the author’s purpose?
- L - what are the key words/lines/names/places to remember?
- - how is the writing organized?
- R - how can I relate to what I just read?
- E - what are my ah-has? what questions do I still have?

Journals

Writers respond to daily prompts in their Writer’s Notebook. Writers are expected to begin writing upon arrival to class. The writer’s response should be a minimum of three sentences and should correspond to the prompt provided.

Students at various levels of proficiency with writing may prefer to choose their own writing paper - blank, wide lines, narrow lines, dotted grid lines, raised lines, etc.... They may need to be encouraged to skip lines when writing to leave room for helping correct spelling and to leave room for editing. Some students still need physical tools for leaving spaces between words to increase legibility. This can be as simple as an extra pencil or a popsicle stick. They may also need to have available various styles of pencil grips. For students who struggle with keeping their letters aligned to the baseline (making legibility difficult), they may benefit from having the bottom line highlighted. Similarly, students whose writing “drifts” across the page (they don’t go far enough back to the left at the start of each new line of writing), they would benefit from highlighting the vertical line on the left side of most notebook paper and then being reminded that their letters need to touch the highlighting every time.

Two Column Note Taking

Writers need to learn how to take notes with a variety of sources: lectures, text, video, independent & whole group reading, etc. One note taking strategy to help students think about specific content is creating two columns: one side for notes during reading and the other side for clarification after reading. The following are examples of notes taken during active reading: (the first few times using this strategy it should be modeled by the teacher)

- Confusing words/phrases
- Questions that arise in your thoughts
- Drawing a picture instead of using words

Free Writes

Writers are given the opportunity to write for a sustained amount of time on any topic in any format in which they choose (free verse, poetry, letter to the editor, lyrics, etc.). Put students in the frame of mind of being a career-author (use well known references, like J.K. Rowling) and this writing would be their livelihood. Use visual timers (such as Time Timer - timetimer.com) to show students how long they need to keep writing. Some students may need to know they have to write a set number of sentences before they can stop.

Instructional Resources

Teaching Channel

The teaching channel offers multiple platforms for educators related to the common core including resources such as teacher videos, strategies, and lesson plans.

Read Write Think

Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all the resources (including all materials that need to be printed for the lesson) and preparation time frame. The site also provides instructional planning and related resources.

Illinois Literacy in Action

This website is a focus on literacy by grade level for teachers, curriculum coaches and administrators. This site provides the standards with lesson plans and resources.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims.

Instructional Strategies

Providing a Safety Net/Using a Student Friendly Search Engine

When students need to research evidence on their own, Google Scholar can narrow their results to only provide educational or scholarly resources. Students can simply type in Google Scholar into the Google search box and then choose Google Scholar.

Discussion Question Stems

When participating in class discussions (either whole group, small group, or partners) students should respect each other. Using question stems the students will be able to agree and disagree with each other in a respectful way. These will also provide a much smoother process for any discussion that may happen in the classroom.

Analyzing Visual Media

Students are presented digital information in visual form on a daily basis so they need to practice listening comprehension and discerning credible and reliable information. Video resources to use: ProCon- has arguments presented in video formats

Active Listening - S.L.A.N.T.

Before a student can delineate a speaker's argument, they need to be taught or reminded HOW to listen. The following acronym can be used to help students to become active listeners. This needs to be modeled and practiced multiple times.

- S - Sit Up
- L - Lean In

- A - Activate Your Thinking
- N - Note Important Information (what does that look like?)
- T - Track the Speaker (what do I do if I lose track?)

Students work in teams to create a video for one of the SLANTs (teacher assigns which SLANT a team will do). Students use a free web designing program to upload the video as part of a website (or web page as part of a larger class website on SLANTs) about the SLANT. Students visit the various websites then respond on a discussion post on the website or created by the teacher on the LMS.

Questioning

Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas.

- What is the speaker’s goal? Is it to educate, to motivate, to persuade, or to entertain?
- What are the claims made by the speaker’s argument?
- Were the claims supported by evidence?
- Why is this person delivering this speech? Are they the right person?

Instructional Resources

EdTechTeacher - teaches students to plan, organize, write, communicate, collaborate and analyze videos. Answer Garden Tool that allows students to type in answers and share automatically with the class their prior knowledge on any topic. This is an excellent pre and post- assessment tool, discussion starter, getting to know you tool and can be used for much more.

Library of Congress offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Instructional Strategies

Tongue Twister

Students choose or are assigned a short tongue twister. The student prepares by memorizing the tongue twister working on appropriate eye contact, volume, and clear pronunciation. The student performs for a small group while another student records their presentation. The student should repeat the tongue twister multiple times. Students view other videos and peer and self-evaluate on eye contact, volume and pronunciation.

A checklist may help students stay focused and provide constructive feedback. This strategy may be a great formative tool while students are preparing for a larger, more formal presentation.

Assessing the Quality of Speech & Body Language

PBL Presentation Rubric Standards aligned rubric to assess a presentation that includes criteria for each student on a team's use of organization, use of presentation aids, voice, eyes, and body language.

Screencastify and Mirroring Tools

A multimedia presentation tool that may be used is a screen casting (Google app) or mirroring tool (Mac or PC). Using these tools students can record their screen, which shows a presentation and their voice as they speak through their work. This tool may also be used to record the students themselves. Using the front or back facing camera students can record themselves acting out a scene, giving a presentation or anything they can imagine.

Grandparent Interview Students

will interview a grandparent and write a news article based upon their interview. They will also do research on historical events to develop questions to be asked during the interview.

Impromptu Speeches with Newspaper Headlines

(Formative Practice Tool) Gather newspaper headlines that could possibly create an interesting fun speech on the fly. Students will be assigned or choose a headline. Give the student 3-5 minutes to prepare a short speech directed to a specific audience. For example, the student may be asked to prepare a speech for a group of Kindergarten students, a group of parents or peers. Once the student gives the short speech, peers will provide constructive feedback.

The feedback may be on specific speaking skills, such as eye contact, volume and pronunciation. Feedback should also be given on word choice and presentation style. The student should be able to explain why they presented in the manner they did based on the assigned audience.

Socratic Seminar

This is a discussion format used to analyze a text or multiple texts. Teachers prepare students by posing a “big idea” question (for example-How does conflict among a society create conflict for characters?). Teachers provide multiple non-fiction texts that address the essential question. Students prepare for the seminar by critically reading the texts and annotating and/or taking notes to prepare for the discussion. During the discussion, the teacher listens to students conversing and only participates to get students on task. During the discussion, students pose questions to one another and answer with references from prepared texts. All discussion should contribute to answering the big idea question. Facing History breaks down this interactive strategy. Prior to using this strategy, modeling and scaffolding should take place in the classroom that addresses asking questions, closely reading the text, annotation or note taking and discussion etiquette. To assess students, create or locate a rubric that includes preparation, knowledge of topic, asking questions, responding to questions and discussion etiquette.

Instructional Resources

Read Write Think: Multimedia – Students as Creators

This lesson introduces students to the genre of multimedia presentations. Working first as a class and then in small groups, students view and analyze sample multimedia presentations and develop a list of characteristics of the genre. Read Write Think - Multimedia

ISTE Standards

The International Society for Technology in Education provides a list of standards for both students and teachers. These standards provide guidance on what teachers and students should do with technology throughout the school year.

Electronic Messaging

Read.Write.Think Lesson Idea for Electronic Messaging. This lesson explores the language of electronic messages and how it affects other writing.

Teaching Channel

Teaching Channel provides video resources, accompanied by lessons for students that introduce safe, responsible and meaningful ways to use the internet. Topics include digital footprints, following digital trails and email etiquette.

Strand	Language
Topic	Presentation of Knowledge and Ideas
CCRS	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves).

- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

Instructional Strategies

Interactive Notebooks

Students use a notebook to learn the conventions of grammar by keeping all of their information in one notebook. The graphic organizers, colors or highlighting and various visual information the students work with allow them to retain what they have learned and have a resource for future use.

Some students would benefit from being given fill-in-the-blank style notes for their interactive notebooks. Many students who struggle with reading and writing also have a hard time with visual organization and understanding how notes should be written into their notebooks in a way that is both legible and useful later. Either give specific instructions on how their notebooks should look, including a visual example for the whole class, or have a specific blank format available for students to put into their notebooks and then write on.

You could also have a notebook made of photocopied or printed pages in exactly the style the teacher wants the format to be, helping to ensure that students are able to use the notebooks later for their intended purpose.

In addition, keep in mind that even in sixth grade, some students have a very difficult time writing small enough to fit their words between “college ruled” lines of text. Having an available format for students who write in larger letter is a quick and easy way to make this task less daunting.

Sentence Diagramming with Manipulatives

Have students diagram sentences with a variety of manipulatives. Possible manipulatives include yarn to create the diagram with a variety of word cut-outs. Laminated paper placemats may also be a tool where students could Velcro or tape words from sentences. The placemats could be re-used. Magnets may also be a manipulative that could be created from magnet sheets. The sheets would have sentences printed on them with the words cut apart and students could work through the parts of speech and parts of a sentence by placing them on a magnetic surface (chalkboard, cookie sheet, dry erase board). This activity may work best in small groups to reteach concepts based on weaknesses from an assessment.

Community Detective

While learning and practicing grammar conventions, students begin looking for errors in the writing of others (ads, books, articles, teacher errors, etc.). The student presents the error with an explanation of the correction and the applicable grammar rule.

Kinesthetic Diagramming

Have the students make signs of different words from a sentence. Then have the students get into the order of the sentence. Have them discuss in small groups the different parts of the sentence and parts of speech, emphasizing their function in the sentence.

Informal Sentence Diagramming

Students use highlighters and various marks to code the sentence parts that may be present in a mentor sentence or student-generated sentence. They can use paper and pencil, Google Draw or Word to code sentences. Students will identify sentence parts such as the simple subject, complete subject, simple predicate, modifiers, conjunctions, complete predicate, direct and indirect objects, predicate adjectives and nominatives, phrases and subordinate clauses.

Editing Stations

Mini stations are created, each with a specific area to be addressed in student writing. Students take their own writing selection and check it, making corrections as necessary to improve conventions in their writing. Stations may include, but are not limited to punctuation, spelling, verb agreement and appropriate pronoun usage. At each location, the grammar rule is reviewed, with examples given and instructions for what the student should look for and correct. Corrections can be color coded for students and teachers to see progression in understanding of conventions. Some students who really struggle with finding their own mistakes could have the mistakes in their work highlighted by a teacher. Their task is to edit their own mistakes, rather than to have to find them.

Some students can be overwhelmed by the number of mistakes in their work, so the teacher could highlight a specific number of errors in one color and have the student edit those. Then the teacher can switch to another color of highlighters and the student edits those mistakes. Another way to scaffold editing is for the teacher to make the editing marks on the student's work and then the student must correct the errors based on the indicated mark.

Instructional Resources

Teaching Grammar & Mechanics in Writing Workshop

The professional text *Mechanically Inclined* by Jeff Anderson helps teachers determine how to fold daily grammar instruction into the writing workshop model. It provides examples of anchor charts and handouts that can be added into students' writing notebooks to support grammar learning.

Write Like This

Using the book, *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Text* by Kelly Gallagher, students will use real world writing experiences to demonstrate command of convention usage.

Strand	Language
Topic	Presentation of Knowledge and Ideas
CCRS	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.

Instructional Strategies

Sentence Workshop

Students choose a sentence that the teacher or a peer has previously pointed out as needing edited, and on the first day, they correct any mechanical, usage, grammar or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to improve one more aspect of their sentence. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

Read Writing Aloud

Reading their writing aloud helps students revise boring, monotonous sentences. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

Some students get too used to reading their sentences in the order they were written and do not hear the errors. One way around this is to have the student (or their partner) read the sentences from the last sentence to the first sentence. This also helps students understand the importance of ending punctuation because they need to be able to work backwards from the final period to find the beginning of each consecutive sentence.

Teach Grammar in the Context of Reading

Use mentor texts. Show students how fiction and nonfiction writers use grammar to communicate clearly and to create their own style. Have students find examples of a grammar rule, such as subject/verb agreement, in a text they are reading.

Readers' Theatre

Students use a high interest text (story, poem, speech, or brief article) to read aloud or perform for peers, taking special care to read from punctuation to punctuation, the length of pauses for various punctuation marks and speaking lines of dialogue in a way that differentiates it from narration.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Example of negative trends may be short choppy sentences, run-ons, sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

Eats, Shoots & Leaves

Using the book Eats, Shoots & Leaves by Lynne Truss, teacher can model to students the importance of commas and how to correctly use them in their writing.

Keeping Grammar Weird

Using kinesthetic activities, students will focus on varied sentence structure.

Middle School Matters

This website provides videos, activities and articles on sentence combining.

Creating Musical Scores for Poetry

Students practice reading poems, focusing on style and tone. PoetryOutLoud

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Strategies

List Group Label

A vocabulary strategy that engages students in a three-step process to actively organize terms to show their understanding of content area vocabulary and concepts. Follow this link for the steps of this strategy.

Connotation and Denotation Chart

Students arrange a group of words with similar denotations (interested, obsessed, consumed, absorbed, fascinated, preoccupied, tormented, etc.) and sort words into two columns. One column has a positive connotation, and one column is for words with a negative connotation. Students independently work, and then meet with a partner to compare their interpretations of the words.

Arrange all the words from most positive connotation to most negative connotation to accommodate students with advanced vocabularies.

Higher-level vocabulary words are less familiar and more difficult for students to read. Using QR codes with the oral pronunciation of the word will help students who have trouble reading the words by themselves to independently complete this task.

Sentence Frames

Students use sentence frames to guide understanding of the relationships between words. When learning cause and effect, students read the text to themselves and verbally share using a sentence frame: _____ happened because _____ happened.

Use Mentor Texts to Teach Connotation and Denotation

Use picture books or sentences from current instructional pieces to teach students about word choice and why an author chooses one word over a different word. For example, The witch (giggled or cackled) as she stirred her brew. The teacher creates questions based on connotation and

denotation. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice strategies to improve word choice in their own writing.

Use Mentor Texts to Teach Figurative Language

Use picture books or sentences from current instruction pieces to teach the students how published authors use language for different reasons. For example, the teacher may show how an author uses onomatopoeia to emphasize the sound happening in the book. The teacher creates questions based on figurative language. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice ways to implement the figurative language into their own writing.

Connotation Ladders

Using paint strips students will create shades of meanings for words that mean the same thing but may have a positive or negative connotation. Teacher will give students either the extreme positive and/or extreme negative connotation and students will find words that fit in between at escalating levels of connotations.

Instructional Resources

Word Study Using “Words Their Way”

Word study introduces students to how words work using patterns and roots. Word study will also help students to spell words better as they learn how words work and why they work the way they do. The book Words Their Way is a helpful resource that provides word lists and teaching ideas for each week.

Text Project - Vocabulary Lessons for Students

Vocabulary knowledge is the single best predictor of students' comprehension of texts. The reading of complex texts requires that students have rich vocabularies. The two types of reading lessons provided by TextProject—E4 (Exceptional Expressions for Everyday Events) and S4 (Super Synonym Sets for Stories)—support the development of strong and generative vocabularies. Lessons can be found at Text Project.

Grade 6 Correlation of Singapore Math and New Hampshire College and Career Readiness Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships	6. RP	
Understand ratio concepts and use ratio reasoning to solve problems		
1.	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to</i>	TB–A: 90–95 WB–A: 75–76

	<i>beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.</i> “For every vote candidate A received, candidate C received nearly three votes.”	See Grade 5: TB A: 135–138 WB–A: 129–138
2.	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i>	TB–A: 90–95 WB–A: 75–76
3.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
3a.	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	TB–A: 92–99 WB–A: 22, 75–78 TB–B: 185 See Grade 5: TB–A: 139–143, 159, 162–163
3b.	Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	TB–A: 124–143 WB–A: 94–105, 109–110, 112
3c.	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	TB–A: 73–77, 121 WB–A: 63–66, 89 See Grade 5: TB–B: 61–63, 69–73 WB–B: 51, 58–64

3d.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	TB–A: 96–99 WB–A: 77–78
The Number System		6.NS
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
1.	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>	TB–A: 64–70 WB–A: 54–55, 57–58, 62 See Grade 5: TB–A: 93, 96–97 WB–A: 93, 95
Compute fluently with multi-digit numbers and find common factors and multiples.		
1.	Fluently divide multi-digit numbers using the standard algorithm.	See Grade 5: TB–A: 25–26, 44–48 WB–A: 18, 37–40 TB–B: 18–21, 27–30, 33–34, 38–40 WB–B: 9–10, 16–18, 22–23, 27–29
2.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	See Grade 5: TB–B: 16–41 WB–B: 8–29
3.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than	See Grade 5: TB–A: 17–18, 31–32 WB–A: 12–13, 24

	or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	TB–A: 39–42 See Grade 4: TB–A: 42–47 WB–A: 34–37 See Grade 5: TB–B: 149–151 WB–B: 146–147
6.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
6a.	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	TB–A: 40–41 See Grade 5: TB–B: 149–151 WB–B: 146–147
6b.	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	TB–B: 185–186 See Grade 5: TB–B: 156–157 WB–B: 151

6c.	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	TB–A: 40–42 WB–A: 21, 37–40 See Grade 4: TB–A: 42–44, 47 WB–A: 34–35 See Grade 5: TB–B: 149–151, 156–157 WB–B: 151
6d.	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	TB–A: 80–83 WB–A: 79–82
6e.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	TB–A: 80–87 WB–A: 80, 83–86
7.	Understand ordering and absolute value of rational numbers.	
7a.	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>	TB–A: 39–46 WB–A: 37–44 See Grade 4: TB–A: 42–45 WB–A: 36 See Grade 5: TB–B: 149–151 WB–B: 147
7b.	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	TB–A: 39, 43 WB–A: 42 See Grade 4: TB–A: 42–43

		WB-A: 34–35 See Grade 5: TB-B: 149–150 WB-B: 146
7c.	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of –30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	TB-A: 40–44 See Grade 5: TB-B: 151 WB-B: 147
7d.	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.</i>	See Grade 4: TB-A: 42–43 WB-A: 36–37 See Grade 5: TB-B: 149–151 WB-B: 146
8.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	TB-A: 26–30 WB-A: 21–28 TB-B: 185–192 WB-B: 155–161 See Grade 5: TB-B: 156–157 WB-B: 151
Expressions and Equations		6EE
Apply and extend previous understandings of arithmetic to algebraic expressions.		
1.	Write and evaluate numerical expressions involving whole-number exponents.	TB-B: 179–180 WB-B: 151, 153–154 See Grade 5: TB-A: 21 WB-A: 15
2.	Write, read, and evaluate expressions in which letters stand for numbers.	
2a.	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	TB-A: 10–13, 19–25 WB-A: 5–10, 15–20 See Grade 5: TB-B: 140–144

		WB-B: 139–140
2b.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i>	TB-A: 8–11 See Grade 5: TB-A: 17–21, 29–33 TB-B: 140–148
2c.	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i>	TB-A: 19–25 WB-A: 15–20, 61 See Grade 5: TB-B: 140–148 WB-B: 139–143
3.	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	See Grade 5: TB-B: 140–148 WB-B: 144–145
4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	TB-A: 8–11 See Grade 5: TB-B: 140–148
Reason about and solve one-variable equations and inequalities.		

5.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	TB–A: 14–18 WB–A: 11–14
6.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	TB–A: 10–13, 19–25 WB–A: 5–10, 15–20, 90
7.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	TB–A: 14–18 WB–A: 11–13
8.	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Write and graph on a number line inequalities of the form $x > c$ or $x < c$. Draw a polygon in the coordinate plane and determine lengths of (horizontal and vertical) segments
Represent and analyze quantitative relationships between dependent and independent variables.		
9.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation. <i>For</i>	TB–A: 26 WB–A: 22

	<i>example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>	
Geometry		6.G
Solve real-world and mathematical problems involving area, surface area, and volume.		
1.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	See Grade 5: TB–A: 108–126, 133–134, 149 WB–A: 106–120, 125–127, 141 TB–B: 43, 59–60, 104–105, 120, 137 WB–B: 32, 45, 114, 137
2.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	TB–B: 29–33 WB–B: 24–32 See Grade 4: TB–B: 140–146 WB–B: 151–152 See Grade 5: TB–B: 50–53, 60, 121 WB–B: 37
3.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	See Grade 4: TB–B: 96 WB–B: 109–110
4.	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply	See Grade 4: TB–A: 132–136 WB–A: 148–155 See Grade 5: TB–A: 127–130

	these techniques in the context of solving real-world and mathematical problems.	WB-A: 121–122
Statistics and Probability		6.SP
Develop understanding of statistical variability.		
1.	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>	TB-B: 88–119 WB-B: 92–116
2.	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	TB-B: 88–119 WB-B: 92–116
3.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	TB-B: 88–119 WB-B: 92–116
Summarize and describe distributions.		
4.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
4a.	Reporting the number of observations.	TB-B: 89, 90–91, 96–98, 103–104, 106– 107, 110–116, 120–127 WB-B: 105–108, 111– 114, 116
4b.	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	TB-B: 88–119 WB-B: 92–116
4c.	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as	TB-B: 88–94, 97–99, 105, 107–110, 114–117 WB-B: 92–95, 100, 103–108, 114–116

	describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	
4d.	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	TB-B: 90–92, 109–113, 117

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 7

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability –decoding –requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Analyze literary text development.</p> <ol style="list-style-type: none"> a. Determine a them of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

Instructional Strategies

Making Predictions

When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a Directed Reading Thinking Activity (DRTA) format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions. Extend this activity by adding blocks or notes describing events and/or characters and having students indicate how these events and/or characters are involved in the lesson/theme the main character is learning. Students can also make predictions about life lessons other characters are learning.

Developing Theme Graphic Organizer

To develop a theme statement, create or use an organizer that requires students to brainstorm possible topics and decide on one topic that is evident in the beginning, middle, and end of the text. Students should provide evidence from the text that demonstrates the topic. Students should think of what they have learned about the topic from the details in the text. Students then write the message or lesson the author is attempting to relay about the topic. This will lead the student to the author's purpose and theme.

Extend this activity by having students also include why this theme is important and/or how it is relevant to everyday life. Students can also indicate how this theme is related to other texts they have read. Students can also do a small research activity and look for historical figures whose stories also display this theme.

Lucid Chart Diagrams - This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.

Book Trailer

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slideshow with sound. The book trailer should contain information such as themes, plot events, characters, setting, and genres.

Extend this activity by encouraging students to include other texts that have related themes as "also recommended" or "If you like..., then you might want to try" options.

Instructional Resources

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Plot Map Plot Diagram

The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.

Literacy Analyst Tool

This resource helps teachers in developing the theme throughout the text. This link has lesson plans and links to graphic organizers.

Teaching about Textual Evidence

This is a resource for teachers demonstrating techniques and strategies for how to teach students to cite textual evidence.

Vocabulary Development Strategies

Strategies Vocabulary: This resource has a large collection of instructional strategies that facilitate learning across content areas

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text

Instructional Strategies

Compare/Contrast

In this compare/contrast strategy, have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, and most fun to read, noting when figurative language contributes to the meaning and tone of the poems. Invite students to write their own rhyming and free verse poetry pairs to share.

Annotation

This strategy occurs during close reading of the text. When annotating, narrow down specific pieces of the text and assign specific tasks (i.e. have students circle unknown words, write questions in the margins, highlight examples of point of view, etc.) in order to help students analyze form and structure.

“I Do/We Do/You Do” method

Students require frequent and specific modeling using the “I Do/We Do/You Do” method. In this method, “I Do” is when the teacher models how to annotate, then “We Do” is when the whole class annotates together, and finally “You Do” is when the students annotate independently. A suggestion for cooperative learning in the “You Do” stage would be to assign different sections of the text to groups of students, using the Jigsaw method to analyze the structure of the entire text.

With a copy of the text/poem, have students highlight sensory imagery, using a different color for each sense. To extend this activity, have students replace the author’s imagery with an opposite image, i.e. a savory steaming soup with a goopy sour pudding. Or, have students work in partners to replace the author’s imagery with a hyper-example, i.e. a blustery day with a tornadic storm.

This strategy could be “published” in the form of a collaborative Google Slide show. While all students work on their own or their group’s slide, incorporating the analysis of form, structure, or task. The whole class then views this show and a discussion can be had about what students found.

Perspective Development and Analysis

Using classic tales, have students change the points of view to analyze character and/or narrator perspectives. Students could create their own mini movies of the story utilizing different perspectives. Students can use something as simple as their phone to record the video or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.

Socratic Questioning

Through a series questions, have students identify what would be gained or lost in respect to character/narrator perspective if a story were written using a different point of view. For example, when switching from a first-person narrator to a third-person narrator, a text may lose evidence of the personal thoughts and feelings of one character toward another character, yet there may be a gain in events or activities of multiple characters.

Instructional Resources/Tools

“I do/ We do/You do”: This resource explains the “I do/ We do/You do” teaching strategy. The strategy helps to break down and scaffold information to the students.

Jigsaw: This resource to explains the steps for how to implement the jigsaw strategy in the classroom and the rationale to support it. Read, Write

Think: This website is a resource for Socratic seminars. It includes a script for teachers to set up the seminar and links to lessons and texts.

Socratic Circles: This is a resource for teachers in using [Socratic Circles](#), it includes instructional rationale and links to lessons by grade level

Annotation Strategy: This is a resource for teachers, it is a detailed lesson plan that demonstrates how to use and model the annotation strategy.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

CCRS	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8 (Not applicable to literature)</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
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Instructional Strategies

Student-Created Multimedia Presentations

After reading a novel or short story, assign a specific section or chapter to a small group of students. Those students will take the section of text and change it to a drama to perform. They will videotape themselves performing their scene. Then, the teacher will show the video to the whole class and have them analyze how their interpretations of the text changed based on what they saw instead of what they read.

Comparing Books & Media to a “T”

Small Group Investigations- Students will read a text and then view a multimedia production of it. While reading and viewing the selection they will complete a T-chart where they identify the depiction of literary elements on the textual side and the media side of the chart, as well as the techniques used in the multimedia production (lighting, sound, color, or camera focus, and angles). Students should be encouraged to cite quotes from the text and the media to support their descriptions. The students would then be assigned a partner to compare the text to the multimedia and produce a slideshow, poster, or paper that analyzes their findings.

Extend this activity by including a column or slides to evaluate the director’s choices and include a discussion about why the director made those choices to leave out and/or add characters and/or events to the media version. Students can also include a revised storyboard to include important details they feel the director left out and/or change what the director added that does not seem to tell the story as effectively as the author did in the original.

The online program [Bunce](#) is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voice- overs. While the product can be accessed on the web, the product has the ability to be saved as an interactive pdf. This then allows students to integrate the product into virtually any other project, website, social media, etc.

Reflective Assessment

Students in literature circles read a historical fiction text and then research the time period in history in which the text takes place. The students then compare how the author fictionalized the history in the text.

Extend this activity by including research information about any historical figure in the fiction companion. Students may also retell sections of the original fiction, including an anachronistic or a composite character based on historically accurate traits, cultural aspects, and/or daily life. Students may also create a travel journal based on research of the time period and related/actual historical sites in the fiction text.

Instructional Resources

The National Park Service has lesson plans for teaching with historical figures, places, and events. The lesson plans include links to primary source documents and other resources to support teachers.

The National Museum of African American History and Culture [site](#) has links to articles and first-person sources; this can be used as a resource as students research historical accounts in comparison to historical fiction.

The United States Holocaust Museum [site](#) can be used as a resource as students research historical accounts for comparison with historical fiction. The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction.

Strand	Reading: Legendary
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Instructional Strategies

Marking Strategy (also called INSERT)

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

Learning Log

Have students keep a reading journal that includes a section for Connections to What I Already Know so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create Companion Reading lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a Summer Read Recommendations activity.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time. This strategy causes students to carefully read the text in order to formulate critical questions for the teacher.

Instructional Resources

Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch reading materials for students.

Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Making Thinking Visible Thinking Routines Harvard’s Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

CCRS	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>Instructional Strategies</p> <p><u>T-Chart Graphic Organizer</u> Have the students use a T-chart to chart the facts or details from the article on one side and inferences they made from the text on the other. This visual representation will give students a clear picture of what the author says explicitly and what the readers infer.</p> <p><u>Close Reading</u> Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.</p> <p><u>Central Idea Organizer</u> To help students determine the central idea, have students create the following chart. On the top of the chart, they need to determine the topic of the text. Then students need to write down three important details from the article. Make sure students are using details from the entire article and not just one section. After that, have students explain the purpose of the article. Once they have identified all three elements: topic, details, and purpose, they can form the central ideas from their chart.</p> <p><u>Summarizing Chunks</u> To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four "chunks" per article, depending on the amount they read. Then students can pick out the key phrases</p>	

from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

Multi-Tier Timeline

Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. Timeline by ReadWriteThink and TimeToast online allows students to create a digital timeline with images that can be shared via email or printed.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>

Instructional Strategies

Delivery Matters

Students will read paired texts and listen to the audio/speech version, if applicable. A close read of each version of the text/speech and auditory nuances will provide the student with how delivery affects the impact upon the reader/listener.

Argument Road

If students are evaluating arguments, they can create a “road” graphic organizer. This looks similar to a flow chart but is more in the shape of a road with blocks. As students read a text, they fill in the road with evidence from the text to support each of the author’s claims. If they finish reading the article, and do not have a long “road” completed, the conclusion might be drawn that the author’s evidence might not be sufficient enough to support their claim. You might also look at not just the amount of evidence provided but also at the quality of evidence. This graphic organizer can be used for multiple different argumentative texts. Students can also write about whether they think the author’s claim and reasoning is sound based on the evidence they discovered on their “road”.

Compare/Contrast

Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader. When comparing three sources, using a triangle graphic organizer is appropriate.

Evidence Tracker Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.

The teacher “thinks aloud” as the students place evidence “on the road.”

1. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
2. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer.
3. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
4. Students independently complete the graphic organizer.

Instructional Resources

Cover to Cover lesson plans from ReadWriteThink feature resources including a book and film list for appropriate titles for 7th grade along with a DVD cover creator online tool.

The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction. This link specifically has the audio of the greatest speeches of the 20th century.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instructional Strategies

THIEVES

Use a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. This link is specific to THIEVES strategy above, including a descriptive lesson plan and resources.

INSERT Marking Strategy

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ?– question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Career Instruction Manuals

Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it? who designed it? who produced it? what is the purpose? and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.

Instruction Manual

Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Strand	Writing
Topic	Text Types and Purposes
CCRS	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information within the introduction.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instructional Strategies

T-Charts

When the students are reading an argumentative text, they can use a t-chart graphic organizer to identify the two sides. Students can then add relevant textual evidence for both sides. The chart may be used to identify which side has the stronger evidence for their claim.

A class T-Chart could be shared on Google Docs where students could see the results as each person adds to the class T-Chart or a T-Chart shared with a small group.

Teaching Thesis- From Video to Words

Students watch a short biography or non-fiction piece. As they watch, they are instructed to find the key points of the video. After that, they use the key points to write a working multi-part thesis that could be the basis of an informative text.

Instructional Resources

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled over and over. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writing Workshop

Use a Writing Workshop that begins with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-editing groups often in order to get other perspectives, and the teacher should circulate among the groups providing assistance and guidance, as needed. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

Instructional Resources/Tools Stossel in the Classroom

Presenting a balanced lesson on current issues including short videos that present an opposing view.

Purdue OWL

This is an excellent resource for English Language Arts teachers. It has links to help with teaching writing, grammar, citation, and much more.

The National Writing Project

This is a link to a teacher resource page to help teachers teach writing. It has ideas for different writing projects and when you click on the different project titles, there is a description as well as links to resources and templates to help teach that piece of writing.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Instructional Strategies

RAFT

Have students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Have students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writer's Workshop

Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.

Board Games

In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent. Students can take their game digital by creating their own video games through free sites like Sploder, Game Salad, Scratch, and Gamefroot.

Online Peer Conferencing Community

To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

Word Cemetery

In an effort to promote use of varied word choice, teachers create a “cemetery” of overused words that can no longer be used in writing, forcing students to find alternate words to replace them. Students can add “dead words” to the wall whenever they find them, as well as more concise vocabulary choices for replacement.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

This a resource for teachers with a wide variety of free printable tools that can be used to support the instruction of writing. The resources are separated into sections for all grade levels: elementary, middle and high school. Best Practice Writing Resources This is a link to a [PDF](#) with many best practice ideas for helping to teach students throughout the entire writing process.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Instructional Strategies

Evaluating Reliable and Unreliable Websites

Teachers provide students with examples of reliable websites, as well as unreliable. Share a website that is a fake. One example of a fake website is the Pacific Northwest Tree Octopus. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources. Student groups share out their findings. As a class, discuss the criteria used in selecting or discounting sources. Create a checklist of criteria that will guide future searches. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist.

Plagiarizing Activity

This activity involves lecture-based modeling, student practice, and peer review. Students discuss the negative effects of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases, and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.

Student-generated Examples

Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc.). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

Research in the World

Have students pick a particular advancement from the last 10 years (or any year range) and write a mini-research paper, including information on how that advancement has impacted the world around us.

Instructional Resources

Illinois Literacy In Action- Writing Strand

This resource for teachers was created from the state of Illinois. It has strategies and links to help teach the standards. This [link](#) is specific to the 7th grade writing standards and may give teachers further strategies and resources to help them with instruction.

Strand	Writing
Topic	Range of Writing
CCRS	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Strategies

Pictures as Prompts

Students use a picture to create a story using the information shown. An example of this would Harris Burdick Pictures; follow the link to help use this strategy.

Reflection

After students publish their writing and receive feedback, students can write a reflection on one or two ways they could improve their work for next time. Self-reflection is an important step in their writing process and gives the students higher level thinking skills to help them grow as a writer. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue. Another site, Write the World, provides a similar platform.

Journals

Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina.

These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.

Post-Reading Writing

Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot? Students could rewrite the scene from the altered perspective, using a digital platform like Animoto or PowToon.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instructional Strategies

Cubing Strategy

Students will address statements regarding non-fictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement, using what the die tells them to do. The statements may vary to challenge the different readiness groups.

Carousel

The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions, and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

Four Corner Debates

The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, "strongly agree," "agree," "strongly disagree" and "disagree." The teacher reads one statement at a time, and students choose a corner of the room to go to according to how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

Mock Trial

Students participate in a simulation of a court trial. Students are assigned roles as witnesses, attorneys, judge, jury, etc. The trial could be based upon a fabricated crime investigation, a controversial issue, or a novel, story, play, etc.

Socratic Circles

The goal of the Socratic Circle strategy is for students to develop a collective understanding of the deeper ideas of a text through dialogue. Students are given a complex passage for close reading. After reading, students are seated in two concentric circles. The teacher assumes the role

of facilitator, posing an open-ended question or series of questions to the group. The inner circle discusses a passage using these questions as a guide. In the discussion, the students are expected to acknowledge and validate each other’s ideas and provide feedback and elaboration. The outer circle observes the discussion and evaluates the interaction and development of ideas. After a set time, the two circles switch places and roles. The teacher observes, possibly charting the discussion and ideas as they evolve.

Hot Seat

One student takes the “hot seat” and plays the role of a literary character, an historical figure, or concept. The “Hot seat” student sits in front of the class and responds to questions from the other students while staying in character. This can also be done in small groups where one student is the “hot seat” in each group and the other 3-4 students ask questions. Students rotate roles and small groups share out to the whole group to close the discussion.

Instructional Resources

Library of Congress

[Library of Congress](#) offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Digital Information

[Reading Rockets](#) -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Instructional Strategies

Demonstration/Peer Review

Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.

Poetry Read Aloud

Give students a poem a month to read aloud to six adults on their own time. This develops oral fluency and allows students to learn to adapt speech to a variety of contexts and tasks (i.e. different beats and rhythms in a poem).

Multi Genre Research Project

Students research a topic of choice and present information in various written genres. When students complete the research, their findings are presented in a variety of methods using a variety of media. Examples of completed projects are flipbook, PowerPoint, poetry presentation, Prezi, etc. View this link for resources on this strategy.

Evaluating Speeches

Students analyze famous speeches of historical figures, leaders, writers, etc. This allows students to think deeply about the clarifications of claims and salient points. These speeches also may serve as an exemplar text or model of speech and presentation.

Instructional Resources

Living in a Digital World provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

Adding Visual Media to Presentations

When creating presentations, students could use the following online resources to add short videos or create their own. Video resources to use: ProCon- has arguments presented in video formats

EdTech Teacher- - teaches students to plan, organize, write, communicate, collaborate, and analyze videos. Kid's Vid-helps students and teachers alike to create and produce their own videos.

Strand	Language
Topic	Conventions of Standard English
CCRS	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.

- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Spell correctly.

Instructional Strategies

Sentence Combining

Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions, or punctuation. Follow with sentences that students develop to demonstrate their mastery. Provide or project a list of common coordinating and subordinating conjunctions.

Sentence Variety

Find a piece of text that uses one form of sentence. Read aloud and discuss the choices the author made. Have the students revise to add sentence variety to make the writing more impactful.

Find the Coordinate Adjectives

Students are given a paragraph to seek and identify the coordinate adjectives located within the paragraph and separate them with commas.

Sentence Coloring

Give students a piece of text with a variety of sentence structures. Have the students work with a partner and, using different colors (colored pencil, highlighters, markers, etc.), underline each type (simple, compound, complex, and compound-complex) with a different color. Then, using those sentences as the model for the students, they then create their own paragraph using different types of sentences. Then the students exchange their created paragraphs with another pair of students and repeat the underlining process to see if they can find all of their different types and suggest sentences be combined, as needed.

Peer Editing with Clock Partners

Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing.

Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique.

This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.

Instructional Resources

[Quill](#) is a free, interactive resource, which provides free writing and grammar activities for middle and high school students. Teachers can set up classes and assign students practice based on their needs, such as sentence structure, grammar, and editing. The activities are designed to be completed in a short amount of time and provide them with immediate feedback.

The National Writing Project

[The National Writing Project](#) offers many strategies such as practice and play with revision techniques as well as Make Grammar Instruction Dynamic.

Khan Academy

Dependent and Independent Clauses, Syntax along with Dangling Modifiers is a fun [Khan Academy video](#).

Janet Allen's Words, Words, Words and Making Words Their Own

Two great resources for word flexibility and strategies, as well as many lessons for building word foundations

Strand	Language
Topic	Knowledge of Language
CCRS	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely b. Recognize and eliminate wordiness and redundancy.

Instructional Strategies

Provide Models

The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplary texts and texts needing revision.

This is something that could be easily achievable using interactive whiteboard software (if available) or Google Slides.

Adding Details

This is a guided practice strategy where the students and teacher approach the same text for revision together. Students provide suggestions for adding details. In a narrative text, students are directed to look for places to add imagery, emotions, dialogue, and voice. In an informational text, students are directed to look for places to add facts, statistics, examples, and quotes from experts.

Instructional Resources

Straining out Redundancy: the Pasta Metaphor—

This reference describes how redundancy in writing is like draining a pot of pasta. In writing, you can think of the water as redundant information, the noodles as the important information you wish to convey, and the strainer as the editing process.

The Purdue Online Writing Lab has multiple resources to help plan instruction and/or clarify for teachers how to explain topics to students. This particular [link](#) has exercises in eliminating wordiness.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Instructional Strategies

Word Mountains

Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).

Word Parts

The idea: Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. Some words have a prefix only (reread), a suffix only (reading), both a prefix and a suffix (prereading), a combination (unreadableness), or neither (read). Example: Discrimination Dis-: not, opposite of, reverse, deprive of; apart, away; crimin: verdict, judicial decision; judgment; tion: indicates the word is a noun.

Word Etymology

Etymology is the study of the origin and history of a word. The students will research a word using a dictionary to find as much information as possible including root words, origin of language, word families, parts of speech, antonyms, and synonyms. Teachers may choose to have students record the information using a graphic organizer.

Word of the Day

Students are directed to use, research, define, etc. A “word of the day.” The teacher chooses the word and displays it for the class to see. Words may be chosen from current reading assignments, vocabulary, frequently misused words etc. This is best utilized by first modeling for students what they are expected to do with the word of the day, then, after applied practice, students will be able to complete the tasks for word of the day in an ongoing independent work time.

Instructional Resources

Vocabulary Development Strategies - This is a [link](#) that suggests strategies to build student vocabularies.

[This resource](#) offers six different websites for building and identifying vocabulary skills.

Strategies to promote vocabulary development, including using contextual clues, idiomatic expressions, and word mapping.

Latin and Greek cross-references to enhance English vocabulary skills and word studies.

Weirdly worded passages in the news, explanations of idioms, and interesting information about words.

[No Red Ink](#)

Students and teachers will enjoy Noredink, a free site that shows strategies, practice, and data tracking allowing every student to strengthen weak skills in writing and language.

New Hampshire College and Career Ready Standards and Singapore Math Alignment Grade 7

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships 7.RP		
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	TB 1 Chapter 7 7.1-7.5 Pp172-209 71. pp180-185 WB pp. 40-44
2.	Recognize and represent proportional relationships between quantities.	TB 1 7.1 Pp171-178
2a.	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	TB1 pp171-178 SEE 8 th grade TB 2 CH 5 Pp107-135

2b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	TB1 7.2-7.5 Pp.175-196
2c.	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	TB1 7.2-7.5 Pp.175-196
2d.	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	SEE 8 th grade TB 2 CH 5 Pp107-135
3.	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	SEE 8 th grade TB2 Chapter 7 Rate Ratio and percentage 7.5 application, Pp190-199 TB2 Chapter 8 Financial transactions, Pp210-229
The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
1.	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	TB1 Section 4.1 pp93-99 Section 4.5 pp. 110-111 WB pp18-19
1b	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Absolute value def. pg 95 Additive inverse 4.1 and 4.2 Pgs 92-102
1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.	TB 1 Additive inverse 4.1 and 4.2 Pgs 92-102

2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	TB1 4.3 Pp 103-110
2a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	TB1 4.5 Pp 103-122
2b.	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	Pg 109
2c	Apply properties of operations as strategies to multiply and divide rational numbers.	TB 1 “Number laws”, 1.9 Pp25-30
2d.	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	TB 1 2.5 Pp 57-66
3.	Solve real-world and mathematical problems involving the four operations with rational numbers. *Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	TB1 Ch 3 “Arithmetic problems” Pp 70-91 WB pp12-17
Expressions and Equations		7.EE
Use properties of operations to generate equivalent expressions.		
1.	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	TB1 Chapter 5 and Chapter 6 Pp 137-169
2.	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	Pg150
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		

3.	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Tb1 6.5 166-170 WB1 pp33-35
4.	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	TB1 Chapter 5 Pp. 136-151
4a.	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53
4b.	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53 MP.5 Use appropriate tools strategically. Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in Grade 7 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use

		graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ___?”
Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
1.	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	TB1 14.3 Pp. 386-388 WB121-123
2.	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Angles, Triangles, & Quadrilaterals <ul style="list-style-type: none"> • Points, lines, and planes • Angles • Perpendicular bisectors and angle bisectors • Triangles and quadrilaterals
3.	Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	TB1 Ch 11 11.3-11.4 Pp. 302-316
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
1.	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Ch 12 12.2 pp339-347 WB1 pp99-103
2.	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	TB1 Chapter 9 “Introducing geometry” Pp. 231-256 P 234, 238
3.	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	TB1 ex13.3 Pp 363-369 WB pg 108-109
Statistics and Probability		7.SP
Use random sampling to draw inferences about a population.		
1.	1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid	Supplementary materials will be needed to introduce the CC standards in grade 7- or use Grade 8 Syllabus D2 (Grade 8) textbooks.

	only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	TB2 12.1 collection and presentation of data
2.	2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	TB2 Chapter 12 Statistics 1 Data Handling <ul style="list-style-type: none"> • Collection of data • Dot plots • Measure of center: mean and median • Mode
Draw informal comparative inferences about two populations.		
1.	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	<ul style="list-style-type: none"> • Sampling variability exists because the sample proportion varies from sample to sample. • Bias, a systematic favoritism in the data collection process, can occur in the way the sample is selected or in the way data are collected. Mathematical Thinking <ul style="list-style-type: none"> • Construct valid conclusions. • Critique reasoning used to draw conclusions. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. Instructional Focus <ul style="list-style-type: none"> • Differentiate between a sample and a population. • Describe what makes a sample an accurate representation of a population. • Describe how sample size affects inferences made about the population. • Develop informal understanding of bias. • Determine what factors create bias such as wording, length, timing of questions, and the choice of individuals.
2.	4. Use measures of center and measures of variability for numerical data From random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science	See Grade 8 TB2 Chapter 13 Statistics 2 13.1 -13.3

	book are generally longer than the words in a chapter of a fourth-grade science book.	
Investigate chance processes and develop, use, and evaluate probability models.		
1.	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	<p>Instructional Focus</p> <p>Broaden understanding of the GAISE model</p> <p>Step 1 – Formulate the Question:</p> <ul style="list-style-type: none"> • Begin to pose student generated statistical questions with variability that go beyond the classroom. • Recognize the distinction between a population, census, and a sample. <p>Step 2 - Collect Data to Answer the Question:</p> <ul style="list-style-type: none"> • Design a collection method to answer a statistical question. • Conduct sample surveys of two or more groups or comparative experiments. <p>Step 3 - Analyze the Data:</p> <ul style="list-style-type: none"> • Use properties of distributions (center, spread, shape) as tools of analysis. • Determine variability (spread) within a group. • Compare individual to individual, individual to group, group to group. • Summarize the numerical data sets in relation to the context using graphical displays: <ul style="list-style-type: none"> o histograms o interquartile range (IQR) and mean absolute deviation (MAD) o boxplots and five number summaries: lower extreme (min), upper extreme (max), median (Q2), lower quartile (Q1), and upper quartile (Q3) • Show distribution as all values of data and how often they occur. <p>Step 4 - Interpret Results:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations from the analysis of the data between two groups. <ul style="list-style-type: none"> o Describe differences between two or more groups using center, spread, and shape. • Acknowledge whether a sample may or may not be representative of a larger population. <p>Mathematical Thinking</p>

		<ul style="list-style-type: none"> • Make sense of and create statistical problems. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Analyze student created questions. <p>Pay attention to and make sense of quantities.</p>
2.	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. Develop a probability model and use it to find probabilities of events.</p> <p>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Understand that, just as with simple events, the probability of</p>	<p>Essential Understandings</p> <ul style="list-style-type: none"> • Descriptive statistics may include measures of center and spread. • There is variability between groups. • Data can be represented in different ways to persuade people. • The important purpose of a measure of center is not the value itself, but the interpretation it provides for the variation of the data. • The sum of the distances from each data point below the mean to the mean equals the sum of the distance from each data point above the mean to the mean. • Mean absolute deviation (MAD) is one way to measure the extent to which a distribution is stretched or squeezed. • The mean absolute deviation (MAD) is the average distance that each data value is from the mean. • Mathematical Thinking • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Pay attention to and make sense of quantities. • Solve real-world problems accurately. • Determine the reasonableness of results. • Analyze visual models. • Instructional Focus • Interpret mean as a balance point. • Explore, explain, and calculate the mean absolute deviation (MAD). • Summarize data using MAD within a context. • Summarize and describe distributions representing one population. • Informally compare distributions representing two

	<p>a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>	<p>populations using MAD, histograms, dot plots, and/or boxplots.</p>
<p>3.</p>	<p>Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>	<p>See 8th grade TB2 Statistics 1 Collection of data Frequency charts Pp 333-346</p>

New Hampshire College and Career Ready Standards Alignment Science: Grade 7

<p>Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 7 Earth and Space Science: ESS Life Science: LS Physical Science: PS</p>	<p>Teacher Resource: Science Explorer Series Student Resources: Science Explorer Series</p>
<p>NH College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>ESS: Cycles and Patterns of the Earth and Moon 1. The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-5. Collect data to provide evidence to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS2-6. MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>2. Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns. 3. The atmosphere has different properties at different elevations and</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>

<p>contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.</p> <p>4. The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success</p>
<p>LS: Cycles of Matter and Flow of Energy</p> <p>1. Matter is transferred continuously between one organism to another and between organisms and their physical environments.</p> <p>2. In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <ul style="list-style-type: none"> • Evolution • Extinction • Speciation • Natural Selection – Charles Darwin <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>1 MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p>

	<p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>1 MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>
<p>PS: Conservation of Mass and Energy</p> <ul style="list-style-type: none"> • The properties of matter are determined by the arrangement of atoms. • Energy can be transformed or transferred but never lost. • Energy can be transferred through a variety of ways. 	<p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p> <ul style="list-style-type: none"> • Atomic Structure • Molecules • Compounds

New Hampshire College and Career Ready Standards Alignment Science: Grade 7

<p align="center">New Hampshire College and Career Ready Standards Alignment Science: Grade 7</p>		
<p>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</p>	<p>Student Resources: Packet of primary texts, Barney Charter School Initiative <i>All Quiet on the Western Front</i>, Erich Maria Remarque</p>	<p>Teacher Resources: World History by Era, Volumes 7, 8, 9 various authors A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 1 and 2, William J. Bennett The First World War & The Second War, John Keegan</p>

	<i>The Diary of a Young Girl</i> , Anne Frank (selections)	
Strand	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. 	<p>Content Statement</p> <ul style="list-style-type: none"> • Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. <p>Content Elaboration</p> <p>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.</p> <p>Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.</p> <p>By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.</p> <p>Expectations for Learning</p> <p>Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p>
	<ol style="list-style-type: none"> 2. Early Civilizations: The civilizations that developed in Greece 	Content Statement

	<p>and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p>	<p>The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The roman empire also played an instrumental role in the spread of Christianity.</p> <p>Content Elaboration</p> <p>The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome.</p> <p>The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.</p> <p>The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.</p> <p>The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.</p> <p>Expectations for Learning</p> <p>Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</p>
	<p>3. Feudalism and Transitions:</p> <ul style="list-style-type: none"> • Germanic invasions helped to break up the Roman Empire and set 	<p>Content Statement</p> <p>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</p>

	<p>the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <ul style="list-style-type: none"> • Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. • Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. 	<p>Content Elaboration</p> <p>The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk. Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan’s system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.</p> <p>Expectations for Learning</p> <p>Explain how the Mongol conquests led to unified states in China and Korea.</p> <p>Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Statement</p> <p>Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the roman empire. These achievements were introduced into western Europe as a result of the Muslim conquests, crusades and trade, influencing the European renaissance.</p> <p>Content Elaboration</p> <p>In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.</p>
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	<ul style="list-style-type: none"> • The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. • The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 	<p>Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers. Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.</p> <p>Expectations for Learning</p> <p>Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.</p> <p>Content Statement</p> <p>The decline of feudalism, the rise of nation-states and the renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>Content Elaboration</p> <p>The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.</p> <p>Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming</p>
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		<p>society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.</p> <p>Expectations for Learning</p> <p>Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.</p> <p>Content Statement</p> <p>The reformation introduced changes in religion including the emergence of protestant faiths and a decline in the political power and social influence of the roman catholic church.</p> <p>Content Elaboration</p> <p>The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.</p> <p>The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).</p> <p>Expectations for Learning</p>
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		Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.
	<p>First Global Age:</p> <ul style="list-style-type: none"> • Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. • The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. • European economic and cultural influence dramatically increased through explorations, conquests and colonization. • The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. 	<p>Content Statement</p> <p>Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Elaboration</p> <p>Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.</p> <p>Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe.</p> <p>The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.</p> <p>China’s great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.</p> <p>Expectations for Learning</p>

		<p>Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Statement</p> <p>The advent of the trans-Saharan slave trade had profound effects on both west and central Africa and the receiving societies.</p> <p>Content Elaboration</p> <p>Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert. Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas. The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.</p> <p>This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.</p> <p>Expectations for Learning</p> <p>Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.</p> <p>Content Statement</p>
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		<p>European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</p> <p>Content elaboration</p> <p>Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.</p> <p>The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.</p> <p>Expectations for Learning</p> <p>Analyze the impact of European explorations, conquest, and colonization on indigenous people. Analyze the impact of explorations, conquests, and colonization on European nations.</p> <p>Content Statement</p> <p>The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>Content elaboration</p> <p>The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of</p>
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		<p>the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.</p> <p>Specific examples of the Columbian exchange include:</p> <ul style="list-style-type: none"> • animals native to Europe: horses, pigs, sheep, cattle, and honeybees; • animals native to the Americas: turkeys; • crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane; • crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and • communicable diseases: measles, small pox. <p>Expectations for Learning</p> <p>Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.</p>
<p>Geography</p>	<p>3. Spatial Thinking and Skills:</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p>	<p>Content Statement</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>Content Elaboration</p> <p>Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.</p> <p>These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and</p>

		<p>transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.</p> <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</p>
	<p>Human Systems: Geographic factors promote or impede the movement of people, products and ideas.</p> <ol style="list-style-type: none"> 1. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. 2. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. 	<p>Content Statement</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>Content Elaboration</p> <p>Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.</p> <p>Geographic factors include:</p> <ul style="list-style-type: none"> • climate; • bodies of water; • mountains; • deserts; and • proximity to natural resources. <p>Expectations for Learning</p> <p>Describe how geographic factors can promote or impede the movement of people, products and ideas.</p>

		<p>Content Statement</p> <p>Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the eastern hemisphere.</p> <p>Content elaboration</p> <p>Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.</p> <ul style="list-style-type: none"> • Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder. • Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles. <p>Expectations for Learning</p> <p>Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</p> <p>Content statement</p>
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		<p>Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p>Content elaboration</p> <p>Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.</p> <p>Examples of cultural diffusion include:</p> <ul style="list-style-type: none"> • the roads built by the Romans allowed for the spread of Christianity; • the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands; • the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and • the printing of the Bible hastened the Protestant Reformation. <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p>
Government	<p>Civic Participation and Skills:</p> <p>The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>	<p>Content Statement</p> <p>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p> <p>Content Elaboration</p> <p>Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be</p>

		<p>challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.</p> <p>Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.</p> <p>For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.</p> <p>Expectations for Learning</p> <p>Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p>
	<p>6. Roles and Systems of Government:</p> <ul style="list-style-type: none"> • Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. • With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 	<p>Content Statement</p> <p>Greek democracy and the roman republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Content elaboration</p> <p>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models.</p> <p>Athenian citizens consisted of males over 18 with Athenian fathers. Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.</p> <p>An example of the influence of the Greek and Roman models is the</p>

		<p>connection of the United States to the democratic ideals of Greece and the representative structure of Rome.</p> <p>Expectations for Learning</p> <p>Describe how Greek democracy and the roman republic were radical departures from monarchy and theocracy.</p> <p>Explain how Greek democracy and the roman republic influenced the structure and function of modern democratic governments.</p> <p>Content Statement</p> <p>With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>Content elaboration</p> <p>There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.</p> <p>As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.</p> <p>The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.</p> <p>Expectations for Learning</p> <p>Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p>
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<p>Economics</p>	<p>7. Economic Decision Making and Skills:</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p>Content Statement</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>Content Elaboration</p> <p>Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.</p> <p>Expectations for Learning</p> <p>Explain why individuals, governments, and businesses must analyze costs and benefits when making economic decisions. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</p>
	<p>Scarcity:</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>Content Statement</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p>Content elaboration</p> <p>Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be</p>

		<p>incorporated throughout the year. Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize.</p> <p>They traded for goods they did not have and wanted. This exchange promoted global interdependence.</p> <p>Expectations for Learning Explain how trade leads to specialization and interdependence.</p> <p>Analyze how distribution of resources leads to specialization and trade.</p>
	<p>Markets: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>Content Statement</p> <p>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p>Content elaboration</p> <p>Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.</p> <p>Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.</p> <p>Expectations for Learning Explain how the growth of cities and empires fostered the growth of markets. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 8

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding –requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a them of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

Instructional Strategies

Making Predictions

When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a Directed Reading Thinking Activity (DRTA) format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions. Extend this activity by adding blocks or notes describing events and/or

characters and having students indicate how these events and/or characters are involved in the lesson/theme the main character is learning. Students can also make predictions about life lessons other characters are learning.

Developing Theme Graphic Organizer

To develop a theme statement, create or use an organizer that requires students to brainstorm possible topics and decide on one topic that is evident in the beginning, middle, and end of the text. Students should provide evidence from the text that demonstrates the topic. Students should think of what they have learned about the topic from the details in the text. Students then write the message or lesson the author is attempting to relay about the topic. This will lead the student to the author's purpose and theme.

Extend this activity by having students also include why this theme is important and/or how it is relevant to everyday life. Students can also indicate how this theme is related to other texts they have read. Students can also do a small research activity and look for historical figures whose stories also display this theme.

Lucid Chart Diagrams - This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.

Book Trailer

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slideshow with sound. The book trailer should contain information such as themes, plot events, characters, setting, and genres.

Extend this activity by encouraging students to include other texts that have related themes as "also recommended" or "If you like..., then you might want to try" options.

Instructional Resources

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Plot Map Plot Diagram:

The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.

Literacy Analyst Tool:

This resource helps teachers in developing the theme throughout the text. This link has lesson plans and links to graphic organizers.

Teaching about Textual Evidence: This is a resource for teachers demonstrating techniques and strategies for how to teach students to cite textual evidence.

Vocabulary Development Strategies

Strategies Vocabulary: This resource has a large collection of instructional strategies that facilitate learning across content areas

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text

Instructional Strategies

Compare/Contrast

In this compare/contrast strategy, have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, and most fun to read, noting when figurative language contributes to the meaning and tone of the poems. Invite students to write their own rhyming and free verse poetry pairs to share.

Annotation

This strategy occurs during close reading of the text. When annotating, narrow down specific pieces of the text and assign specific tasks (i.e. have students circle unknown words, write questions in the margins, highlight examples of point of view, etc.) in order to help students analyze form and structure.

“I Do/We Do/You Do” method

Students require frequent and specific modeling using the “I Do/We Do/You Do” method. In this method, “I Do” is when the teacher models how to annotate, then “We Do” is when the whole class annotates together, and finally “You Do” is when the students annotate

independently. A suggestion for cooperative learning in the “You Do” stage would be to assign different sections of the text to groups of students, using the Jigsaw method to analyze the structure of the entire text.

With a copy of the text/poem, have students highlight sensory imagery, using a different color for each sense. To extend this activity, have students replace the author’s imagery with an opposite image, i.e. a savory steaming soup with a goopy sour pudding. Or, have students work in partners to replace the author’s imagery with a hyper-example, i.e. a blustery day with a tornadic storm.

This strategy could be “published” in the form of a collaborative Google Slide show. While all students work on their own or their group’s slide, incorporating the analysis of form, structure, or task. The whole class then views this show and a discussion can be had about what students found.

Perspective Development and Analysis

Using classic tales, have students change the points of view to analyze character and/or narrator perspectives. Students could create their own mini movies of the story utilizing different perspectives. Students can use something as simple as their phone to record the video or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.

Socratic Questioning

Through a series questions, have students identify what would be gained or lost in respect to character/narrator perspective if a story were written using a different point of view. For example, when switching from a first-person narrator to a third-person narrator, a text may lose evidence of the personal thoughts and feelings of one character toward another character, yet there may be a gain in events or activities of multiple characters.

Instructional Resources/Tools

“I do/ We do/You do”

This resource explains the “I do/ We do/You do” teaching strategy. The strategy helps to break down and scaffold information to the students. Jigsaw: This resource to explains the steps for how to implement the jigsaw strategy in the classroom and the rationale to support it. Read, Write Think: This website is a resource for Socratic seminars. It includes a script for teachers to set up the seminar and links to lessons and texts.

Socratic Circles

This is a resource for teachers in using [Socratic Circles](#), it includes instructional rationale and links to lessons by grade level Annotation Strategy: This is a resource for teachers, it is a detailed lesson plan that demonstrates how to use and model the annotation strategy.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8 (Not applicable to literature)</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>Instructional Strategies</p> <p><u>Student-Created Multimedia Presentations</u> After reading a novel or short story, assign a specific section or chapter to a small group of students. Those students will take the section of text and change it to a drama to perform. They will videotape themselves performing their scene. Then, the teacher will show the video to the whole class and have them analyze how their interpretations of the text changed based on what they saw instead of what they read.</p> <p><u>Comparing Books & Media to a “T”</u> Small Group Investigations- Students will read a text and then view a multimedia production of it. While reading and viewing the selection they will complete a T-chart where they identify the depiction of literary elements on the textual side and the media side of the chart, as well as the techniques used in the multimedia production (lighting, sound, color, or camera focus, and angles). Students should be encouraged to cite quotes from the text and the media to support their descriptions. The students would then be assigned a partner to compare the text to the multimedia and produce a slideshow, poster, or paper that analyzes their findings.</p> <p>Extend this activity by including a column or slides to evaluate the director’s choices and include a discussion about why the director made those choices to leave out and/or add characters and/or events to the media version. Students can also include a revised storyboard to include important details they feel the director left out and/or change what the director added that does not seem to tell the story as effectively as the author did in the original.</p> <p>The online program Buncee is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voice- overs. While the product can be accessed on the web, the product has the ability to be saved as an interactive pdf. This then allows students to integrate the product into virtually any other project, website, social media, etc.</p> <p><u>Reflective Assessment</u></p>	

Students in literature circles read a historical fiction text and then research the time period in history in which the text takes place. The students then compare how the author fictionalized the history in the text.

Extend this activity by including research information about any historical figure in the fiction companion. Students may also retell sections of the original fiction, including an anachronistic or a composite character based on historically accurate traits, cultural aspects, and/or daily life. Students may also create a travel journal based on research of the time period and related/actual historical sites in the fiction text.

Instructional Resources

The National Park Service has lesson plans for teaching with historical figures, places, and events. The lesson plans include links to primary source documents and other resources to support teachers.

The National Museum of African American History and Culture [site](#) has links to articles and first-person sources; this can be used as a resource as students research historical accounts in comparison to historical fiction.

The United States Holocaust Museum [site](#) can be used as a resource as students research historical accounts for comparison with historical fiction. The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction.

Strand	Reading: Legendary
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Instructional Strategies

Marking Strategy (also called INSERT)

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many

times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

Learning Log

Have students keep a reading journal that includes a section for Connections to What I Already Know so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create Companion Reading lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a Summer Read Recommendations activity.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time. This strategy causes students to carefully read the text in order to formulate critical questions for the teacher.

Instructional Resources

Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch reading materials for students.

Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Making Thinking Visible Thinking Routines

Harvard’s Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>Instructional Strategies</p> <p><u>T-Chart Graphic Organizer</u> Have the students use a T-chart to chart the facts or details from the article on one side and inferences they made from the text on the other. This visual representation will give students a clear picture of what the author says explicitly and what the readers infer.</p> <p><u>Close Reading</u> Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.</p> <p><u>Central Idea Organizer</u> To help students determine the central idea, have students create the following chart. On the top of the chart, they need to determine the topic of the text. Then students need to write down three important details from the article. Make sure students are using details from the entire article and not just one section. After that, have students explain the purpose of the article. Once they have identified all three elements: topic, details, and purpose, they can form the central ideas from their chart.</p> <p><u>Summarizing Chunks</u></p>	

To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four “chunks” per article, depending on the amount they read. Then students can pick out the key phrases from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

Multi-Tier Timeline

Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. Timeline by ReadWriteThink and TimeToast online allows students to create a digital timeline with images that can be shared via email or printed.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>

Instructional Strategies

Delivery Matters

Students will read paired texts and listen to the audio/speech version, if applicable. A close read of each version of the text/speech and auditory nuances will provide the student with how delivery affects the impact upon the reader/listener.

Argument Road

If students are evaluating arguments, they can create a “road” graphic organizer. This looks similar to a flow chart but is more in the shape of a road with blocks. As students read a text, they fill in the road with evidence from the text to support each of the author’s claims. If they finish reading the article, and do not have a long “road” completed, the conclusion might be drawn that the author’s evidence might not be sufficient

enough to support their claim. You might also look at not just the amount of evidence provided but also at the quality of evidence. This graphic organizer can be used for multiple different argumentative texts. Students can also write about whether they think the author’s claim and reasoning is sound based on the evidence they discovered on their “road”.

Compare/Contrast

Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader. When comparing three sources, using a triangle graphic organizer is appropriate.

Evidence Tracker Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.

The teacher “thinks aloud” as the students place evidence “on the road.”

1. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
2. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer.
3. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
4. Students independently complete the graphic organizer.

Instructional Resources

Cover to Cover lesson plans from ReadWriteThink feature resources including a book and film list for appropriate titles for 7th grade along with a DVD cover creator online tool.

The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction. This link specifically has the audio of the greatest speeches of the 20th century.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Instructional Strategies	

THIEVES

Use a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. This link is specific to THIEVES strategy above, including a descriptive lesson plan and resources.

INSERT Marking Strategy

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ?– question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Career Instruction Manuals

Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it? who designed it? who produced it? what is the purpose? and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.

Instruction Manual

Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Strand	Writing
Topic	Text Types and Purposes
CCRS	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information within the introduction.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instructional Strategies

T-Charts

When the students are reading an argumentative text, they can use a t-chart graphic organizer to identify the two sides. Students can then add relevant textual evidence for both sides. The chart may be used to identify which side has the stronger evidence for their claim.

A class T-Chart could be shared on Google Docs where students could see the results as each person adds to the class T-Chart or a T-Chart shared with a small group.

Teaching Thesis- From Video to Words

Students watch a short biography or non-fiction piece. As they watch, they are instructed to find the key points of the video. After that, they use the key points to write a working multi-part thesis that could be the basis of an informative text.

Instructional Resources:

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled over and over. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writing Workshop

Use a Writing Workshop that begins with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-editing groups often in order to get other perspectives, and the teacher should circulate among the groups providing assistance and guidance, as needed. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

Instructional Resources/Tools Stossel in the Classroom

Presenting a balanced lesson on current issues including short videos that present an opposing view.

Purdue OWL

This is an excellent resource for English Language Arts teachers. It has links to help with teaching writing, grammar, citation, and much more.

The National Writing Project

This is a link to a teacher resource page to help teachers teach writing. It has ideas for different writing projects and when you click on the different project titles, there is a description as well as links to resources and templates to help teach that piece of writing.

Strand	Writing
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Topic	Production and Distribution of Writing
CCRS	<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>Instructional Strategies</p> <p><u>RAFT</u> Have students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Have students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.</p> <p><u>Teacher Modeling</u> Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.</p> <p><u>Writer’s Workshop</u> Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.</p> <p><u>Board Games</u> In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other’s games and point out things that are unclear or inconsistent. Students can take their game digital by creating their own video games through free sites like Sploder, Game Salad, Scratch, and Gamefroot.</p> <p><u>Online Peer Conferencing Community</u> To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a</p>	

transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

Word Cemetery

In an effort to promote use of varied word choice, teachers create a “cemetery” of overused words that can no longer be used in writing, forcing students to find alternate words to replace them. Students can add “dead words” to the wall whenever they find them, as well as more concise vocabulary choices for replacement.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

This a resource for teachers with a wide variety of free printable tools that can be used to support the instruction of writing. The resources are separated into sections for all grade levels: elementary, middle and high school. Best Practice Writing Resources This is a link to a [PDF](#) with many best practice ideas for helping to teach students throughout the entire writing process.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>a. Apply Grade 8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>

- | | |
|--|--|
| | b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
|--|--|

Instructional Strategies

Evaluating Reliable and Unreliable Websites

Teachers provide students with examples of reliable websites, as well as unreliable. Share a website that is a fake. One example of a fake website is the Pacific Northwest Tree Octopus. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources. Student groups share out their findings. As a class, discuss the criteria used in selecting or discounting sources. Create a checklist of criteria that will guide future searches. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist.

Plagiarizing Activity

This activity involves lecture-based modeling, student practice, and peer review. Students discuss the negative effects of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases, and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.

Student-generated Examples

Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc.). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

Research in the World

Have students pick a particular advancement from the last 10 years (or any year range) and write a mini-research paper, including information on how that advancement has impacted the world around us.

Instructional Resources

Illinois Literacy In Action- Writing Strand

This resource for teachers was created from the state of Illinois. It has strategies and links to help teach the standards. This [link](#) is specific to the 7th grade writing standards and may give teachers further strategies and resources to help them with instruction.

Strand	Writing
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Topic	Range of Writing
CCRS	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Strategies

Pictures as Prompts

Students use a picture to create a story using the information shown. An example of this would Harris Burdick Pictures; follow the link to help use this strategy.

Reflection

After students publish their writing and receive feedback, students can write a reflection on one or two ways they could improve their work for next time. Self-reflection is an important step in their writing process and gives the students higher level thinking skills to help them grow as a writer. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue. Another site, Write the World, provides a similar platform.

Journals

Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina.

These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.

Post-Reading Writing

Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot? Students could rewrite the scene from the altered perspective, using a digital platform like Animoto or PowToon.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.7.1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instructional Strategies

Cubing Strategy

Students will address statements regarding non-fictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement, using what the die tells them to do. The statements may vary to challenge the different readiness groups.

Carousel

The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions, and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

Four Corner Debates

The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, "strongly agree," "agree," "strongly disagree" and "disagree." The teacher reads one statement at a time, and students choose a corner of the room to go to according to how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

Mock Trial

Students participate in a simulation of a court trial. Students are assigned roles as witnesses, attorneys, judge, jury, etc. The trial could be based upon a fabricated crime investigation, a controversial issue, or a novel, story, play, etc.

Socratic Circles

The goal of the Socratic Circle strategy is for students to develop a collective understanding of the deeper ideas of a text through dialogue. Students are given a complex passage for close reading. After reading, students are seated in two concentric circles. The teacher assumes the role of facilitator, posing an open-ended question or series of questions to the group. The inner circle discusses a passage using these questions as a guide. In the discussion, the students are expected to acknowledge and validate each other's ideas and provide feedback and elaboration. The outer circle observes the discussion and evaluates the interaction and development of ideas. After a set time, the two circles switch places and roles. The teacher observes, possibly charting the discussion and ideas as they evolve.

Hot Seat

One student takes the "hot seat" and plays the role of a literary character, an historical figure, or concept. The "Hot seat" student sits in front of the class and responds to questions from the other students while staying in character. This can also be done in small groups where one student is the "hot seat" in each group and the other 3-4 students ask questions. Students rotate roles and small groups share out to the whole group to close the discussion.

Instructional Resources

Library of Congress

[Library of Congress](#) offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Digital Information

[Reading Rockets](#) -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Instructional Strategies	

Demonstration/Peer Review

Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.

Poetry Read Aloud

Give students a poem a month to read aloud to six adults on their own time. This develops oral fluency and allows students to learn to adapt speech to a variety of contexts and tasks (i.e. different beats and rhythms in a poem).

Multi Genre Research Project

Students research a topic of choice and present information in various written genres. When students complete the research, their findings are presented in a variety of methods using a variety of media. Examples of completed projects are flipbook, PowerPoint, poetry presentation, Prezi, etc. View this link for resources on this strategy.

Evaluating Speeches

Students analyze famous speeches of historical figures, leaders, writers, etc. This allows students to think deeply about the clarifications of claims and salient points. These speeches also may serve as an exemplar text or model of speech and presentation.

Instructional Resources

Living in a Digital World

Provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

Adding Visual Media to Presentations

When creating presentations, students could use the following online resources to add short videos or create their own. Video resources to use:

ProCon- has arguments presented in video formats

EdTech Teacher

This teaches students to plan, organize, write, communicate, collaborate, and analyze videos. Kid's Vid-helps students and teachers alike to create and produce their own videos.

Strand	Language
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Topic	Conventions of Standard English
CCRS	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>Spell correctly.</p>
<p>Instructional Strategies</p> <p><u>Sentence Combining</u> Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions, or punctuation. Follow with sentences that students develop to demonstrate their mastery. Provide or project a list of common coordinating and subordinating conjunctions.</p> <p><u>Sentence Variety</u> Find a piece of text that uses one form of sentence. Read aloud and discuss the choices the author made. Have the students revise to add sentence variety to make the writing more impactful. Find the Coordinate Adjectives Students are given a paragraph to seek and identify the coordinate adjectives located within the paragraph and separate them with commas.</p> <p><u>Sentence Coloring</u> Give students a piece of text with a variety of sentence structures. Have the students work with a partner and, using different colors (colored pencil, highlighters, markers, etc.), underline each type (simple, compound, complex, and compound-complex) with a different color. Then, using those sentences as the model for the students, they then create their own paragraph using different types of sentences. Then the students exchange their created paragraphs with another pair of students and repeat the underlining process to see if they can find all of their different types and suggest sentences be combined, as needed.</p> <p><u>Peer Editing with Clock Partners</u></p>	

Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing.

Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique.

This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.

Instructional Resources

[Quill](#) is a free, interactive resource, which provides free writing and grammar activities for middle and high school students. Teachers can set up classes and assign students practice based on their needs, such as sentence structure, grammar, and editing. The activities are designed to be completed in a short amount of time and provide them with immediate feedback.

The National Writing Project

[The National Writing Project](#) offers many strategies such as practice and play with revision techniques as well as Make Grammar Instruction Dynamic.

Khan Academy

Dependent and Independent Clauses, Syntax along with Dangling Modifiers is a fun [Khan Academy video](#).

Janet Allen's Words, Words, Words and Making Words Their Own

Two great resources for word flexibility and strategies, as well as many lessons for building word foundations

Strand	Language
Topic	Knowledge of Language
CCRS	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely b. Recognize and eliminate wordiness and redundancy.

Instructional Strategies

Provide Models

The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplary texts and texts needing revision.

This is something that could be easily achievable using interactive whiteboard software (if available) or Google Slides.

Adding Details

This is a guided practice strategy where the students and teacher approach the same text for revision together. Students provide suggestions for adding details. In a narrative text, students are directed to look for places to add imagery, emotions, dialogue, and voice. In an informational text, students are directed to look for places to add facts, statistics, examples, and quotes from experts.

Instructional Resources

Straining out Redundancy: the Pasta Metaphor—

This reference describes how redundancy in writing is like draining a pot of pasta. In writing, you can think of the water as redundant information, the noodles as the important information you wish to convey, and the strainer as the editing process.

The Purdue Online Writing Lab has multiple resources to help plan instruction and/or clarify for teachers how to explain topics to students. This particular [link](#) has exercises in eliminating wordiness.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

	<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
<p>Instructional Strategies</p> <p><u>Word Mountains</u> Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).</p> <p><u>Word Parts</u> The idea: Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. Some words have a prefix only (reread), a suffix only (reading), both a prefix and a suffix (prereading), a combination (unreadableness), or neither (read). Example: Discrimination Dis-: not, opposite of, reverse, deprive of; apart, away; crimin: verdict, judicial decision; judgment; tion: indicates the word is a noun.</p> <p><u>Word Etymology</u> Etymology is the study of the origin and history of a word. The students will research a word using a dictionary to find as much information as possible including root words, origin of language, word families, parts of speech, antonyms, and synonyms. Teachers may choose to have students record the information using a graphic organizer.</p> <p><u>Word of the Day</u> Students are directed to use, research, define, etc. A “word of the day.” The teacher chooses the word and displays it for the class to see. Words may be chosen from current reading assignments, vocabulary, frequently misused words etc. This is best utilized by first modeling for</p>	

students what they are expected to do with the word of the day, then, after applied practice, students will be able to complete the tasks for word of the day in an ongoing independent work time.

Instructional Resources

Vocabulary Development Strategies - This is a [link](#) that suggests strategies to build student vocabularies.

[This resource](#) offers six different websites for building and identifying vocabulary skills.

Strategies to promote vocabulary development, including using contextual clues, idiomatic expressions, and word mapping.

Latin and Greek cross-references to enhance English vocabulary skills and word studies.

Weirdly worded passages in the news, explanations of idioms, and interesting information about words.

[No Red Ink](#)

Students and teachers will enjoy Noredink, a free site that shows strategies, practice, and data tracking allowing every student to strengthen weak skills in writing and language.

New Hampshire College and Career Ready Standards and Singapore Math Alignment Grade 8		
Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships 7.RP		
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	TB 1 Chapter 7 7.1-7.5 Pp172-209 71. pp180-185 WB pp. 40-44
2.	Recognize and represent proportional relationships between quantities.	TB 1 7.1 Pp171-178
2a.	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	TB1 pp171-178 SEE 8 th grade TB 2 CH 5

		Pp107-135
2b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	TB1 7.2-7.5 Pp.175-196
2c.	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	TB1 7.2-7.5 Pp.175-196
2d.	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	SEE 8 th grade TB 2 CH 5 Pp107-135
3.	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	SEE 8 th grade TB2 Chapter 7 Rate Ratio and percentage 7.5 application Pp190-199 TB2 Chapter 8 Financial transactions Pp210-229
The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
1.	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
1a.	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	TB1 Section 4.1 pp93-99 Section 4.5 pp. 110-111 WB pp18-19
1b.	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Absolute value def. pg 95 Additive inverse 4.1 and 4.2 Pgs 92-102
1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	TB 1 Additive inverse 4.1 and 4.2 Pgs 92-102

2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	TB1 4.3 Pp103-110
2a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	TB1 4.5 Pp 103-122
2b.	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	Pg 109
2c.	Apply properties of operations as strategies to multiply and divide rational numbers.	TB 1 “Number laws”, 1.9 Pp25-30
2d.	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	TB 1 2.5 Pp 57-66
3	Solve real-world and mathematical problems involving the four operations with rational numbers. *Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	TB1 Ch 3 “Arithmetic problems” Pp70-91 WB pp12-17
Expressions and Equations		7.EE
Use properties of operations to generate equivalent expressions.		
1.	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	TB1 Chapter 5 and Chapter 6 Pp137-169
2.	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	Pg150
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
3.	Solve multi-step real-life and mathematical problems posed with	Tb1 6.5

	<p>positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<p>166-170 WB1 pp33-35</p>
4.	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>TB1 Chapter 5 Pp136-151</p>
4a.	<p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>	<p>TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53</p>
4b.	<p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>	<p>TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53 MP.5 Use appropriate tools strategically. Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in Grade 8 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different</p>

		forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ___?”
Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
1.	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	TB1 14.3 Pp386-388 WB121-123
2.	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Angles, Triangles, & Quadrilaterals <ul style="list-style-type: none"> • Points, lines, and planes • Angles • Perpendicular bisectors and angle bisectors • Triangles and quadrilaterals
3.	Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	TB1 Ch 11 11.3-11.4 Pp302-316
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
4.	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Ch 12 12.2 pp339-347 WB1 pp99-103
5.	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	TB1 Chapter 9 “Introducing geometry” Pp231-256 P234, 238
6.	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	TB1 ex13.3 Pp 363-369 WB pg 108-109
Statistics and Probability		7.SP
Use random sampling to draw inferences about a population.		
1.	1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that	Supplementary materials will be needed to introduce the CC standards in Grade 8- or use Grade 8 Syllabus D2 (Grade 8) text books. TB2 12.1 collection and presentation of data

	random sampling tends to produce representative samples and support valid inferences.	
2.	2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	TB2 Chapter 12 Statistics 1 Data Handling <ul style="list-style-type: none"> • Collection of data • Dot plots • Measure of center: mean and median • Mode
Draw informal comparative inferences about two populations.		
3.	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	<ul style="list-style-type: none"> • Sampling variability exists because the sample proportion varies from sample to sample. • Bias, a systematic favoritism in the data collection process, can occur in the way the sample is selected or in the way data are collected. Mathematical Thinking <ul style="list-style-type: none"> • Construct valid conclusions. • Critique reasoning used to draw conclusions. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. Instructional Focus <ul style="list-style-type: none"> • Differentiate between a sample and a population. • Describe what makes a sample an accurate representation of a population. • Describe how sample size affects inferences made about the population. • Develop informal understanding of bias. • Determine what factors create bias such as wording, length, timing of questions, and the choice of individuals.
4.	4. Use measures of center and measures of variability for numerical data	See Grade 8 TB2 Chapter 13 Statistics 2

	From random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	13.1 -13.3
Investigate chance processes and develop, use, and evaluate probability models.		
5.	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	<p>Instructional Focus Broaden understanding of the GAISE model</p> <p>Step 1 – Formulate the Question:</p> <ul style="list-style-type: none"> • Begin to pose student generated statistical questions with variability that go beyond the classroom. • Recognize the distinction between a population, census, and a sample. <p>Step 2 - Collect Data to Answer the Question:</p> <ul style="list-style-type: none"> • Design a collection method to answer a statistical question. • Conduct sample surveys of two or more groups or comparative experiments. <p>Step 3 - Analyze the Data:</p> <ul style="list-style-type: none"> • Use properties of distributions (center, spread, shape) as tools of analysis. • Determine variability (spread) within a group. • Compare individual to individual, individual to group, group to group. Summarize the numerical data sets in relation to the context using graphical displays: o histograms o interquartile range (IQR) and mean absolute deviation (MAD) o boxplots and five number summaries: lower extreme (min), upper extreme (max), median (Q2), lower quartile (Q1), and upper quartile (Q3) • Show distribution as all values of data and how often

		<p>they occur.</p> <p>Step 4 - Interpret Results:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations from the analysis of the data between two groups. o Describe differences between two or more groups using center, spread, and shape. • Acknowledge whether a sample may or may not be representative of a larger population. <p>Mathematical Thinking</p> <ul style="list-style-type: none"> • Make sense of and create statistical problems. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Analyze student created questions. • Pay attention to and make sense of quantities.
6.	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. Develop a probability model and use it to find probabilities of events.</p> <p>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>Develop a probability model (which may not be uniform) by</p>	<p>Essential Understandings</p> <ul style="list-style-type: none"> • Descriptive statistics may include measures of center and spread. • There is variability between groups. • Data can be represented in different ways to persuade people. • The important purpose of a measure of center is not the value itself, but the interpretation it provides for the variation of the data. • The sum of the distances from each data point below the mean to the mean equals the sum of the distance from each data point above the mean to the mean. • Mean absolute deviation (MAD) is one way to measure the extent to which a distribution is stretched or squeezed. • The mean absolute deviation (MAD) is the average distance that each data value is from the mean.

	<p>observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>	<ul style="list-style-type: none"> • Mathematical Thinking • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Pay attention to and make sense of quantities. • Solve real-world problems accurately. • Determine the reasonableness of results. • Analyze visual models. • Instructional Focus • Interpret mean as a balance point. • Explore, explain, and calculate the mean absolute deviation (MAD). • Summarize data using MAD within a context. • Summarize and describe distributions representing one population. • Informally compare distributions representing two populations using MAD, histograms, dot plots, and/or boxplots.
	<p>Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>	<p>See 8th grade TB2 Statistics 1 Collection of data Frequency charts Pp 333-346</p>

New Hampshire College and Career Ready Standards Alignment Science: Grade 8

<p>Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 8 Earth and Space Science: ESS Life Science: LS Physical Science: PS</p>	<p>Teacher Resource: Science Explorer Series Student Resources: Science Explorer Series</p>
<p>NH College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>ESS: Cycles and Patterns of the Earth and Moon 1. The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-5. Collect data to provide evidence to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS2-6. MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>2. Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns. 3. The atmosphere has different properties at different elevations and</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>

<p>contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.</p> <p>4. The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success</p>
<p>LS: Cycles of Matter and Flow of Energy</p> <ol style="list-style-type: none"> 1. Matter is transferred continuously between one organism to another and between organisms and their physical environments. 2. In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors. 	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <ul style="list-style-type: none"> • Evolution • Extinction • Speciation • Natural Selection – Charles Darwin <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>1 MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p>

	<p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>1 MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>
<p>PS: Conservation of Mass and Energy</p> <ul style="list-style-type: none"> • The properties of matter are determined by the arrangement of atoms. • Energy can be transformed or transferred but never lost. • Energy can be transferred through a variety of ways. 	<p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p> <ul style="list-style-type: none"> • Atomic Structure • Molecules • Compounds

New Hampshire College and Career Ready Standards Alignment Science: Grade 8

<p>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</p>	<p>Student Resources: Packet of primary texts, Barney Charter School Initiative <i>All Quiet on the Western Front</i>, Erich Maria Remarque <i>The Diary of a Young Girl</i>, Anne Frank (selections)</p>	<p>Teacher Resources: World History by Era, Volumes 7, 8, 9 various authors A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 1 and 2, William J. Bennett The First World War & The Second War, John Keegan</p>
<p>Strand</p>	<p>New Hampshire College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>History</p>	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. 	<p>Content Statement</p> <ul style="list-style-type: none"> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. <p>Content Elaboration</p> <p>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative. Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.</p> <p>Expectations for Learning</p> <p>Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p>

	<p>2. Early Civilizations:</p> <ul style="list-style-type: none"> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity. 	<p>Content Statement</p> <p>The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The roman empire also played an instrumental role in the spread of Christianity.</p> <p>Content Elaboration</p> <p>The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome. The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history. The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature. The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.</p> <p>Expectations for Learning</p> <p>Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</p>
	<p>3. Feudalism and Transitions:</p> <ul style="list-style-type: none"> Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. 	<p>Content Statement</p> <p>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Elaboration</p>

	<p>Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <ul style="list-style-type: none"> • Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. • Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. • The Renaissance in Europe introduced revolutionary ideas, 	<p>The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.</p> <p>Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan’s system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.</p> <p>Expectations for Learning Explain how the Mongol conquests led to unified states in China and Korea. Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Statement</p> <p>Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into western Europe as a result of the Muslim conquests, crusades and trade, influencing the European renaissance.</p> <p>Content Elaboration</p> <p>In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.</p> <p>Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.</p>
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	<p>leading to cultural, scientific and social changes.</p> <ul style="list-style-type: none"> • The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 	<p>Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.</p> <p>Expectations for Learning Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.</p> <p>Content Statement The decline of feudalism, the rise of nation-states and the renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>Content Elaboration The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.</p> <p>Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.</p>
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	<p>First Global Age:</p> <ul style="list-style-type: none"> • Empires in Africa (Ghana, Mali and Songhay) and Asia 	<p>Content Statement</p> <p>Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Elaboration</p>

	<p>(Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</p> <ul style="list-style-type: none"> • The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. • European economic and cultural influence dramatically increased through explorations, conquests and colonization. • The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. 	<p>Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.</p> <p>Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe. The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.</p> <p>China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.</p> <p>Expectations for Learning Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Statement</p> <p>The advent of the trans-Saharan slave trade had profound effects on both west and central Africa and the receiving societies.</p> <p>Content Elaboration</p> <p>Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.</p>
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		<p>Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.</p> <p>The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.</p> <p>This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.</p> <p>Expectations for Learning Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.</p> <p>Content Statement</p> <p>European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</p> <p>Content elaboration Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.</p> <p>The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.</p> <p>Expectations for Learning</p>
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		<p>Analyze the impact of European explorations, conquest, and colonization on indigenous people.</p> <p>Analyze the impact of explorations, conquests, and colonization on European nations.</p> <p>Content Statement</p> <p>The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>Content elaboration</p> <p>The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.</p> <p>Specific examples of the Columbian exchange include:</p> <ul style="list-style-type: none"> • animals native to Europe: horses, pigs, sheep, cattle, and honeybees; • animals native to the Americas: turkeys; • crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane; • crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and • communicable diseases: measles, small pox. <p>Expectations for Learning</p>
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		Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.
Geography	<p>3. Spatial Thinking and Skills:</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p>	<p>Content Statement</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>Content Elaboration</p> <p>Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.</p> <p>These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.</p> <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</p>
	<p>Human Systems:</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>1. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world</p>	<p>Content Statement</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>Content Elaboration</p> <p>Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.</p>

	<p>religions.</p> <p>2. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	<p>Geographic factors include:</p> <ul style="list-style-type: none"> • climate; • bodies of water; • mountains; • deserts; and • proximity to natural resources. <p>Expectations for Learning Describe how geographic factors can promote or impede the movement of people, products and ideas.</p> <p>Content Statement</p> <p>Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the eastern hemisphere.</p> <p>Content elaboration</p> <p>Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.</p> <ul style="list-style-type: none"> • Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder. • Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.
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		<p>Expectations for Learning Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</p> <p>Content statement</p> <p>Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p>Content elaboration Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.</p> <p>Examples of cultural diffusion include:</p> <ul style="list-style-type: none"> • the roads built by the Romans allowed for the spread of Christianity; • the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands; • the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and • the printing of the Bible hastened the Protestant Reformation. <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p>
Government	<p>Civic Participation and Skills:</p> <p>The ability to understand individual and group perspectives is essential to</p>	<p>Content Statement</p> <p>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p> <p>Content Elaboration</p>

	<p>analyzing historic and contemporary issues.</p>	<p>Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.</p> <p>Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.</p> <p>For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.</p> <p>Expectations for Learning Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p>
	<p>6. Roles and Systems of Government:</p> <ul style="list-style-type: none"> • Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. • With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 	<p>Content Statement</p> <p>Greek democracy and the roman republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Content elaboration</p> <p>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models. Athenian citizens consisted of males over 18 with Athenian fathers.</p>

		<p>Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.</p> <p>An example of the influence of the Greek and Roman models is the connection of the United States to the democratic ideals of Greece and the representative structure of Rome.</p> <p>Expectations for Learning</p> <p>Describe how Greek democracy and the roman republic were radical departures from monarchy and theocracy.</p> <p>Explain how Greek democracy and the roman republic influenced the structure and function of modern democratic governments</p> <p>Content Statement</p> <p>With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>Content elaboration</p> <p>There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.</p> <p>As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.</p> <p>The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.</p> <p>Expectations for Learning</p> <p>Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p>
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<p>Economics</p>	<p>7. Economic Decision Making and Skills:</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p>Content Statement</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>Content Elaboration</p> <p>Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year.</p> <p>Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.</p> <p>Expectations for Learning</p> <p>Explain why individuals, governments, and businesses must analyze costs and benefits when making economic decisions.</p> <p>Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</p>
	<p>Scarcity:</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>Content Statement</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p>Content elaboration</p> <p>Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or</p>

		<p>cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year.</p> <p>Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.</p> <p>Expectations for Learning</p> <p>Explain how trade leads to specialization and interdependence. Analyze how distribution of resources leads to specialization and trade.</p>
	<p>Markets: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>Content Statement</p> <p>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p>Content elaboration</p> <p>Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.</p> <p>Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.</p> <p>Expectations for Learning</p> <p>Explain how the growth of cities and empires fostered the growth of markets.</p> <p>Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

Classical Academy - College and Career Ready Standards Alignment: World Languages - Latin

Communication (C1)
Interpretive Communication — Listening

Standard C1.1

Performance Level	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
Novice Low (NL)	Novice Low Learners recognize memorized words and some phrases to <ul style="list-style-type: none"> a) identify the sound of a letter. b) determine isolated words, particularly when accompanied by gestures or pictures.
Novice Mid (NM)	Novice Mid Learners recognize memorized words and phrases to <ul style="list-style-type: none"> a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions). b) isolate words and phrases learned for specific purposes.
Novice High (NH)	Novice High Learners begin to recognize simple sentences to <ul style="list-style-type: none"> a) comprehend simple questions or statements in the target language on familiar topics in context. b) understand simple information when presented with visual support. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud.
Intermediate Low (IL)	Intermediate Low Learners recognize basic sentences to <ul style="list-style-type: none"> a) determine the basic purpose of a text. b) follow questions and simple statements on familiar topics when participating in a conversation. c) distinguish texts related to familiar topics in context.
Intermediate Mid (IM)	Intermediate Mid Learners begin to recognize connected sentences to <ul style="list-style-type: none"> a) identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life. b) determine the main idea of self-selected resources (e.g., music, spoken poetry, etc.) in the target language.

<p>Intermediate High (IH)</p>	<p>Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> a) comprehend straightforward information or interactions. b) determine details in stories, dialogues, and other spoken or recorded messages. c) understand situations with complicating factors. d) follow directions and instructions.
<p>Advanced Range</p>	<p>Advanced Range Learners recognize sequences of sentences.</p> <ul style="list-style-type: none"> a) comprehend and distinguish descriptions and stories of events in various time frames. b) determine the main idea and many details of a narrative in the target language from a variety of genres. c) understand detailed reports and narratives. d) distinguish various viewpoints in extended arguments. e) understand discussions and presentations on many concrete and abstract topics.

Communication (C1) Interpretive Communication - Reading

Standard C1.2

Performance Level

Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Novice Low (NL)

Novice Low Learners recognize memorized words and some phrases to

- a) identify Roman or Greek letters, including those that function differently from those of the English alphabet.
- b) connect some words or phrases to their meanings.

Novice Mid (NM)

Novice Mid Learners recognize memorized words and phrases to

- a) identify words and phrases with the help of visuals.
- b) use prefixes and roots of words to interpret the meaning of new words.
- c) distinguish the patterns in different parts of speech.

Novice High (NH)

Novice High Learners begin to recognize simple sentences to

- a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life.
- b) understand the main idea of written materials.
- c) distinguish grammatical structures to comprehend the message of simple texts.
- d) use word endings and grammatical functions to understand texts.
- e) comprehend simple written questions related to a familiar text.

Intermediate Low (IL)	<p>Intermediate Low Learners recognize basic sentences to</p> <ul style="list-style-type: none"> a) understand basic grammatical relationships (e.g., noun-adjective agreement, subject-verb agreement, prepositional phrases, or pronouns) in sentences with straightforward syntax. b) comprehend more difficult written passages with a variety of high frequency words and phrases. c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language. d) express an opinion of a passage by citing individual words or short phrases. e) produce a generally accurate summary of isolated parts of a passage.
Intermediate Mid (IM)	<p>Intermediate Mid Learners recognize basic sentences to</p> <ul style="list-style-type: none"> a) begin to recognize connected sentences. b) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax. Articulate the main idea and many details when reading some un-adapted passages. Distinguish between easily confused words. c) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context. d) identify rhetorical devices as they appear in passages. e) Support discussion of a passage by citing and analyzing phrases. f) Demonstrate some understanding of an author's implied point of view, tone, or opinions about people or events.
Intermediate High (IH)	<p>Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> a) understand a wide variety of grammatical relationships in sentences with complex syntax. b) articulate the main idea and many details when reading un-adapted passages. c) support the analysis of a passage, including the identification of rhetorical or stylistic features. d) apply specific and generally relevant citations to support the analysis of a passage. e) support analysis of a passage with reference to the author's implied point of view, tone, or opinions about people or events. f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.

Advanced	<p>Advanced Range Learners recognize sequences of sentence to</p> <ul style="list-style-type: none">a) demonstrate a balanced, nuanced understanding of an un-adapted passage.b) understand common words and several low frequency words in prepared passages as they are used in context.c) articulate the main idea and many details when reading unfamiliar passages.d) explain how a specific example of target language usage or stylistic feature is relevant to the analysis of an un-adapted passage.e) apply specific and relevant citations to support the analysis of a passage.f) identify metrical components and accurately scan some metrical patterns, including lines where there is consonantal <i>i</i> or elision with <i>m</i> or <i>h</i>.
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Communication (C1) Presentational — Speaking

Performance Level	Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL)	<p>Novice Low Learners use memorized words and some phrases to</p> <ul style="list-style-type: none"> a) recite what they have learned. b) state the names of familiar people, places, and objects with visual support. c) introduce oneself to a group.
Novice Mid (NM)	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) describe familiar items in one’s immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) recite parts of poems or rhymes.
Novice High (NH)	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) present information about familiar items in one’s environment. b) discuss modern daily activities and/or the daily activities of the classical culture.
Intermediate Low (IL)	<p>Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) describe modern people, activities, events, or experiences directly related to oneself or to the classical culture/history. b) express one’s needs, wants, or preferences on topics of interest. c) interpret and discuss instructions, directions, and maps.

<p>Advanced Range (AR)</p>	<p>Advanced Range Learners create sequences of sentences to</p> <ul style="list-style-type: none"> a) explain multiple viewpoints using supporting arguments in various time frames and moods. b) describe topics of social concern in various time frames and moods. c) present information on general topics of the classical culture using technical terminology in a variety of tenses and moods.
<p>Intermediate High (IH)</p>	<p>Intermediate High Learners create and connect sentences to</p> <ul style="list-style-type: none"> a) research and describe more sophisticated academic topics within the content areas. b) explain events and activities from the classical culture/history. c) defend a point of view using supporting evidence. d) present information on general topics of the classical culture using technical terminology with a variety of tenses.
<p>Intermediate Mid (IM)</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) discuss one’s personal and social experiences. b) research and describe a topic (e.g., the home, daily life, religion, and history) on the classical culture/history. c) present on a classical cultural/historical issue and state one’s viewpoint.

Communication (C1) Presentational - Writing

Performance Level	Standard C1.4
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL)	<p>Novice Low Learners use memorized and some phrases to</p> <ul style="list-style-type: none"> a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in a variety of texts.
Novice Mid (NM)	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) write about oneself.
Novice High (NH)	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) describe familiar items in the immediate environment. b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or the daily activities of the classical culture.
Intermediate Low (IL)	<p>Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) discuss people, activities, events, and experiences. b) prepare materials for a presentation. c) give basic instructions on how to do something.
Intermediate Mid (IM)	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) write messages, announcements, and invitations. b) compose a simple paragraph about a learned or researched topic. c) create simple communications for public distribution (e.g. flyers, brochures, and posters).

Intermediate High (IH)	Intermediate High Learners create and connect sentences to <ul style="list-style-type: none">a) write about school and social experiences.b) explain historical topics of significance.c) summarize basic narrative texts.
Advanced Range (AR)	Advanced Range Learners create sequences of sentences to <ul style="list-style-type: none">a) compose a well-organized message for a variety of purposes.b) employ a variety of verb tenses, moods, and other advanced grammatical structures in one's writing.c) present and elaborate on a particular point of view.d) use a variety of idioms in one's writing.e) select precise language based on various audiences in one's writing.

Culture (C2) Relating Cultural Practices to Perspectives

Standard C2.1

Performance Level

Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) use appropriate gestures and oral expressions in social interactions.
- b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations).
- c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues).
- d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media.
- e) list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture.

In addition to the above, Novice Range Learners in high school

- f) describe practices observed in a visual representation or text in a classical culture.
- g) describe simple interactions from daily life in the classical culture.

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) examine, analyze, and exchange information on patterns of typical behavior in classical culture. b) distinguish informal and formal ways to address peers and adults. c) simulate age-appropriate classical cultural practices from daily life. d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. <p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> e) identify and analyze classical cultural practices using authentic materials. f) analyze the relationship between practices, products, and perspectives.
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners</p> <ul style="list-style-type: none"> a) simulate culturally-appropriate behaviors in a variety of situations from classical culture. b) connect classical practices to associated products, giving evidence-based reasons for the perspectives proposed. c) identify and analyze various patterns of behavior or interactions typical of classical culture as represented in authentic materials.

CORNERSTONE: Culture (C2)
Relating Cultural Products to Perspectives

Performance Level	Standard C2.2
	Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
Novice Range (NR)	<p>Novice Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture. b) identify cultural products and their purposes in classical culture. c) demonstrate the relationship between products, practices, and perspectives.
	<p>In addition to the above, Novice Range Learners in high school</p> <ul style="list-style-type: none"> d) identify the author and place of origin of short poems, stories, and plays from the classical culture. e) provide simple reasons for the role and importance of products from the classical culture.
Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify and investigate the functions of tangible products of classical culture. b) engage with tangible and intangible products of classical culture.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> c) utilize authentic resources (e.g., images or facsimiles of papyri, manuscripts, and material culture) to identify and analyze products and their use in classical culture. d) analyze the relationship between products, practices, and perspectives.

Advanced Range (AR)	<p>Advanced Range Learners</p> <ul style="list-style-type: none">a) describe how cultural products have changed or disappeared over time.b) identify, research, and analyze the role and importance of products from classical culture (e.g., products found in literature, art, and architecture).c) discuss and explore the relationships among social, economic, and political institutions (e.g. patron-client system) and the perspectives of classical culture.d) connect products to associated practices and give evidence-based cultural insights about the classical culture.
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Connections (C3) Making Connections

Standard C3.1

Performance Level

Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) identify and label maps of the classical world.
- b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
- c) recognize and use Roman numerals and the vocabulary associated with counting.
- d) read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).
- e) compare songs or chants with simple lyrics.
- f) identify the planets and some constellations and the inspirations for their names.

In addition to the above, Novice Range Learners in high school

- g) investigate schools in the classical world and compare them to their own school.
- h) examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.
- i) distinguish how the diets of classical culture relate to our eating habits today.
- j) identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants).

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) compare maps of the classical world to the modern world. b) explain the significance of aspects of classical life (e.g., the home, a military camp, the baths) and compare to the [modern] United States. c) discuss classical influences on modern writings.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> d) describe a major figure from the classical world that influenced history, science, or the arts. e) compare political campaign material from the classical world to similar material from the [modern] United States. f) explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world. g) research historical or cultural events from the classical world and compare them to similar events in United States history. h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.

Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none">a) determine the influence of historic events from the classical culture on current issues or events.b) compare and contrast themes from classical literature to modern day literature.c) compose a fable, narrative, drama, or speech in response to a text.d) explain the importance and historical context of a classical piece of art.e) analyze how classical literature had influenced modern English literature.f) explore the concepts of hospitality and xenophobia in classical cultures.g) assess the musical and mathematical aspects of meter found in classical poetry.h) identify and analyze characteristics of different text types and genres.i) describe how a modern film or story retells a classical story.j) analyze inscriptions to discover common attitudes in the classical world (e.g. military service, relationships with the gods, public service, or death and commemoration).
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Connections (C3)
Acquiring Information and Diverse Perspectives

Standard C3.2

Performance Level

Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) identify classical elements of a work of art.
- b) determine words that originate from the target language.
- c) predict the nature of planets based on the characteristics of the Roman gods after which they are named.
- d) identify the properties of plants based the classical roots of their names.

In addition to the above, Novice Range Learners in high school

- e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.
- f) examine specific family-related vocabulary that may not have equivalents in one’s native language.

Intermediate Range (IR)

Intermediate Range Learners in elementary and middle school

- a) identify the influence of Greek and Roman elements on a work of modern art.
- b) identify appropriations of ancient mythology in modern culture, and note the differences between ancient and modern versions.

	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> c) identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots. d) compare an original classical text with other interpretations or versions. e) explore short passages from classical mathematical, geographical, and scientific texts (e.g. Pythagorean theorem, travel, medicine, and public health).
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none"> a) identify appropriations of ancient mythology in modern culture, noting the differences between ancient and modern versions, and theorize reasons why modern artists may have made decisions to diverge from the traditional form. b) compare Stoic and Epicurean philosophies with modern-day philosophies and discuss perspectives on how to live life well.

CORNERSTONE: Comparisons (C4) Language Comparisons

Standard C4.1

Performance Level

Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) cite and use examples of words from the target language that are similar to one's own language.
- b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.
- c) compare word order in simple sentences of the target language to one's own language.
- d) compare and contrast the sounds and writing systems of one's own language with the target language.

In addition to the above, Novice Range Learners in high school

- e) identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them.
- f) recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify words in the target language that have no direct or simple translation in one's native language. b) compare word order in increasingly complex sentences in the target language to those in one's native language. c) notice how different time frames are expressed in the target language and one's own.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> d) analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language. e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language. f) compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text. g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.

Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none">a) compare the choices and uses of prepositions and inflected forms among languages.b) draw conclusions about the evolution of language based on the variance in meaning among cognates and derivatives of multiple languages.c) analyze elements of the target language (e.g., tense, voice, aspect, mood or linguistic elements) in one’s native language and describe how languages use forms to express time and tense relationships.d) compare complex syntactic functions (e.g., subordination of clauses and participial constructions) to express meaning in the target and native languages.e) observe elements of genre and style in the target language and examine the authors purpose for using the specific language.f) discuss the relationship between word order and meaning and how this may or may not reflect the ways in which cultures organize information and view the world.
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Comparisons (C4) Cultural Comparisons

Standard C4.2

Performance Level

Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) contrast tangible and intangible products of classical cultures to one’s own.
- b) compare simple patterns of behavior of classical cultures to one’s own.
- c) explore celebrations and holidays from one’s own culture and those in the classical cultures.

In addition to the above, Novice Range Learners in high school

- d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

Intermediate Range (IR)

Intermediate Range Learners in elementary and middle school

- a) examine daily routines of one’s own culture in contrast with those in the classical culture.
- b) compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one’s own culture.

	<p>In addition to the above, Intermediate Range Learners in middle school and high school</p> <ul style="list-style-type: none"> c) draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own. d) analyze the effect of physical spaces (e.g. the Coliseum) upon the classical culture and explain their influence on today's spaces. e) compare the role and importance of family and friends in the classical culture with one's own. f) juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own. g) compare the role of social networking and patronage in the classical culture with one's own. h) explore entertainment and leisure options from the classical culture, and describe the similarities and differences to today's world.
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none"> a) differentiate sources of political power (e.g., oligarchic structures, populism) in the classical cultures to one's own. b) explain similarities in the value placed on work and leisure time in the classical culture with one's own. c) compare the value of common practices (e.g., ancestral worship, funerary practices) throughout time in the classical culture and one's own. d) explain the importance placed on individual needs versus community needs in the classical culture with one's own. e) compare the construction of gender roles in the classical culture with one's own.

Communities (C5) School and Global Communities	
Performance Level	Standard C5.1
Novice Range (NR)	<p>Novice Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements). b) research opportunities for participation in school, community, or language competitions. c) explore words from the Classical world that are present in the English and Romance languages. d) identify professions in which knowledge the Classical world is beneficial. e) explore the classical world’s presence in the community (e.g., museum exhibitions, documentaries).
	<p>In addition to the above, Novice Range Learners in high school</p> <ul style="list-style-type: none"> f) communicate with other target language learners in person or through use of technology. g) simulate interactions that might have taken place in the Classical world.
Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) research the use of the target language or knowledge of the Classical world in various fields of work in today’s world. b) explore the classical world’s presence in the community and explain its impact on its community members.

	In addition to the above, Intermediate Range Learners in high school c) discuss career opportunities available to people with knowledge of the Classical world.
Advanced Range (AR)	Advanced Range Learners in high school a) discuss career opportunities available to people with knowledge of the Classical world, and explore the steps one might take to become a professional in that field.

Communities (C5) Lifelong Learning	
Performance Level	Standard C5.2
	Use the target language for enrichment and advancement.
Novice Range (NR)	Novice Range Learners in elementary school a) interpret materials and/or use media from the target language and culture. b) exchange information about topics of personal interest. c) identify music or songs in the target language.
	In addition to the above, Novice Range Learners in middle school and high school d) set learning goals for language acquisition.

Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) consult various sources in the target language to obtain information on topics of personal interest.</p>
	<p>In addition, Intermediate Range Learners in high school</p> <p>b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.</p>
Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <p>a) regularly consult Classical resources above one's ability in order to increase language proficiency.</p>

World Language - Classical Latin

Units of Study

Grade 6 Latin I

Unit I	Lingua Latina, Chapter 1: "The Roman Empire," Section I Wheelock's, Chapter 1 To Be a Roman, Chapter 1: "Roman Society" Lingua Latina, Chapter 1: "The Roman Empire," Sections II and III
Unit II	Wheelock's, Chapter 2 To Be a Roman, Chapter 2: "The Family" Lingua Latina, Chapter 2 "The Roman Family," Sections I-III
Unit III	Wheelock's, Chapter 3 Thirty-Eight Latin Stories To Be a Roman, Chapter 3: "The Religious Rituals of the Family" Lingua Latina, Chapter 3: "The Rude Boy," Section I
Unit IV	Wheelock's, Chapter 4 Thirty-Eight Latin Stories: "The Tragic Story of Phaethon" To Be a Roman, Chapter 4: "Roman Housing" Lingua Latina, Chapter 3: "The Rude Boy," review Section I, read Section II
Unit V	Wheelock's, Chapter 5 Thirty-Eight Latin Stories: "The Adventures of Io" To Be a Roman, Chapter 5: "Domestic Life" Lingua Latina, Chapter 3: "The Rude Boy," review Sections I-II, read Section III
Unit VI	Wheelock's, Chapter 7 Thirty-Eight Latin Stories To Be a Roman, Chapter 6: "Education" Lingua Latina, Chapter 4: "The Master and the Slave", Section I
Unit VII	Wheelock's, Chapter 7 Thirty-Eight Latin stories: "Cleobis and Biton" To Be a Roman, Chapter 7: "Slavery" Lingua Latina, Chapter 4: "The Master and the Slave," review Section I, read Section II
Unit VIII	Wheelock's, Chapter 8 Thirty-Eight Latin Stories: "Laocoon and the Trojan Horse"

	To Be a Roman, Chapter 8: “Freedmen and Freedwomen” Lingua Latina, Chapter 5: “The Villa and the Garden,” Sections I-II
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Grade 7 Latin II

Unit IX	Wheelock’s, Chapter 9 Thirty-Eight Latin Stories: “Nisus and Euryalus” Lingua Latina, Chapter 6: “The Latin Road,” Sections I-II
Unit X	Wheelock’s, Chapter 10 Thirty-Eight Latin Stories: “Aurora and Tithonus” To Be a Roman, Chapter 10: “Law and Order” Lingua Latina, Chapter 7: “The Girl and the Rose,” Section I
Unit XI	Wheelock’s, Chapter 11 Thirty-Eight Latin Stories: “Ulysses and the Cyclops” Lingua Latina, Chapter 7: “The Girl and the Rose,” review Section I, read Sections II-III
Unit XII	Wheelock’s, Chapter 12 Thirty-Eight Latin Stories: “A Gift Bearing Greeks” To Be a Roman, Chapter 11: “Farming” Lingua Latina, Chapter 8: “A Roman Shop,” Section I
Unit XIII	Wheelock’s, Chapter 13 Thirty-Eight Latin Stories: “Echo and Handsome Narcissus” Lingua Latina, Chapter 8: “A Roman Shop,” review Section I, read Section II
Unit XIV	Wheelock’s, Chapter 14 Thirty-Eight Latin Stories: “Europa and the Bull” To Be a Roman, Chapter 12: “Occupations” Lingua Latina, Chapter 8: “A Roman Shop,” reviews Sections I-II, read Section III
Unit XV	Wheelock’s, Chapter 15 Thirty-Eight Latin Stories: “How the Aegean Got Its Name” Lingua Latina, Chapter 9: “The Shepherd and the Sheep,” Section I
Unit XVI	Wheelock’s, Chapter 16 Thirty-Eight Latin Stories: “The Wrath of Achilles” To Be a Roman, Chapter 13: “Travel and Trade” Lingua Latina, Chapter 9: “The Shepherd and the Sheep,” review Section I, read Section II
Unit XVII	Wheelock’s, Chapter 17

	<p>Thirty-Eight Latin Stories: “The Myrmidons (Ant People)” Lingua Latina, Chapter 10: “Beasts and Humans,” Sections I-III</p>
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Grade 8 Latin III

Unit XVIII	<p>Wheelock’s, Chapter 18 Thirty-Eight Latin Stories Ritchie’s Fabulae Faciles: Section 1</p>
Unit XIX	<p>Wheelock’s, Chapter 19 Thirty-Eight Latin Stories: “The Judgment of Paris” To Be a Roman, Chapter 15: “Leisure Activities” Ritchie’s Fabulae Faciles: Section 2</p>
Unit XX	<p>Wheelock’s, Chapter 20 Thirty-Eight Latin Stories: “The Labors of Hercules” To Be a Roman, Chapter 16: “Public Entertainment” Ritchie’s Fabulae Faciles: Section 3</p>
Unit XXI	<p>Wheelock’s, Chapter 21 Thirty-Eight Latin Stories: “The Golden Age Returns” Ritchie’s Fabulae Faciles: Section 4</p>
Unit XXII	<p>Wheelock’s, Chapter 22 Thirty-Eight Latin Stories: “Cicero Reports His Victory over Catiline” To Be a Roman, Chapter 17: “Religion” Ritchie’s Fabulae Faciles: Section 5</p>
Unit XXIII	<p>Wheelock’s, Chapter 23 Thirty-Eight Latin Stories: “Watching the Orator at Work” Ritchie’s Fabulae Faciles: Section 6</p>
Unit XXIV	<p>Wheelock’s, Chapter 24 Thirty-Eight Latin Stories: “Caesar’s Camp Is Attacked by Belgians” To Be a Roman, Chapter 18: “Stages in the Lives of Boys and Men” Ritchie’s Fabulae Faciles: Section 7</p>
Unit XXV	<p>Wheelock’s, Chapter 25 Thirty-Eight Latin Stories: “The Character of Catiline’s Followers” Ritchie’s Fabulae Faciles: Section 8</p>
Unit XXVI	<p>Wheelock’s, Chapter 26 Thirty-Eight Latin Stories: “The Virtues of the Orator Cato”</p>

	To Be a Roman, Chapter 19: “Stages in the Lives of Girls and Women” Ritchie’s Fabulae Faciles: Section 9
Unit XXVII	Wheelock’s, Chapter 27 Thirty-Eight Latin Stories: “Old Age is Not a Time for Despair” Ritchie’s Fabulae Faciles: Sections 10-11

Grade 9 Latin IV

Unit XXVIII	Wheelock’s, Chapter 28 Thirty-Eight Latin Stories: “Two Love Poems by Catullus” Ritchie’s Fabulae Faciles: Section 12
Unit XXIX	Wheelock’s, Chapter 29 Thirty-Eight Latin Stories: “Quintilian Praises the Oratory of Cicero” Ritchie’s Fabulae Faciles: Section 13
Unit XXX	Wheelock’s, Chapter 30 Thirty-Eight Latin Stories: “Pliny Writes to His Friends” Ritchie’s Fabulae Faciles: Section 14
Unit XXXI	Wheelock’s, Chapter 31 Thirty-Eight Latin Stories: “Lucretia: Paragon of Virtue” Begin Reading Ritch’s Fabulae Faciles: Sections 15-100.
Unit XXXII	Wheelock’s, Chapter 33
Unit XXXIII	Wheelock’s, Chapter 37
Unit XXXIV	Wheelock’s, Chapter 39
Eclectic Concepts	Concepts that should be taught but treated only briefly, reserving most instruction for where they appear in actual Latin texts.

Grade 10-12 Latin V (Elective)

This is a course designed for the teacher and school to take great ownership of content, pacing, and in the case of students taking the AP Latin exam, of preparation. (See BCSI program guide for further instructions)

Exhibit F: Curriculum Research

The following is the curriculum research, reproduced verbatim, from Section 5B of the charter application of Lionheart Classical Academy.

As mentioned in the introduction and in (B), Hillsdale College's K-12 curriculum incorporates well-known curriculum that is supported with research and has proven success helping students achieve academic proficiency. The three primary curriculum programs used are Core Knowledge, Literacy Essentials, and Singapore Math, all of which meet Common Core State Standards. Additionally, Deans For Impact, a nonprofit organization committed to improving student-learning outcomes by transforming educator preparation, published *The Science of Learning* (2015) and *The Science of Early Learning* (2019) to answer the questions "What do we know about how students learn and what does that mean for how we teach?" These publications connect research to its practical implications for teaching and learning. These publications provide a helpful summary of major findings from cognitive science that are relevant to and used in the Core Knowledge approach and to the classical, content-rich educational model developed by Hillsdale College's Barney Charter School Initiative.

More About Core Knowledge

E.D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia. He is the author of several acclaimed books on education in which he has persisted as a voice of reason making the case for equality of educational opportunity. A highly regarded literary critic and professor of English earlier in his career, Dr. Hirsch recalls being "shocked into education reform" while doing research on written composition at a pair of colleges in Virginia. During these studies he observed that a student's ability to comprehend a passage was determined in part by the relative readability of the text, but even more by the student's background knowledge. This research led Dr. Hirsch to develop his concept of cultural literacy—the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge. In 1986 he founded the Core Knowledge Foundation. A year later he published *Cultural Literacy: What Every American Needs to Know*, which remained at the top of the New York Times bestseller list for more than six months. His subsequent books include *The Schools We Need*, *The Knowledge Deficit*, *The Making of Americans*, and most recently, *How to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation*.

Research Studies

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from

15 to 60%. Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA's Skills strand. The training also provided teachers techniques for building students' background knowledge and vocabulary during read-aloud, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies. (Microsoft PowerPoint - CK Early Literacy Pilot 3 12 12.pptx (coreknowledge.org))

Additionally, in a first of its kind study, researcher Sonia Cabell (formerly at the Center for Advanced Study of Teaching and Learning at the University of Virginia's Curry School of Education, now at Florida State University) received a 3.3-million-dollar grant from the Institute of Education Sciences. The grant was awarded to test the fully-developed and widely-implemented Core Knowledge Language Arts (CKLA): Listening and Learning read-aloud program. The researchers will follow children from kindergarten entry to second grade and will investigate the effects of the reading curriculum on their vocabulary skills, listening comprehension, domain knowledge, and ultimately reading comprehension at the end of second grade. More than 1,400 children in 48 schools will participate in the study. The project started during the summer of 2016, and schools will begin implementing the program in the Fall of 2017. (Search Funded Research Grants and Contracts - Details)

Source: www.coreknowledge.org Research Studies - Core Knowledge Foundation

More About Literacy Essentials

Literacy Essentials: The Journey from Spelling to Reading was developed by Dorothy Kardatzke and Melody Furno of Access Literacy, LLC. The two authors have more than forty years of experience in using Orton-based phonics programs in primary schools, both as teachers and as teacher trainers. While they are very familiar with other Orton-based approaches to phonics, they developed the Literacy Essentials program to better serve the needs of teachers than any other program currently available.

Literacy programs tend to fall along a spectrum of phonics instruction, with one end of the spectrum focused entirely on the whole word or "whole language" approach with little to no attention to letter-sound correspondences, and the other end of the spectrum employing an Orton-based method of intensive phonics instruction that leads from spelling to reading through a multi-sensory approach. While the research (see, for example, The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, many of the curricula based upon it are difficult to use in a classroom environment without intensive training. As a result, most phonics programs in the marketplace use a blended approach of phonics and whole language instruction, or they employ a less robust approach to phonics than the synthetic systematic approach of an Orton-based program. Kardatzke and Furno wanted to make a

robust Orton-based program more widely accessible and user friendly, and Literacy Essentials does exactly that.

The Literacy Essentials curriculum is currently in a pilot phase as the authors and publisher work out the finer details. The curriculum first rolled out in summer 2019 to a small group of schools that included Hillsdale-affiliated charter schools and schools that specifically sought out Access Literacy for coaching and training. The pilot part of the program will enter its final stage in summer 2022, after which the authors and publisher aim to finalize the curriculum and advertise it more broadly. The curriculum is currently available via request at www.journeytoliteracy.com

More About Singapore Math

In typical U.S. math programs, students get a worked example, then solve problems that very closely follow that example, repeating all the same steps with different numbers. In Singapore math, students must think through concepts and apply them in new ways from the very start. Since they can't rely on simple replication, students are pushed to greater engagement and broader thinking. In U.S. math programs, concepts and skills are more compartmentalized within and across grade levels than in Singapore math, where a strong sense of connectivity to past learning is woven throughout. Unique Singapore math methods, such as number bonds and bar modeling, also set Singapore math apart from typical U.S. math pedagogical styles.

Singapore has consistently ranked at the top in international math testing for decades. Two international tests, the TIMSS (Trends in International Mathematics and Science Study) and the PISA (Programme for International Student Assessment), assess math and science competency in countries around the world. Singapore students consistently rank among the top on both tests and Singapore math programs raise student performance. With the use of Singapore programs, more students rank "At or Above NAEP Proficient" on U.S. national math assessments.

Source: www.SignaporeMath.com

**Seacoast Classical Academy
5 Year Budget DRAFT**

	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
REVENUE CATEGORY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Enrollment Adequacy</i>	\$ -	\$ 2,245,428	\$ 2,844,209	\$ 3,426,343	\$ 3,737,829	\$ 4,212,907
<i>Differentiated Aid</i>	\$ -	\$ 33,582	\$ 41,154	\$ 50,538	\$ 57,288	\$ 61,815
<i>Restricted Grants-in-Aid</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Lease Aid</i>	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
<i>Annual Fund</i>	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
<i>Spring Auction Dinner</i>	\$ -	\$ 16,000	\$ 17,952	\$ 19,560	\$ 20,800	\$ 22,082
<i>Academy Social Events</i>	\$ -	\$ 8,000	\$ 8,976	\$ 9,780	\$ 10,400	\$ 11,041
<i>SCEF Grant - Operating</i>	\$ -	\$ 120,000	\$ 134,640	\$ 146,696	\$ 155,998	\$ 165,612
<i>SCEF Grant - Startup</i>	\$ 1,878,623	\$ 100,000	\$ -	\$ -	\$ -	\$ -
<i>Capital Campaign</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 1,878,623	\$ 2,579,010	\$ 3,104,883	\$ 3,712,477	\$ 4,043,114	\$ 4,535,539

OPERATING CASH OUTFLOWS

Instruction

Teachers Salary	\$ 250,000	\$ 750,000	\$ 988,000	\$ 1,189,760	\$ 1,349,837	\$ 1,520,816
Outcome Bonus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Aide Salary	\$ -	\$ 126,000	\$ 149,760	\$ 175,219	\$ 202,476	\$ 230,822
Substitute Teacher Wages	\$ -	\$ 11,520	\$ 17,971	\$ 24,920	\$ 32,396	\$ 40,430
Instruction Benefits	\$ 45,000	\$ 135,000	\$ 171,000	\$ 198,000	\$ 216,000	\$ 234,000
Payroll Taxes	\$ 19,125	\$ 67,895	\$ 88,413	\$ 106,327	\$ 121,230	\$ 137,093
Instruction Workers Compensation	\$ 7,500	\$ 26,626	\$ 34,672	\$ 41,697	\$ 47,541	\$ 53,762
Curriculum Development	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	\$ 2,000	\$ 6,000	\$ 7,600	\$ 8,800	\$ 9,600	\$ 10,400
General Teaching Supplies	\$ 100,000	\$ 12,000	\$ 15,200	\$ 17,600	\$ 19,200	\$ 20,800
Text Books and Program Materials	\$ 30,000	\$ 60,000	\$ 76,000	\$ 88,000	\$ 96,000	\$ 104,000
New Furniture and Fixtures	\$ 150,000	\$ 40,000	\$ 30,000	\$ 20,000	\$ 20,000	\$ 10,000
<i>Total Instruction Operating Expenses</i>	<i>\$ 606,125</i>	<i>\$ 1,235,041</i>	<i>\$ 1,578,617</i>	<i>\$ 1,870,324</i>	<i>\$ 2,114,280</i>	<i>\$ 2,362,124</i>

Special Education

Special Education Wages	\$ 25,000	\$ 50,000	\$ 104,000	\$ 108,160	\$ 168,730	\$ 175,479
Special Education Benefits	\$ 4,500	\$ 9,000	\$ 18,000	\$ 18,000	\$ 27,000	\$ 27,000
Special Education Payroll Taxes	\$ 1,913	\$ 3,825	\$ 7,956	\$ 8,274	\$ 12,908	\$ 13,424
Special Education Workers Compensation	\$ 750	\$ 1,500	\$ 3,120	\$ 3,245	\$ 5,062	\$ 5,264
Special Education Teaching Supplies	\$ -	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,400	\$ 2,600
<i>Total Special Education Operating Expenses</i>	<u>\$ 32,163</u>	<u>\$ 65,825</u>	<u>\$ 134,976</u>	<u>\$ 139,879</u>	<u>\$ 216,099</u>	<u>\$ 223,767</u>

Other Instructional Program

Co-Curricular Contracted Servies	\$ -	\$ 60,000	\$ 76,000	\$ 88,000	\$ 96,000	\$ 104,000
Co-Curricular Supplies	\$ -	\$ 19,500	\$ 24,700	\$ 28,600	\$ 31,200	\$ 33,800
<i>Total Other Instructional Program</i>	<u>\$ -</u>	<u>\$ 79,500</u>	<u>\$ 100,700</u>	<u>\$ 116,600</u>	<u>\$ 127,200</u>	<u>\$ 137,800</u>

Guidance Services

Guidance Services Wages	\$ 16,667	\$ 50,000	\$ 52,000	\$ 108,160	\$ 112,486	\$ 116,986
Guidance Services Payroll Taxes	\$ 1,275	\$ 3,825	\$ 3,978	\$ 8,274	\$ 8,605	\$ 8,949
Guidance Services Workers Compensation	\$ 500	\$ 1,500	\$ 1,560	\$ 3,245	\$ 3,375	\$ 3,510
Guidance Supplies	\$ -	\$ 300	\$ 380	\$ 440	\$ 480	\$ 520
<i>Total Guidance Services Operating Expenses</i>	<u>\$ 18,442</u>	<u>\$ 55,625</u>	<u>\$ 57,918</u>	<u>\$ 120,119</u>	<u>\$ 124,946</u>	<u>\$ 129,965</u>

Health Services

Health Services Wages	\$ -	\$ 36,000	\$ 37,440	\$ 38,938	\$ 40,495	\$ 42,115
Health Services Payroll Taxes	\$ -	\$ 2,754	\$ 2,864	\$ 2,979	\$ 3,098	\$ 3,222
Health Services Workers Compensation	\$ -	\$ 1,080	\$ 1,123	\$ 1,168	\$ 1,215	\$ 1,263
Health Supplies	\$ 10,000	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,400	\$ 2,600
<i>Total Health Services Operating Expenses</i>	<u>\$ 10,000</u>	<u>\$ 41,334</u>	<u>\$ 43,327</u>	<u>\$ 45,284</u>	<u>\$ 47,208</u>	<u>\$ 49,200</u>

Professional Development

Course Reimbursement	\$ -	\$ 4,500	\$ 5,700	\$ 6,600	\$ 7,200	\$ 7,800
Curriculum PD	\$ 10,000	\$ 4,500	\$ 5,700	\$ 6,600	\$ 7,200	\$ 7,800
<i>Total Professional Development</i>	<u>\$ 10,000</u>	<u>\$ 9,000</u>	<u>\$ 11,400</u>	<u>\$ 13,200</u>	<u>\$ 14,400</u>	<u>\$ 15,600</u>

Technology Department

Student Computers	\$ 75,000	\$ 20,000	\$ -	\$ 35,000	\$ 40,000	\$ 55,000
Teacher/Aid Computers	\$ 38,000	\$ -	\$ 13,000	\$ 13,000	\$ 11,000	\$ 11,000
Purchased IT Services	\$ 25,000	\$ 10,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 20,000
Software - Admin	\$ -	\$ 5,000	\$ 5,500	\$ 6,000	\$ 7,000	\$ 7,500
Software - Scholars	\$ -	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,400	\$ 2,600
Tech Equipment	\$ 250,000	\$ 5,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 20,000
<i>Total Technology Operating Expenses</i>	<u>\$ 388,000</u>	<u>\$ 41,500</u>	<u>\$ 44,400</u>	<u>\$ 86,200</u>	<u>\$ 96,400</u>	<u>\$ 116,100</u>

Audio Visual Services

Audio Visual Equipment	\$ 100,000	\$ 5,000	\$ 2,000	\$ 20,000	\$ 5,000	\$ 10,000
Audio Visual Supplies	\$ -	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500	\$ 4,000
Audio Visual Repairs & Maintenance	\$ -	\$ 1,000	\$ 1,200	\$ 1,400	\$ 1,600	\$ 1,800
<i>Total Audio Visual Services Expenses</i>	<u>\$ 100,000</u>	<u>\$ 8,000</u>	<u>\$ 5,700</u>	<u>\$ 24,400</u>	<u>\$ 10,100</u>	<u>\$ 15,800</u>

Library Department

General Supplies - Media	\$ 40,000	\$ 2,000	\$ 1,000	\$ 10,000	\$ 6,000	\$ 7,500
<i>Total Library Operating Expenses</i>	<u>\$ 40,000</u>	<u>\$ 2,000</u>	<u>\$ 1,000</u>	<u>\$ 10,000</u>	<u>\$ 6,000</u>	<u>\$ 7,500</u>

Support Services - School Board

Local Property Taxes	\$ 4,000	\$ 24,000	\$ 24,000	\$ 28,000	\$ 28,000	\$ 32,000
Legal Services	\$ 30,000	\$ 7,000	\$ 7,000	\$ 10,000	\$ 12,000	\$ 15,000
Audit Services	\$ -	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 18,000
Director & Officer Insurance	\$ 1,000	\$ 2,000	\$ 2,200	\$ 2,500	\$ 2,500	\$ 2,800
<i>Total Support Services - School Board</i>	<u>\$ 35,000</u>	<u>\$ 45,000</u>	<u>\$ 45,200</u>	<u>\$ 55,500</u>	<u>\$ 57,500</u>	<u>\$ 67,800</u>

Support Services - School Administration

Support Services Salaries	\$ 141,667	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Admin Outcome Bonus	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services - Benefits	\$ 13,500	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000
Support Services - Payroll Taxes	\$ 10,838	\$ 17,213	\$ 17,901	\$ 18,617	\$ 19,362	\$ 20,136
Support Services - Workers Compensation	\$ 4,250	\$ 6,750	\$ 7,020	\$ 7,301	\$ 7,593	\$ 7,897

Business Services	\$ 15,000	\$ 26,400	\$ 26,400	\$ 27,000	\$ 27,000	\$ 27,700
Contract Services	\$ 700	\$ 2,000	\$ 2,200	\$ 2,400	\$ 2,600	\$ 2,800
Postage Fees	\$ 7,000	\$ 2,000	\$ 2,533	\$ 2,933	\$ 3,200	\$ 3,467
Admin Printing & Binding	\$ -	\$ 4,000	\$ 5,067	\$ 5,867	\$ 6,400	\$ 6,933
Advertising	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Travel & Conferences	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Dues & Fees	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total School Administration	\$ 205,954	\$ 320,363	\$ 332,121	\$ 344,478	\$ 356,249	\$ 369,151

Operation and Maintenance of Plant

Operation of Plant - Wages	\$ -	\$ 32,400	\$ 33,696	\$ 35,044	\$ 36,446	\$ 37,903
Operation of Plant - Payroll Taxes	\$ -	\$ 2,479	\$ 2,578	\$ 2,681	\$ 2,788	\$ 2,900
Operation of Plant - Workers Compensation	\$ -	\$ 972	\$ 1,011	\$ 1,051	\$ 1,093	\$ 1,137
Utilities	\$ 1,667	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
Trash Disposal Services	\$ 833	\$ 2,500	\$ 3,500	\$ 4,000	\$ 4,000	\$ 6,500
Repairs & Maintenance	\$ 4,106	\$ 12,320	\$ 14,400	\$ 17,280	\$ 21,160	\$ 28,500
Rent Payment	\$ 163,000	\$ 489,000	\$ 543,000	\$ 583,500	\$ 611,100	\$ 641,700
Liability Insurance	\$ 3,333	\$ 10,000	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000
Telephone & Data Communications Service	\$ 1,667	\$ 5,000	\$ 5,600	\$ 7,000	\$ 8,500	\$ 12,000
Electricity	\$ 5,333	\$ 16,000	\$ 17,000	\$ 18,000	\$ 19,000	\$ 20,000
Heating Oil	\$ 5,000	\$ 15,000	\$ 15,000	\$ 16,000	\$ 16,000	\$ 17,000
Building and Ground Supplies	\$ 5,000	\$ 5,000	\$ 6,333	\$ 7,333	\$ 8,000	\$ 8,667
Total Operation of Plant Operating Expenses	\$ 189,939	\$ 595,671	\$ 658,118	\$ 710,889	\$ 750,087	\$ 801,307

Capital Expenditures

Leasehold Improvements	\$ 243,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total Capital Expenditures	\$ 243,000	\$ -	\$ -	\$ -	\$ -	\$ -

<i>Unanticipated Expenses</i>	\$ -	\$ 74,966	\$ 90,404	\$ 106,106	\$ 117,614	\$ 128,883
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TOTAL CASH OUTFLOWS	\$ 1,878,623	\$ 2,573,824	\$ 3,103,881	\$ 3,642,979	\$ 4,038,083	\$ 4,424,997
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ESTIMATED ANNUAL SURPLUS (DEFICIT)	\$ -	\$ 5,186	\$ 1,002	\$ 69,497	\$ 5,031	\$ 110,541
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**Seacoast Classical Academy
5 Year Operating Revenue Budget DRAFT**

OPERATING CASH INFLOWS	RATIONALE			Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
Enrollment Adequacy Aid	Adequacy and additional grant from NH Ed	Rate of annual increase	2%	\$ -	\$ 2,245,428	\$ 2,844,209	\$ 3,426,343	\$ 3,737,829	\$ 4,212,907
		Enrollment per section	20						

SECTIONS

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	MAX
Kindergarten	0	3	3	3	3	3	3
Grade 1	0	2	3	3	3	3	3
Grade 2	0	1	2	3	3	3	3
Grade 3	0	1	1	2	3	3	3
Grade 4	0	1	1	1	2	3	3
Grade 5	0	1	1	1	1	2	3
Grade 6	0	3	3	3	3	3	3
Grade 7	0	2	3	3	3	3	3
Grade 8	0	1	2	3	3	3	3
Total Sections	0	15	19	22	24	26	27
Section Growth			27%	16%	9%	8%	4%
Increase in Sections	0	15	4	3	2	2	1

SCHOLARS

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	MAX
Kindergarten	0	60	60	60	60	60	60
Grade 1	0	40	60	60	60	60	60
Grade 2	0	20	40	60	60	60	60
Grade 3	0	20	20	40	60	60	66
Grade 4	0	20	20	20	40	60	66
Grade 5	0	20	20	20	20	40	66
Grade 6	0	60	60	60	60	60	75
Grade 7	0	40	60	60	60	60	75
Grade 8	0	20	40	60	60	60	75
Total Scholars	0	300	380	440	480	520	603
State Aid per Scholar	\$ 7,338	\$ 7,485	\$ 7,485	\$ 7,787	\$ 7,787	\$ 8,102	\$ 8,102
Total	\$ -	\$ 2,245,428	\$ 2,844,209	\$ 3,426,343	\$ 3,737,829	\$ 4,212,907	\$ 4,885,352
Scholar Growth			27%	16%	9%	8%	16%
Increase in Scholars	0	300	80	60	40	40	83

Differentiated Aid Revenue

SCHOLARS

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Per Scholar
Free & Reduced Lunch	0	15	19	22	24	26	\$ 1,893
English Learners	0	3	3	4	4	5	\$ 741

\$ - \$ 33,582 \$ 41,154 \$ 50,538 \$ 57,288 \$ 61,815

**Seacoast Classical Academy
5 Year Operating Expense Budget DRAFT**

OPERATING EXPENSES	RATIONALE	FACTOR	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
<i>Instruction</i>								
Teachers Salary	From tab "5 Year Salary Expenses"		\$ 250,000	\$ 750,000	\$ 988,000	\$ 1,189,760	\$ 1,349,837	\$ 1,520,816
Outcome Bonus	Assume no bonuses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Aide Salary	From tab "5 Year Hourly Wage Expenses"		\$ -	\$ 126,000	\$ 149,760	\$ 175,219	\$ 202,476	\$ 230,822
Substitute Teacher Wages	From tab "5 Year Hourly Wage Expenses"		\$ -	\$ 11,520	\$ 17,971	\$ 24,920	\$ 32,396	\$ 40,430
Instruction Benefits	Employer Contribution, Medical & Dental	\$ 750	\$ 45,000	\$ 135,000	\$ 171,000	\$ 198,000	\$ 216,000	\$ 234,000
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$ 19,125	\$ 67,895	\$ 88,413	\$ 106,327	\$ 121,230	\$ 137,093
Workers Compensation	Estimate 3% of Salaries	3%	\$ 7,500	\$ 26,626	\$ 34,672	\$ 41,697	\$ 47,541	\$ 53,762
Curriculum Development	Use Hillsdale curriculum at minimal cost	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	Copier Machine Lease - \$20/scholar	\$ 20	\$ 2,000	\$ 6,000	\$ 7,600	\$ 8,800	\$ 9,600	\$ 10,400
General Teaching Supplies	Estimate \$40/scholar	\$ 40	\$ 100,000	\$ 12,000	\$ 15,200	\$ 17,600	\$ 19,200	\$ 20,800
Text Books and Materials	Estimate \$200/scholar	\$ 200	\$ 30,000	\$ 60,000	\$ 76,000	\$ 88,000	\$ 96,000	\$ 104,000
New Furniture and Fixtures	Fitup new classrooms, \$10K/section	\$ 10,000	\$ 150,000	\$ 40,000	\$ 30,000	\$ 20,000	\$ 20,000	\$ 10,000
<i>Total Instruction</i>			<u>\$ 606,125</u>	<u>\$ 1,235,041</u>	<u>\$ 1,578,617</u>	<u>\$ 1,870,324</u>	<u>\$ 2,114,280</u>	<u>\$ 2,362,124</u>

Special Education

Wages	From tab "5 Year Salary Expenses"		\$ 25,000	\$ 50,000	\$ 104,000	\$ 108,160	\$ 168,730	\$ 175,479
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Benefits	Employer Contribution, Medical & Dental	\$ 750	\$ 4,500	\$ 9,000	\$ 18,000	\$ 18,000	\$ 27,000	\$ 27,000
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$ 1,913	\$ 3,825	\$ 7,956	\$ 8,274	\$ 12,908	\$ 13,424
Workers Compensation	Estimated at 3% of Salaries	3%	\$ 750	\$ 1,500	\$ 3,120	\$ 3,245	\$ 5,062	\$ 5,264
Special Education Supplies	Assume \$5/scholar	\$ 5	\$ -	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,400	\$ 2,600
Total Special Education			\$ 32,163	\$ 65,825	\$ 134,976	\$ 139,879	\$ 216,099	\$ 223,767

Other Instructional

Co-Curricular Contracts	PE, Art, Music. Assume \$4K/section	\$ 4,000	\$ -	\$ 60,000	\$ 76,000	\$ 88,000	\$ 96,000	\$ 104,000
Co-Curricular Supplies	\$1300/section	\$ 1,300	\$ -	\$ 19,500	\$ 24,700	\$ 28,600	\$ 31,200	\$ 33,800
Total Other Instructional			\$ -	\$ 79,500	\$ 100,700	\$ 116,600	\$ 127,200	\$ 137,800

Guidance Services

Wages	From tab "5 Year Salary Expenses"	\$ 16,667	\$ 50,000	\$ 52,000	\$ 108,160	\$ 112,486	\$ 116,986
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$ 1,275	\$ 3,825	\$ 3,978	\$ 8,274	\$ 8,605
Workers Compensation	Estimated at 3% of salaries	3%	\$ 500	\$ 1,500	\$ 1,560	\$ 3,245	\$ 3,375
Guidance Supplies	Assume \$1/scholar	\$ 1	\$ -	\$ 300	\$ 380	\$ 440	\$ 480
Total Guidance			\$ 18,442	\$ 55,625	\$ 57,918	\$ 120,119	\$ 124,946

Health Services

Wages	From tab "5 Year Hourly Wage Expense"	\$ -	\$ 36,000	\$ 37,440	\$ 38,938	\$ 40,495	\$ 42,115
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$ -	\$ 2,754	\$ 2,864	\$ 2,979	\$ 3,098
Workers Compensation	Estimated at 3% of salaries	3%	\$ -	\$ 1,080	\$ 1,123	\$ 1,168	\$ 1,215
Nurse Supplies	\$10K initial investment + \$5/scholar	\$ 5	\$ 10,000	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,400

<i>Total Health Services</i>			\$ 10,000	\$ 41,334	\$ 43,327	\$ 45,284	\$ 47,208	\$ 49,200
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Professional Development

Course Reimbursement	\$300/Year/Teacher	\$ 300	\$ -	\$ 4,500	\$ 5,700	\$ 6,600	\$ 7,200	\$ 7,800
Curriculum PD	Literacy & Math Curriculum Training		\$ 10,000	\$ 4,500	\$ 5,700	\$ 6,600	\$ 7,200	\$ 7,800
<i>Total Professional Development</i>			\$ 10,000	\$ 9,000	\$ 11,400	\$ 13,200	\$ 14,400	\$ 15,600

Technology Department

Student Computers	Estimate \$500*(Grade6-8 + half of K-5)	\$ 75,000	\$ 20,000	\$ -	\$ 35,000	\$ 40,000	\$ 55,000
Teacher/Aide Computers	Estimate \$1,000*(teacher+aide+admin+7)	\$ 38,000	\$ -	\$ 13,000	\$ 13,000	\$ 11,000	\$ 11,000
Purchased IT Services	Outsourced IT Services	\$ 25,000	\$ 10,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 20,000
Software - Admin	Office, Student Information System	\$ -	\$ 5,000	\$ 5,500	\$ 6,000	\$ 7,000	\$ 7,500
Software - Scholars	Assume \$5/scholar	\$ 5	\$ -	\$ 1,500	\$ 1,900	\$ 2,200	\$ 2,600
Tech Equipment		\$ 250,000	\$ 5,000	\$ 12,000	\$ 15,000	\$ 18,000	\$ 20,000
<i>Total Technology</i>		\$ 388,000	\$ 41,500	\$ 44,400	\$ 86,200	\$ 96,400	\$ 116,100

Audio Visual Services

Audio Visual Equipment		\$ 100,000	\$ 5,000	\$ 2,000	\$ 20,000	\$ 5,000	\$ 10,000
Audio Visual Supplies		\$ -	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500	\$ 4,000
Repairs & Maintenance		\$ -	\$ 1,000	\$ 1,200	\$ 1,400	\$ 1,600	\$ 1,800
<i>Total Audio Visual</i>		\$ 100,000	\$ 8,000	\$ 5,700	\$ 24,400	\$ 10,100	\$ 15,800

Library Department

General Supplies - Media	Books & Printed Matter	\$ 40,000	\$ 2,000	\$ 1,000	\$ 10,000	\$ 6,000	\$ 7,500
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<i>Total Library</i>			\$ 40,000	\$ 2,000	\$ 1,000	\$ 10,000	\$ 6,000	\$ 7,500
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Board of Trustees

Local Property Taxes	Assume triple net lease		\$ 4,000	\$ 24,000	\$ 24,000	\$ 28,000	\$ 28,000	\$ 32,000
Legal Services	Annual Retainer		\$ 30,000	\$ 7,000	\$ 7,000	\$ 10,000	\$ 12,000	\$ 15,000
Audit Services	2 Year Contract with Auditing Firm		\$ -	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 18,000
Director & Officer Insurance			\$ 1,000	\$ 2,000	\$ 2,200	\$ 2,500	\$ 2,500	\$ 2,800
<i>Total Board of Trustees</i>			\$ 35,000	\$ 45,000	\$ 45,200	\$ 55,500	\$ 57,500	\$ 67,800

School Administration

Salaries	From tab "5 Year Salary Expense"		\$ 141,667	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Admin Outcome Bonus	Assume no bonuses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	Employer Contribution, Medical & Dental	\$ 750	\$ 13,500	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$ 10,838	\$ 17,213	\$ 17,901	\$ 18,617	\$ 19,362	\$ 20,136
Workers Compensation	Estimated at 3% of Salaries	3%	\$ 4,250	\$ 6,750	\$ 7,020	\$ 7,301	\$ 7,593	\$ 7,897
Business Services	Accounting, Payroll, Bill Pay, Timesheets		\$ 15,000	\$ 26,400	\$ 26,400	\$ 27,000	\$ 27,000	\$ 27,700
Contract Services	401k services		\$ 700	\$ 2,000	\$ 2,200	\$ 2,400	\$ 2,600	\$ 2,800
Postage Fees	Estimate \$2000/yr grow with enrollment		\$ 7,000	\$ 2,000	\$ 2,533	\$ 2,933	\$ 3,200	\$ 3,467
Admin Printing & Binding	Estimate \$4000/yr grow with enrollment		\$ -	\$ 4,000	\$ 5,067	\$ 5,867	\$ 6,400	\$ 6,933
Advertising			\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Travel & Conferences			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000

General Supplies & Equipment		\$	-	\$	4,000	\$	4,000	\$	4,000	\$	4,000	\$	4,000
Dues & Fees		\$	6,000	\$	2,000	\$	2,000	\$	2,000	\$	2,000	\$	2,000
<i>Total School Administration</i>													
		\$	205,954	\$	320,363	\$	332,121	\$	344,478	\$	356,249	\$	369,151

Operation and Maintenance of Plant

Wages	Custodian, keep facility open and safe		\$	-	\$	32,400	\$	33,696	\$	35,044	\$	36,446	\$	37,903	
Payroll Taxes	FICA is 7.65% of Gross Wages	7.65%	\$	-	\$	2,479	\$	2,578	\$	2,681	\$	2,788	\$	2,900	
Workers Compensation	Estimated at 3% of Salaries	3%	\$	-	\$	972	\$	1,011	\$	1,051	\$	1,093	\$	1,137	
Utilities	Water, Septic, Security Monitoring		\$	1,667	\$	5,000	\$	6,000	\$	7,000	\$	8,000	\$	9,000	
Trash Disposal Services	Facility sanitation		\$	833	\$	2,500	\$	3,500	\$	4,000	\$	4,000	\$	6,500	
Repairs & Maintenance	For grounds, buildings, and equipment		\$	4,106	\$	12,320	\$	14,400	\$	17,280	\$	21,160	\$	28,500	
Rent Payment	\$15/sf and building space model	\$	15	\$	163,000	\$	489,000	\$	543,000	\$	583,500	\$	611,100	\$	641,700
Liability Insurance	Liability associated with facility		\$	3,333	\$	10,000	\$	10,000	\$	12,000	\$	14,000	\$	16,000	
Telephone & Internet	Communications services		\$	1,667	\$	5,000	\$	5,600	\$	7,000	\$	8,500	\$	12,000	
Electricity	Power use in facility		\$	5,333	\$	16,000	\$	17,000	\$	18,000	\$	19,000	\$	20,000	
Heating Oil	Heating of facility		\$	5,000	\$	15,000	\$	15,000	\$	16,000	\$	16,000	\$	17,000	
Building and Grounds Supplies	Supplies for maintenance		\$	5,000	\$	5,000	\$	6,333	\$	7,333	\$	8,000	\$	8,667	
<i>Total Operation and Maintenance of Plant</i>															
		\$	189,939	\$	595,671	\$	658,118	\$	710,889	\$	750,087	\$	801,307		

Capital Expenditures

Leasehold Improvements		\$	243,000	\$	-	\$	-	\$	-	\$	-	\$	-
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<i>Total Capital Expenses</i>	<u>\$ 243,000</u>	\$ -	\$ -	\$ -	\$ -	\$ -
OPERATING EXPENSES	\$ 1,878,623	\$ 2,498,858	\$ 3,013,477	\$ 3,536,873	\$ 3,920,469	\$ 4,296,114
Unanticipated Expenses	3%	\$0	\$74,966	\$90,404	\$106,106	\$117,614
TOTAL OPERATING EXPENSES	\$1,878,623	\$2,573,824	\$3,103,881	\$3,642,979	\$4,038,083	\$4,424,997

**Seacoast Classical Academy
5 Year Hourly Wage Expense Budget DRAFT**

\$18.00 Base Hourly
4% COLA

Average rate. Actual Hourly Rates will vary based on experience.
Cost of Living Adjustment

TITLE	DEPARTMENT	Base Hourly Rate	Hours / Week	Weeks / Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
					FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Instructional Aide 1	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 2	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 3	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 4	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 5	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 6	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 7	Instructional Aide	\$ 18.00	25	40	\$ -	\$ 18,000	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 8	Instructional Aide	\$ 18.00	25	40	\$ -	\$ -	\$ 18,720	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 9	Instructional Aide	\$ 18.00	25	40	\$ -	\$ -	\$ -	\$ 19,469	\$ 20,248	\$ 21,057
Instructional Aide 10	Instructional Aide	\$ 18.00	25	40	\$ -	\$ -	\$ -	\$ -	\$ 20,248	\$ 21,057
Instructional Aide 11	Instructional Aide	\$ 18.00	25	40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,248
Substitute Teacher 1	Temporary Employee	\$ 18.00	8	40	\$ -	\$ 5,760	\$ 5,990	\$ 6,230	\$ 6,479	\$ 6,738
Substitute Teacher 2	Temporary Employee	\$ 18.00	8	40	\$ -	\$ 5,760	\$ 5,990	\$ 6,230	\$ 6,479	\$ 6,738
Substitute Teacher 3	Temporary Employee	\$ 18.00	8	40	\$ -	\$ -	\$ 5,990	\$ 6,230	\$ 6,479	\$ 6,738
Substitute Teacher 4	Temporary Employee	\$ 18.00	8	40	\$ -	\$ -	\$ -	\$ 6,230	\$ 6,479	\$ 6,738
Substitute Teacher 5	Temporary Employee	\$ 18.00	8	40	\$ -	\$ -	\$ -	\$ -	\$ 6,479	\$ 6,738
Substitute Teacher 6	Temporary Employee	\$ 18.00	8	40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,738
Custodian	Operation of Plant	\$ 27.00	30	40	\$ -	\$ 32,400	\$ 33,696	\$ 35,044	\$ 36,446	\$ 37,903
Nurse	Health Services	\$ 36.00	25	40	\$ -	\$ 36,000	\$ 37,440	\$ 38,938	\$ 40,495	\$ 42,115
Total Hourly Wages					\$ -	\$ 205,920	\$ 238,867	\$ 274,121	\$ 311,812	\$ 351,271

Wages by Department:

Instructional Aide	\$	-	\$ 126,000	\$ 149,760	\$ 175,219	\$ 202,476	\$ 230,822
Temporary Employee	\$	-	\$ 11,520	\$ 17,971	\$ 24,920	\$ 32,396	\$ 40,430
Support Services	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Operation of Plant	\$	-	\$ 32,400	\$ 33,696	\$ 35,044	\$ 36,446	\$ 37,903
Health Services	\$	-	\$ 36,000	\$ 37,440	\$ 38,938	\$ 40,495	\$ 42,115
Total	\$	-	\$ 205,920	\$ 238,867	\$ 274,121	\$ 311,812	\$ 351,271
<i>cross check totals (zero is good)</i>	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -

of Hourly Employees by Department

Instructional Aide	0	7	8	9	10	11
Temporary Employee	0	2	3	4	5	6
Support Services	0	0	0	0	0	0
Operation of Plant	0	1	1	1	1	1
Health Services	0	1	1	1	1	1
Total # of Hourly Employees	0	11	13	15	17	19
Increase in Hourly Employees	0	11	2	2	2	2

**Seacoast Classical Academy
5 Year Salary Expense Budget DRAFT**

\$50,000 Base Salary
4% COLA

Average Salaries. Actual Salaries will vary based on experience.
Cost of Living Adjustment

TITLE	DEPARTMENT	Year 0 FY2023	Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028
Kindergarten Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Kindergarten Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Kindergarten Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
1st Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
1st Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
1st Grade Teacher	Instruction	\$ -	\$ -	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
2nd Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 54,080	\$ 56,243	\$ 58,493
3rd Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 54,080	\$ 56,243	\$ 58,493
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 56,243	\$ 58,493
4th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
4th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 56,243	\$ 58,493
4th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,493
5th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
5th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,493
5th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
6th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
6th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
7th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
7th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
7th Grade Teacher	Instruction	\$ -	\$ -	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
8th Grade Teacher	Instruction	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
8th Grade Teacher	Instruction	\$ -	\$ -	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
8th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 54,080	\$ 56,243	\$ 58,493

Special Ed Coordinator	Special Education	\$ 25,000	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Special Ed Coordinator	Special Education	\$ -	\$ -	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Special Ed Coordinator	Special Education	\$ -	\$ -	\$ -	\$ -	\$ 56,243	\$ 58,493
Guidance Counselor	Support Services	\$ 16,667	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Guidance Counselor	Support Services	\$ -	\$ -	\$ -	\$ 54,080	\$ 56,243	\$ 58,493
Office Manager	Administration	\$ 25,000	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Principal	Administration	\$ 50,000	\$ 75,000	\$ 78,000	\$ 81,120	\$ 84,365	\$ 87,739
Executive Director	Administration	\$ 66,667	\$ 100,000	\$ 104,000	\$ 108,160	\$ 112,486	\$ 116,986
Total Salary Employees		\$ 433,333	\$ 1,075,000	\$ 1,378,000	\$ 1,649,440	\$ 1,884,147	\$ 2,076,499

Salaries by Department:

Instruction	\$ 250,000	\$ 750,000	\$ 988,000	\$ 1,189,760	\$ 1,349,837	\$ 1,520,816
Special Education	\$ 25,000	\$ 50,000	\$ 104,000	\$ 108,160	\$ 168,730	\$ 175,479
Support Services	\$ 16,667	\$ 50,000	\$ 52,000	\$ 108,160	\$ 112,486	\$ 116,986
Administration	\$ 141,667	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Total Salaries for All Departments	<u>\$ 433,333</u>	<u>\$ 1,075,000</u>	<u>\$ 1,378,000</u>	<u>\$ 1,649,440</u>	<u>\$ 1,884,147</u>	<u>\$ 2,076,499</u>
<i>cross check totals (zero is good)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Classrooms	15	15	19	22	24	26
Growth of Classrooms		0%	27%	16%	9%	8%

Salaried Employees by Department

Instruction	15	15	19	22	24	26
Special Education	1	1	2	2	3	3
Support Services	1	1	1	2	2	2
Administration	3	3	3	3	3	3
Total Salaried Employees	<u>20</u>	<u>20</u>	<u>25</u>	<u>29</u>	<u>32</u>	<u>34</u>
Increase in Salaried Employees	20	0	5	4	3	2

**SEACOAST CLASSICAL ACADEMY
CHARTERED PUBLIC SCHOOL**

**EMPLOYEE HANDBOOK
2023-2024
DRAFT June 2022**

[TODO: Add logo]

This is a preliminary draft of the Employee Handbook that will be developed and adopted by the Board of Seacoast Classical Academy Chartered Public School. This draft is based on similar documents that have been adopted by other Hillsdale curriculum charter schools. The final Employee Handbook, as adopted by the Board of Seacoast Classical Academy Chartered Public School, may exclude some provisions herein and may contain additional provisions.

TABLE OF CONTENTS

[TODO: Fill in ToC]

DRAFT

INTRODUCTION

Welcome to Seacoast Classical Academy Chartered Public School! The Board of Trustees prepared this Handbook as a reference source for information on expectations, rules, benefits, and procedures. Please read the Handbook carefully and refer to it often. Consult with the administration if any of the provisions are unclear. Constructive feedback is welcome.

Vision

Our vision is academic excellence through education that is classical in its curriculum and proven in its pedagogy. We view academics broadly to include literacy, numeracy, humanities, sciences, and arts. We recognize the primacy of the family in the upbringing of the child, and focus our role on academics.

Mission

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

Virtues

Seacoast Classical Academy will carry out its mission in ways that exemplify the Academy Virtues, which guide our curricular choices and everyday actions.

Sapientia	Wisdom	We exercise understanding and good judgment.
Veritas	Truth	We uphold objective standards of knowledge and thought.
Fortitudo	Fortitude	We do what we believe is right though difficult.
Excellentia	Excellence	We strive persistently to surpass our former selves.

Status

Seacoast Classical Academy Chartered Public School is chartered by the New Hampshire State Board of Education and governed by its Board of Trustees. The Academy is a Hillsdale College Curriculum School, and as such is licensed to use the Hillsdale College K-12 Curriculum.

Notice

The policies in this Handbook are guidelines. Seacoast Classical Academy Chartered Public School (“the School”, or “the Academy”) may amend, suspend, or repeal any policy in this Handbook, or adopt a new policy, at any time without prior notice. Any such action will apply immediately to present and future staff. Staff may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Staff will not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. The purpose of this Handbook is to serve as a reference source for staff-related policies adopted by the Board of Trustees. Only the Board of Trustees makes Academy policies. No statement or promise by a supervisor, administrator, or department head may be interpreted as a change in policy, nor will it constitute an agreement with a staff member. Should any provision in this Staff Handbook be found to be unenforceable or invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

SECTION 1: EMPLOYMENT

Employment Classifications

Administration, Faculty, and Staff

The Administration includes the Executive Director, the Principal, the Office Manager, and any salaried assistants of these administrators. The Faculty consists of all salaried Teachers, plus the Principal and the Executive Director, who are also administrators. Staff members are all other employees of the School. Policies described in this Handbook, or otherwise communicated by the Academy, apply to all employees.

Regular Full Time

Regular full-time employees are those employees whose regularly scheduled work week is 30 to 40 hours. Regular full-time employees will be eligible for all benefits offered by the School. This handbook summarizes benefits available at the time of its publication. Benefits are subject to change at any time. The Handbook is not contractual in nature and does not guarantee any continuation of benefits.

Part-Time

Part-time employees are those whose normal work week is less than 30 hours. Part-time employees are not eligible to participate in benefits programs.

“Exempt” and “Non-Exempt” Employees

All employees are classified as either “exempt” or “non-exempt.” Exempt employees have responsibilities that exempt them from overtime pay according to the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Exempt employees will be advised of this classification at the time of hire, transfer, or promotion. All other employees are “non-exempt.”

Temporary Employees

From time to time, the School may hire employees for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis. A temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer employees are considered temporary employees. Temporary non-exempt employees who work more than twelve (12) hours in one day or more than forty (40) hours during any work week will receive overtime pay. All overtime work must be approved in advance by an authorized supervisor.

Employment at Seacoast Classical Academy

Employment at Seacoast Classical Academy Chartered Public School is separate and distinct from employment with the school district in which SCA is located. Employees of SCA are not employees of the school district.

At-Will Employment

All employees of SCA are at-will employees unless otherwise noted in a contract of employment. This means that either the employee or SCA may end the employment relationship at any time, for any reason, with or without cause. Nothing in this Handbook alters the at-will employment relationship or represents a formal contract between SCA and any of its employees.

Equal Opportunity Employer

All employment actions—such as recruitment, hiring, promotion, termination, layoff, return from layoff, compensation, benefits, transfer, School-sponsored training, education, and social or recreational programs—are made without regard or consideration of an individual's membership in any class or category protected by applicable federal, state, or local law.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability, who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship, and neither the employee nor the accommodation would pose a direct threat to the health or safety of the individual or others, the School will make the accommodation. The individual is encouraged to cooperate fully with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

The School will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to the Executive Director one week in advance.

SECTION 2: DECORUM

Using Good Judgment

- All of our rules and procedures are intended to create a positive learning environment for all scholars, individually and as a body. In any case where strictly enforcing the rules detracts from the intent, some alternative enforcement should be found.
- All enforcement of rules should be conducted with the intent to help the scholar develop a good character and moral virtue.
- When interacting with scholars, particular disciplinary interactions, teachers should be conscious of emotions. Teachers should be firm, but not harsh. The tone of a message can override the content.
- Employees are professionals. It is our job to remain in control, provide direction, de-escalate conflict, and set a positive example.
- Parents should remain informed and should be involved in finding solutions, especially at home, whenever practical.

Standards of Conduct

- Employees are expected to work together in service of the School's mission, scholars, and community. This charge has myriad implications for all employees and our common life in the school, and it includes at least the following expectations:
- Employees must work together efficiently and effectively to bring a quality education to our scholars. This requires all employees to constantly engage scholars in learning.
- It is particularly important that employees maintain a high standard of virtuous conduct since, by the nature of the job, employees are role models for young people.
- Employees must maintain friendly and professional relations with colleagues.
- Use the Academy grievance process to resolve grievances.
- All employees must adhere to the principles of a classical education as set forth in the charter, as articulated by the Executive Director, and as set forth in the School's Vision, Mission, and Virtues.
- All employees have a duty to inform the administration or the Board of Trustees of any policy violations. Policy enforcement is essential for the Academy's mission continuity.

Employee Dress and Appearance

Principles

The scholar dress code is intended to decrease distractions in class, to foster a healthy respect for fellow scholars and teachers, and to evince the seriousness of education. A crucial element in the success of the dress code policy is the standard set by employees. Dress, grooming, and personal cleanliness standards contribute to the morale of all employees, set a standard for scholars, and affect the image Seacoast Classical Academy Chartered Public School presents to parents and visitors.

Expectations

During school hours, or when representing Seacoast Classical Academy Chartered Public School, employees are expected to present a clean, neat, and professional appearance. Employees should consult the Executive Director if they have questions as to what constitutes appropriate appearance. Reasonable accommodations will be made to persons with disabilities.

The dress code during school hours is business casual. Business casual attire includes suits, pants, jackets, shirts, skirts, and dresses that, while not formal, are appropriate for a business environment. Examples of appropriate business attire include a shirt and tie with pressed khaki pants, a sweater and a shirt with corduroy pants, a jacket with a skirt or slacks, and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment if they are not too formal. Employees are expected to demonstrate good judgment and professional taste. Use courtesy towards coworkers and your professional image to parents and the community as the factors you use to assess whether you are dressing in business attire that is appropriate.

Guidelines

All employees must follow these personal appearance guidelines:

- Tank tops, tube or halter-tops, tops revealing cleavage, tops with shoulder cut outs, see-through clothing, shorts, and jeans may not be worn under any circumstances.
- Dresses or skirts should be of modest fit and of length no more than two inches above the bend of the knee.
- Sloppy or torn clothing will not be permitted.
- Mustaches and beards must be clean, well-trimmed, and neat.
- Hairstyles are expected to present an appropriate professional appearance.
- Body piercing with jewelry that is visible or can be seen through or under clothing, must not be worn during business hours. Tongue rings are prohibited. Tattoos and other body art should be covered at all times.
- Women may wear up to two earrings in each ear. Men may not wear earrings.
- Footwear should be professional: no flip-flops, rain boots, house shoes, slippers, or sneakers. PE teachers may wear sneakers while teaching.
- PE teachers may wear button polo shirts and shorts with interior pockets.

Business Hours [TODO: Check details]

Our regular office operating hours are 7:30 am to 4:00 pm, Monday through Friday. Summer office hours are 9:00 AM to 1:00 PM, Monday through Thursday. During the school year, classes normally begin at 8:00 AM and end at 3:00 PM. Full-time Faculty are expected to be at school no later than 7:45 AM, unless they have a morning duty that begins earlier. Faculty should expect to stay at school until at least 4:00 PM. Part-time faculty should arrive at least 15 minutes before their class so they may review any special plans for the day.

Faculty may leave campus during the day to run brief errands. However, teachers should not schedule appointments or leave campus for an extended time during their prep periods. Please keep in mind that faculty may be needed during prep periods to cover classes for absent teachers.

Faculty have holidays and breaks as published in the school calendar, plus summer breaks. Besides regular classroom duties, Faculty are expected to help supervising scholars on the grounds; to sub for their colleagues when needed; to serve on committees; and to attend regular faculty meetings, open houses, and other school events. Faculty are also encouraged to show school spirit by attending scholar extracurricular events from time to time. Any school-sponsored event held at the school will be free for teachers to attend.

Lateness or Absence

Employees are expected to be at work at the beginning of the day and are expected to remain at work until the end of the day. During hours when scholars are assigned to a Faculty or Staff member, they should be supervised at all times.

The School understands that emergencies, illnesses, bereavement, or pressing personal business cannot be scheduled outside an employee's working hours. Leave time has been provided for this purpose, and further details can be found in the section on Time-Off Requests. If an employee knows of an upcoming absence, he or she is required to request this time off directly from the supervisor.

If an employee is unable to report to work, or will arrive late, the School Office should be contacted immediately. It is best practice to give as much time as possible to arrange for someone else to cover the position. The Office is required to notify the Executive Director of any late arrival, early departure, or absence.

Failure to notify the School of any absence may be considered a voluntary resignation.

Personal Relationships

The public life of employees of Seacoast Classical Academy Chartered Public School should be consistent with the School's vision, mission, and virtues. Inappropriate public displays of affection at the school are not acceptable. Employees will not discuss their sexual lives in the work place.

Conflicts of Interest

A "conflict of interest" occurs when an individual's private interest interferes with, or appears to interfere with the interests of the School. For example, a conflict of interest would arise if an employee, or a member of his or her family, received improper personal benefits as a result of his or her position with the School. Any transaction or relationship that could reasonably be expected to give rise to a conflict of interest should be discussed with the Executive Director. Such situations may include the following:

- Influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- Soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- Drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he or she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- Non-School employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- Tutoring scholars for compensation;
- Any type of private business conducted during School time or on School property;
- The receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;
- Being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- Selling anything to the School or buying anything from the School on terms and conditions that are not pre- approved by the Executive Director.

This is not an exhaustive list of all possible situations which would constitute conflicts of interest. Further, any relationship or action which creates an expectation of benefit or profit beyond an employee's normal employment relationship with the School can impair an employee's ability to exercise good judgment on behalf of the School, and therefore creates an actual or potential conflict of interest. It is the School's policy that all School employees must scrupulously avoid all such situations.

Any such transaction or relationship that would present an actual or potential conflict of interest for an employee also would likely present a conflict if it is related to a member of such person's family, including without limitation, spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister. In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the Executive Executive Director.

Employment of Family Members

Employees of the School may not be related within the second degree of affinity or consanguinity to their direct supervisor. The Board of Trustees may appoint an alternate supervisor, when necessary, and the appointed supervisor will conduct the employee evaluation. All discussion relating to the employee's duties, job performance, evaluation, pay, or benefits will be confined to the appointed supervisor and the Board of Trustees.

Internal Trusteeships

It is the policy of the Academy, and consistent with the Academy charter, that employees and members of employee households may not serve on the Board of Trustees.

Visitors

Friends and relatives may visit employees during working hours with approval from the School Executive Director. All visitors should be authorized, sign in and be accompanied by a School employee while visiting. Employees should not bring their children to work with them. Alternative childcare must be arranged to ensure the employee can be fully focused on work duties.

Social Media

The School recognizes that employees sometimes use online social media for personal reasons as well as business purposes. The School also understands how the use of the Internet social networking sites and blogs can shape the public perception of the School. The School respects the right of employees to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications upholds the School's identity, integrity, and reputation in a manner consistent with its vision, mission, and virtues. It is incumbent upon employees not to interact with scholars or parents on social media platforms except when professionally appropriate. At all times, employees are expected to maintain professional working relationships among themselves, and with the community at large.

SECTION 3: CLASSROOM PROCEDURES AND SCHOLAR CONDUCT

Before and After School Procedures

Before School [TODO: Review these details]

- Scholars are not to enter the building before 7:30 AM.
- Scholars arriving after 8:00 AM must obtain a tardy slip from the front office.
- Teachers must be at their classrooms by 7:55 AM.
- Scholars must enter the building through the main door. The main door will be open from 7:30-8:00 AM.

Dismissal from School

- Scholars are dismissed at 3:00 PM.
- Teachers should be in the hallways monitoring until 3:10 PM each day
- Scholars must be out of the building by 3:30 PM unless they have a pass to meet with a teacher for extra help.

Classroom Procedures

General Guidance

- Teachers should establish classroom procedures before the school year begins and train scholars to follow them during the first weeks of school.
- Teachers should greet scholars outside the classroom as scholars enter the room. This encourages a good rapport and a school-wide community, and it lessens potential behavior problems.
- Scholars should enter the classroom quietly and orderly. It would be helpful to have some type of warm up activity for scholars to begin working on immediately, so the teacher has time to take attendance, handle notes from parents, etc.
- Teachers should avoid using cell phones during class.
- At no time should scholars be left in the classroom without an adult present. No exceptions. If there is a need to leave the classroom, teachers should contact the office. Someone will be sent to relieve the teacher.

First Period

- In the first period, the following activities occur: attendance is taken, the class stands and recites the Pledge of Allegiance, the teacher scans uniforms, and any school-wide announcements are made.

- Scholars are expected to be in their seats with all materials ready at the start of all classes. If class starts at 8:00, scholars are in their seats at 8:00, not walking through the door or looking in their backpacks.

Leaving the Classroom

- Teachers should make sure scholars clean up the areas around their seats and push in their chairs before leaving class.
- The teacher will use discretion when allowing scholars to use the restroom. Scholars should not continually use the restroom unless for documented medical reasons.
- A structured dismissal procedure should be in place. An acceptable procedure would be dismissal by rows, when scholars are quiet and the areas in the rows are clean from paper and other items. Do not dismiss the class as a whole.

Organization and Materials

- Teachers may have a "Take Home Folder," especially in early grades, with two labeled pockets: "Return to School" and "Leave at Home."
- Late homework policy: If a scholar fails to provide his homework at the pre-established deadline, that scholar may turn in the work on the following school day for half credit.
- After this grace period, the scholar will receive no credit for the assignment, but he should still be asked to turn in the assignment so that the teacher can provide instructive feedback.
- Parents should be contacted when a scholar consistently misses homework deadlines or does not come to school with the appropriate materials.

Daily Campus Duties

General Guidance

A conscientious fulfillment of campus duties is integral to the formation of school culture. Therefore, such duties are not to be viewed as inconveniences but as a primary means for the teacher to fulfill the vocation as an educator. Because of the legal and moral responsibility to our scholars, each teacher must be regular and attentive in completing his or her daily duties. Some guidelines for daily campus duties are:

- The teacher should be at his or her assigned duty spot on time.
- Supervising scholars includes safety, dress code and disciplinary awareness, as well as ensuring that scholars keep the campus in order.
- If you are relieved at your spot by another teacher, please wait until that teacher arrives before leaving.
- Be prompt in relieving your colleagues from their duty.
- Teachers should not read while on duty or engage in tutoring or conversations that will diminish their ability to fulfill their duty obligation.

- Teachers who monitor outdoor activities may play with the scholars as one healthy way to keep the majority of scholars there engaged, but must frequently observe all parts of their duty area.
- One teacher will be assigned as duty supervisor to ensure that the duty coverage is consistent.

Carline Duty

[TODO: Specific this when facility known]

Classroom Behavior Management

General Behavior Strategies

- Address ALL misbehavior.
- Address misbehavior immediately if possible.
- Address scholar misbehavior respectfully, and, if possible, privately.
- Appropriately praise scholars doing the right thing, but not for the purpose of indirectly correcting other scholars' behavior.
- Follow up with positive contact.

General Expectations

- No food is allowed in the classroom. This includes gum. Water bottles are permitted if they are clear and filled only with water. Classrooms should have a designated area for water bottles away from scholar desks.
- To promote attention span and bodily health, scholars are to sit up straight facing the teacher with their feet on the floor.
- Scholar desks and desk areas are to be neatly kept at all times.

Hallway Behavior Management

Expectations for Scholars

Scholars should walk through the hallways, not run or act inappropriately.

Expectations for Employees

- Teachers should greet scholars outside their room as scholars enter the classroom. This encourages rapport and school-wide community, and prevents some behavior problems.
- Teachers should have conversations with scholars to build rapport.
- If inappropriate behavior is exhibited by a scholar, it is the observing teacher's duty to correct that behavior. It is crucial that all teachers participate in behavior monitoring.
- Teachers should stand in the hallways during passing periods before, during, and after school to observe behavior.

Lunchroom Behavior Management

General Guidelines

- All scholars must be seated while eating lunch.
- After eating, scholars need to clean their place.

Teacher Expectations

- The Executive Director will create the lunchroom monitor rotation at least one month in advance.
- Monitors must show up on time and remain throughout the lunch period.
- Monitors must actively monitor scholars, including walking among the lunch tables, engaging scholars in conversation, and observing the social interactions of scholars.
- Monitors are responsible to ensure scholars clean up their lunch area.
- Monitor the detention table.

Special Procedures Regarding Scholar Food

Scholars with Allergies

All allergy information goes to the school nurse first, and then to the teachers. The nurse will confirm life-threatening allergies with parents. Cases of life-threatening food allergies will be communicated to teachers. SCA is not a peanut-free school. The school will, however, establish a table in the lunch area for scholars with allergies. Teachers and lunch monitors will enforce this peanut-free zone. It is SCA policy that scholars not share food with one another. Teachers will coach scholars in this policy and supervise to the best of their ability during snack and lunch times to maintain health and safety.

Birthday Celebrations and Classroom Parties

Scholars with known food allergies should never be given homemade treats distributed at such celebrations. Parents of scholars with known food allergies are asked to send appropriate treats to store at the school in order to guarantee a treat for those scholars is available on such occasions.

Missing Lunches

Scholars that do not have a lunch will call a parent and ask them to bring them a lunch. If the parent cannot be reached or cannot arrange a lunch, SCA may provide healthy snacks as it is able. If a scholar develops a pattern of missing lunch, the teacher should notify the Executive Director.

Scholar Work

Late or Makeup Work

- All SCA scholars are expected to do their work completely and on time.
- We understand that no one is perfect, mistakes happen, and life can be unexpected, so some leniency can be given to scholars who turn work in late on a rare occasion.
- A habit of turning in late work is not acceptable.
- Teachers can define their own detailed late work policies and procedures in line with the above statements.

Expectation of Quality for Scholar Work

All assignments (homework, class work, tests, and papers) must be neat and legible.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Scholars may not keep electronic devices on their person during the academic school day. If a scholar must bring a cell phone or other electronic device to school, he or she must keep it in a locker or backpack for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, headphones, earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Executive Director's discretion.

Any scholar using a cell phone or other electronic device during the day will have that device confiscated until the end of the day. Scholars who break this rule will be subject to disciplinary action. Seacoast Classical Academy Chartered Public School is not responsible for the damage, loss, or theft of such items. Scholars who want to use a phone to contact their parents during the school day may request permission to use a school phone.

Scholar Uniforms

- The Principal will check scholar dress throughout the day: before school, in the hallways during transitions, during lunch and recess, and after school. All teachers should check scholar dress in the first period.
- All staff members are expected to enforce the dress code at all times, regardless of whether or not you have the scholar in class at the time or know the scholar.
- If a scholar is inappropriately attired, inform the scholar of the violation and send the scholar to the office.

- The office will have a variety of uniform items for scholars to wear to be in compliance. Parents may also be called to assist the scholar in obtaining the appropriate attire. The scholar will be allowed to attend class when he is wearing the proper attire. Obtaining the proper items will be done as quickly as possible so that the scholar misses minimal class time.
- Scholars who are unsure about a particular item should check the uniform policy in the Family Handbook or ask the Principal.
- Repeated violation will cause disciplinary consequences.
- Scholars are required to remain in uniform until leaving campus, unless participating in an after-school activity that requires them to change.

Disciplinary Procedure

Disciplinary action ranges from verbal correction to suspension, or expulsion in rare and extreme circumstances, and will be used to promote both a scholar's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate. Our goal is to educate and uphold behavioral standards with an eye towards traditional justice, not to tie every offense to a consequence.

Forms of disciplinary action at Seacoast Classical Academy Chartered Public School include, but are not limited to:

- Verbal correction and redirection
- Removal from a classroom
- Education to promote behavioral growth and personal accountability
- Requiring the scholar to make a formal apology
- Loss of privileges
- Parent conference
- Act of service to the school community
- Before or after school detention
- In or out of school suspension

When a scholar violates the Honor Code, a school rule, or directions given by a teacher or administrator, the Academy can employ several levels of action, as appropriate depending on the severity of the violation or the repetition of a violation:

1. Verbal correction or warning
 - a. no note in scholar discipline record
 - b. effects on conduct grade
2. Written warning
 - a. referral to administration
 - b. note in scholar discipline record
 - c. parents notified
 - d. behavioral education
 - e. effects on conduct grade
3. Final warning
 - a. for previously warned offense in the same school year

- b. referral to administration
 - c. parents notified
 - d. behavioral education
 - e. effects on conduct grade
 - f. a future consequence may be specified
4. Infraction
- a. a repeated offense or a serious offense such as cheating, plagiarism, violence, substance abuse, etc.
 - b. parents notified
 - c. a meeting of the Principal, scholar, and parent may be called to support the scholar to make better choices
 - d. other consequences may be decided

Detention

Scholars may receive detention as a consequence of misbehavior. Detention will occur after school or during lunch. During lunch detention, scholars will generally be permitted to do homework and eat their lunches quietly. After school detention is a more serious consequence during which scholars will not be permitted to do homework during this time but will be assigned other appropriate tasks. Detention takes precedence over any extracurricular activity. Scholars who miss detention will need to make it up and serve another detention.

Restraint

If a scholar is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint or seclusion pursuant to New Hampshire state laws. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is initiated. The scholar will need to go home for the remainder of the day unless decided otherwise by the Executive Director. Complaints regarding the use of restraint or seclusion should follow the grievance process.

Bullying

[TODO: Further study of this subject needed. Bullying may be defined by state statute or regulations. We will adopt those definitions here. The following definitions and policies may or may not be applicable in our local circumstances.]

Seacoast Classical Academy has zero-tolerance for bullying, harassment, intimidation, or bodily harm as defined by state laws.

The term "bullying" means an act that is:

1. A willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. An intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

3. An intentionally written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm within the meaning of New Hampshire state code or visible bodily harm as such term is defined in New Hampshire state code;
5. Has the effect of substantially interfering with a scholar's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through school computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving Academy scholars, even if the technology in use does not belong to the Academy.

Parents, please call the Academy administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying, remember that bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact a school administrator. Incidents of bullying or harassment can be reported to administration via the front office at 603.---.---- or email to _____?

SECTION 4: INSTRUCTION

Classical Education

Classical education—the central elements of which are Knowledge, Understanding, and Critical Thinking—offers a clear choice differing from the currently prevalent conventional emphasis on Narratives, Skills, and Dispositions.

Conventional education often de-emphasizes objective knowledge in favor of subjective Narratives as frameworks in which to select and organize knowledge, whereas in classical education, copious objective Knowledge is the raw material of learning in a content-rich curriculum.

Conventional education provides training in Skills of prospective value, whereas in classical education, we impart not only skills, but also a broad Understanding of humanity and nature through examination and synthesis of knowledge.

Conventional education inculcates favored social and intellectual Dispositions, whereas in classical education, we develop Critical Thinking strengthening the intellectual and moral autonomy of young scholars.

A general tendency of contemporary conventional education is to teach what to think, as prescribed by others, whereas classical education teaches how to think for oneself. In this way, classical education is both deeper and more broad-minded than conventional education. Classical education is good for young scholars and for our community.

Academy Curriculum

The Hillsdale College K-12 Curriculum, as updated from time to time, is the curriculum of Seacoast Classical Academy, serving grades K to 8. The Founding Board, on behalf of Seacoast Classical Academy, has obtained a license to use this curriculum. The Board of Trustees shall endeavor to maintain this license.

The Board of Trustees is the sole approver and authorizer of the SCA Curriculum, Pedagogy, and Assessment Practices (Charter Section 4A, Board role #4). The Board shall consider annually for approval and authorization, the Curriculum, Pedagogy, and Assessment Practices (Charter Section 4A, Board duty #2). The Board of Trustees may modify the curriculum, pedagogy, and assessment practices.

The SCA curriculum is clearly defined. The Hillsdale *K-12 Program Guide* and associated *Bill of Materials* specify the curriculum, and supporting materials, in weekly detail for each subject in

each grade. The curriculum is designed for classical education in public charter schools. It is in use in dozens of schools in many states, including New Hampshire at Windham Academy and Seacoast Classical Academy. The curriculum is content-rich with a focus on literacy, numeracy, history, and science, with strong components of foreign language, art, music, and physical education. The literacy curriculum reflects the urgency of learning to read using a sound phonics-based approach. The mathematics curriculum is Singapore Math, a key success factor of the consistent top performance of Singaporean scholars in international math comparisons. The history curriculum emphasizes rigorous study of primary historical sources. The literature curriculum leads scholars in the study of classic works revealing human nature. The science, foreign-language, art, and music components complete a well-rounded liberal-arts early education.

The Principal oversees the implementation of the curriculum. Teachers will plan their instruction with the Principal's guidance and direction. The Principal shall inform the Executive Director of any significant proposed ongoing curricular changes. The Executive Director may propose changes to the curriculum to the Board of Trustees.

Pedagogy

An excellent education is rigorous and enjoyable, stimulating and inspiring. Our educators cultivate learning through direct instruction of a classical content-rich curriculum. Our scholars exercise this learning, and make it truly their own, through practice and creative application. Our scholars progress through the curriculum by demonstrated mastery, and advance when they are ready. Within this schema, the interactions of educators and scholars can take diverse forms.

Educator-led direct instruction is a fundamentally sound pedagogical approach. It is both traditional and adaptable. Skilled instructors engage learners with a variety of stimulating strategies, and readily recognize learning gaps. Assigning practice solidifies learning. Knowing that scholars need to accumulate knowledge and strengthen core mental faculties, we do not shy away from memorization. Making connections between curricular elements builds a network of stably integrated knowledge in the minds of scholars, and stimulates them to new heights of understanding.

Our view of learning exercise and creative application by scholars is expansive and includes many forms of knowledge application and critical thinking: solving unfamiliar math problems, writing composition, group discussion and debate, interacting with invited guests, exercise of foreign language, research of open questions, engineering and design, expressions in fine arts and performance arts, scientific experimentation, use of manipulatives and other forms of hands-on learning, among others. Creativity makes a well-rounded and self-motivated scholar.

Progression by mastery allows scholars to advance from lesson to lesson at a natural pace, when they are ready. There are two components to progression by mastery at SCA. One is differentiated instruction. The other is supplemental instruction. SCA implements differentiated instruction in the form of small-group instruction in literacy and mathematics. It is entirely natural for there to be differences in academic development among scholars in rigidly-defined

age cohorts (grades). Breaking classrooms down into developmentally matched reading groups and math groups simplifies teaching and enables all to progress well. Supplemental instruction, described below in Part K, provides additional learning opportunities for scholars who are either excelling or needing to accelerate.

We understand that learning happens everywhere and in various ways. We encourage creative and unstructured play. Field trips extend the learning experience. Energetic physical activity promotes bodily health, invites social interaction, and supports learning.

Learning versus Activism

How will the Academy maintain focus on the pursuit of academic excellence and the protection of family rights? An essential element of our strategy is to promote learning and thought, in contrast to activism. The opposite of activism is not inaction or apathy; it is contemplation, questioning, and study. We view knowledge, understanding, and introspective critical thinking as prerequisites for activism.

With study and maturity, classical education imparts prerequisites of activism. Yet that is not enough. Genuine activism requires free will. Activism in schools is too often the activism of the school imposed on children. At Seacoast Classical Academy, we focus on developing the knowledge, understanding, and critical thinking skills of our scholars. Activism and promoting activism are outside our vision and mission, and are in some cases antithetical to our vision and mission.

Instead of activism, the Academy subscribes to the Enlightenment ideals of freedom of speech and free inquiry. Exercising these human rights is a time-tested means of seeking the truth. We profess that there is objective truth. However, in any deep question there are various viewpoints, uncounted unknowns, alternative interpretations, and complex conundra. Though it may be impossible to know objective truth with certainty, we come closest to finding it through liberated speech and vigorous inquiry. Because each scholar has a unique nature, we expect that their thoughts will tend to follow their own course. The job of our educators is to develop the scholar's intellect, not to direct the course of thought.

Philosophical Guidance

Teachers new to classical education often find its pedagogy rather mysterious. They have been trained in various varieties of instruction—project based learning, 1:1 technology methods, learning clusters, direct instruction, etc.—and they think that classical education is like that. The truth, however, is that classical pedagogy does not fit into a neat package that can be described with an acronym or a short sentence. To understand classical pedagogy, you'll need to understand several important things about it:

- Classical education is focused on humanity and nature, and takes its cues and direction from that. We need to account for scholars' capability and maturity while we encourage them towards excellence. This means, among other things, that instruction will differ at different grade levels—an idea that the Trivium model (Knowledge, Understanding, and

Critical Thinking; or Grammatica, Dialectica, et Rhetorica in medieval Latin) usefully simplifies.

- Classical education is traditional. Human beings do not change much over time, and neither do the ways they learn. Teachers should employ strategies that have worked in the past while evaluating whether or not to adapt newer practices for use in their classrooms. The Trivium model has been in systematic use since the Middle Ages, and its staying power is in its truth and simplicity: Scholars must learn the grammar of a subject before they can learn how its pieces fit together—its logic. And they must understand its logic before they can rearrange or explain its pieces in a way that is compelling or beautiful—its rhetoric.
- Classical education is interested in knowledge for its own sake. We approach the world with wonder because it is full of interesting things to know, regardless of whether this knowledge can easily turn a profit. We expect that our scholars will specialize in a particular professional field, but our job is to provide them with a broad and rich knowledge and understanding of the world and their place in it, to provide them with a foundation that will allow for all different kinds of specialization.
- Classical education is concerned with virtue. Education in virtue happens in many different ways, and not least in the curriculum. The stories we tell our scholars and the subjects we focus on shape their imaginations and teach them about what is important. The intent of our curriculum is not to be morally pedantic, but to shape our scholars with a view to what is good and beautiful.
- Classical education aspires to Socratic discussion. We want our scholars to engage seriously in the most difficult questions, but this does not come automatically. It comes by providing our scholars with a foundation of things to know and understand while simultaneously teaching them how to think critically. Often this will look like an ordinary lesson or story, but even early elementary teachers should be asking age-appropriately probing questions and helping their scholars to do the same. With a strong basis in knowledge and the intellectual development that comes from asking and answering difficult questions, our scholars will grow into effective critical thinkers.

Practical Guidance

- Teachers should instruct from the front and center of the classroom, and in peripatetic fashion. If you move around the room while teaching it can help scholars maintain focus.
- Pedagogy might include daily warm-ups, review of organizing principles or guiding questions, interactive lecture and discussion, Socratic questioning, seminar, debate, reading aloud, close reading, composition, recitation, call and response, demonstration, lab work, music and theater performance, drawing and painting in art class, formative assessment, and summative assessment.
- Instructional methods to avoid include infotainment, gamified learning, and methods that disturb learning in nearby classrooms.
- Instructional methods to use sparingly for specific purposes include project-based instruction, group work, PowerPoint, films, crafts.

- While scholars are working independently or testing, teachers should monitor scholars and move about the room to ensure scholars are on task and that scholar work is productive.
- Teachers may sit at their desks for brief periods of time while scholars are working.
- Class time is precious, and a minute lost is lost forever. A minute per day not used for instruction adds up to three 60-minute blocks of time, or about three and a half class periods, over the course of the school year. Lessons should begin promptly and end on time.

Using Videos for Instruction

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length. Scholars will not be shown a full movie in class without prior parent permission.

Acceptable videos are typically of three kinds:

1. Strictly educational videos, for example a NASA film on rockets;
2. Videos of literary works already read by scholars;
3. Videos of high artistic value, with the pre-approval of the Executive Director.

Classroom Appearance

- Classroom décor should reflect the serious work that teachers in a classical school do.
- Teachers are encouraged to use posters and other decorative items that reflect the course content and a liberal arts environment.
- Classrooms should be clean, organized, and free of clutter. Scholar work should be displayed in an organized fashion. Truly excellent scholar work may be displayed in a place for the whole school to see. We will host visitors throughout the school year, and to these visitors we are an example of charter education in general and classical education in particular. It is important that we make a good first impression.
- Teachers should decorate the classroom in a way that doesn't cause damage to the walls, ceilings, or floors. Teachers may not paint classrooms except with prior permission. In decorating your classroom, avoid clutter. Simplicity is beautiful and gives scholars room to think.
- All items, décor, and displays should be consistent with Academy policy on Learning versus Activism.

Supplemental Programming

Supplemental programming at SCA will have three linked purposes:

1. To accelerate the learning of scholars in need of academic intervention.
2. To enrich and add more fun to the academic programming of all scholars.
3. To provide advanced enrichment opportunities to excelling scholars.

Acceleration of Learning

Scholars who are in the lower 20% of proficiency of mathematics or English language arts, and who do not have an Individualized Education Program, will receive supplementary instruction, which may be provided in small groups, in areas of need. Acceleration of learning will involve the creative use of alternative learning approaches, including increased use of hands-on learning.

Academic Enrichment

The Parent Council (Section 10A2) will assist the faculty and administration to put on special academic events, which may include: art shows, musical or dramatic performances, geography bees, spelling bees, math team competitions, essay contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days.

Advanced Enrichment Opportunities

Scholars who are consistently at high levels of proficiency may be eligible for advanced enrichment opportunities. Eligibility will depend on—in addition to academic performance and possibly other factors—conduct grades, and availability of such opportunities. By way of examples, these opportunities could include poem discussion groups, mathematics puzzle solving, advanced science lessons, foreign-language immersion experiences, and the like.

Homework

At Seacoast Classical Academy we respect family time, and do not outsource our academic responsibilities to parents. For the youngest scholars, homework is often disruptive to families. Accordingly, there is no homework in Grades K to 3, except in limited parent-approved circumstances. Though there is no specific assigned homework in these early grades, we emphatically recommend reading and math-oriented games at home. Also, our curricular transparency and responsiveness to families will enable parents, if they so choose, to enrich education at home in coordination with the curriculum. In Grades 4 and 5, limited homework assignments will supplement class time and prepare scholars for future independent work. In Grades 6 through 8, homework must be purpose-driven and the subject matter must not require parental guidance. Scholars will have regular study-hall time in which they can do some of their assigned work.

Grades

At Seacoast Classical Academy, grades and report cards are tools to advance learning through feedback. Teachers will provide scholars with ongoing feedback on their work in an age-appropriate manner. In the middle of each term, teachers will hold parent-teacher conferences, followed at the end of each term by report cards including written progress

narratives, grades, and evaluation comments. On a case-by-case basis, there might be additional communications about academic progress to parents. In early grades the Academy will use a symmetrical grading scale, e.g., U, S-, S, S+, E. In the middle-school years, teachers will employ the A/B/C/D/F grading system. Each scholar will receive a grade for conduct. The conduct grade will be assigned by the group of instructional employees who work with the scholar. The Academy will explore expanding grading by groups of teachers, for cases in which this is applicable and reasonably practicable. Grading and reporting systems are subject to change and approval by the Board of Trustees (Board Role #4 and Board Duty #2, Charter Section 4A).

Academic Performance Standards

The minimal performance standards of SCA are the NH College and Career Ready Standards. Exhibit E of the Charter is an alignment of these standards and the SCA curriculum. To measure achievement of the NH College and Career Ready Standards, the Academy shall comply with RSA 194-B:8 V. This requirement is implemented at present in the form of annual SAS testing in mathematics and english language arts in grades 3 through 8, and science in grades 5 and 8.

The Academy may use, in addition, the Classical Learning Test for 7th and 8th grade (CLT8). The CLT is a classically oriented test of verbal reasoning, writing & grammar, and quantitative reasoning. The Academy may use this, or other assessments, for formative and summative measurements, to measure both growth during the year and achievement at the end of the year.

The expeditious development of literacy and numeracy is mission-critical to SCA. Both SAS and CLT measure academic achievement of scholars in third grade and later, after potential academic-development problems would have become chronic. To measure growth and achievement in literacy and numeracy from the earliest grades, SCA may employ Literacy Essentials and Singapore Math scholar inventories, or other assessments compatible with the curriculum.

SECTION 5: COMMUNICATION

Communication with Administration

Role of the Executive Director

The Executive Director of Seacoast Classical Academy Chartered Public School is the employee of the Board of Trustees, and as such, is ultimately accountable for all school operations. The role is similar to that of a CEO in many organizations. The Executive Director has delegated responsibility for specific areas and tasks to administrators, faculty, and staff.

It is recommended that school concerns, to the extent reasonably practicable, be handled according to the principle of subsidiarity—at the most local level. If you have a concern, question, or recommendation, please bring it to the person who is most immediately responsible. If you are unable to resolve the matter at that level, you may bring the concern to the attention of the Principal or the Executive Director.

The Executive Director will support and defend the school and the good efforts of employees.

Roles of Other Administrators

- The Principal, with the Executive Director, is responsible for academic operations, scholar discipline, and school culture. He or she also teaches and serves as a substitute teacher.
- The Office Manager, with the Executive Director, is responsible for the school's finances and infrastructure. He or she manages human resources functions, budgets, payroll, security, and maintenance.

Staff Meetings

- Staff Meetings are held weekly at an appointed time.
- Attendance is required. Make efforts to avoid schedule conflicts.
- If an absence is necessary, please notify the Principal in advance.

Communication with Faculty

General Guidance

Talking about one another in the right way is essential to preserving our relationships in the community. We should be positive about the other members of the community and not gossip. When an issue needs to be addressed, it should be done through clear and direct communication among the parties directly involved.

Special care should be taken to speak about scholars charitably, especially when they are struggling. A scholar is entitled to a good reputation and to being well thought of by faculty and other scholars. Faculty should build up each scholar with positive reinforcement at every opportunity. In speaking among ourselves we should be careful to distinguish between constructive speech about scholars—speaking about a scholar’s good qualities, or discussing a scholar’s behavioral or academic struggles in a charitable manner with the aim of searching for some solutions—and idle chatter, venting frustrations, or mocking. The communication of a scholar’s problems or wrongdoing should be made only to those with a “need to know,” and only with the aim of working to solve those problems.

Faculty members are expected to comport themselves in a manner that brings honor to SCA. Dealings with scholars, parents, and the public must be courteous and professional.

In particular:

- Faculty should be addressed as Mr., Dr., Mrs., Ms., or Miss both by scholars and—when in the presence of scholars or parents—by other faculty members. Academic titles should be used when appropriate.
- Parents should not be addressed by their first name unless the faculty member has a personal relationship with them.
- Inappropriate language (obscenity, profanity, or vulgarity), references, or contact between teacher and scholar, teacher and teacher, or teacher and parent will not be tolerated.

Head Teachers

The Executive Director, in consultation with the Principal, shall designate a small number of Head Teachers. The Principal and Head Teachers shall plan and implement a mentoring system in which each instructional employee has a mentor. The mentoring system will be an integral element of SCA’s professional development plan. Also, the Principal, in collaboration with the Head Teachers and in consultation with the Executive Director, shall plan and implement, for all instructional employees, a performance evaluation system involving supervisors, mentors, and peers.

With Parents

General Guidance

What to Do:

- Update parents regularly about class progress and invite questions.

- Establish a positive relationship with parents by getting to know them through communication about their child's successes. If a parent knows that you see the good in the scholar, any needed conversations about discipline will be much more effective.
- Notify parents directly if a scholar shows a sharp drop in behavior or performance, or performs poorly on a major assignment. No parent should be surprised by the grades or comments on a report card, or by news shared at a parent-teacher conference.
- Keep emails brief, professional, and kind. If something requires a long discussion, do that over the phone or in person.
- Encourage parents to treat you with respect by addressing emails with "Mr. or Ms." and your last name, and refer to them that way as well.

What Not to Do:

- Don't interact with parents or, of course, scholars via text message.
- Don't interact with parents through social media. Parents should communicate with teachers via email or the scholar information system when talking about school business. If a parent and teacher have known each other for a long time, refusing to friend them on social media would be rude and do harm to the relationship. In these cases it's okay to connect with a parent on social media as long as you keep school related communication through email or the scholar information system.
- Don't talk about your work life on social media in a way that reflects negatively on the school or could be perceived that way. As an employee of the school you are a representative of the school even when you're not at work. Social media are public communication media.

Parent-Teacher Conferences

Conferences are held for parents of every scholar at the end of the first quarter and the end of the third quarter. Teachers should come to conferences prepared to discuss the most important things in specific terms. Remember that there are many important things happening at school that can't be explained in numbers and percentages. Sometimes it is helpful to put your gradebook to the side. Parents can look at it at home, anyway. For example, use your time with parents to talk about the virtues a scholar has displayed, the content he or she has learned, his or her enthusiasms, and any struggles. These are the kinds of conferences that will be helpful in the long run.

Report Cards

- At the end of the second and fourth quarters, teachers should provide extensive comments on scholars' report cards. These comments serve in lieu of a parent-teacher conference, but are not a substitute for regular parent communication.
- Comments on the report card have several audiences and you should write with each of them in mind.
 - The parents. Our goal is to give them an accurate understanding of how their child is doing and information about how they can help us and their child at home. The subject of a child's progress is a very personal one to a parent, and accordingly we must be gentle, but do not shy away from telling the truth.

- The scholar. Scholars are likely to read what you write, either now or in the future.
- Your colleagues. These report cards will go into scholars' files in the office, and your colleagues will read them for years to come as the scholar gets older. Strive to give a thorough picture of how the scholar is currently doing, and give some information about what you are doing, too. Information like this is invaluable when a teacher is getting to know a scholar at the beginning of a new school year.
- Your future self and other teachers writing letters of recommendation. Remember that report cards are often saved for years and years, and they will be read several times over the course of a scholar's childhood. Take the time to make them worth reading and informative.
- Whenever possible, begin and end your comments by saying something positive about each scholar. There is no need to varnish the truth, but you should be as encouraging as you can. There is something good going on with every scholar.
- Be specific in your recommendations. Rather than say that "Scholar X needs to put in more effort," explain exactly what he needs to do better, like studying for tests the week before rather than the night before, or taking more careful notes. If a scholar is doing well, it is not enough to say "Scholar X is a bright scholar and I enjoy having her in class." Explain further. What is she particularly good at? What can she do to improve? There is always something.
- You should not copy and paste comments. Please write something original for each scholar.
- Your comments should explain how the scholar has been doing, but also what you have been doing to help. If you have discussed a scholar's difficulties with parents before and tried something different after speaking with them, mention that.
- The comments should be extensive, but even more important is that they are thoughtful. The quality of what you write will be determined by the thinking that you do before you sit down to write. Please don't expect to write all of your comments in one sitting. Write a few a day and really put some thought into them. How much you write will depend on who you teach. Here are some specific guidelines by grade and subject:
 - K-5 classroom teachers. Please say something specific about the scholar's performance in each subject. You should have at least 2 sentences about how your scholars have been doing in math, science, history, literature, and spelling/grammar. Treat these subjects separately.
 - K-5 Art, Music, and PE. You have a ton of scholars. Communicate with parents throughout the year, making sure to keep a log and send meaningful notes for each scholar once per semester.
 - Middle school. Please write at least 3-4 thoughtful sentences about each scholar. Please address each scholar's academic performance in your class (knowledge of the material, study habits) and, if you know a scholar well, please say something about his or her character as well.
 - Special education. Please write 3-4 thoughtful sentences about the scholars with whom you work.

Volunteers

- Every year we request that our families contribute volunteer time on campus. Volunteerism helps to maintain our culture and to sustain operations.
- Teachers, if you have a parent volunteering for your classroom, it is very important that you are clear about how the parent can be helpful. Don't be afraid to ask if you need something, and be very specific. The parent is there to help you, and could end up being frustrated or inadvertently unhelpful if you aren't clear about what needs to be done.
- You can never be too grateful to a parent. Volunteers love to be thanked.

IEP or 504 Meetings

- Understand that an accommodation allows the scholar access to the regular curriculum. A modification is a change to the regular curriculum. Most of the time, we are working with accommodations.
- Before the meeting, have data documented appropriately.
- The sending district will lead the meeting.
- Remember, federal law requires that scholars who qualify for a 504 or IEP will receive whatever services they need to succeed in the classroom. The responsibility for fulfilling these needs resides with the sending district. Seacoast Classical Academy Chartered Public School must cooperate with the sending district to make sure these services are provided adequately.
- Be positive. Emphasize and point out the scholar's strengths.
- Keep in mind that we are working WITH the parents and sending district. The atmosphere should be that of a team meeting.
- Listen to the parents. Sometimes what is going on at school doesn't manifest at home, and sometimes what is going on at home doesn't happen at school.
- Refrain from attributing motivation to behavior. Point out observable behaviors at school, in an objective manner. For instance: Not "He daydreams during lessons", but "He is not able to answer check-for-understanding questions, and he needs frequent reminders to copy the notes from the board."
- When giving input to the parents and sending district in the process of finding effective solutions for the child, be honest about logistical realities and what Seacoast Classical Academy Chartered Public School sees as best for the scholar.
- Keep in mind that all we can do is voice our viewpoint and suggestions. We do not make the decisions, nor do we have to agree with the decisions made. Sending districts offer services that align with the 504 or IEP and parents decide whether to accept those services for their child.

Grievance Policy

No scholar, parent, or employee will be penalized, formally or informally, for expressing a grievance in a reasonable and business-like manner, or for using the grievance process. The SCA Grievance Process will comply with RSA 194-B:15.

SCA encourages grievants to attempt at first to resolve their grievance directly with involved parties in a manner that reflects the Academy Virtues. If this attempt is unavailing, or if a direct approach is not appropriate, the grievant may submit the grievance in writing to either the Principal or the Executive Director. The receiving administrator shall investigate the claimed grievance and respond to the grievant, while documenting the process.

If the grievant is not satisfied with the administration's response, the grievant may present their grievance to the Board of Trustees. The Board of Trustees shall conduct a hearing according to rule Ed 204.01. If, after the proceedings of the Board of Trustees, the grievant believes the grievance has not been adequately considered or redressed, the grievant may submit it to the State Board of Education, which shall investigate and make a determination.

Communicating with the Media

- It is important that SCA speak with a single, unified voice when communicating with the Press. Should you be contacted by the media, refer the contact to the Executive Director.
- Only the Executive Director and his or her designee are permitted to speak with members of the press about SCA.
- It is the general practice of SCA to be open to public interest and inquiry. All faculty and staff are expected to be good representatives of the school and the school community.
- At the direction of the Executive Director or his or her designee, faculty and staff may be asked to participate in photos or stories for use in social or traditional media on behalf of the school or one of our institutional partners (e.g. Hillsdale College). Faculty and staff are not required to participate, but those who do not wish to participate should provide reasonable notice in writing to the Executive Director. The school will make significant effort to honor requests for privacy, but may not be able to honor retroactive requests.

SECTION 6: EMPLOYEE PROCEDURES

Background Checks

All faculty and staff are required to successfully pass a background check, which includes fingerprinting, before employment begins.

Security and Inspection

General Comments on Security

Maintaining the security of Seacoast Classical Academy Chartered Public School's buildings and vehicles is every employee's responsibility. Employees must develop habits that ensure security as a matter of course.

- Always keep cash properly secured. An employee who is aware that cash is insecurely stored should immediately inform the person responsible.
- Employees should know the location of all alarms and fire extinguishers and be familiar with the proper procedure for using them.
- Employees leaving school premises should ensure that windows are shut and doors are locked.
- The last employee on the premises should make sure all entrances are properly locked and secured.
- Employees exiting the building after normal hours or on the weekend who leave a door unlocked or ajar will be subject to disciplinary action and may have their keys taken away.
- Employees who are given keys shall be responsible for the cost of lost keys or re-keying.
- Be watchful that no unauthorized or suspicious persons are on school property. Always check for identification badges on visitors and volunteers, and immediately report the presence of any suspicious persons to the Executive Director or administrative team.
- Do not lend keys, security passes, or identification badges to anyone who is not authorized to possess them.
- The School is not responsible for loss or damage to personal property.

Security Procedures

- Security drills will always be announced, and drills will be used for all three kinds of security procedures (see below).
- In the event a security issue arises, it is important for teachers to keep scholars calm, take attendance, and make sure that all scholars are accounted for.
- The Executive Director will decide when the building is safe and announce when to return to normal operations.

- There are three general security procedures:
 - LOCKOUT: The outside doors are locked. Scholars are kept in the classroom. Transitions between buildings are suspended. A LOCKOUT may be called for in the event of threatening or violent behavior in the neighborhood or outside of the building.
 - LOCKDOWN: The outside doors are locked. All inside classroom doors are locked. Teachers should close the blinds and cover the door windows. Turn off the lights. Scholars should be quiet in a corner or closet. If any classes are outside, they should go to the nearest classroom. A LOCKDOWN may be called for a threat inside of the building.
 - EVACUATION: [TODO: Detail where scholars should go and any other expectations here.] An EVACUATION may occur in the case of a bomb threat, gas leak, or fire.
- Reminders:
 - Use common sense, especially in the first few weeks of school. Remember that new scholars are not familiar with all the rules and need your support.
 - The entire faculty and staff is to enforce compliance with school rules at all times, not only in the classroom.

Authority to Search

The School may exercise its right to inspect all classrooms, desks, and closed containers entering and leaving the premises. School rooms, furniture, and electronic devices are school property and may be subjected to searches at any time, with or without cause. Employee email accounts and other software-related tools purchased by the school are similarly the property of the school and may be subject to search.

Additional Emergency Procedures

SCA administration, in conjunction with local authorities and with approval from the Board of Trustees, has developed an Emergency Operations Plan to address a variety of possible emergencies. This plan is available for review in the school office, and questions about it can be directed to the Executive Director. Staff and faculty will be notified of any special roles they are expected to fill in specific emergencies.

Time-Off Requests

[TODO: Policy and procedure to be determined in accordance with state and federal laws.]

Substitute Teachers

SCA administration endeavors to use a consistent pool of substitute teachers. These substitute teachers have already provided the necessary background checks and paperwork to the school,

and they are generally familiar with the school's culture and expectations. In some cases, they may be invited to attend professional development with full-time members of the faculty. They are, however, part-time employees and they are a limited resource; it is therefore essential that faculty provide notice of planned leave as soon as possible so that a substitute can be secured.

Teaching Plans for Substitute Teachers

In the event of a planned absence or an absence that is not an emergency, teachers are expected to provide a set of plans to guide the substitute teacher. Plans should include the following:

- Contact information, including phone numbers, for the Principal and the front office.
- A schedule of the day that begins with morning assembly and ends with afternoon pick up.
- Please provide detailed instructions for each lesson of the day and clear information about how the sub should handle assembly, recess, lunch, and pick-up.
- An explanation of classroom rules, especially procedures or systems that are unique to your classroom.
- Enough material for one full lesson in each subject, including activities, worksheets (one copy for each scholar already made), and suggestions for reading material.
- A sheet that the sub can use to fill you in about the details of the day.
 - Scholar behavior notes
 - What lessons were completed?
 - What else does the sub want to tell you?

Notably, several of the items on this list could easily be created at the beginning of the school year and used at any time.

Professional Development and Reimbursement

Seacoast Classical Academy requires professional development for all teachers, and prefers teachers who actively seek it. The Principal, with the Head Teachers, in consultation with the Executive Director, shall develop and implement a professional development plan, requiring Board approval.

The SCA professional development plan will include, non-exclusively:

- A mentoring system
- Study of resources referenced in the Hillsdale K-12 Curriculum Guide
- Possible attendance of workshops, conferences, or courses
- Sharing of professional-development learnings with colleagues
- Professional-development days built into the Academy calendar

SCA strives to provide resources that will cover both the cost of the activity and other expenses

related to it. Faculty and staff are asked to be frugal, treating the School's funds as if they were their own. For activities that are away from the city or state, it is acceptable for family members to accompany a faculty or staff member or for the faculty or staff member to extend a stay to spend time with friends or family. However, these arrangements must be pre-approved and are at the expense of the attendee.

Mileage will be reimbursed at the current IRS mileage rates. Mileage will not be reimbursed for courses earning credit toward a degree. Reimbursement for mileage may not exceed the cost of an airline ticket, unless there is an overall savings to the school. To be reimbursed for driving, employees must submit an online map from the place of origin to the destination.

If multiple persons are attending the same event, one person will be designated the coordinator. The coordinator will ensure that all reimbursements submitted are approved and in order before the information is submitted to the business office for reimbursement.

Personnel Files

It is your responsibility to keep your personal contact information up-to-date. If you have a change in any of the following items, please be sure to notify the Office Manager as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Emergency Contact
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license, if you operate any School vehicles
- Military or draft status
- Exemptions on your W-4 tax form
- Any other matters that will affect your status as an employee.

The school requires official transcripts and evidence of relevant licensure to be on file. You may review your personal personnel file if you wish, unless information is restricted by law, and you may request and receive copies of all documents you have signed. To obtain these, please make arrangements with the Office Manager.

Observations and Evaluations

Observations

The Executive Director and the Principal will observe classes and provide teachers with copies of their observations promptly. Teachers can expect a formal observation to happen at least once per year. These observations will be part of a teacher's annual performance evaluation.

Evaluations

Effective mentoring is a critical antecedent process to rigorous evaluation of teacher and paraprofessional performance. Mentoring increases the prospect of strong performance, and helps to catalyze clarity and agreement about performance. The Principal and Head Teachers shall plan and implement a mentoring system in which each instructional employee has a mentor. The mentoring system will be an integral element of SCA's professional development plan.

The Principal, in collaboration with the Head Teachers and in consultation with the Executive Director, shall plan and implement, for all instructional employees, a performance evaluation system involving supervisors, mentors, and peers. Performance evaluation plans require Board approval. The Board may further specify, or change, the performance evaluation system.

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SECTION 7: EMPLOYEE POLICIES

Advertisement of Employment Opportunities

In order to attract the best faculty and staff, SCA strives to post all open positions on the School's website and utilize other local and national services. Questions regarding an opening or potential employment should be directed to the Executive Director.

Harassment and Discrimination

[TODO. Review this]

Harassment and discriminatory behavior are not tolerated at the School and will be handled in accordance with School policy. The Board of Trustees affirms the right of all scholars and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise includes behavior that creates an intimidating, hostile, or demeaning environment for education.

Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes".
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.

Anyone who believes that he has been the subject of harassment or discriminatory behavior is strongly encouraged to report the incident immediately to the Executive Director or designee.

Confidentiality regarding all reports will be maintained whenever possible. The Executive Director or designee will investigate reports about harassment or discriminatory behavior immediately.

Any scholar who violates this policy by engaging in the conduct defined above will be required to attend a meeting with a parent and the Executive Director or designee. The scholar will be subject to appropriate disciplinary action including possible suspension or expulsion.

Any staff member who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action. This action may range from a verbal reprimand to termination.

Sexual Harassment and Abuse

Seacoast Classical Academy Chartered Public School maintains a working environment free from sexual harassment/abuse and insists that all faculty, staff, and scholars be treated with dignity, respect, and courtesy. Harassment or abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment or abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment or abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be subject to disciplinary action.

Sexual harassment or abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct will include but not be limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal "kidding," abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual's body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;
- Unwelcome touching of any kind;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty or staff member may file a report of sexual harassment with the Executive Director or Board of Trustees. Students may report a case of sexual harassment or abuse to a teacher or to the Executive Director. All matters involving sexual harassment complaints will remain confidential to the extent possible. Reporting sexual harassment will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The School strongly encourages faculty and staff who believe they have been sexually harassed to report such incident using the following procedure. All faculty and staff, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- An employee member believing that he has been sexually harassed should immediately report the incident to the Executive Director. If the Executive Director is the alleged cause of the problem, or seems unwilling to resolve the issue, the employee should contact the Board of Trustees, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the Executive Director. The Executive Director, and all employees involved in the investigation, will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the Executive Director determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken. The disciplinary action may include, but is not limited to, a verbal warning, transfers, demotions, or terminations.
- The Executive Director will promptly communicate to the employees involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Trustees within five days of notification of the results. After considering the appeal, the Board of Trustees will render a decision regarding the incident.

The School insists that employees who suspect sexual harassment or abuse of a scholar report it to child protective services.

Drugs, Alcohol, and Tobacco

The School is a drug- and alcohol-free workplace. Drug and alcohol use by faculty or staff members is not tolerated on school premises. A conviction of an alcohol or drug related crime will result in termination.

Employees are responsible for notifying their supervisor or the Executive Director, within 5 days of any arrest or conviction. Smoking is prohibited in the building and on the property, including the parking lot. Faculty and staff are expected to set a positive example for scholars concerning the use of tobacco by following the district and state laws regarding tobacco possession and its use.

If drug use is suspected while an employee is at work or at any school-related event, the School may require a drug test. If an employee refuses the test, he or she may be terminated.

Family Education Rights and Privacy Act (FERPA)

For more details on FERPA, see SCA's Family Handbook.

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, scholar registration forms, graded papers, scholar information displayed on a computer screen and social security numbers linked to names. All Employees who work with or around education records are required to keep this information strictly confidential and secure in order to protect the rights of scholars.

FERPA provides that:

- Parents have the right to inspect and review their child's education, to the exclusion of third parties. These rights are transferred to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student").
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about scholars, nor permit inspection of scholars' records, without written permission from the parent or eligible scholar, unless such action is covered by certain exceptions as stipulated in FERPA.

Intellectual Property Rights

Seacoast Classical Academy Chartered Public School uses curricula and possibly other resources that are the intellectual property of Hillsdale College. These are provided through a licensing agreement, and should be treated accordingly.

In the course of work at SCA, teachers will develop curriculum maps, syllabi, assessments, and various other materials for use in their classrooms and the school community. With the exception of a teacher's own notes (e.g. lecture notes), these materials are the intellectual property of SCA. When teachers are no longer employed at the school for any reason, they must turn in copies of all such materials to the Executive Director or his designee. Teachers wishing to keep or use these materials outside of SCA should consult with the Executive Director.

The purpose of this arrangement is twofold: first, to establish that paid work done on behalf of SCA is the property of the school, not the individual staff, faculty, or consultant; second, to ensure that the school builds on its institutional knowledge and experience each year despite faculty turnover.

Outside Employment

The School expects that a full-time position at the School is the employee's primary employment. Any outside activity must not interfere with the employee's ability to perform properly the job duties at the School.

Tutoring, Private Coaching, and Private Lessons

[TODO: Consider this policy carefully]

SCA is a challenging school, and parents often ask teachers if they are willing to provide tutoring, or private lessons, outside of school hours. If you would like to make yourself available for tutoring, please notify the Principal. Please see below for guidelines.

- Tutoring from a teacher to a scholar enrolled in that teacher's class: If a teacher makes him or herself available before or after school to provide extra help, he or she may not charge the parent for providing that service, even if the parent offers to pay for it. Tutoring of this kind should always happen on campus.
- Tutoring from a teacher to a scholar not enrolled in that teacher's class: If a teacher is not responsible for grading a scholar, that teacher may accept money in exchange for tutoring the scholar as long as there is no other conflict of interest. Teachers may provide this service to scholars, but not on campus. They may charge the parent for the service.

Communications and Computer Systems Security and Usage

SCA's communication and computer systems are intended for business purposes and may be used only during working time; however, limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voicemail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

School administration may access the voicemail and e-mail systems and obtain the communications within the systems, including past voicemail and e-mail messages, without notice to users of the system, in the ordinary course of business when SJCA deems it appropriate to do so. The reasons for which SCA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, SCA may review Internet usage to ensure that such use of Academy property, or communications sent via Academy property are appropriate.

Since School communication and computer systems are intended for business use, all employees, upon request, must inform the administration of any private access codes or passwords. Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Non-Disparagement of the School

As an employee of SCA, employees have a special responsibility to represent the School to our community and beyond, and disparaging comments made by employees about the School are likely to substantially hurt the School's reputation. The SCA Board and administration therefore expect that employees will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, or reputation of the School, its Board, or its employees. Employees and former employees acting in violation of this expectation will be met with disciplinary consequences or legal action. Employees with grievances should follow the grievance protocols explained in this handbook.

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ACKNOWLEDGEMENT OF RECEIPT AND EMPLOYEE HONOR CODE

This Employee Handbook is an important document intended to help you become acquainted with Seacoast Classical Academy Chartered Public School. This Handbook will serve as a guide; it is not the final word in all cases. Individual circumstances may call for individual attention.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the Seacoast Classical Academy Chartered Public School Employee Handbook, and your willingness to serve the School's mission and Employee Honor Code:

- I have received and read a copy of the Employee Handbook. I understand that the policies and benefits described in it are subject to change at the sole discretion of the School's Board of Trustees at any time. I understand that this Handbook supersedes all other previous handbooks.
- I further understand that all employment with the School is "at will," which means that my employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or myself, except as otherwise provided by law.
- I understand that no employee agreement other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" employment relationship unless expressed in writing, with the understanding specifically set forth and signed by myself and the Board of Trustees of the School. I specifically understand that this Employee Handbook does not constitute a contract between the School and me.
- I am aware that during the course of my employment confidential information will be made available to me. I understand that this information must not be given out or used outside of the School's premises or with non-Seacoast Classical Academy Chartered Public School employees other than SCA's Board of Trustees. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual.

I understand that my signature below indicates that I have read and understand the above statements and have received a copy of the Employee Handbook.

Faculty Pledge: I pledge to encourage my students to be honest, diligent, respectful, and kind, and to aspire to the virtues of wisdom, truth, fortitude, and excellence. I will keep this pledge by my words and instruction, and also by my example.

Printed Name: _____ Position: _____

Employee Signature: _____ Date: _____

**SEACOAST CLASSICAL ACADEMY
CHARTERED PUBLIC SCHOOL**

**FAMILY HANDBOOK
2023-2024
DRAFT June 2022**

[TODO: Add logo]

This is a preliminary draft of the Family Handbook that will be developed and adopted by the Board of Seacoast Classical Academy Chartered Public School. This draft is based on similar documents that have been adopted by other Hillsdale curriculum charter schools. The final Family Handbook, as adopted by the Board of Seacoast Classical Academy Chartered Public School, may exclude some provisions herein and may contain additional provisions.

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[TODO: Fill in ToC]

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INTRODUCTION

Vision

Our vision is academic excellence through education that is classical in its curriculum and proven in its pedagogy. We view academics broadly to include literacy, numeracy, humanities, sciences, and arts. We recognize the primacy of the family in the upbringing of the child, and focus our role on academics.

Mission

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

Virtues

Seacoast Classical Academy will carry out its mission in ways that exemplify the Academy Virtues, which guide our curricular choices and everyday actions.

Sapientia	Wisdom	We exercise understanding and good judgment.
Veritas	Truth	We uphold objective standards of knowledge and thought.
Fortitudo	Fortitude	We do what we believe is right though difficult.
Excellentia	Excellence	We strive persistently to surpass our former selves.

Status

Seacoast Classical Academy Chartered Public School is chartered by the New Hampshire State Board of Education and governed by its Board of Trustees. The Academy is a Hillsdale College Curriculum School, and as such is licensed to use the Hillsdale College K-12 Curriculum.

A Note from the Executive Director

[TODO: To be written by the Executive Director]

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SECTION 1: SCHOOL LIFE & DECORUM

School Hours [TODO: Update this information]

School Hours: Monday-Friday 8:00 AM – 3:00 PM
Office: Monday-Friday 7:30 AM – 4:00 PM
Closed weekends and during school holidays
Summer Office Hours: Monday-Thursday 9:00 AM – 1:00 PM
Phone: (---) ---.----
Email: _____@seacoastclassical.org

Scholar Drop-Off and Pick-Up

Scholars should begin arriving no earlier than 7:30 AM. Staff and volunteers will be at the front of the building in the morning to escort scholars from their vehicles into the building. Other staff and faculty will be inside to supervise scholars on their way to class. At 8:00 AM our doors will be locked for security.

Carline [TODO: Update this for facility]

Procedures for drop-off and pick-up give priority to the safety and security of scholars. Parents are expected to cooperate to ensure that the process is safe and orderly. The school will release scholars only to parents, legal guardians, or adult designees. The adults in the carline are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your scholar as everyone in the car line is expected to know and follow the procedures.

We will insert basic carline instructions here that fit our school's needs and physical limitations. More detailed instructions, including maps, will be provided on our school website. As we craft school-specific instructions, we will consider the following:

1. How will we identify what scholar goes with each car? Many schools use windshield tags in conjunction with a radio communication system to coordinate pick-ups. Our system will allow and encourage carpooling.
2. How will we keep scholars safe while ensuring a timely process?

Parking [TODO: Update for facility]

The school will indicate designated parking spaces with signs. Employees and parents are asked to adhere to the parking plan. There are "five-minute parking only" spaces near the main

entrance to facilitate deliveries, etc. Parents and visitors who will remain at school for more than five minutes should park in designated visitor spots which will be marked clearly.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among scholars and teachers, reading and written assignments can be made up from home but the full depth of the learning experience cannot be made up if a scholar is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that scholars do not miss class.

To Report an Absence [TODO: Consider further]

Parents must alert the front office for every day a child is to be away from school. To notify the front office, email _____ or by phone _____. Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:00 AM on the day of the absence. If a parent fails to notify the office of a scholar's absence, the absence will be recorded as unexcused. If you are willing and able to notify the teacher as well, that is helpful to us; please email your scholar's teacher(s) directly. Scholars who attend less than 90% of a class are in danger of failing the class due to absences and will be referred to the Executive Director.

Planned Absences [TODO: Decide how to handle planned absences]

Planned absence during the school term is discouraged. Any such absence must be requested at least one week in advance and in writing. When avoidable, we discourage appointments with doctors and such during the school day. When those appointments are unavoidable, scholars are responsible for any make-up work with parental support. Assignments that are not made up, according to the time restrictions set by the teacher, will be reflected in grades.

Excused Absences

The following will be considered excused absences:

- Absences for medical reasons
- Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
- Pre-arranged absences of an educational nature
- Important family events
- Attendance at any school-sponsored activity for which a scholar is eligible
- Bereavement (notify school if absence will extend beyond three days)
- Court appearances
- Religious holidays and observances

The Academy may require suitable proof of excused absences, including written statements from a medical professional.

Extended Excused Absences

Seacoast Classical Academy Chartered Public School recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illness or injury, a terminally ill family member, or a death in the family. The Executive Director, or designee, will inform families of the general expectation of the faculty regarding completion of assignments and promotion to the next grade.

Make-up Work [TODO: Discuss this further]

Scholars may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), scholars returning from an excused absence will have one day for every absent day to make up work. For example, if a scholar has an excused absence on Monday and returns on Tuesday, then the scholar ought to have the assignments due on Monday upon returning on Tuesday, but has until Wednesday to turn in any work due on Tuesday. Please note this make up work needs to be done in addition to the regular assignments for those days. The extra time is intended to allow scholars to catch up on any missed lessons prior to turning in related material. Scholars in fifth grade or above are responsible for retrieving notes and assignments for themselves, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the scholar is absent only on that day. In cases of a single-day excused absence, the scholar must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with scholars to determine an appropriate deadline for major projects and a makeup time for tests. In cases of planned absence, any major assignments that are due during that planned absence ought to be submitted in advance or late work consequences will apply.

Unexcused Absences

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a scholar is unaccounted for, or if a scholar does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Scholars will not receive credit for homework and assignments that they miss during unexcused absences. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the scholar's record. The Academy will notify the parents or guardian of a scholar receiving an unexcused absence.

Truancy

According to New Hampshire law, if a scholar has more than ten half days of unexcused absences in any year, the scholar may be classified as habitually truant. A scholar who is absent from school without permission will be considered truant and is subject to disciplinary action at the Executive Director's discretion, for he/she is the truancy officer of the Academy.

Seacoast Classical Academy Chartered Public School will work with parents to avoid the risk of a truancy violation by informing the parents in the following cases:

- Accrual of 1 day of unexcused absence before the end of the 1st quarter
- Accrual of 2 days of unexcused absence before the mid-year mark
- Accrual of 3 days of unexcused absence before the end of the 3rd quarter
- Accrual of 8 days of unexcused absence at any time of the year

The Executive Director will call a meeting with the parents when he/she deems it necessary or beneficial to do so.

Tardy Arrival or Early Release [TODO: Discuss this further]

Each tardy arrival or early release prevents scholars from engaging in their classes appropriately. In order to get the most from class, scholars must be present for the full school day. Tardiness refers to a scholar's arrival after the established school start time. Early release refers to a scholar's departure before the established school end time.

Three (3) tardy arrivals or early releases equal one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class. In order for a tardy arrival or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy arrival, the front office must be notified prior to 8:00 AM on the tardy day, except in cases of extreme extenuating circumstances.

An unexcused tardy arrival or early release is subject to the same provisions as an unexcused absence. Scholars will not be offered make-up opportunities for schoolwork missed during this time. Scholars who are habitually tardy will be referred to the Executive Director for potential disciplinary action.

Releasing a Scholar from School

Scholars will be released only to their parents or legal guardians, unless we have written permission to release the scholar to another adult. Scholars may not be taken from the school or playground unless parents have signed them out in the office. In the case of divorce or separation of the parents, both parents will have full rights until the school receives legal notification limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the scholars. Scholars may leave the activity or event only with their own parent unless prior written authorization is given to the teacher or sponsor.

Early Drop-off and Late Pick-up [TODO: Check details]

Scholars may not be dropped off before 7:30 AM and must be picked up by 3:30 PM. Scholars with siblings in clubs or athletics must be picked up nonetheless, or wait outside with a parent at

3:30 PM. Scholars who are still on campus and not participating in an extracurricular activity at 3:30 PM must wait for a parent in the front office.

Uniform and Personal Appearance

A school uniform serves three key purposes that are crucial to a successful classical school. First, it diminishes the burden of thinking about clothing and fashion that can become consuming for many scholars. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps scholars take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. Therefore, the Academy expects all scholars to follow the school uniform policy.

When questions about particular details of attire arise, the scholar is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

The office will keep a limited inventory of basic uniform items that a scholar may be permitted to wear if the scholar arrives at school not in uniform. Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a scholar out of uniform, the scholar must call a parent or guardian to bring the appropriate attire.

If uniform infractions become a regular occurrence, disciplinary action may be taken.

The uniform and dress code policy is that scholars will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following additional uniform directives. Basic information about the school uniform, including ordering information, can be found on the Academy website.

Additional Uniform Directives

- Scholars may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a scholar is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All scholars must be in uniform at all times. No clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All shirts must be tucked in.
- Skirts and shorts will fall no higher than the top of the knee as measured when the scholar is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other uniform-appropriate bottoms worn over the leggings.

- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the scholar is standing.
- Scholars may use any backpack as long as it is clean and tasteful.
- Hair must be clean, neat, natural color, traditionally styled, and out of the face.
- Hair accessories must be uniform in color, either brown, black, light or dark blue, khaki, or white.
- All polo shirts must be fully buttoned, except the top button.
- Modest jewelry is allowed. An object that has a purpose other than jewelry, for example chains, may not be worn as jewelry.
- Scholars may wear no more than two necklaces at one time.
- Girls are permitted a maximum of two earrings per ear. Earrings must be on the earlobe and smaller than a quarter. Stretched (gauge) earrings are not allowed. Boys may not wear earrings.
- Tattoos must be covered.
- Makeup and nail polish must look natural.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for PE class or sports in the gym. Scholars will arrive dressed for PE on the assigned day.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes. Boots, sandals, moccasins, and slippers are not permitted.
- Good personal hygiene is required at all times. This includes wearing neat, unwrinkled, clean clothing. Clothes may not be ripped or torn.
- Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- The use of perfumes, oils, and body sprays by scholars should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. No sprays are to be brought to or applied at school. Should this occur, scholars will be excused to the front office to call home.
- Should a scholar require reasonable uniform alterations based on religion, disability, or medical condition, please contact the administration.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy unless otherwise notified.

Uniforms and Financial Assistance

The Academy will maintain a uniform-swap collection of garments, and will offer to provide a uniform package to each scholar of families who demonstrate Title-funding eligibility

Lost and Found

The Lost and Found is in the main office. Scholars are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will be donated to the school

uniform collection or a local charitable organization on a monthly basis. An attempt will be made to keep recently found items on donation day.

Toileting

All scholars of Seacoast Classical Academy Chartered Public School must be independent in toileting. On occasion scholars may have accidents. When an accident occurs, school staff will handle the situation to the best of its ability, contact a parent, and perhaps request a change of clothes to be brought to the school. If there are repeated accidents, the Principal will call a meeting with the parents and the school nurse to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all scholars and staff.

Discipline

Virtues and General Behavioral Expectations

At Seacoast Classical Academy Chartered Public School we seek virtue in all its forms, and we focus specifically on the classically inspired virtues of wisdom, truth, fortitude, and excellence. We hope that regular reference to these and other virtues in our learning, social interactions, and discipline will help scholars develop self-governance and strive toward goodness in all areas of life.

The emphasis on virtue at Seacoast Classical Academy Chartered Public School is not primarily intended as a discipline policy. We aspire to virtue for its own sake. We bind our commitment to virtue into an Honor Code that we ask our families and scholars to sign as a common pledge.

Honor Code [TODO: Review this]

By signing the Honor Code, the scholar agrees that he/she will be honest, diligent, respectful, and kind, and will aspire to the virtues of wisdom, truth, fortitude, and excellence.

Sapientia	Wisdom	We exercise understanding and good judgment.
Veritas	Truth	We uphold objective standards of knowledge and thought.
Fortitudo	Fortitude	We do what we believe is right though difficult.
Excellentia	Excellence	We strive persistently to surpass our former selves.

At the end of the Family Handbook is a separate page with the Honor Code and a place for parents and scholars to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All scholars in grades 6 to 8 must sign it.

The Purpose of Discipline

The primary purpose of discipline is to teach moral and intellectual virtue. A secondary purpose is to foster an orderly and welcoming environment in which all scholars can learn and develop friendships. Scholars at Seacoast Classical Academy Chartered Public School are held to a

high standard of behavior and attitude. Scholars shall conduct themselves in age-appropriate accord with the Academy virtues.

A deviation from the Honor Code could result in disciplinary action. Disciplinary consequences will be fair and developmentally appropriate considering the circumstances. Because not all scholars respond to the same arguments and incentives, any discipline policy must be at once equal to all scholars and consistently applied, and also fitted to both the nature of each individual scholar and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal correction to suspension, or expulsion in rare and extreme circumstances, and will be used to promote both a scholar's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate. Our goal is to educate and uphold behavioral standards with an eye towards traditional justice, not to tie every offense to a consequence.

Forms of disciplinary action at Seacoast Classical Academy Chartered Public School include, but are not limited to:

- Verbal correction and redirection
- Removal from a classroom
- Education to promote behavioral growth and personal accountability
- Requiring the scholar to make a formal apology
- Loss of privileges
- Parent conference
- Act of service to the school community
- Before or after school detention
- In or out of school suspension

When a scholar violates the Honor Code, a school rule, or directions given by a teacher or administrator, the Academy can employ several levels of action, as appropriate depending on the severity of the violation or the repetition of a violation:

1. Verbal correction or warning
 - a. no note in scholar discipline record
 - b. effects on conduct grade
2. Written warning
 - a. referral to administration
 - b. note in scholar discipline record
 - c. parents notified
 - d. behavioral education
 - e. effects on conduct grade
3. Final warning
 - a. for previously warned offense in the same school year
 - b. referral to administration
 - c. parents notified

- d. behavioral education
 - e. effects on conduct grade
 - f. a future consequence may be specified
4. Infraction
- a. a repeated offense or a serious offense such as cheating, plagiarism, violence, substance abuse, etc.
 - b. parents notified
 - c. a meeting of the Principal, scholar, and parent may be called to support the scholar to make better choices
 - d. other consequences may be decided

Detention

Scholars may receive detention as a consequence of misbehavior. Detention will occur after school or during lunch. During lunch detention, scholars will generally be permitted to do homework and eat their lunches quietly. After school detention is a more serious consequence during which scholars will not be permitted to do homework during this time but will be assigned other appropriate tasks. Detention takes precedence over any extracurricular activity. Scholars who miss detention will need to make it up and serve another detention.

Notifying Parents

The Academy will notify parents of discipline problems that prompt more than verbal correction or warning. The Academy, particularly teachers, also may notify parents of lesser problems, especially recurring problems. When a discipline problem escalates to an infraction, the Academy will contact the parent(s) or legal guardian(s) as soon as possible to request a conference, which will include the scholar.

Infractions

Infractions of a scholar accumulate over the course of the school year, and reset at the end of the school year. Receiving a notice of Infraction indicates a serious behavioral problem. Multiple Infractions could earn a scholar an in-school or out-of-school suspension. Infractions are the only discipline records that will be reported outside the school, such as for school transfers. Warnings are seen as such and will be used for tracking purposes within the Academy.

Restraint

If a scholar is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint or seclusion pursuant to New Hampshire state laws. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is initiated. The scholar will need to go home for the remainder of the day unless decided otherwise by the Executive Director. Complaints regarding the use of restraint or seclusion should follow the grievance process.

Long-Term Suspension and Expulsion

Long-term suspension and expulsion are legal matters. The Academy's policy will conform to applicable state law, including RSA 194-B:9,III and RSA 193:13, and precedents governing our charter school. Both are disciplinary actions used only as last resorts, after all other attempts at redirecting and improving scholar behavior have failed.

Bullying

[TODO: Further study of this subject needed. Bullying may be defined by state statute or regulations. We will adopt those definitions here. The following definitions and policies may or may not be applicable in our local circumstances.]

Seacoast Classical Academy has zero-tolerance for bullying, harassment, intimidation, or bodily harm as defined by state laws.

The term "bullying" means an act that is:

1. A willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. An intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. An intentionally written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm within the meaning of New Hampshire state code or visible bodily harm as such term is defined in New Hampshire state code;
5. Has the effect of substantially interfering with a scholar's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through school computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving Academy scholars, even if the technology in use does not belong to the Academy.

Parents, please call the Academy administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying, remember that bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact a school administrator. Incidents of bullying or harassment can be reported to administration via the front office at 603.---.---- or email to _____?

Public Displays of Affection

Public displays of affection are not allowed on campus and during school-related activities, and may be subject to disciplinary action.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Scholars may not keep electronic devices on their person during the academic school day. If a scholar must bring a cell phone or other electronic device to school, he or she must keep it in a locker or backpack for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, headphones, earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Executive Director's discretion.

Any scholar using a cell phone or other electronic device during the day will have that device confiscated until the end of the day. Scholars who break this rule will be subject to disciplinary action. Seacoast Classical Academy Chartered Public School is not responsible for the damage, loss, or theft of such items. Scholars who want to use a phone to contact their parents during the school day may request permission to use a school phone.

Lunch and Snacks

School Meals & Lunchtime

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Scholars must talk quietly and behave calmly during lunch. There are no lunch services at Seacoast Classical Academy. Scholars must bring their lunch.

Snacks

We understand that young scholars require snacks to keep them going during the day. Teachers will set aside a time in the morning during which scholars can enjoy a quick bite to eat. Parents are responsible for sending scholars to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that scholars bring things that can be eaten without utensils and without creating a mess. With the exception of water bottles and snack-time, food and drink are not permitted in the classrooms or library. Scholars may not chew gum.

Birthday Celebrations

If you would like to bring in birthday treats for your scholar's class, please inform the teacher ahead of time. These treats will be served at snack time or lunch time. We ask that parents make sure there is enough for each scholar to have some.

Medication and Medical Care

Administration of Medication

Seacoast Classical Academy Chartered Public School is committed to the health and safety of its scholars. Medication or medical procedures required by scholars should be administered by a parent at home. Under exceptional circumstances, prescribed medication or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the scholar according to written physician's orders and written parent authorization. The parent must complete and sign the Administration of Medication or Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents.

School nurses or other employees may administer auto-injectable epinephrine to scholars upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the scholar, whether or not such scholar has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a scholar in such circumstances shall be immune from civil liability, pursuant to New Hampshire statute.

Scholars may not bring ANY medication to school. This includes cough drops, pain medication, etc. [TODO: Allow nurse to dispense OTC items with parental permission?]

Scholar Medical Records

Scholar health records will be maintained in locked or password-protected files to maintain confidentiality. All health records will be managed by the Executive Director and any appropriate designated staff, for example the nurse, and will be released only... [TODO: When is release of health records required and permitted? What parental permission is required?]

Medical Operations

Seacoast Classical Academy will:

- Participate in workshops, in-services or training offered by New Hampshire or the local school district regarding scholar health.
- Use New Hampshire or local school district forms for health services.
- Require part-time nurses and volunteers to have completed training in CPR, first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a scholar reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a temperature of 100°F or higher will not be allowed to remain in the classroom and must be picked up by a parent or designee. Scholars who are sent home with a fever or vomiting may only return to school when they have been fever-free and vomit-free for 24 consecutive hours. If a head injury is sustained, or any injury requiring medical attention, the

parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Medical Records and Enrollment

In order to complete the enrollment process, parents must submit all required immunization records and health forms.

Parent Obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's responsibility to keep this information up to date. It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food Allergies

Seacoast Classical Academy is not a peanut-free school. The school will, however, establish space for scholars with allergies. Lunch monitors will enforce this peanut-free space. It is Academy policy that scholars not share food with one another. Teachers will coach scholars in this policy and supervise to the best of their ability during snack and lunch times to maintain health and safety.

Sick Scholars

Sick children should not be in school. Any child who has a fever or is contagious—for example with pink eye, strep, or flu—should be kept home. Before a scholar may return to school, he or she must be fever-free without medication for 24 hours.

Lice Policy

Lice can spread quickly through a school. Children suspected of lice—for example scratching heads, visible lice, or nits—will be checked by trained staff in the privacy of the nurse's office. Should lice be found, siblings may be checked as well. Parents will be notified of the situation and asked to pick up their child. Academy policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Scholars will be rechecked within 10 days of treatment to see if further treatment is necessary. If head lice prevents a child from attending school, the Academy will provide work for the scholar to complete.

Scholar Fees and Supplies

Textbooks

Depending on budget constraints, Seacoast Classical Academy Chartered Public School may provide scholars with paperback copies of some literature books free of charge. Scholars are

encouraged to annotate these books as they read them with the class and to add them to their home libraries when the class is finished. We take on the extra expense of providing scholars with some literature books free of charge, because we hope to cultivate a love of reading, and because annotation is an important skill.

Other textbooks belong to the school and must be used year after year. Scholars are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the scholar should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Scholars who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

Fees

From time to time the school may charge fees to its families for the purpose of funding activities that are not required—for example, extracurricular activities and field trips. All charges or fees must be authorized by the Executive Director. Fees for required academic activities may be requested, but not required. Fees for extracurricular activities will be mandatory. Extracurricular groups can conduct their own fundraisers, through the Parent Council or otherwise, to help cover the costs for participants. All financial obligations must be settled prior to the start of the next school year. In cases of financial hardship, parents should inquire with the administration to request a fee waiver.

Extracurricular Activities

We encourage scholars to participate in as many extracurricular activities as they can reasonably manage, while prioritizing academics. Participants have a responsibility to fellow participants to show up on time ready to participate, to remain in good academic standing, and to practice the Academy Virtues as ambassadors of the school.

Extracurricular activities, including any sports, may charge a participation fee. Athletic and arts events may charge an attendance fee for spectators. These funds will defray extracurricular expenses. Extracurricular groups can conduct their own fundraisers to help cover the costs for participation. Each extracurricular leader will set rules, consistent with this Handbook, by which each scholar must abide in order to participate.

Eligibility

Extracurriculars enrich a scholar's life. Seacoast Classical Academy Chartered Public School's will encourage scholars to prioritize academics, but will also provide opportunities to flourish in related ways. Participation in extracurricular activities, however, is a privilege that depends on school attendance, academic performance, and good behavior.

Only enrolled scholars may participate in Academy extracurricular activities, though the Director may grant exceptions in specific circumstances and for specific events.

Scholars participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, or have had an excused absence, otherwise they will be disallowed from participating in the event. Additionally, scholars who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Scholars with either two Ds or one F in the most recent report card are ineligible to participate in extracurricular activities. Ineligible scholars will not become eligible until the following report card or later.

Any scholar who receives three discipline infractions in a quarter will be ineligible to participate in extracurricular activities for the remainder of the quarter. Any scholar who receives seven discipline infractions in a year will be ineligible for participation in extracurricular activities for the remainder of the year.

The above stipulations for eligibility are minimal. Scholars could be determined ineligible, possibly for short periods of time, before the occurrence of automatic ineligibility. The Executive Director has final discretion regarding eligibility. Scholar athletes may practice, at the discretion of the coach, if they are ineligible to compete.

Clubs

The school may sponsor scholar clubs that enhance the curriculum of the school and are consistent with the school's charter. The school will not sponsor clubs that are open to only part of the scholar body, including clubs for scholars with particular religious or political views. All clubs must be approved by the Executive Director and have an active faculty sponsor.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Any special event or party must be approved by the Executive Director a minimum of 3 weeks prior to its scheduled date. Approval for one instance of an event does not implicitly permit a subsequent instance of an event.

At any school-sponsored social events, scholars are expected to follow school rules and the Honor Code and are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Executive Director may make specific exceptions.

Sports

All scholar-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

Scholar Publications

Scholar publications must uphold the Academy vision, mission, and virtues, and be consistent with the Academy charter and policies. The purpose of any such publications is to inform the Academy community of school-related events, achievements, and business. In addition, scholar publications are a way for scholars to learn and to practice writing and journalism.

Employees of the school and parents may not use scholar media to promote their own views on controversial issues. The Executive Director is the final editor of all Academy publications.

Volunteers

Seacoast Classical Academy Chartered Public School depends on a partnership between the school and families who choose to enroll their scholars. Volunteering is a crucial element in that partnership. The Academy, through its Parent Council, will seek volunteers for carline, lunch and recess monitoring, classroom parents, field trips, and school events.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks. The school also seeks qualified and interested parents to help with extracurricular activities.

Volunteer Background Checks

All adults wishing to volunteer in the presence of scholars must complete a volunteer registration form and undergo a background check, the cost of which will be covered by the school if the school has identified the need for the volunteer position. The school obtains the background check to ensure the individual is clear of any history which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about scholars, families, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. Volunteers will be asked to sign a confidentiality agreement and certain types of volunteer work will require said agreement to be signed before volunteering. There will also be required training for volunteers, especially regarding scholar safety.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Executive Director. The matter

may also be brought to the attention of the Board of Trustees by following the grievance policy explained in this manual. It is not acceptable for a volunteer to confront a teacher about an issue when scholars are present. If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

The Academy has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30am and 4:00pm must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose. Visitors must check in with the front office and provide identification each time they visit the school, not only the first time. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at the Academy, that person will be supervised by school staff at all times during each visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, instructional areas, and lunch and recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent-teacher conferences as long as they are scheduled in advance. To schedule a meeting with a teacher, please contact him or her via email.

Classroom Observations

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment. Parents may schedule a formal observation of a scholar's class with the front office and check in at the office before the observation begins. A normal parent observation will last for approximately one hour.

Inclement Weather

When weather threatens a school closing, parents will be notified by email or other messaging channel (as indicated as your preference). We will follow the decisions of the [Home District of the Academy?] District when making our decision. If you see that the district schools are closed, then so are we. If the local district has a delayed opening then so do we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus.

Withdrawals

We ask that parents advise the main office of an intended withdrawal at least a week prior to leaving. A parent is required to meet with the Office Manager to sign the withdrawal paperwork prior to the scholar's departure. This will provide adequate time for contacting teachers, closing the scholar's records, and preparing transfer documents. All charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.

DRAFT

SECTION 2: ACADEMIC POLICIES

Curriculum Introduction

Our curriculum is the Hillsdale College K-12 Curriculum. Seacoast Classical Academy Chartered Public School is a Hillsdale College Curriculum School, and as such is licensed to use this curriculum. Our charter includes an alignment of the curriculum with the NH College and Career Ready Standards. Hillsdale College regularly improves the curriculum. The Academy's Board of Trustees may authorize curricular adjustments.

The Board of Trustees is committed to uphold the following key school characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine Arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgment of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the scholars and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than "scholar-centered learning" methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 8, preparing them for a classical high-school education through affiliation with a high school adopting the same curriculum.

Homework

At Seacoast Classical Academy we respect family time, and do not outsource our academic responsibilities to parents. For the youngest scholars, homework is often disruptive to families. Accordingly, there is no homework in Grades K to 3, except in limited parent-approved circumstances. Though there is no specific assigned homework in these early grades, we emphatically recommend reading and math-oriented games at home. Also, our curricular

transparency and responsiveness to families will enable parents, if they so choose, to enrich education at home in coordination with the curriculum.

In Grades 4 and 5, limited homework assignments will supplement class time and prepare scholars for future independent work.

In Grades 6 through 8, homework must be purpose-driven and the subject matter must not require parental guidance. Scholars will have regular study-hall time in which they can do some of their assigned work.

Scholars are expected to complete all their homework well and timely. For poor, incomplete, or undone homework, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. If a scholar fails to complete homework within a reasonable time, even if it will be counted as a zero for being late, disciplinary action may be taken.

Grades and Report Cards

At Seacoast Classical Academy, grades and report cards are tools to advance learning through feedback. Teachers will provide scholars with ongoing feedback on their work in an age-appropriate manner. In the middle of each term, teachers will hold parent-teacher conferences, followed at the end of each term by report cards including written progress narratives, grades, and evaluation comments. On a case-by-case basis, there might be additional communications about academic progress to parents.

In early grades the Academy will use a symmetrical grading scale, e.g., U, S-, S, S+, E. In the middle-school years, teachers will employ the A/B/C/D/F grading system. Each scholar will receive a grade for conduct. The conduct grade will be assigned by the group of instructional employees who work with the scholar. The Academy will explore expanding grading by groups of teachers, for cases in which this is applicable and reasonably practicable. Grading and reporting systems are subject to change and approval by the Board of Trustees

Scholar Placement

For scholars to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing scholars at the most appropriate level for instruction. Seacoast Classical Academy Chartered Public School will respect the promotion and retention decisions of the school from which a scholar transfers. If scholars new to the school are found to be reading more than one grade level behind their peer group, parents may be asked to enroll the scholar in the grade level deemed appropriate by the teacher and Principal. If the parent chooses a placement against the advice of the teacher and Principal, a signed document of this choice will become part of the scholar's academic record.

Promotion & Retention

The purpose of promotion and retention is to allow consideration of the long-range welfare of the scholar and to provide an opportunity for each scholar to progress through school according to his or her own needs and abilities. It is expected that most scholars will be promoted annually from one grade level to another upon completion of satisfactory work. However, a scholar may be retained when his or her academic achievement, or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. In certain cases—especially the academic cases detailed below— school administration may recommend or require that a scholar be retained.

Kindergarten to 5th Grade

A scholar will be considered for promotion only if he or she can read just above grade level and is competent in the other core subjects—English, Math, History, Science, and in 6th grade, Latin. Scholars in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the literacy curriculum..

6th to 8th Grade

A scholar must attain a C- or higher in the core subjects—English, Math, History, Science—to pass to the next grade. In cases of credit recovery, in consultation with parents the teacher will work with staff and the scholar to make a credit recovery plan which may include an opportunity to redo coursework, retake a course, or take a course through alternative means.

Academic Honesty

Plagiarism

Plagiarism is the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will teach the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask the teacher how an author's work should be used in an assignment. Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is his or her own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and constitutes a form of theft of others' ideas and labor.

In cases of plagiarism, the following process will be followed.

- The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the scholar.

- The teacher will inform the Executive Director of the plagiarism.
- A disciplinary referral will be issued.
- The teacher or the Executive Director will inform the scholar's parent(s) of the plagiarism.
- If it is a first offense, the scholar will receive a zero on the assignment.
- For a second offense, the scholar will fail the entire course, and supports will be put in place for the scholar to successfully complete the course upon retaking it.
- Instances of plagiarism may be placed in the scholar's academic record.
- Habitual plagiarism is grounds for suspension or expulsion.

Cheating

Cheating occurs when a scholar uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One scholar copying off another, a scholar using a "cheat sheet" to answer questions on a test, and a scholar trying to pass off another scholar's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that scholars caught cheating will fail the assignment. A scholar who allows others to copy his work will also be held accountable in the same fashion.

Scholar Services

In furtherance of our mission and in order to meet federal guidelines, Seacoast Classical Academy Chartered Public School admits all scholars, based on available seats, without knowing the special needs of any scholar before a seat is offered.

Upon enrollment of a scholar with an IEP, SCA will notify the LEA and request a meeting to coordinate services. In the meeting the IEP team will determine how best to meet the requirements of the IEP. The services in the IEP will be provided using any or all of the following methods, starting with the least restrictive environment:

1. The resident district may send staff to the chartered public school; or
2. The resident district may contract with a service provider to provide the services at the chartered public school; or
3. The resident district may provide services at the resident district school; or
4. The resident district may provide services at the service provider's location; or
5. The resident district may contract with a chartered public school to provide the services.
6. If the scholar requires transportation to or from the chartered public school before, after, or during the school day to receive special education and related services in the IEP, the scholar's resident district shall provide the transportation for the scholar.

When SCA understands the preferences of the LEA, SCA will coordinate to implement the LEA's decisions with the interests of the scholar as the primary objective. Also, SCA will implement 504-plan services and accommodations, which are the responsibility of the chartered school.

State Assessments

To measure achievement of the NH College and Career Ready Standards as required by the state of NH; the Academy will annually administer SAS testing in mathematics and english language arts in grades 3 through 8, and science in grades 5 and 8.

The Academy may use, in addition, the Classical Learning Test for 7th and 8th grade (CLT8). The CLT is a classically oriented test of verbal reasoning, writing & grammar, and quantitative reasoning. The Academy may use this, or other assessments, for formative and summative measurements, to measure both growth during the year and achievement at the end of the year.

The expeditious development of literacy and numeracy is mission-critical to SCA. Both SAS and CLT measure academic achievement of scholars in third grade and later, after potential academic-development problems would have become chronic. To measure growth and achievement in literacy and numeracy from the earliest grades, SCA may employ *Literacy Essentials* and *Singapore Math* scholar inventories, or other assessments compatible with the curriculum.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and scholars may not be picked up early from school. Please plan accordingly.

Controversial Subjects

[TODO: Work further on this.]

Controversial subjects are contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Guest Speakers who cover controversial topics must be screened by the Executive Director. The screening may include an interview of the guest by the Executive Director or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence.

Parents may excuse scholars from such presentations and understand that the scholar will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for the scholar to be excused.

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Executive Director to show a video more than 20 minutes in length. Scholars will not be shown a full movie in class without prior parent permission.

Human Sexuality

At SCA we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and many emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity, and providing parents with information about the curriculum before instruction.

DRAFT

SECTION 3: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

Seacoast Classical Academy is an open-enrollment no-tuition chartered public school committed to academic excellence and family rights. Admission to SCA is open to any scholar residing in the State of New Hampshire and wishing a classical education. SCA methods of admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. Subject to chartering and an affiliation agreement, a future affiliated high school will offer automatic 9th-grade enrollment to SCA 8th-grade scholars. Subject to applicable laws, the Board of Trustees may change or further specify recruiting, admission, or enrollment policies or practices.

Recruiting

- SCA will recruit broadly in the Seacoast area, with an extra emphasis on high-poverty towns, Raymond and Epping.
- Hold in-person recruiting events in Raymond and Epping, possibly other towns.
- We may hold recruiting events also online, and by appointment if requested.
- We will employ a website, email, and other means to distribute informational electronic content that recipients can share with others and post online.
- To reach more families, including those without internet access, we will advertise in a local newspaper delivered free to all residences in 15 Seacoast towns.
- At recruiting events, we will provide information about our vision and mission, classical education, the Hillsdale K-12 curriculum, and policies and procedures.
- We will provide application assistance to interested families hindered by poverty, disability, language limitations, or homelessness.

Admission and Lottery

- We will ask, but not require, prospective families to attend a recruiting event.
- Application packets will be available online and in print at recruiting events.
- The application will require agreement to the Academy's mission.
- The application time will span November 1 (Jan. 13 in year 1) to February 15.
- If timely applicants exceed open places in any grade, enrollment will be offered grade-by-grade from lowest to highest, according to the following priorities: 1. New Hampshire residents; 2. Siblings of enrolled scholars; 3. Siblings of children offered enrollment in a lower grade; 4. Children of instructional employees, administrators, or Board members, the number of which is expected to be less than 10% of enrollment; 5. Children drawn in order from a blind lottery.

- Remaining applicants will be placed in a waitlist, in order from the lottery, with wait-list priority given to any remaining applicants in above categories 1 to 4.
- Applicants will receive written notice of their admission status.
- After February 15, we will accept applications on a rolling basis.

Enrollment

- Enrolled scholars will be offered continued enrollment, which can be reserved by returning a signed commitment letter by the application due date.
- Unenrolled scholars who wish to re-enroll must reapply for admission.
- To enroll an admitted scholar, the family must return, by a specified date, a signed commitment letter with the information needed for registration.
- Informational and social events will support the transition of newly admitted scholars and families to the Academy.

Field Trips

Field trips should be directly tied to the curriculum and enrich instruction by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Executive Director at least two weeks prior to their proposed date.

A permission slip must be signed and returned to the teacher by a parent of each scholar prior to the field trip. Families may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Executive Director.

Extended Field Trips

An extended field trip is one that requires an overnight stay. All extended field trips require Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All scholars attending the extended field trip must have the approval of the Executive Director. All extended field trips must have liability insurance protecting all the trip attendees, the school, and the school's authorizer. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips—due to inflation, changes in exchange rates, etc.—must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the administration to ensure that all procedures are followed.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

Seacoast Classical Academy Chartered Public School values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message given to the front office
- Voice mail
- Email
- Scholar Information System portal

SCA employees will not use social media to communicate with parents or scholars. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, excluding weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the Principal may require an extra day to respond to correspondence.

Academy Communications to Parents

There will be frequent classroom communications via class website, email, letters, or flyers, plus parent-teacher conferences, both ad hoc, and at report-card time. Report cards will include progress narratives identifying parts of the curriculum that have been covered, and parts to be covered in the coming term.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by either parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

General Communication with the School Community

SCA views regular and timely communication with families and stakeholders as critical for building a strong and successful school community, and will include:

- School hours, calendar, and curriculum overviews on the school website
- Curriculum Night in September to share overviews and policy highlights
- Regular newsletter from the Principal, including progress toward academic and organizational goals, recent activities, upcoming events, important dates, and other pertinent information
- Board of Trustees meeting schedule, agendas, minutes, and other work products of the Board, posted together online
- Public Board meetings including time for the Parent Council to report on its work and to provide input to the Board's work and decision making
- School closures (snow etc) may be announced by telephone, email, or NH media
- Press releases publicly announcing major developments

Network Use

Scholars at Seacoast Classical Academy Chartered Public School will receive instruction in network use and safety. They will not have access to the internet without staff instruction and supervision and will not have the network or wireless passwords. It is our goal to provide network services in as safe an environment as possible. Network access is a privilege, and all scholars are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue educational activities in support. The Academy does not assume responsibility for system failures that could result in the loss of data.

It is the policy of SCA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To an extent that is practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering or leaving the premises. School lockers are school property and are subjected to searches at any time, with or without cause.

Emergency Policy

The Administration shall maintain an Emergency Operations Plan, which will be available for reference in the School office.

Facility Use

The Executive Director is the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

Parent Council

The Board of Trustees will enable and expand opportunities for family involvement by setting up a Parent Council, comprising one parent elected from each grade plus two parents elected at large. Elected Councilors will serve one-year terms with possible re-election. The Principal shall advise the Council and serve as a voting ex-officio Councilor.

The Council shall elect, from among the Councilors, a President, a Vice President who shall serve also as Secretary, and a Treasurer. These offices will have powers and duties customarily incident to them.

The Board shall appoint at least 2 elected Councilors to service on its Fundraising Committee.

The Parent Council will meet monthly during the school year and shall:

1. Uphold the Academy charter, vision, mission, virtues, and policies.
2. Collaborate with the Fundraising Committee to raise funds;
3. Assist the administration and teachers with operations and academic events;
4. Plan, resource, and run extracurricular programs, with Board approval;
5. Design an annual parent survey, obtain Board approval of the survey, conduct the survey, and report the results to the Board;
6. In the Board's public meetings, report on Council work and advise the Board.

The Board may change, or further specify, the Parent Council's organization and duties.

SECTION 4: GOVERNANCE & MANAGEMENT

Roles of the Board of Trustees

The Board of Trustees (“Board”) of Seacoast Classical Academy Chartered Public School is the governing body of the same, and has full authority to determine SCA’s organization, methods, and goals (RSA 194-B:3(b)). The Board has general supervisory control and authority over SCA’s operations (RSA 194-B:5 I). RSA 194-B:5, as amended, prescribes the authority and duties of the Board of Trustees.

Subject to all applicable laws and regulations, the roles of the Board of Trustees are: The Board is entrusted by the State Board of Education to protect and advance the interests of the enrolled scholars, their families, and employees.

1. The Board is a promoter of academic excellence and family rights.
2. The Board is the ultimate interpreter of the Vision, Mission, Virtues, and Policies.
3. The Board is the sole approver and authorizer of Curriculum, Pedagogy, and Assessment Practices.
4. The Board is the sole maker and enactor of the Policies of the Academy.
5. The Board is the steward of the Academy’s financial and institutional health.
6. The Board is the provider of suitable Academy facilities and infrastructure.
7. The Board is the employer of the Executive Director of the Academy.

Duties of the Board of Trustees

Subject to all applicable laws and regulations, the Board of Trustees shall:

1. Promote—in all matters of governance, administration, and operations—the pursuit of the Vision, the execution of the Mission, and the practice of the Virtues.
2. Consider annually for approval and authorization, the Academy’s Curriculum, Pedagogy, and Assessment Practices.
3. Defend and promote family rights as explicated in Section 10A1.
4. Report as required to the State Board of Education.
5. Develop and determine, in consultation with the Executive Director, the Academy’s multi-year strategic plans, annual goals, and measurable and attainable objectives pursuant to the plans and goals; require the implementation of the plans, goals, and objectives; review the performance of these at least annually; and make public the results of the review.
6. Make and enact, in consultation with the Executive Director, the Policies.
7. Raise sufficient funds to enable operations.
8. Establish and oversee the Parent Council, and consider its reports and advice.

9. Make and approve, in consultation with the administration, an annual budget.
10. Monitor continually the finances of the Academy.
11. Consider for hiring approval, the Executive Director's nominees for the positions of Principal, Office Manager, and all salaried Teachers.
12. Adopt a Teacher performance evaluation system.
13. Issue to the Executive Director annual written goals and an evaluation of the performance of those goals and regular duties, and set his or her compensation.
14. Make, with outside entities, agreements or contracts that secure SCA's interests, and ensure proper implementation of these.
15. Oversee risk management.
16. Meet in public (RSA 91-A:2)—except for those proceedings designated as nonpublic sessions as defined in RSA 91-A:3,II— to transact business at least bimonthly, require the attendance of the Executive Director or designee, and cause to be kept a written record of each meeting.
17. Elect Trustees according to RSA 194-B:5,II, this charter, and the Board's Bylaws.
18. Establish or dissolve—from time to time as it deems advisable—Committees either standing or ad hoc, charge or discharge them with duties, and appoint or remove their members.
19. Amend the Board's Bylaws as required by law or as the Board deems advisable.
20. Perform all other duties required by law.

Qualifications, Skill Set, and Experience

The Founding Board and the subsequent Boards of Trustees shall elect new Trustees who are expected to be champions of academic excellence and family rights, and to uphold the Vision and the Mission. In their personal characteristics, Trustees should exhibit the Academy Virtues—Wisdom, Truth, Fortitude, and Excellence. The Trustees, collectively, should have professional skills and experiences preparing them for leadership in:

1. Overseeing educational performance
2. Providing strategic counsel
3. Developing policies
4. Fundraising
5. Overseeing institutional finances and facilities
6. Establishing and maintaining organizational culture
7. Setting expectations and evaluating performance
8. Facilitating interpersonal and community connections of value

Trustees and their Terms

The composition of the Board of Trustees will comply with RSA 194-B:5,II. The Trustees will include:

- 2 or 3 persons with experience as: an education professional, or a school board member or other elected official, or a board member or officer of a nonprofit, or a business professional with relevant experience;
- 1 to 3 persons who are major donors to SCA, or who are board members of organizations that are major donors to SCA;
- 2 parents of enrolled scholars.

Each Trustee will be elected to a position in one specified category of the foregoing three, though the Trustee may qualify in more than one category. No SCA employee, or member of an employee's household, may serve as a Trustee. For stable governance, the Founding Board shall elect initial Trustees to 1-year, 2-year, or 3-year staggered terms such that continuity of Board membership is maximized. Thereafter, Trustees shall serve 3-year terms, except that persons elected as Parent Trustees shall serve 1-year terms. Unless otherwise specified at the time of election, terms will begin on July 1 and end on June 30. Trustees are eligible for re-election to no more than two full consecutive terms. By majority vote of the Trustees then in office whose terms will not end in the current fiscal year, the Trustees shall elect persons to the Trustee positions with terms coming to an end. In the case of a vacancy, the remaining Trustees may elect a person to complete the term of the vacant position. Each year the new Board of Trustees shall elect, from among the Trustees, a Chairperson, a Secretary who shall serve also as Vice Chairperson, and a Treasurer. These Board Offices have duties and powers customarily incident to them. The Board of Trustees may remove a Trustee from the Board by a vote of all but one of the other Trustees then in office.

Executive Director

The Executive Director is the employee of the Board of Trustees, and the Chief Executive Officer of Seacoast Classical Academy. The Executive Director is accountable to the Board for the Academy's Vision pursuit and Mission execution. Enabling this accountability, the Board delegates authority to the Executive Director through bylaws, policies, directives, decisions, and communicated expectations. This executive authority is subject to Board review and to the Academy charter.

Principal

The Principal is the academic administrator and the lead teacher of Seacoast Classical Academy. The Principal reports to the Executive Director. The Principal shall ensure that the Academy meets its academic goals while upholding family rights.

Office Manager

The Office Manager performs administrative and supervisory work in the non-academic operations of the school, and reports to the Executive Director.

Grievance Process

No scholar, parent, or employee will be penalized, formally or informally, for expressing a grievance in a reasonable and business-like manner, or for using the grievance process. The SCA Grievance Process will comply with RSA 194-B:15.

SCA encourages grievants to attempt at first to resolve their grievance directly with involved parties in a manner that reflects the Academy Virtues. If this attempt is unavailing, or if a direct approach is not appropriate, the grievant may submit the grievance in writing to either the Principal or the Executive Director. The receiving administrator shall investigate the claimed grievance and respond to the grievant, while documenting the process.

If the grievant is not satisfied with the administration's response, the grievant may present their grievance to the Board of Trustees. The Board of Trustees shall conduct a hearing according to rule Ed 204.01. If, after the proceedings of the Board of Trustees, the grievant believes the grievance has not been adequately considered or redressed, the grievant may submit it to the State Board of Education, which shall investigate and make a determination.

Records Requests

By state law, most charter schools are subject to public records requests. Because such requests are common, it is in the best interest of each school to develop policies and procedures for how and when to respond. In consultation with an attorney, SCA will consider adopting procedures that include the following:

- A standard procedure for accepting requests, for example, through a dedicated email address
- A standard response period
- Arrangements for either providing electronic copies of the records or permitting the requestor to view the records in-person.
- Provisions for charging a fee to the requestor in cases where the request will take considerable time or resources.
- A list of records that are generally exempt from request based upon student or personnel privacy, etc.

SECTION 5: PRIVACY

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and

address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605107

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the school Principal. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the photo/video release waiver included with enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed with their pictures on the school website or in advertising.

PARENT ACKNOWLEDGEMENT - Draft

I, _____ (printed name of parent), do hereby recognize receipt and review of the Seacoast Classical Academy Chartered Public School Family Handbook, 2023-24. As a parent of a child enrolled in SCA, I agree to abide by these terms and support the mission and operations of the school.

Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

Signature: _____ Date: _____

Parent Honor Code Pledge

I have carefully discussed the SCA Honor Code with my child and he/she understands what it means. I pledge to encourage and help my child to be honest, diligent, respectful, and kind, and to aspire to the virtues of wisdom, truth, fortitude, and excellence.

Name(s): _____

Signature(s): _____

Date: _____

Student Honor Code Pledge—To be signed by all students in grades 6-8

I understand the SCA Honor Code and have discussed it with my parent(s). I pledge to be honest, diligent, respectful, and kind, and to aspire to the virtues of wisdom, truth, fortitude, and excellence.

Name: _____

Signature: _____

Date: _____

DRAFT CHARTER SCHOOL ACCOUNTABILITY PLAN

School Name: Seacoast Classical Academy Chartered Public School

Date: 28 June 2022

Accountability Plan Information:

A Charter School Accountability Plan is required by RSA 194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.

II. Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

(dd) an outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

A Charter School Accountability Plan serves as a roadmap or blueprint for continuous school improvement. It ensures that progress towards the school's organizational, programmatic and academic goals and objectives is articulated, developed, implemented and continuously monitored for success. Once a charter school development team has created a vision and mission for the school, the goals, objectives, and action plans can be developed to activate the school's mission and achieve its vision.

An accountability plan is designed for a 5-year period, from the start date of the school until the school's 5-year renewal. After the first renewal and each subsequent year, the accountability plan should be revised, based on the current needs of the school. The information contained in the accountability plan informs the annual progress reports and the renewal of charter schools.

A Charter School Accountability Plan should provide information needed to measure and track a school's progress toward its goals, make program adjustments when needed, and report to school stakeholders on the school's performance and progress. The plan should be able to provide answers to the following questions:

- How will school leaders know if the school has succeeded?
- What progress has the school made towards meeting its mission?
- How will the board of trustees know that the school is accomplishing what it set out to in the original application?

- What will students know and be able to do?

An Accountability Plan provides information needed to assure strong performance and continuous improvement over the foreseeable future of the school.

Definitions:

Annual Measurable Outcomes are the metrics used to compare with baseline data to determine the progress towards reaching a goal.

Baseline Data are the measurements collected before implementation of a plan, used as a basis to compare year end data

Goals are strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take.

Objectives are the plan of action - short-term tasks and precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long term goal. Objectives identify the pathways taken to accomplish the goal – how you will achieve the goal. They are specific, measurable and time-bound, with defined completion dates.

Measurement: Criteria/metrics used to measure progress towards the accomplishment of the goal.

Timeframe: A clearly defined period of time to accomplish a goal or objective, including a start date and a target completion date.

Progress Checks: Periodic reviews to determine and track progress made towards accomplishment of goals.

Outcome: A description of the benefit gained from achieving a goal.

Types of Goals for the Accountability Plan:

Organizational Goals focus on a school’s long range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school’s charter. They help define the school’s purpose, assist its growth and achieve its financial objectives.

Programmatic Goals are designed to improve educational practices in, for example, curriculum, professional development and the criteria and standards identified in programs of study.

Academic Goals focus on the educational outcomes a school sets for itself, for example, specific student achievement/performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level. Example of outcome metrics: Performance on an assessment (% proficient, average score, growth)

Helpful Accountability Plan Information

- Areas highlighted in yellow are examples
- You do not need to fill in 3 goals for each section of this accountability plan. Many schools report success when they focus on only 1 or 2 schoolwide goals each year.
- Some goals can take several years before a targeted outcome is reached.
- Objectives may need revision and a school may need to implement alternative strategies if expected outcomes are not reached in the planned time frame.

School's Mission: Our mission is providing academically excellent instruction and opportunities for creative exercise of learning to young scholars, while upholding family rights.

- We impart knowledge, and develop understanding through the examination and synthesis of that knowledge. Ultimately, we teach our scholars how to think critically, not what to think.
- We educate our scholars in traditions of moral and civic virtue, with a central and recurring emphasis on Western and foundational American principles.
- We recognize and reinforce the parental role as the primary decision maker and moral authority in the life of the child.

Organizational Goals

1. Goal and Description: To provide our community with an educational choice focused on academics and family rights.

Annual Measurable Outcome: Sustainable enrollment and funding

Baseline Data: We know of no NH public schools with a mission explicitly dedicated to academic excellence and family rights.

Objectives Action Plan	Who is responsible	Measurement	Timeframe	Progress Checks and Data Collection	Outcome
Objective O1.1: Enrollment approximates or exceeds enrollment plans	Admin., Board	Average Daily Membership	Annual	October 1 and end of school year	Educating substantial numbers of scholars
Objective O1.2: Balanced budget	Board, Fundraising Committee	Financial statement bottom line	Annual	Monthly financial reports to Board	Financial solvency
Objective O1.3: Mission dedication to academic excellence and family rights	Board	Content of mission statement	Annual	Annual at Board meeting	Mission continuity

2. Goal and Description: To meet the expectations of parents

Annual Measurable Outcome: Results of annual parent survey

Baseline Data: First year survey results

Objectives Action Plan	Who is responsible	Measurement	Timeframe	Progress Checks and Data Collection	Outcome
Objective O2.1: Launch the Parent Council and approve a family survey	Board, Admin.	Parent Council operating? Survey approved?	Year 1 Semester 1	Planning and updates at Board meetings	Parent Council enabling family involvement

Objective O2.2: Parent satisfaction with academics high and stable	Board, Admin., Faculty, Parent Council	Survey results regarding academics	4 years	Annual survey results reported to Board	Meeting parents' academic expectations
Objective O2.3: Parent satisfaction with upholding of family rights high and stable	Board, Admin., Faculty, Parent Council	Survey results regarding family rights	4 years	Annual survey results reported to Board	Meeting parents' expectations for family rights

Programmatic Goals

1. Goal and Description: To provide rigorous and engaging classical education to our scholars.
Annual Measurable Outcome: Academic programs operating
Baseline Data: Plans in the charter

Objectives Action Plan	Who is responsible	Measurement	Timeframe	Progress Checks and Data Collection	Outcome
Objective P1.1: Regular programming operating as planned in charter	Principal, Faculty, Admin.	Curriculum in place and academic operations functioning	Year 0	Monthly board reports in summer	Scholars getting classical education
Objective P1.2: Supplemental programming operating as planned in charter	Principal, Faculty, Admin.	All 3 programs operating	1 semester	Quarterly reports to Board	Scholars supported and stimulated

Academic Goals

1. Goal and Description: To expeditiously develop the basic literacy and numeracy of young scholars.
Annual Measurable Outcome: Literacy Essentials and Singapore Math Placement test results
Baseline Data: Year-1 assessment results

Objectives Action Plan	Who is responsible	Measurement	Timeframe	Progress Checks and Data Collection	Outcome
Objective A1.1: 90% of non-IEP scholars at SCA since grade K are reading at grade level	Principal, Faculty	Literacy essentials placement test results	4 years	Annual formative and summative placement testing	Scholar literacy on track
Objective A1.2: 90% of non-IEP scholars at SCA since grade K are learning math at grade level	Principal, Faculty	Singapore Math placement test results	4 years	Annual formative and summative placement testing	Scholar numeracy on track

2. Goal and Description: To meet academic growth and achievement objectives stated in the charter.
Annual Measurable Outcome: State assessment results tracking toward targets.
Baseline Data: Year-1 assessment results

Objectives Action Plan	Who is responsible	Measurement	Timeframe	Progress Checks and Data Collection	Outcome
Objective A2.1: Average 10% growth of assessment scores after 2 years	Principal, Faculty	State assessment data	2 years	Annual testing and data analysis	Scholars learning
Objective A2.2: Average proficiencies 1 standard deviation higher than Seacoast mean at 4 years	Principal, Faculty	State assessment data	4 years	Annual testing and data analysis	Scholars excelling

Exhibit K: Letters of Support

Supporters of Seacoast Classical Academy Chartered Public School include parents, business and community leaders, educators, and elected officials.

June 30, 2022

Dear Members of the State Board of Education:

My name is Ann Marie Banfield, and I am a parental rights advocate in New Hampshire focused on excellence in education. I am writing to you today to support the Seacoast Classical Education Foundation's application to open a public charter school.

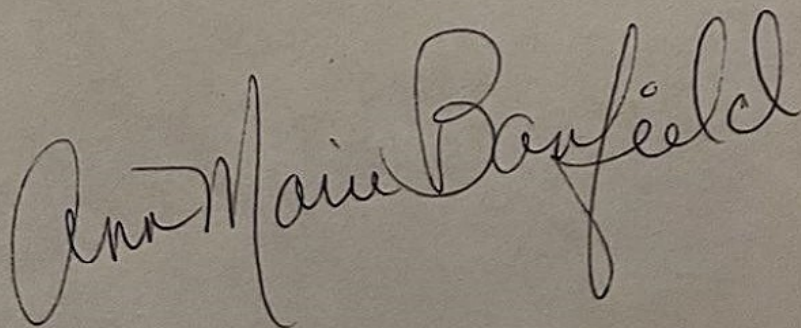
I have reviewed the Hillsdale curriculum which makes this an excellent choice for parents looking to elevate the quality of education for their children in New Hampshire. Parents are longing for a classical, and content-rich program for their children. A charter school that uses the Hillsdale model will certainly provide them that opportunity.

Their focus on a quality liberal arts education will offer children the opportunities they need to pursue their chosen vocation in life. A rich liberal arts doesn't pigeon hole a child into a track that they may later regret. Instead, they will learn content-rich academics, while also learning about the arts. Their graduates will be prepared for college, a trade school, or for modern-day tasks like understanding the mortgage documents they may be required to sign someday.

As stewards of our tax dollars, you can be comfortable knowing the children who attend this public charter school will be receiving an excellent public education. This is a preparation for life no matter where they go.

Thank you for your thoughtful consideration.

Sincerely,
Ann Marie Banfield
North Hampton, NH

A handwritten signature in cursive script that reads "Ann Marie Banfield". The signature is written in dark ink and is positioned to the right of the typed name.

New Hampshire State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Ladies and Gentlemen,

I am pleased to support the charter application of the Seacoast Classical Academy.

The founding directors of the Seacoast Classical Academy are an outstanding group of business and community leaders who care deeply about serving the educational needs of children in the Seacoast region.

Seacoast Classical Academy would afford parents in Southeastern New Hampshire the unique opportunity to provide their children with a tuition-free classical education.

I urge you to approve the charter application of the Seacoast Classical Academy.

Kind regards,

Caitlin M. Blundell

Caitlin Blundell, CPA



NEW ENGLAND

Medical Communications

241 Main Avenue
South Hampton, NH 03827
Phone 617.797.5548

June 28, 2022

NH State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Members of the NH State Board of Education,

It is my pleasure to enthusiastically recommend your support of the charter application of the Seacoast Classical Academy.

The vision articulated by the founding directors who are shaping this unique opportunity is impressive. They recognize that communities benefit from multiple school choices for their children. They are deeply committed to providing Seacoast-area families a tuition-free classical education emphasizing knowledge, understanding and critical thinking.

As a public-relations consultant for academic medical centers and schools, I have seen how young people with a sound educational foundation develop into the nation's future leaders.

I strongly encourage you to approve the charter application of Seacoast Classical Academy.

Sincerely,



Christine E. Paul
President
New England Medical Communications

June 25, 2022

Dear Members of the State Board of Education,

I believe that providing the best education possible for our children is the most important role of any public servant. A high quality, robust education is the key that unlocks the door of success.

As a retired teacher I am solidly in favor of school choice. Allowing parents to have more voice in their children's education will not harm the public schools, but will actually increase their efficiency and effectiveness as they will be one of many options for the families in our great state of NH. Struggling schools will be inspired and encouraged by the positive models others are demonstrating and will hopefully pursue the same.

I recently attended an outstanding presentation to learn more about Seacoast Classical Academy with local community, educational, and business leaders. The Founding Directors of the Seacoast Classical Academy are clearly sincere and passionate about the education of our children. It was encouraging to hear of their vision and plan for this vibrant option for our students and parents in the NH Seacoast. I am enthusiastically in support of the charter school application of Seacoast Classical Academy.

Providing the best education possible, while also offering our state's parents with many multiple educational choices and options for their children, allows them to choose and navigate together the best path for their child.

Please support this worthy charter application for a tuition-free, classical education choice.

Sincerely,

A handwritten signature in cursive script that reads "Constance Leavitt".

Constance Leavitt
161 Winnacunnet Road
Hampton, NH 03842

June 23, 2022

NH State Board of Education
101 Pleasant Street
Concord, NH 03301

To Whom It May Concern:

I am writing today as an enthusiastic supporter of the Seacoast Classical Academy Charter School initiative. As a mom, former school board member and now State Representative on the Education Committee, I believe a charter school, which brings the talent of great board members together with the strong foundational lessons of Hillsdale Classical Curriculum, is a wonderfully successful combination.

I served on our local school board to surround myself with educational experts. I hoped to learn methods and practices from experts so that I might help children have a better learning experience than I had growing up. I attempted to gather data around school and student performance and to explore the curriculum our schools were using. I intended to bring communication and transparency to other parents that might be looking for the same information that I searched for. I realized, after six years on the school board and 4 years in the legislature, that discovering what a good education entails is not an easy task.

Community issues within our school brought me together with a great group of parents that decided to create a school. They got right to work researching curriculum and, as their representative, I have tried to support their tireless efforts by connecting them with resources at the state level.

I know the founding members of the board to be extremely interested, intelligent and dedicated to improving the educational experience of students in our community. In particular, the Classical Education model curriculum they have chosen to introduce is unlike anything currently in our community.

Educational characteristics that have been identified today as 21st Century skills include critical thinking, collaboration and problem solving, to name a few. The content brought to students through the Hillsdale Classical Education will, at a minimum, provide them with these skills. Additionally, this curriculum will bring back traditional approaches to learning such as debate to learn alternative viewpoints. Primary source instruction and discussion help to inspire wonder and curiosity.

Classical Education provides the foundational lessons necessary to enrich the human mind. The modules that Hillsdale has focused on teach success and failure through literature that has stood the test of time. The caliber of education in this curriculum is exceptional. To provide students with any less is to rob them of valuable insight into the best of what has been thought and said throughout history. Seacoast Classical Academy will bring a well-tested, thoughtful educational experience to its students.

I believe that a curriculum that can bring a child to recognize how they learn and develop a love of learning is the key to unlocking every child's future success. This charter school will accomplish this.

With Appreciation,

Deborah L. Hobson

Deborah L. Hobson

State Representative – Rockingham 35

June 27, 2022

To Whom It May Concern:

“For the times they are a changin’” as the Bob Dylan song goes. That can apply to education these days. Parents have been looking for education options for years, but the pandemic seems to have hastened that movement. We can see that in numerous states around the nation, including New Hampshire. We have seen parents around the nation looking at home education, micro schools and public charter schools for their children. I do not think, however, that they are just looking for other forms of education but also for education content.

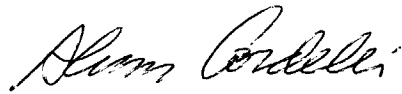
We see multiple public charter schools starting up in New Hampshire and multiple schools proposing a classical education – Lionheart, North Star and Seacoast. I think that makes a statement about the content desired by many parents. The fact that Lionheart Charter has already been approved for an increased enrollment confirms that desire. The Seacoast Charter application discusses classical education which and what they view as some of the differences.

As someone who has sat on the House Education Committee and debated legislation on charter school applications, I am familiar with what is required and have thoughts on what makes a good application. I was impressed with the application of the Seacoast Classical Academy. To start off with, I like the idea of the Seacoast Classical Education Foundation. They can serve as the applicant for this application but also provide for other options in the future such as other classical education charters or just promoting the concept of classical education.

The vision and mission outlined in the application are also strong and fit in well in defining a classical education and what it means for the school and students. The concept mentioned of imparting knowledge is something that has been missed in most of the recent discussions about education in our House committee so I found that refreshing. I also appreciated the “virtues” section. I also like the idea of the term limits for the members of the Board of Trustees as well as one year terms for parent members so that there are fresh parent ideas coming to the board.

I have looked at the Hillsdale College curriculum and think it will be a rigorous foundation for what they want students to learn. The fact that other approved charters are also using the curriculum also is important. The plan for progression by mastery parallels the state law for competency education. As someone who has been involved with the issues of transparency and parental involvement in education as well as privacy legislation, I found those areas to be strong as well.

All in all, I appreciate the evident hard work that has gone into the Seacoast Classical Academy planning and application. I fully support the application and hope that the Department and Board of Education will look favorably on the application also.

A handwritten signature in black ink, appearing to read "Glenn Cordelli". The signature is written in a cursive style with a prominent initial "G".

Glenn Cordelli

Vice Chair, House Education Committee

NH State Board of Education
101 Pleasant Street
Concord, NH 03301

June 27, 2022

Dear Ladies and Gentlemen,

I am pleased to support the charter application of the Seacoast Classical Academy.

The founding directors of the Seacoast Classical Academy are an outstanding group of business and community leaders who care deeply about serving the educational needs of children in the Seacoast region.

Seacoast Classical Academy would afford parents in Southeastern New Hampshire the unique opportunity to provide their children with a tuition-free classical education.

I urge you to approve the charter application of the Seacoast Classical Academy.

Kind regards,

A handwritten signature in black ink, appearing to read "Hayley Willson". The signature is fluid and cursive, with a large initial "H" and "W".

Hayley Willson
40 Acadia Lane
Exeter, NH 03833

June 22, 2022

To whom it may concern and to the NH State Board of Education,

I am a parent of two children living in Exeter, NH and writing to you in SUPPORT of Seacoast Classical Education Foundation's application for a public-school charter for Seacoast Classical Academy. Words cannot express how important it is to myself, my wife, and many other tax paying citizens in our community that families are provided the opportunity to a tuition free classical education emphasizing knowledge, understanding and critical thinking. We have met with the founding board multiple times, and it is very clear to us that they are passionate, focused and driven to create a school that will deliver a content rich and classical curriculum which is proven in its pedagogy. In every community there should be a strong importance of providing families with options and choices for their children's education. In those communities, there will always be value in a school that is focused on academics and recognizes the primacy of the family in the upbringing of their children. I truly thank you for your consideration and trust that you will make the right decision by approving Seacoast Classical Education Foundation's application for a public-school charter.

Sincerely,



John Lonborg

Exeter, NH 03833

June 29, 2020

New Hampshire State Board of Education
New Hampshire Department of Education
25 Hall St.
Concord, NH 03301

Dear Members of the New Hampshire State Board of Education,

I'm writing to offer my strong support for the application of the Seacoast Classical Academy Charter School. The school's mission and configuration are well grounded in sound educational principles and will provide a very attractive choice for the parents and children of New Hampshire.

After spending over thirty-five years as an educator and serving as a leader of both public and private schools, I recognize the balance and wisdom in Seacoast Academy's foundational documents. The school leaders and board recognize the responsibility of parents as the primary educators of their children. They also understand that the school's partnership with parents will be most fruitful if the school attends to the formation of character as much as intellect and physical health. With this in mind, the school's founders plan to offer an advisory program to encourage students to develop high ideals for their conduct as well as their studies.

Seacoast Academy's academic plan is based on time-proven academic content. Their intention is to give each student the opportunity to build a solid foundation in the liberal arts: language, literature, mathematics, history, science, music, and art. With the broad understanding that comes with this formation, each student will be best prepared to succeed in more specialized studies. Just as important, they will have the cultural literacy to understand different perspectives, ask penetrating questions, argue respectfully, listen receptively, and fulfill their responsibilities as citizens, professionals, and the leaders of the future.

In a time when a sound education is increasingly sought by parents, Seacoast Classical Academy Charter School will be a welcome opportunity and bring credit to the State of New Hampshire. The Granite State has long been proud of its role in defending America's freedoms. Your support for this educational venture can only add to that proud tradition for the benefit of our most precious resource: our young people.

Sincerely,

A handwritten signature in black ink that reads "Joseph R. McCleary". The signature is written in a cursive style with a large, prominent initial "J".

Joseph R. McCleary, Ph.D.

NH State Board of Education
101 Pleasant Street
Concord, NH 03301

Julie K. Velevis
62 Lyford Lane
Brentwood, NH 03833

Dear Ladies and Gentlemen,

I am writing to you as a parent of a 7th grader and a high school senior in the SAU16 district. The reason for my letter is to support the application for the Seacoast Classical Education Foundation to bring forth a public-school charter for Seacoast Classical Academy.

As a parent, I am in full support of academic excellence and I believe the Seacoast Classical Education Foundation can bring this style of education to our surrounding towns. It is important to provide families with CHOICE in where they want their children to go to school and what type of education they want their children to thrive in throughout their school years.

I want my children to have a Liberal Arts education that is classical in its curriculum. It is very clear after seeing what Covid has done to our kids and families over the past couple of years and how many children are behind in their education, to simply get back to academic excellence and help our children thrive, not survive. Now is the time to help our children get back on track and provide stability for future generations.

Seacoast Classical Academy has my full support in opening a charter school and Liberal Arts curriculum.

Sincerely,



Julie K. Velevis

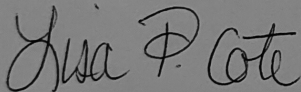
Lisa Cote
5 Garrett Drive
North Hampton, NH
June 25, 2022

NH State Board of Education
101 Pleasant Street
Concord, NH

To whom it may concern:

My name is Lisa Cote and I am a resident of North Hampton, NH and a homeschooling parent of 2 young children ages 3 and 8. I am writing in support of Seacoast Classical Education Foundation's application for a public-school charter for Seacoast Classical Academy. I would love to see a classical charter school on the seacoast because it would truly benefit my family as well as many others who value a content rich education. My children are currently homeschooled using a classical curriculum. My eight year old loves the curriculum, he is very social and would thrive in a school setting. This charter school would provide my family and others with a unique opportunity to educate our children with a tuition free education that emphasizes critical thinking, understanding and knowledge. Additionally, this school values the family in the upbringing of their children which is very important to our family. I personally know two of the board members and they are friends who want the best for our children. I am excited for my family to be a part of this community. I know the demand for this school will be incredibly high and I look forward to having this school in our community.

Sincerely,

A handwritten signature in cursive script that reads "Lisa P. Cote".

Lisa P. Cote

.....

Lou Gargiulo
21 Linden Road
Hampton Falls, New Hampshire
03844
603-661-3500(m) 603-436-4100 (o)

Lou Gargiulo

June 25, 2022

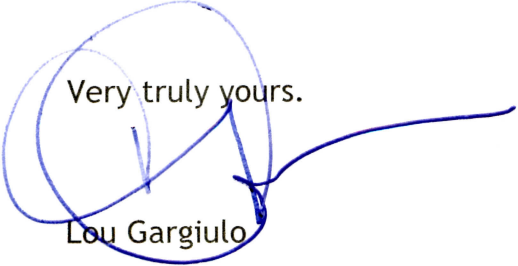
To Whom It May Concern.

I am writing today in support for Seacoast Classical Academy (SCA). As a father, grandfather, Hampton Falls Selectmen, and an employer of approximately 150 employees many at executive level. I understand and appreciate the need for alternative teaching faculties. The public schools as we know them today are not necessarily the best environment for all students and their individual learning styles. With that said, I believe we need to provide the best alternatives for our future leaders to succeed and flourish. If the parent and child believe the current public-school paradigm doesn't fit the need of the child they should have another option.

I have studied the plan for Seacoast Classical Academy, and I believe SCA will be a fantastic alternative in the NH Seacoast Region for children to attend. The founders have assembled a great Board and senior staff, and I personally know many community members who strongly support the concept.

I hope they will get the necessary approvals to move forward ASAP. If I can answer any questions, please feel free to contact me. Thank you

Very truly yours.


Lou Gargiulo

.....

June 30, 2022

New Hampshire Department of Education

25 Hall Street

Concord, NH 03301

Dear Members of the State Board of Education:

A child's future should not be determined by their zip code. This concern is coming to light in districts across the United States. School Choice is at the forefront, yet too many still have limited opportunities due to their family incomes. I applaud the co-founders of the Seacoast Classical Academy for having the forethought to develop and offer a school model that will set children up for success, regardless of their original roots.

As you will see, this model is set up for educators to "teach children how to think," and not "what to think." We need to get the politics and social activism out of the schools, and get back to the basics of reading, writing, arithmetic, science, and history. Having served several terms on our local school boards, and now as a member of the House Education committee, I have witnessed firsthand the derailment of some of our schools.

The Seacoast Classical Academy has put forth some ambitious yet attainable goals for student proficiency scores. I am grateful to the co-founders for their efforts, and enthusiastically support the Seacoast Classical Academy. I personally know many of the co-founders, and they exceptional members of our community.

I ask that you please approve the charter application for the Seacoast Classical Academy, the best is yet to come!

Warmes Regards,

Melissa A. Litchfield

Representative Melissa A. Litchfield

District 11, Brentwood, NH

603-731-1047

Melissa.Litchfield@leg.state.nh.us

Dear Members of the State Board of Education:

I believe a child's education is the most important gift we can give him. As a former educator I have been saddened to see the drastic changes taking place in education. To provide the best possible education, parents must have educational choices and options for their children. This will allow them to decide what is best for their family.

Having options for parents will not harm public school education....in fact, I believe, it should make it better as there would be competition. Struggling schools will see what successful schools are doing and will, hopefully, make changes.

I recently had the opportunity to attend a gathering to learn about Seacoast Classical Academy. The presentation, by community and business leaders, was excellent. I was very impressed with their vision as well as all the work they have already done.

I am confident that Seacoast Classical Academy will provide parents with a much needed option for the education of their children. A classical education will emphasize knowledge, understanding and critical thinking. The curriculum will be challenging and appropriate for the students.

I enthusiastically support Seacoast Classical Academy and encourage you to approve their charter application.

Sincerely,

A handwritten signature in cursive script that reads "Priscilla Maccallum".

Priscilla Maccallum
37 Mace Rd
Hampton, NH. 03842

Chiarella Design

8 LANSDOWNE COURT
LYNNFIELD, MA 01940
TEL 781.224.4822
CELL 781.405.7936
FAX 781.342.5064
www.chiarelladesign.com

DATE: 06.24.2022

Dear Ladies and Gentlemen of the Board,

I am pleased to recommend your support of the charter application of the Seacoast Classical Education Foundation.

The Founding Directors of the Seacoast Classical Education Foundation are a group of community and business leader who are worthy of my trust and respect. They sincerely care about the education of our youth in the Exeter, NH area. They recognize that the future of our nation is built on sound educational principles.

As a person of parenting experience and a retired teacher, I am solidly in favor of school choice. A 'one size fits all' curriculum is not sufficient to serve all students. Allowing parents to have more voice in their children's education will not harm the public schools, but will tend to increase their effectiveness efficiency.

Please lend your support to this worthy charter application for a tuition free, classical education choice.

Sincerely,

A handwritten signature in black ink that reads "Richard Chiarella". The signature is written in a cursive, flowing style.

Richard Chiarella
Owner of Chiarella Design

Tammy MacNeil

44 Homestead Lane
Brentwood, NH 03833

June 23, 2022

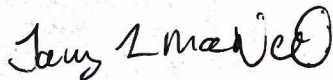
NH State Board of Ed.

101 Pleasant St
Concord, NH

Dear NH State Board of Ed.,

I am writing this letter in support of the charter for Seacoast Classical Academy. First, I am in full support of this charter as a mother of three children. Additionally, I support the Seacoast Classical Academy Charter as a former school psychologist. I attended an informational session in the spring and was more than impressed by the presentation. The team was highly knowledgeable and passionate about providing students with a proper education based on proven curriculum standards, reasonable assessments, and well researched philosophies. Parent involvement is welcomed and parental rights are respected. These philosophies will produce successful students, encourage independent thinking, foster a love for learning, and create future leaders.

Families need to have another tuition free option for public education on the seacoast. Please reach out to me with any further questions, as I have vast knowledge of curriculum, in both regular ed and special ed. Thank you so much.



Tammy MacNeil MEd./CAGS

School Psychologist

Edward A. "Ted" Lloyd
1 Pine Woods Road
East Kingston, NH 03827

June 28, 2022

New Hampshire State Board of Education
101 Pleasant Street,
Concord, NH 03833

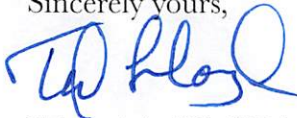
Dear Members of the Board,

I am writing in strong support of the Seacoast Classical Education Foundation's application for a public-school charter for their proposed Seacoast Classical Academy. I am impressed with the research, thought and effort that went into the development of the application, and hope you will be as well.

While my schooling dates back many years, I was the beneficiary of a classical liberal education and I firmly believe in the underlying philosophy behind this endeavor. Now in retirement, I continue to reap the benefit of that education as I pursue other interests. As an elected official in a small town, as well as a former (and hopefully future) school board member, I recognize the need for an option of this sort to be made available to the parents of seacoast area children.

I have met most of the founding directors of the Seacoast Classical Education Foundation, and they are an outstanding group of business and community leaders who care deeply about serving the educational needs of children in the Seacoast region. I strongly encourage you to approve the charter application for the Seacoast Classical Academy.

Sincerely yours,



Edward A. "Ted" Lloyd



June 15, 2022

NH State Board of Education
101 Pleasant Street
Concord, NH

Board Members,

I am writing this letter to communicate my support for the Seacoast Classical Education Foundation's application for a public-school charter for Seacoast Classical Academy. As a business owner who has been located in Rockingham County for the past 30 years, I would like to impress upon this board the value of a well-educated work force to the economic success of the State of New Hampshire. Waldron Engineering and Construction, Inc. has a staff of 40 employees, all with higher education degrees. In a competitive work environment, we continually search for well educated individuals that can advance our technology to keep us at the fore front of our field.

Employees who have been instilled with a quality education is the foundation of success for Waldron. Therefore, I support Seacoast Classical Education Foundation's application for a public-school charter for Seacoast Classical Academy. In more detail I support the application for the following reasons:

- I see this school providing a unique opportunity to provide families a tuition free classical education emphasizing knowledge, understanding, and critical thinking. Something that is all too often restricted only to those who can afford private education.
- I believe it is through a liberal arts education that is classical in its curriculum and proven in its pedagogy that the school will produce thinkers and problem solvers.
- Knowing time at school is so limited and Seacoast Classical Academy focus on the delivery of content-rich curriculum will produce thinkers with a solid knowledge base.

I have meet with the founding board members and find them deeply committed to serving the educational needs of children and families in the seacoast area. The educational process they espouse is in line with the education I received through the Philadelphia Catholic school system. That education provided the springboard for the son of a blue-collar family to attend Columbia University and achieve success in business. I implore you to support this application so new generation of New Hampshire students can have the same opportunity as I was given.

Sincerely
Waldron Engineering & Construction, Inc.

Terence Waldron, PE, CEO



June 29th, 2022

To the New Hampshire Board of Education,

I'm writing to share my adamant support of the Seacoast Classical Education Foundation's application for a public school charter for the Seacoast Classical Academy. First, my endorsement comes as a father to 6 kids, 2 graduates of Exeter High School, 3 currently enrolled in EHS, and 1 child at Cooperative Middle School. Second, I served on the Brentwood and SAU16 Joint School Boards from 2018 - 2021. Finally, I'm the leading Conservative Candidate in the Republican Primary for Governor of New Hampshire. Education is not only a colossal part of my life, it is without a doubt the single most important challenge New Hampshire will face in the next few years.

I've spent time with the leaders of the Seacoast Classical Education Foundation and the Seacoast Classical Academy is precisely what our community in SAU16 needs. We must have diverse options for our children, and Seacoast Classical Academy fills a gaping hole in this part of Rockingham County.

We must have schools that have built their foundations on a content-rich curriculum. This is the most pressing need in our public schools at the moment, and this is precisely the advantage the Seacoast Classical Academy brings. This is a unique opportunity to provide families a tuition free classical education emphasizing knowledge, understanding, and critical thinking. There is so much more, but these are what makes approving this application imperative.

Thank you for your time in reading this and for doing the right thing for the children of SAU16.

Sincerely,

A handwritten signature in black ink, consisting of the letters 'TR' followed by a wavy line.

Thad Riley
21 Abbey Road
Brentwood, NH 03833
603-397-9211



J. Harry Lynch
6 Langdon Park Road
Plymouth NH 03264

Members of the New Hampshire State Board of Education

Re: Seacoast Classical Academy Charter School Application for Charter

To whom it may concern:

As a retired independent school educator/administrator, I write to convey my support for Seacoast Classical Academy's application to operate a charter school. It was my privilege to serve as Headmaster of The Newman School in Boston MA for thirty-five years. Newman provides preparation for college to a diverse group of students, offering the International Baccalaureate Middle Years and Diploma programs in grades 7-12.

It has been my good fortune to interact with members of the Seacoast Classical's foundation during the period of planning they have been engaged in over the past year. The members have impressed me, not only with their shared vision for the school, but also with their commitment to researching appropriate curriculum, attention to process in hiring and developing staff, and planning for parent engagement in the learning environment.

Governance

I have reviewed the school's Governance plan, which I believe to be well-considered. The SCEF members have articulated roles for the founding Board of Trustees, the key administrators, a fund-raising program to support the school's budget, a grievance procedure, an organizational chart (which references the Foundation's recognition of opportunities to control costs by strategically outsourcing functions when feasible). Throughout this document the applicant has clearly described anticipated roles and practices, without overly "prescribing" practices that will best be worked out during the process of actually running the new institution. I found this pattern to be realistic and wise.

School Culture

In keeping with its stated purpose, namely to found and operate a contemporary institution shaped by classical intellectual and personal values, the applicant is paying particular attention to the healthy involvement of parents in the educational process. The document entitled "School

Culture” outlines both the rationale for creating and sustaining an appropriate school culture, and anticipates practices which the school can implement toward creating, building, and sustaining the desired culture. In our current social environment, young people in particular are the targets of clever and sophisticated messaging that has the effect of distracting students from sustained attention to their own intellectual and personal development. It was my own experience as leader of an independent school that attention to developing and sustaining a healthy learning culture is critical. Young people will emulate healthy examples set by adults and peers whom they admire. Whenever we can place positive and constructive models in front of them (in ways that are comfortable and persuasive for all concerned!), learning is enhanced, and a virtuous circle can be established. A strong school culture can attract the loyalty of the students and offer them an appealing alternative view of their development. .

Educational Plan

The concentration on classical education shows that the Founders envision ongoing interaction between implementing the curriculum, adapting the skills of the teachers to the tasks and receiving the feedback from parents over short and longer time frames. Also they plan for separating the opening of first tranche of SCA K-8 and preparing for one year for the opening of Seacoast Classical High School 9-12 enabling an ongoing review of practices. This is likely to contribute to a seamless transition and integration of learning materials and sequences as well as teachers' involvement in the school's culture and inclusion of parental interests.

The selection of The Hillsdale College curriculum for the school is in my view appropriate on at least two levels. First of course this curriculum is in accordance with the anticipated mission of the school. Thus families inquiring about the school will have a strong reference point in deciding whether Seacoast is appropriate for their child. Secondly, on a very pragmatic level, the choice of an established and “road-tested” course of study will help faculty and administration during the school’s formative period, providing access to the experience of other schools offering the same curriculum plan.

Respectfully submitted,

J. Harry Lynch

Retired Independent School Administrator

*“Cor ad cor loquitur” “Heart speaks to heart”
Motto of Saint John Henry Newman, Educator.*

Seacoast Classical Academy 2023-2024 Academic Calendar - DRAFT

August 2023						
M	Tu	W	Th	F	Sa	Su
	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			

September 2023						
M	Tu	W	Th	F	Sa	Su
				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	

October 2023						
M	Tu	W	Th	F	Sa	Su
						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					

November 2023						
M	Tu	W	Th	F	Sa	Su
		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			

December 2023						
M	Tu	W	Th	F	Sa	Su
				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 2024						
M	Tu	W	Th	F	Sa	Su
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				

February 2024						
M	Tu	W	Th	F	Sa	Su
			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			

March 2024						
M	Tu	W	Th	F	Sa	Su
				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

April 2024						
M	Tu	W	Th	F	Sa	Su
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					

May 2024						
M	Tu	W	Th	F	Sa	Su
		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		

June 2024						
M	Tu	W	Th	F	Sa	Su
					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

- 1 School Day
- 1 Academy Closed
- 1 No School, Teacher In-Service
- 1 First/Last Day of School
- 1 Summer

Total Scholar Days = 180