

APPENDIX A

Evidence of Educational Need

Education is everyone's responsibility and every child deserves a viable and equitable opportunity to achieve academic success. The proposed charter school is to be located in Sampson County, a rural county, in which there is not a public school of choice. Many families in Sampson County are in a low socio-economic status, therefore the parents/caretakers cannot afford to enroll their child/children in the private Christian academies due to the tuition expense and other costs that they would have to pay. Numerous households have one or more parents unemployed, one parent households, many on public assistance and/or receiving help through the food nutrition program operated by the county under the auspices of the State of North Carolina.

There are two (2) LEAs in Sampson County, Clinton City Board of Education and Sampson County Board of Education, and both school districts house large minority populations of students. Sampson County schools have a large Migrant student population. The student body for both school districts is majority- minority, but the teaching staff is majority White. The student bodies are diverse with not many role models representative of their diverse backgrounds. The North Carolina School Report Cards for both Clinton City Schools and Sampson County Schools reveal a significant achievement gap between minority students and other subgroups.

Parents and caretakers in Sampson County need a public school of choice that has the flexibility to come out of the "black box" of learning. The students need teachers and administrators, along with a governing board that actually fulfill their mission of educating each individual child to his/her fullest potential. Malhoit (2005) mentioned that the greatest education responsibility mechanism is the active and continuous engagement of communities (educators, parents, students, and community stakeholders) in choosing high quality school leadership,

participating in key education policy decision-making, and directing efforts to ascertain that all students have the chance to receive a high quality education. The proposed charter school board agrees wholeheartedly with the aforementioned statement and seek to “touch the lives of every of every child and make a difference” through effective leadership, sound governance, a curriculum that can be tailored to meet the diverse learning styles of each student, parental involvement, and community support. The school districts in Sampson County receive parental and community support, however many times, many minority parents are interested in the extracurricular activities their child/children are participating in. The proposed charter school’s board wants to afford parents and caretakers the opportunity to buy into their child/children educational endeavors and accept responsibility for their child/children learning.

Failure to address the needs of the persistent achievement gap between minority learners and non-minority students will continue to result in failure of a school to offer an equitable opportunity to all students. There is a need for specialized programs and teachers who use research-based best practices to motivate and inspire every child to accept responsibility for his/her learning and academic achievement. There is a need for a public school of choice whose focus on a high quality education program will not simply be on whether every child can achieve at the same level, but it should also ensure that every child receives the quality of education and support services that enables him or her to realize their fullest potential. The best interests of the children should always be an education organization’s first priority.

Malhoit (2005) stipulated that every rural student has a fundamental right to a high quality education in a school located near his or her home. Educational adequacy should not be defined in terms of a “minimum” education, rather it should be directed toward students meeting challenging and high educational standards, goals, and outcomes. All children, regardless of

their place of residence, race, disability, or economic background, are capable of learning and achieving at higher levels if they are provided with sufficient educational opportunities and resources (Malhoit, 2005).

Reference

Malhoit, G. C. (2005). *Providing rural students with a high quality education: The rural perspective on the concept of educational adequacy*. Washington, DC: The Rural School and Community Trust.

Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Math
Grade (if applicable):	Kindergarten
Revision Date:	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 1-175 (all year)	*CC 4.1 Calendar Concepts (days, weeks, months/ordinal numbers/patterns)	O	
Days 1-4	*CC 4.1 Numbers 1-10, Patterns	R	*Preschool
Days 5-9	Think Link Testing		
Days 10-19	SFSA.CC. 3 Write numbers from (0-10). Represent a number of objects with a written numeral (0-10) (with 0 representing a count of no objects). SFSA.CC. 7 Compare two numbers between 1 and 10 presented as written (number identification).	O	
Days 20-28	SFSA.CC. 3 Write numbers from (11-20). Represent a number of objects with a written numeral (11-20) (with 0 representing a count of no objects). SFSA.CC.7 Compare two numbers (11-20) presented as written numerals (number identification 11-20).	I/O	
Days 29-33	SFSA.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	O	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p><i>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</i></p> <p><i>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</i></p> <p><i>c. Understand that each successive number name refers to a quantity that is one larger.</i></p> <p>SFSA.CC.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 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>		
Days 34-38	<p>SFSA.CC.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.</p> <p>*CC 4.1 Estimation.</p>	I/O	
Days 39-43	<p>SFSA.CC.2 Count forward (and backward) beginning from a given number within the known sequence (instead of having to begin at 1). (Number Patterns)</p> <p>*CC 4.1 Explore number positions. Example: before, between, after.</p>	I/O	
Days 44-48	<p>SFSA.CC.1 Count (forward and backward) to (50).</p> <p>*CC 4.1 Explore number positions. Example: before, between, after. (Number Patterns)</p>	I/O	
Days 49-53	<p>SFSA.CC.1 Count by tens (twos and fives).</p>	I/O	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 54-62	<p>SFSA.NC.1 Describe measurable attributes of objects, such as length, size, and weight. Describe several measurable attributes of a single object.</p> <p>*CC 4.1 Measurement using non-standard units, inches, and pounds/capacity.</p>	I	
Days 63-67	<p>SFSA.NC.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>*CC 4.1 Sort/classify/compare/order objects by shape, size, color, and other properties.</p>	P	
Days 68-69	<p>K.MD.1 Describe measurable attributes of objects, such as length, size, and weight. Describe several measurable attributes of a single object.</p> <p>*CC 4.1 Measurement using non-standard units, inches, and pounds/capacity.</p> <p>SFSA.NC.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>*CC 4.1 Sort/classify/compare/order objects by shape, size, color, and other properties.</p>	M	
Days 70-74	Benchmark Testing		

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 75-84	SFSA.NC.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (bar graph, pictograph, and tally marks).	I/O	
Days 85-89	SFSA.G.2 Correctly name 2-D shapes regardless of their orientations or overall size.	I	
Days 90-94	SFSA.G.2 Correctly name 3-D shapes regardless of their orientations or overall size.	I	
Days 95-98	SFSA.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> . *CC 4.1 Shape Patterns.	I/P	
Days 99-103	SFSA.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). SFSA.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	M	
Days 104-108	SFSA.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. SFSA.G.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	P/M	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 109-122	SFSA.NBT.1 Compose and decompose numbers from (0-20) 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. (Finger patterns-throws finger patterns 1-10, identify domino patterns 1-6 without counting, and five and ten frames)	P/O	
Days 123-127	SFSA.CC.1 Count (forward and backward) to 100 * CC.4.1 Explore number position. Example: before, between, after. (Number Patterns and Estimation)	M/O	
Days 128-132	*CC 4.1 Money: Identify penny, nickel, dime, and quarter. Identify the value of penny, nickel, dime, and quarter.	I	
Days 133-137	SFSA.OA.1 Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. SFSA.OA.2 Add within 10, e.g., by using objects or drawings to represent the problem.	I	
Days 138-141	SFSA.OA. 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 $5 = 4 + 1$).	P	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	SFSA.OA.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 answer with a drawing or equation.		
Days 142-146	SFSA.OA.5 Fluently add within (10).	M	
Days 147-151	SFSA.OA.1 Represent subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. SFSA.OA.2 Subtract within 10, e.g., by using objects or drawings to represent the problem.	I	
Days 152-156	SFSA.OA.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 $5 = 4 + 1$). K.OA.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 answer with a drawing or equation.	P	
Days 157-161	SFSA.OA.5 Fluently subtract within (10)	M	
Days 162-166	*CC 4.1 Time. Tell time to the hour. Identify parts of the day (morning, afternoon, and evening) and explore the relationship of time to daily activities.	I	
Days 167-171	BENCHMARK Testing		
Days 172-	SFSA.CC.1 Count to 100 by ones.	R	

Timeline (Days or Weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
175			

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Reading
Grade (if applicable):	Kindergarten- Beginning of the Year (days 1-84)
Revision Date:	

Timeline (days or weeks)	Common Core Standards	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
30 days	SFSA.SL.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	O, M	
20 days	SFSA.SL.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	O, M	
30 days	SFSA.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	O	
30 days	SFSA.SL. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	O, M	
30 days	SFSA.SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	O, M	
30 days	SFSA.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	O, M	
20 days	SFSA.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.	O, M	
45 days	SFSA.RF.2a. Recognize and produce rhyming words.	O, M	
45 days	SFSA.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.	O	
84 days		O	

Timeline (days or weeks)	Common Core Standards	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
10 days	SFSA.RF.3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	O, M	
10 days	SFSA.RF.4. Read emergent-reader texts with purpose and understanding.	O	
84 days	SFSA.L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	O, M	
40 days	SFSA.L.1a. Print many upper- and lowercase letters.	O, M	
30 days	SFSA.L.1b. Use frequently occurring nouns and verbs.	O, M	
20 days	SFSA.L.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	O, M	
20 days	SFSA.L.1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	O, M	
43 days	SFSA.L.1e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	O, M	
50 days	SFSA.L.1f. Produce and expand complete sentences in shared language activities.	O	
25 days	SFSA.L. 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	O, M	
20 days	SFSA.L.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	O, M	
40 days	SFSA.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	O	
42 days	SFSA.RL.5. Recognize common types of texts (e.g., storybooks, poems).	O, M	
42 days	SFSA.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	O, M	
20 days	SFSA. RI. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	O	
84 days	SFSA.RL.10. Actively engage in group reading activities with purpose and understanding. SFSA.RI.1. With prompting and support, ask and answer questions about key details in a text.	O, M	
20 days	SFSA.RF.1. Demonstrate understanding of the organization and basic	I	

Timeline (days or weeks)	Common Core Standards	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
43 days	features of print. SFSA.RF.1a. Follow words from left to right, top to bottom, and page by page.	I, M	
43 days	SFSA.RF.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	I, M	
43 days	SFSA.RL.4. Ask and answer questions about unknown words in a text.	I,O	
20 days	SFSA.. RI.4. With prompting and support, ask and answer questions about unknown words in a text.	I,O	
84 days	SFSA.RF.1c. Understand that words are separated by spaces in print.	I,O, M	
84 days	SFSA.RF.1d. Recognize and name all upper- and lowercase letters of the alphabet.	I,O, M	
84 days	SFSA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I,O	
84 days	SFSA.L.2a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	I,O, M	
10 days	SFSA.L.2b. Recognize and name end punctuation.	I,O, M	
20 days	SFSA.L.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	I,O, M	
20 days	SFSA.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	I,O, M	
25 days	SFSA.W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	I,O, M	
84 days	SFSA.RL.2. With prompting and support, retell familiar stories, including key details.	I,O, M	
84 days	SFSA.RL.3. With prompting and support, identify characters, settings, and major events in a story.	I,O, M	
30 days	SFSA.RI. 5. Identify the front cover, back cover, and title page of a book.	I, O, M	
25 days	SFSA. RI. 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).	I, O	

Timeline (days or weeks)	Common Core Standards	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
25 days 10 days	SFSA. RF. 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. SFSA.L.5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	I,O, M I,O	

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Reading
Grade (if applicable):	Kindergarten- Middle of the Year (days 85-128)
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
45 days	SFSA.K.L.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	I,O	
20 days	SFSA.L.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.)	I,O	
20 days	SFSA.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing	I,O, M	
20 days	about and supply some information about the topic. SFSA.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I,O	
45 days		I,O, M	
45 days	SFSA.RF.2b. Count, pronounce, blend, and segment syllables in spoken words.	I,O	
45 days	SFSA.RF.2c. Blend and segment onsets and rimes of single-syllable spoken words.	I,O, M	
20 days	SFSA.RF.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) SFSA.RF.2e. Add or substitute individual sounds (phonemes) in simple,	I,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
30 days	one-syllable words to make new words.	I,O, M	
45 days	SFSA.RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).	I,O	
45 days	SFSA.RL. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I,O	
20 days	SFSA.RI.2. With prompting and support, identify the main topic and retell key details of a text.	I,O, M	
45 days	SFSA.RI.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). SFSA.RI.10. Actively engage in group reading activities with purpose and understanding.		

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Reading
Grade (if applicable):	Kindergarten-End of the Year (days 129-175)
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
10 days	SFSA.K.L.4. Determine or clarify the meaning of unknown an multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	I,O	
10 days	SFSA.K.L.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	I,O	
10 days	SFSA.K.L.4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown	I,O	
30 days	word. SFSA.K.W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in	I,O	
46 days	the order in which they occurred, and provide a reaction to what happened.	I,O	
10 days	SFSA.K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	I,O	
5 days	SFSA.K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	I,O	
	SFSA.K.W.7. Participate in shared research and writing projects (e.g.,		

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
46 days	<p>explore a number of books by a favorite author and express opinions about them).</p> <p>SFSA.K.RF.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>SFSA.K.RF.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>SFSA.K.SL.1b. Continue a conversation through multiple exchanges.</p> <p>SFSA.K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SFSA.K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	I,O	
10 days		I,O	
10 days		I,O	
20 days		I,O	
5 days		I,O	

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Math
Grade (if applicable):	1
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
1-9	Review	R O	Counting and Cardinality (K.CC) Know number names and the count sequence. SFSA.CC.1- Count to 100 by ones and by tens. SFSA.CC.2- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (20-100) SFSA.CC.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). Count to tell the number of objects. SFSA.CC.4- Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the “M” level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
			one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. SFSA.CC.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 things in a scattered configuration; given a number from 1–20, count out that many objects. Compare numbers. SFSA.CC.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. SFSA.CC.7- Compare two numbers between 1 and 10 presented as written numerals.
10-19	Measurement and Data (1.MD) Represent and interpret data. 1.MD.4- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [Introduce and continue progressing for analyzing data throughout the year.]	P O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
20-38	<p>Operations and Algebraic Thinking (1.OA) Represent and solve problems involving addition and subtraction. 1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing.</p> <p>1.OA.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. (Smaller numbers to introduce e.g., $1+2+3=6$)</p> <p>Add and subtract within 20. 1. OA.6. - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations. 1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>	I O P	
39-85	<p>Number and Operations in Base Ten (1.NBT) Extend the counting sequence. 1.NBT.1- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value. 1.NBT.2- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a "ten."</p>	NO.1-3 M NO.4-6 I O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the “M” level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1.NBT.3- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>1.NBT.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.</p> <p>1.NBT.5- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.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</p> <p>(CC 4.1- Number Sense</p> <ul style="list-style-type: none"> - Count forwards and backwards by ones (0 to 50) beginning from any number in the counting sequence. - Explore skip counting forwards by 2s, 5s, and 10s, using manipulatives, mental, math, and written and electronic means to communicate understanding (0 to 50). - Understand number positions (e.g., after, before, between). 		

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	- Recognize and extend simple number patterns)		
86-100	<p><u>Geometry (1.G)</u> Reason with shapes and their attributes. 1.G.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.</p> <p>1.G.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.⁴</p> <p>1.G.3- Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>(CC 4.1- Introduction to Money - Recognize a penny, nickel, dime and quarter - Identify the value of each)</p>	M	
101-120	<p><u>Operations and Algebraic Thinking (1.OA)</u> Represent and solve problems involving addition and subtraction. 1.OA.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.</p> <p>1.OA.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.</p> <p>Understand and apply properties of operations and the</p>	M O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the “M” level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>relationship between addition and subtraction.</p> <p>1. OA. 3- Apply properties of operations as strategies to add and subtract.³ <i>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.)</i></p> <p>1. OA.4- Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p><u>Number Operations in Base Ten (1.NBT)</u> Add and subtract within 20.</p> <p>1.OA.5- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.</p> <p>1.NO.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>		
121-135	<p><u>Measurement and Data (1.MD)</u> Tell and write time.</p> <p>1.MD.3- Tell and write time in hours and half-hours using analog and digital clocks.</p> <p><u>Number Operations in Base Ten (1.NBT)- (Algebraic Thinking)</u></p>	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>Work with addition and subtraction equations. 1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$</i></p> <p>(CC 4.1- Variables, Expressions and Operations - Explore unknowns and open sentences to express relationships. - Create stories about mathematical sentences with missing values.)</p>		
136-155	<p><u>Numbers and Operations in Base Ten (1.NBT)</u> Use place value understanding and properties of operations to add and subtract. 1.NBT.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. 1.NBT.5- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.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.</p>	M	
156-175	<u>Measurement and Data (1.MD)</u>	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>Measure lengths indirectly and by iterating length units.</p> <p>1.MD.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>(CC 4.1- Money - Identify compare and order amounts of money using groups of pennies, nickels and dimes.)</p>		

Appendix B
Curriculum Map
Common Core State Standards
Success First Scholars Academy

Subject/Course:	Reading
Grade (if applicable):	First
Revision Date:	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	1.RF.1 Demonstrate understanding of the organization and basic features of print. 1.RF.1A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 1.RF.3 Know and apply grade level phonics and word analysis skills in decoding words. 1.RF.3G Recognize and read grade appropriate irregularly spelled words. 1.RF.3.B Decode regularly spelled one-syllable words. 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.RF.2A Distinguish long from short vowels sounds in spoken single-syllable words.	Ongoing O O O O O	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>1.RF.2B Orally produce single syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RF.2C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.2D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>1.RF.3C Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>1.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>1.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.RF.3A (sh, th, ch, wh...in any order) Know the spelling sound correspondences for common consonant digraphs.</p> <p>1.RF.3F Read words with inflectional endings.</p>	<p>O</p>	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.RF.4A Read on-level text with purpose and understanding.</p> <p>1.RF.4B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.RF.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>1.RF.3D Use knowledge that every syllable must have a vowel sounds to determine the number of syllables in a printed word.</p> <p>1.RF.3E Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.</p> <p>1.SL.1A Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion.)</p>	<p>O</p>	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	1.SL.1B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1.SL.1C Ask questions to clear up any confusion about the topics and texts under discussion. 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through media. 1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	O O O O	
Days 1-20	1.RL.1 Ask and answer questions about key details in a text. 1.RI.1 Ask and answer questions about key details in a text.	I/O	
Days 21-43	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. 1.RI.7 Use the illustrations and details in a text to describe its key ideas.	I/O	
Days 44-65	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I/O	
Days 70-115	1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	I/O	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
Days 116-125	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I/O	
Days 126-140	1.RL.9 Compare and contrast the adventures and experiences of characters in stories. 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I/O	
Days 141-150	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. 1.RL.5 Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I/O I/O	
Days 150-175	1.RI.10 With prompting and support read informational texts appropriately complex for grade 1. 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RL.6 Identify who is telling the story at various points in a text. 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.2 Identify the main topic and retell key details of a text.	I/O I/O I/O I/O	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	1.RI.8 Identify the reasons an author gives to support points in a text.	I/O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 10-19	1SL 5 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	O to M	
Days 20-53	1W 3 3. Write narratives in which they 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. 1L 2.A 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. 1L 2.B 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.	O to M O to M O to M O to M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>1L 2.C 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.</p> <p>1L 1.G 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	O to M	
Days 54-69	<p>1W 2 (Informational Text) 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1L. 1.B 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns.</p> <p>1L. 1.C 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>1L. 1.D 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their</i>;</p>	O to M O to M O to M O to M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
Days 86-104	<p>1W 7 (How To Pieces) 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>1L. 1.F 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives. i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>1L 1. I 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	I/O I/O to M I/O to M	
Days 105-119	<p>1W 5 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>1W 8 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	O O	
Days 120-142	<p>1W 2 (Informational Text) 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	R/O to M	

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Math
Grade (if applicable):	2
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
(2 weeks)	* Review of first grade skills and number sense activities.	R O	
(2 weeks)	<p>2.OA.1, 2.OA.2 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. [At this point master to 20]</p> <p>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.</p>	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
(3weeks)	<p>2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4 Understand place value (to 100). 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: [At this point two-digit] A. 100 can be thought of as a bundle of ten tens — called a “Hundred.” (Ten can be thought of as a bundle of ten ones- called a “ten.”) B. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). [At this point 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).] 2. Count within 1000; skip-count by 5s, 10s, and 100s. [At this point count within 100, skip count by 2’s] 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [At this point to 100] 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. [At this point compare two two-digit numbers]</p>	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
(2 week)	2.MD.10 Represent and interpret data. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	P	
(4 weeks)	2.MD.7, 2.MD.8 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. 8. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using the \$ and ¢ the symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	P	
(4 weeks)	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 Use place value understanding and properties of operations to add and subtract (two-digit). 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>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 (At this point two 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. [At this point add and subtract within 100.]</p> <p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>		
(4 weeks)	<p>2.G.1, 2.G.2, 2.G.3 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. 5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	P	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>		
(4 weeks)	<p>2.OA.3, 2.OA.4 Work with equal groups of objects to gain foundations for multiplication.</p> <p>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.</p> <p>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. [Gain foundations for division.]</p>	I	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
(4 weeks)	<p>2.MD.1, 2.MD.2 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.9</p> <p>Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>Relate addition and subtraction to length.</p> <p>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.</p> <p>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. Generate measurement data</p>	P	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	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.		
(2 weeks)	<p>2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4 Understand place value (to 1,000).</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A. 100 can be thought of as a bundle of ten tens — called a "Hundred." B. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2. Count within 1000; skip-count by 5s, 10s, and 100s. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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.</p>	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
(4 weeks)	<p>2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2NBT.9 Use place value understanding and properties of operations to add and subtract (three-digit). 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 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. 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	P	
(1 week)	Review of second grade skills and number sense	M	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	activities.		

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academu

Subject/Course:	Reading/Speaking and Listening
Grade (if applicable):	2
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	Phonics and Word Recognition 2.RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	O –Implies Eventual Mastery	
	2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.	O	
	2.RF.3c. Decode regularly spelled two-syllable words with long vowels.	O	
	2.RF.3d. Decode words with common prefixes and suffixes	O	
	2.RF.3e. Identify words with inconsistent but common spelling-sound correspondences.	O	
	2.RF.3f. Recognize and read grade-appropriate irregularly spelled words.	O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	Fluency 2.RF.4a. Read on-level text with purpose and understanding.	O	
	2.RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	O	
	2.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	O	
	2.RL.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.	O	
	2RI. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	O	
	2RI. 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	<p>Speaking/Listening</p> <p>2.SL.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	O	
	2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	O	
	2.SL.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.	O	
	2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	2.SL.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.	O	
	2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	O	
	2RI.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	O	
Days 1-20	2.RL.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	I,O	
	2.RL. 3. Describe how characters in a story respond to major events and challenges.	I,O	
	2.RL. 5. Describe the overall structure of a story, including describing how the beginning introduces the	I,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	story and the ending concludes the action.		
Days 21-43	2 RL. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I,O	
	2 RL.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I,O	
	*CC4.1 RD-P-2.0.7 Students will make inferences or draw conclusions based on what is read.	I,O	
	*CC4.1 RD-P-2.0.5	I,O	
*Days 44-48	5 Days TPRO Assessment – Approximate Days for Testing Window – Subject to change + or – days		
Days 49-69	2.RI. 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	I,O	
	2.RI. 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.	I,O	
	2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I,O	
	2.RI. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and	I,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	clarify a text.		
	2.RI. 9. Compare and contrast the most important points presented by two texts on the same topic.	I,O	
Days 70-90	*CC4.1 RD-P 3.0.5 Students will identify fact or opinion from a passage.	P,O	
Days 91 - 95	2.RL. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	M	
Days 96 - 106	2.RI.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	P,O	
	2.RI.8. Describe how reasons support specific points the author makes in a text.	P,O	
Days 106 – 116	2.RL. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	M	
	2.RL. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I,O	
117-150	Revisiting Ongoing Literature and Informational Text Core Standards	O	
151 – 155	5 Days TPRO Assessment – Approximate Days for Testing Window – Subject to change + or – days		

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
156 - 176	Revisiting Ongoing Literature and Informational Text Core Standards	R	

INTEREST SURVEY

The successful approval of Success First Scholars Academy depends on a variety of important factors. One of the factors is the ability of the Board of Directors to show a certain level of interest in the school. Therefore, we ask you to take a couple of minutes and fill out the survey. Your input is invaluable in demonstrating to the State Board of Education that the parents in the communities of Sampson County have a need for a school of choice for their children. Your personal information will **NOT** be shared with any third party, rather it will be used to contact you for outreach meetings and to keep you informed on our progress.

We sincerely thank you for providing this data for us!

Name

Last: Lee First: Deshonna

Home Address: 235 Dogwood Circle ~~Clinton, N~~^{DL}
City: Clinton State: NC Zip Code: 28328

Phone Number/Contact Number

910-990-6428 Email Address: None

Do you have children?

Yes

No

Which grade will your child(ren) be in for 2014-2015 school year?

4

Please indicate your child's current source of education.

Public School District

Private School

Home School

Other

How does your child(ren) currently perform in school?

Failing or close to failing

Below average (grades mostly C's and D's)

Average (grades mostly B's and C's)

Above average (grades mostly A's and B's)

Are you interested in having a charter school in Sampson County?

Yes

No

Would you send your child(ren) to a school with a culture of respect and kindness?

Yes

No

Would you send your child(ren) to a school which ensures low physical/emotional threat and a highly challenging curriculum?

Yes

No

Would you take an active part in your child(ren)'s education by contributing 3 hours of volunteer service each month to the school?

Yes

No

What question(s) would like answered?

When will I be able to apply?

Will you enroll your child(ren) in Success First Scholars Academy when it is approved?

Yes

No

INTEREST SURVEY

The successful approval of Success First Scholars Academy depends on a variety of important factors. One of the factors is the ability of the Board of Directors to show a certain level of interest in the school. Therefore, we ask you to take a couple of minutes and fill out the survey. Your input is invaluable in demonstrating to the State Board of Education that the parents in the communities of Sampson County have a need for a school of choice for their children. Your personal information will **NOT** be shared with any third party, rather it will be used to contact you for outreach meetings and to keep you informed on our progress.

We sincerely thank you for providing this data for us!

Name

Last: Murphy First: Jawanna

Home Address: 610 Calhoun St

City: Clinton State: NC Zip Code: 28328

Phone Number/Contact Number

910-592-2514 Email Address: N/A

Do you have children?

Yes

No

Which grade will your child(ren) be in for 2014-2015 school year?

5

Please indicate your child's current source of education.

Public School District

Private School

Home School

Other

How does your child(ren) currently perform in school?

- Failing or close to failing
- Below average (grades mostly C's and D's)
- Average (grades mostly B's and C's)
- Above average (grades mostly A's and B's)

Are you interested in having a charter school in Sampson County?

- Yes
- No

Would you send your child(ren) to a school with a culture of respect and kindness?

- Yes
- No

Would you send your child(ren) to a school which ensures low physical/emotional threat and a highly challenging curriculum?

- Yes
- No

Definitely!

Would you take an active part in your child(ren)'s education by contributing 3 hours of volunteer service each month to the school?

- Yes
- No

What question(s) would like answered?

When will the school open?

Will you enroll your child(ren) in Success First Scholars Academy when it is approved?

- Yes
- No

Appendix B
Curriculum Map
Common Core Standards
Success First Scholars Academy

Subject/Course:	Language/Writing
Grade (if applicable):	2
Revision Date:	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	Writing 2.W. 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	O– Implies Eventual Mastery	
	2.W. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	O	
	2.W. 3. Write narratives in which they recount a well elaborated event or short sequence of events,	O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
	2.W. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	O	
	2.W. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	O	
	2.W. 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).	O	
	2.W. 8. Recall information from experiences or gather information from provided sources to answer a question.	O	
	Language 2.L.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	O	
	2.L.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	O	
	2.L. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	a. Compare formal and informal uses of English.		
	2.L.5. Demonstrate understanding of word relationships and nuances in word meanings. 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) 2.L.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., <i>When other kids are happy that makes me happy</i>).	O	
	2.L.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	O	
Days 1 - 45	2.L.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). *Review of types of sentences and capitalization and punctuation of sentences.	R, M	
	2.L.4a. Use sentence-level context as a clue to the	I,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	meaning of a word or phrase.		
Days 46 - 55	2.L.2a. Capitalize holidays, product names, and geographic names. *Review capitalization of dates and names of people.	R, M	
Days 56 - 75	2.L.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. <i>happy/unhappy, tell/retell</i>). 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). 2.L.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	M	
	*Commas in dates and in series.	R	
	*Paragraph Form	I,O	
	*Synonyms, Antonyms, Homonyms – CC4.1 RD-P-1.0.2 Students will apply knowledge of synonyms, antonyms, compound words.	M	
Days 76 - 85	2.L.1a. Use collective nouns (e.g., <i>group</i>). *Review nouns	R,M	
	2.L.2b. Use commas in greetings and closings of letters.	I,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	*Friendly Letter Form		
Days 86 - 95	2.L.1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). *Review regular plurals	R,M	
Days 96 - 105	2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.	R,M	
	2.L.1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). *Review pronouns.	R,M	
Days 106 - 115	2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.	M	
Days 116 - 135	2.L.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). *Review regular verbs.	R,M	
Days 136 - 150	2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	M	
Days 151 - 176	Review Language Core Standards and Continue producing writing products (i.e. Season Poems, On-demand,	R,O	

Timeline (days or weeks)	Common Core Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	Common Core Standard(s) from an Earlier Grade/Course that Was/Were not Part of Core Content 4.1
	Paragraphs, etc.)		

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
		<p>3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>3.OA.3. Use multiplication 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.</p> <p>3.OA.4. Determine the unknown whole number in a multiplication equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $6 \times 6 = ?$.</i></p> <p>3.OA.5. Apply properties of operations as strategies to multiply. 2 <i>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.)</i></p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	
43-58	Division	<p>3.OA.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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p>3.OA.3. Use division within 100 to solve word problems in situations</p>	M	

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
		<p>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.</p> <p>3.OA.4. Determine the unknown whole number in a diivision equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $5 = \square \div 3$</i></p> <p>3.OA.5. Apply properties of operations as strategies to diivide. 2 <i>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.)</i></p> <p>3.OA.6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	<p>M</p> <p>M</p> <p>M</p>	
59-74	Number Operations	<p>3.OA.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 operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.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. **This standard is limited to problems posed with whole numbers and</p>	<p>M</p> <p>M</p>	

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
		<p>3.MD.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.</p> <p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. 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.</p> <p>b. 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.</p> <p>3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7. Relate area to the operations of multiplication and addition.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
128-148	Fractions	<p>3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p> <p>**Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</p> <p>3.NF.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 $1/b$.</p> <p>3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. 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.</p> <p>b. 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.</p> <p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. 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.</p> <p>c. 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></p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
		d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		
149-159	Number Operations Review	<p>3.NBT.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.</p> <p>3.OA.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 operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.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.</p>	R R R	
160-175	Measurement and Data Review	<p>3.MD.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.</p> <p>3.MD.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</p>	R R	

Timeline (days or weeks)	Unit Title	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
		<p>presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>3.MD.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 units—whole numbers, halves, or quarters.</p>	R	

**Appendix B
Standards Curriculum Map
Success First Scholars Academy**

Level: 3
Grade and/or Course: ELA Grade 3
Updated:

Days	Unit/Topic	Common Core Standards	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 1 thru 23 (1 st half of 1 st 9 wks)	Short Stories, Fables, Folktales	<p>RL-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-2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL-3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>		<p>I can ask and answer questions to understand key details of short stories, fables and folktales.</p> <p>I can summarize short stories, fables and folktales.</p> <p>I can figure out the central message (theme) of short stories, fables and folktales.</p> <p>I can use supporting details to figure out the moral of a fable or folktale.</p> <p>I can describe a characters feelings/emotions using at least 3 supporting details from a short story, fable or folktale.</p> <p>I can use 3 examples from the story to describe how a character looks, thinks or feels and explain why they act the way they do.</p> <p>I can explain how a character's actions cause a</p>	<p>demonstrate, text, refer, explicitly</p> <p>moral, message, fable</p> <p>Character, traits, emotions, motivations, sequence, events</p>

		<p>RL-4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL-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.</p> <p>RL-6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL-7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or</p>		<p>sequence of events in a story.</p> <p>I can figure out the meaning of actual words and phrases as they are used in a short story, fable or folktale.</p> <p>I can figure out the meaning of exaggerated words and phrases as they are used in a short story, fable or folktale.</p> <p>I can look at a part of a story (chapter) to describe how each part builds on earlier sections.</p> <p>I can tell my own thoughts about a story.</p> <p>I can tell a narrator's thoughts about a story.</p> <p>I can tell the character's thoughts about a story.</p> <p>I can compare and contrast at least one way my thoughts about a story are alike and different than the narrator or character's thoughts about the story.</p> <p>I can identify key parts of an illustration in a text to determine the mood, the characters and settings of a short story, fable or folktale.</p>	<p>Literal, non-literal, phrases</p> <p>Chapter, paragraph</p> <p>Point-of-view, narrator, distinguish, recognize</p> <p>Illustration, mood, emphasize</p>
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		<p>setting).</p> <p>RL-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> <p>RL-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 text complexity band independently and proficiently.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common</p>		<p>I can identify the theme, setting and plot of a short story, fable, or folktale using details from the story.</p> <p>I can compare the themes, settings and plots of short stories, fables and folktales, by providing examples from the text.</p> <p>I can independently identify and proficiently comprehend key ideas and details of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend craft and structure of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend using prior knowledge and ideas of short stories, fables and folktales at a third grade level.</p> <p>I can identify the meaning of common prefixes and suffixes.</p> <p>I can explain how a prefix or suffix changes the</p>	<p>Setting, plot, author, similar, compare</p> <p>Key ideas, details, craft, structure</p> <p>Prefix, suffix, derivational suffix,</p>
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		<p>prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>meaning of a word</p> <p>I can decode words with common Latin suffixes.</p> <p>I can look for word patterns, chunks, and blends to break apart and decode words.</p> <p>I can read multiple syllable words.</p> <p>I can recognize words that do not follow regular spelling patterns.</p> <p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words.</p> <p>I can read fluently and correctly with expression.</p> <p>I can read at the correct speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension.</p> <p>I can understand when I read on grade level.</p>	<p>Multisyllabic, decode, syllable</p> <p>Irregular</p> <p>Purpose</p> <p>Prose, rate, expression, accuracy, fluent</p> <p>context</p>
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		<p>W-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>		<p>I can define narrator and character.</p> <p>I can identify story element structure of a narrative.</p> <p>I can identify the setting of a story.</p> <p>I can identify the correct use of dialogue.</p> <p>I can use time words and phrases to organize my narrative into the correct sequence.</p> <p>I can explain how writers use dialogue to tell a story.</p> <p>I can explain how writers develop characters to tell a story.</p> <p>I can create a plot with at least two characters and at least three events in a sequence.</p> <p>I can create dialogue between characters.</p> <p>I can tell more about characters by using dialogue and action based on thoughts and feelings.</p>	<p>Structure</p> <p>Dialogue</p> <p>Transitions</p> <p>Sequence</p>
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				<p>I can tell more about events by using dialogue and action based on thoughts and feelings.</p> <p>I can recognize another writer's conclusion.</p> <p>I can bring closure to my narrative by forming a conclusion.</p> <p>I can establish a clear purpose in my writing to the appropriate audience.</p> <p>I can use illustrations, if appropriate, to recreate the experience for the audience.</p> <p>I can use details to develop the ideas, experiences, events or characters.</p> <p>I can develop ideas that signify the importance of the experience or event.</p> <p>I can sequence the events of an experience that makes sense to the reader.</p> <p>I can include a logical progression of ideas.</p>	
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		<p>W-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 standards 1–3 above.)</p>		<p>I can maintain coherence within and between paragraphs.</p> <p>I can maintain control of sentence structure.</p> <p>I can use a variety of sentence structure effectively.</p> <p>I can use appropriate voice for the audience and purpose.</p> <p>I can use correct grammar, usage and mechanics.</p> <p>I can plan my writing with help from my teacher and peers.</p> <p>I can write a narrative that establishes a situation, introduces a narrator or character(s), uses dialogue & descriptions to reveal actions, thoughts, feelings, uses temporal words and phrases, and includes a sense of closure.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies</p>	
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		<p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>for writing pieces.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use a computer to type my finished piece to be published.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can identify the different purposes for writing.</p> <p>I can decide if I need paragraphs, stanzas, bullets, beginning-middle-end, titles, subtitles, pictures.</p> <p>I can determine how long a writing piece should be based on the needs of the</p>	
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		<p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		<p>audience.</p> <p>I can determine the correct graphic organizer based on who the reader is and the purpose of my writing.</p> <p>I can decide who I am writing to, why I am writing to them, and how long it will take me to write.</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules. I can listen actively to class discussions and presentations.</p> <p>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p>	
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		<p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations)</p> <p>L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>I can identify where questioning is needed about what a speaker says. I can identify appropriate detail when answering questions about information from a speaker. I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p> <p>I can use correct capitalization, punctuation and spelling when writing. I can identify, use and explain the function of nouns correctly.</p> <p>I can identify, use and explain the function of pronouns correctly.</p>	
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		<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p>		<p>I can identify, use and explain the function of verbs correctly.</p> <p>I can identify, use and explain the function of adjectives correctly.</p> <p>I can identify, use and explain the function of adverbs correctly.</p> <p>I can form and use regular plural nouns in writing and speaking.</p> <p>I can form and use irregular plural nouns in writing and speaking.</p> <p>I can identify and use abstract nouns (nouns that cannot be defined by your five senses).</p> <p>I can form and use regular verbs in writing and speaking.</p> <p>I can form and use irregular verbs in writing and speaking.</p> <p>I can form and use the simple verb tenses in my writing and speaking.</p> <p>I can ensure subject-verb agreement and pronoun-</p>	
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		<p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunction</p> <p>i. Produce simple, compound, and complex sentences.</p>		<p>antecedent agreement.</p> <p>I can define comparative adjectives.</p> <p>I can define superlative adjectives.</p> <p>I can form and use comparative and superlative adjectives and adverbs, and choose between them.</p> <p>I can use coordinating and subordinating conjunctions.</p> <p>I can define coordinating conjunctions and subordinating conjunctions.</p> <p>I can form and use coordinating and subordinating conjunctions.</p> <p>I can produce simple sentences.</p> <p>I can produce compound sentences.</p> <p>I can produce complex sentences.</p> <p>I can distinguish the difference in simple, compound and complex sentences.</p>	
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		<p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct</p>		<p>I can capitalize appropriate words in titles.</p> <p>I can use commas in addresses.</p> <p>I can use commas and quotation marks in dialogue.</p> <p>I can form and use possessive nouns and pronouns.</p> <p>I can use conventional spelling rules learned for sight words.</p> <p>I can use conventional spelling rules learned for adding suffixes base words.</p> <p>I can use spelling patterns and generalizations in writing words.</p> <p>I can use reference materials when needed to</p>	
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		spellings.		check spelling.	
Days	Unit/Topic-2	Common Core Standards	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 24-45 (2 nd half of 1 st 9 wks)	Opinion (editorials, articles, advertisements)	<p>RI-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI-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.</p> <p>RI-6. Distinguish their own point of view from that of the author of a text.</p>		<p>I can ask and answer questions to understand text.</p> <p>I can determine the main idea of a text.</p> <p>I can recount the key details of a text.</p> <p>I can explain how the key details support the main idea of a text.</p> <p>I can determine the words and phrases, both general academic and domain specific, in texts and books.</p> <p>I can recognize my own point of view on a given topic.</p> <p>I can identify the author's point of view for a given passage.</p> <p>I can compare/contrast my own point of view to the author's point of view.</p> <p>I can define sentence.</p>	

		<p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. <p>c. Decode multi-syllable words.</p>		<p>points.</p> <p>I can distinguish between most important points in two different texts on the same topic.</p> <p>I can distinguish between key details in two different texts on the same topic.</p> <p>I can identify/understand in an information text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity.</p> <p>I can identify the meaning of common prefixes and suffixes.</p> <p>I can explain how a prefix or suffix changes the meaning of a word</p> <p>I can decode words with common Latin suffixes.</p> <p>I can look for word patterns, chunks, and blends to break apart and decode words.</p>	
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		<p>W-1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol 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-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 standards 1–3 above.)</p>		<p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can determine how to introduce the topic or text clearly. I can formulate an opinion about a topic or text. I can group related ideas logically to support purpose. I can determine reasons supported by facts and details. I can establish links between opinions and reasons using words, phrases, and clauses. I can plan a concluding statement or section that is related to the opinion presented.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces.</p>	
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		<p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to</p>		<p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can use a computer to type my finished piece to be published.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules. I can listen actively to class discussions and presentations.</p>	
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		<p>the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts so that my audience will understand me.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p>	
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		<p>SL-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectation)</p> <p>L-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 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. <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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 		<p>I can interpret requested detail or clarification. I can formulate a response. I can differentiation when then situation calls for speaking in complete sentences.</p> <p>See previous section</p> <p>See Previous Section</p>	
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		<p>words (e.g., sitting, smiled, cries, happiness).</p> <p>e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>			
Days	Unit/Topic-3	Common Core Standards	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 46 thru 66 (1 st half of 2 nd 9 wks)	Myths	<p>RL-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-2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>		<p>I can ask and answer questions to understand key details of short stories, fables and folktales.</p> <p>I can summarize short stories, fables and folktales.</p> <p>I can figure out the central message (theme) of short stories, fables and folktales.</p> <p>I can use supporting details to figure out the moral of a fable or folktale.</p>	

		<p>RL-3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL-4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL-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.</p>		<p>I can describe a characters feelings/emotions using at least 3 supporting details from a short story, fable or folktale.</p> <p>I can use 3 examples from the story to describe how a character looks, thinks or feels and explain why they act the way they do.</p> <p>I can explain how a character's actions cause a sequence of events in a story.</p> <p>I can figure out the meaning of actual words and phrases as they are used in a short story, fable or folktale.</p> <p>I can figure out the meaning of exaggerated words and phrases as they are used in a short story, fable or folktale.</p> <p>I can look at a chapter in a story and describe how each part builds on earlier sections.</p> <p>I can look at the scenes in a drama to describe how each part builds on earlier sections.</p>	
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		<p>RL-6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL-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> <p>RL-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 text complexity band independently and proficiently.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. 		<p>I can compare./contrast at least one way my thoughts about a story are alike and different than the narrator of characters thoughts about a story.</p> <p>I can independently identify and proficiently comprehend key ideas and details of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend craft and structure of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend using prior knowledge and ideas of short stories, fables and folktales at a third grade level.</p> <p>I can identify the meaning of common prefixes and suffixes.</p> <p>I can explain how a prefix or suffix changes the meaning of a word</p>	
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		<p>c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-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.</p> <p>W-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>I can decode words with common Latin suffixes.</p> <p>I can look for word patterns, chunks, and blends to break apart and decode words. I can read multiple syllable words.</p> <p>I can recognize words that do not follow regular spelling patterns.</p> <p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words. I can read fluently and correctly with expression. I can read at the correct speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can define narrator and character.</p> <p>I can identify story element</p>	
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		<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>		<p>structure of a narrative.</p> <p>I can identify the setting of a story.</p> <p>I can identify the correct use of dialogue.</p> <p>I can use time words and phrases to organize my narrative into the correct sequence.</p> <p>I can explain how writers use dialogue to tell a story.</p> <p>I can explain how writers develop characters to tell a story.</p> <p>I can create a plot with at least two characters and at least three events in a sequence.</p> <p>I can create dialogue between characters.</p> <p>I can tell more about characters by using dialogue and action based on thoughts and feelings.</p> <p>I can tell more about events by using dialogue and action based on thoughts and feelings.</p> <p>I can recognize another writer's conclusion.</p>	
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				<p>I can bring closure to my narrative by forming a conclusion.</p> <p>I can establish a clear purpose in my writing to the appropriate audience.</p> <p>I can use illustrations, if appropriate, to recreate the experience for the audience.</p> <p>I can use details to develop the ideas, experiences, events or characters.</p> <p>I can develop ideas that signify the importance of the experience or event.</p> <p>I can sequence the events of an experience that makes sense to the reader.</p> <p>I can include a logical progression of ideas.</p> <p>I can maintain coherence within and between paragraphs.</p> <p>I can maintain control of sentence structure.</p> <p>I can use a variety of sentence structure effectively.</p>	
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		<p>W-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 standards 1–3 above.)</p> <p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for</p>		<p>I can use appropriate voice for the audience and purpose.</p> <p>I can use correct grammar, usage and mechanics.</p> <p>I can plan my writing with help from my teacher and peers.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>See previous section</p>	
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		<p>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 audience.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules. I can listen actively to class discussions and presentations.</p> <p>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can identify where questioning is needed about what a speaker says. I can identify appropriate detail when answering questions about information from a</p>	
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		<p>SL-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-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending</p>		<p>speaker. I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p> <p>I can interpret requested detail or clarification. I can formulate a response. I can differentiate when then situation calls for speaking in complete sentences.</p> <p>See Previous Section</p>	
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		<p>on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>I can determine the main idea of an oral or media presentation.</p> <p>I can determine the supporting details of an oral or media presentation.</p>	
Days	Unit/Topic-4	Common Core Standards	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 67-87 (2 nd half of 2 nd 9 wks)	Historical Text	<p>RI-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>		<p>I can ask and answer questions to understand text.</p> <p>I can determine the main idea of a text.</p> <p>I can recount the key details of a text.</p>	

		<p>RI-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.</p> <p>RI-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.</p> <p>RI-5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI-7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and</p>		<p>I can explain how the key details support the main idea of a text.</p> <p>I can describe the relationship that occurs in a text between historical events. I can describe the sequence of events using language that pertains to time or sequence or cause and effect.</p> <p>I can determine the words and phrases, both general academic and domain specific, in texts and books.</p> <p>I can use various text features to locate key facts or information in a text.</p> <p>I can use search tools to locate key facts or information in a text.</p> <p>I can recognize key events.</p> <p>I can understand text using information from illustrations, including maps and photographs.</p>	
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		<p>how key events occur).</p> <p>RI-8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI-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 proficient.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>RF-4. Read with sufficient accuracy and fluency to support</p>		<p>I can understand text using information from words that tell where, when, why and how.</p> <p>I can explain the structure of a paragraph. I can explain how sentences d paragraphs in a text are connected. I can determine how a tet is organized. (comparison, cause/effect, first/second/third in a sequence)</p> <p>See previous section</p> <p>See previous section</p> <p>I can identify the purpose</p>	
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		<p>comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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.. <p>W-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 when useful to aiding comprehension. 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-4. With guidance and support from adults, produce writing</p>		<p>of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words. I can read fluently and correctly with expression. I can read at the correct speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can write informative/explanatory text that includes: a topic that groups related information together,, illustrations when useful to aiding comprehension, a developed topic with facts, definitions and details, linking words and phrases to connect ideas within categories of information, and a concluding statement or section to examine a topic, convey ideas and information clearly.</p> <p>I can determine the purpose for writing a piece.</p>	
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		<p>in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-7. Conduct short research projects that build knowledge about a topic.</p>		<p>I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can conduct shared research using various sources and tools.</p> <p>I can discriminate between relevant and irrelevant information.</p> <p>I can participate in short research projects to gain knowledge of a specific topic.</p> <p>I can gather information from print and digital sources.</p> <p>I can provide brief notes</p>	
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		<p>W-8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		<p>from sources.</p> <p>See previous section</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules. I can listen actively to class discussions and presentations.</p> <p>I can ask questions to check my understanding of the information presented.</p>	
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		<p>SL-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.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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-5. Create engaging audio recordings of stories or poems</p>		<p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can determine the main idea of an oral or media presentation.</p> <p>I can determine the supporting details of an oral or media presentation.</p> <p>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p> <p>I can recognize engaging audio recordings.</p>	
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		<p>that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>L-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 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. 		<p>I can enhance/emphasize facts by adding visual displays when appropriate.</p> <p>I can enhance/emphasize details by adding visual displays when appropriate. I can create visual displays.</p> <p>I can speak clearly and in complete thoughts so that my audience will understand me.</p> <p>See previous section</p>	
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		<p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 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. <p>L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 		<p>I can determine the main idea of an oral or media presentation.</p> <p>I can determine the supporting details of an oral or media presentation.</p> <p>See previous section</p>	
Days	Unit/Topic-5	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 88 thru 109 (1 st half)	Poems & Revisit Others	RL-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as		See previous section	

<p>of 3rd 9 wks)</p>		<p>the basis for the answers.</p> <p>RL-4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL-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.</p> <p>RL-7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL-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> <p>RL-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 text complexity band</p>		<p>I can figure out the meaning of actual words and phrases as they are used in text.</p> <p>I can look at a chapter in a story and describe how each part builds on earlier sections.</p> <p>I can look at the scenes in a drama to describe how each part builds on earlier sections.</p> <p>I can identify key parts of an illustration in a text to determine the mood, the characters and settings of a short story, fable or folktale.</p> <p>I can compare./contrast at least one way my thoughts about a story are alike and different than the narrator of characters thoughts about a story.</p>	
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		<p>independently and proficiently.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		<p>I can identify the meaning of common prefixes and suffixes.</p> <p>I can explain how a prefix or suffix changes the meaning of a word</p> <p>I can decode words with common Latin suffixes.</p> <p>I can look for word patterns, chunks, and blends to break apart and decode words.</p> <p>I can read multiple syllable words.</p> <p>I can recognize words that do not follow regular spelling patterns.</p> <p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words.</p> <p>I can read fluently and correctly with expression.</p> <p>I can read at the correct speed with expression.</p>	
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		<p>W-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. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 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. 		<p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can define narrator and character.</p> <p>I can identify story element structure of a narrative.</p> <p>I can identify the setting of a story.</p> <p>I can identify the correct use of dialogue.</p> <p>I can use time words and phrases to organize my narrative into the correct sequence.</p> <p>I can explain how writers use dialogue to tell a story.</p> <p>I can explain how writers develop characters to tell a story.</p> <p>I can create a plot with at least two characters and at least three events in a sequence.</p> <p>I can create dialogue between characters.</p> <p>I can tell more about characters by using</p>	
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				<p>dialogue and action based on thoughts and feelings.</p> <p>I can tell more about events by using dialogue and action based on thoughts and feelings.</p> <p>I can recognize another writer's conclusion.</p> <p>I can bring closure to my narrative by forming a conclusion.</p> <p>I can establish a clear purpose in my writing to the appropriate audience.</p> <p>I can use illustrations, if appropriate, to recreate the experience for the audience.</p> <p>I can use details to develop the ideas, experiences, events or characters.</p> <p>I can develop ideas that signify the importance of the experience or event.</p> <p>I can sequence the events of an experience that makes sense to the reader.</p> <p>I can include a logical progression of ideas.</p> <p>I can maintain coherence</p>	
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		<p>W-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 standards 1–3 above.)</p> <p>W-5. With guidance and support from peers and adults,</p>		<p>within and between paragraphs.</p> <p>I can maintain control of sentence structure.</p> <p>I can use a variety of sentence structure effectively.</p> <p>I can use appropriate voice for the audience and purpose.</p> <p>I can use correct grammar, usage and mechanics.</p> <p>I can plan my writing with help from my teacher and peers.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces.</p> <p>I can develop and strengthen my writing by</p>	
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		<p>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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to</p>		<p>planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can use a computer to type my finished piece to be published.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules. I can listen actively to class discussions and presentations.</p>	
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		<p>the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p>	
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		<p>SL-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>L-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 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. <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. 		<p>I can interpret requested detail or clarification. I can formulate a response. I can differentiate when then situation calls for speaking in complete sentences.</p> <p>See Previous Section</p> <p>See Previous Section</p>	
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		<ul style="list-style-type: none"> 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. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L-5. Demonstrate understanding of 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>See previous section</p>	
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Days	Unit/Topic-6	Common Core Standards	Activities	Learning Targets ("I Can Statements")	Vocabulary
Days 110 thru 131 (2 nd half of 3 rd 9 wks)	Technical Procedures	<p>RI-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI-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.</p> <p>RI-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.</p>		<p>I can ask and answer questions to understand text.</p> <p>I can determine the main idea of a text.</p> <p>I can recount the key details of a text.</p> <p>I can explain how the key details support the main idea of a text.</p> <p>I can describe the relationship that occurs in a text between scientific procedures or the steps from a procedure.</p> <p>I can describe the sequence of events using language that pertains to time or sequence or cause and effect.</p> <p>I can determine the words and phrases, both general academic and domain specific, in texts and books.</p>	

		<p>RI-5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI-7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI-8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI-9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p>		<p>See previous section</p> <p>See previous section</p> <p>I can explain the structure of a paragraph. I can explain how sentences d paragraphs in a text are connected. I can determine how a tet is organized. (comparison, cause/effect, first/second/third in a sequence)</p> <p>See previous section</p> <p>See previous section</p> <p>See previous section</p>	
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		<p>c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-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.</p> <p>W-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 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> <p>W-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 standards 1–3 above.)</p>		<p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words. I can read fluently and correctly with expression. I can read at the correct speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces.</p>	
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		<p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-7. Conduct short research projects that build knowledge about a topic.</p> <p>W-8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation</p>		<p>I can determine suitable organizational strategies for writing pieces.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>See previous section</p> <p>See previous section</p> <p>See previous section</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p>	
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		<p>and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,</p>		<p>I can follow discussion rules.</p> <p>I can listen actively to class discussions and presentations.</p> <p>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with</p>	
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		<p>descriptive details, speaking clearly at an understandable pace.</p> <p>SL-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>L-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 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. <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. 		<p>appropriate facts and relevant, descriptive detail.</p> <p>I can interpret requested detail or clarification. I can formulate a response. I can differentiate when then situation calls for speaking in complete sentences.</p>	
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		<p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>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> <p>L-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>			
Days	Unit/Topic-7	Common Core Standards	Activities	Learning Targets (“I Can Statements”)	Vocabulary
Days 132 thru 153 (1 st half of	Chapter Books	RL-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		I can ask and answer questions to understand key details of a chapter book.	Chapter book Table of contents chapters

<p>4th 9 wks)</p>		<p>RL-2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL-3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>I</p> <p>RL-4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL-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.</p> <p>RL-6. Distinguish their own point of view from that of the narrator or those of the characters.</p>		<p>I can summarize fables from diverse cultures. I can summarize folktales from diverse cultures. I can summarize myths from diverse cultures.</p> <p>I can describe a character's feelings/emotions using at least 3 supporting details from the text.</p> <p>I can figure out the meaning of actual words and phrases as they are used in text.</p> <p>I can look at a chapter in a story and describe how each part builds on earlier sections.</p> <p>I can look at the scenes in a drama to describe how each part builds on earlier sections.</p> <p>I can tell my own thoughts about a story.</p> <p>I can tell the narrators thoughts about a story.</p>	
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		<p>RL-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> <p>RL-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 text complexity band independently and proficiently.</p>		<p>I can tell the characters thoughts about a story.</p> <p>I can compare./contrast at least one way my thoughts about a story are alike and different than the narrator of characters thoughts about a story.</p> <p>I can independently identify and proficiently comprehend key ideas and details of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend craft and structure of short stories, fables and folktales at a third grade level.</p> <p>I can independently identify and proficiently comprehend using prior knowledge and ideas of short stories, fables and folktales at a third grade level.</p>	
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		<p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive 		<p>I can identify the meaning of common prefixes and suffixes. I can explain how a prefix or suffix changes the meaning of a word</p> <p>I can decode words with common Latin suffixes.</p> <p>I can look for word patterns, chunks, and blends to break apart and decode words. I can read multiple syllable words.</p> <p>I can recognize words that do not follow regular spelling patterns.</p> <p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how</p>	
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		<p>readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>		<p>using context clues helps me self correct to read unfamiliar words.</p> <p>I can read fluently and correctly with expression.</p> <p>I can read at the correct speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension.</p> <p>I can understand when I read on grade level.</p> <p>I can define narrator and character.</p> <p>I can identify story element structure of a narrative.</p> <p>I can identify the setting of a story.</p> <p>I can identify the correct use of dialogue.</p> <p>I can use time words and phrases to organize my narrative into the correct sequence.</p> <p>I can explain how writers use dialogue to tell a story.</p> <p>I can explain how writers develop characters to tell a story.</p> <p>I can create a plot with at least two characters and at</p>	
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				<p>least three events in a sequence.</p> <p>I can create dialogue between characters.</p> <p>I can tell more about characters by using dialogue and action based on thoughts and feelings.</p> <p>I can tell more about events by using dialogue and action based on thoughts and feelings.</p> <p>I can recognize another writer's conclusion.</p> <p>I can bring closure to my narrative by forming a conclusion.</p> <p>I can establish a clear purpose in my writing to the appropriate audience.</p> <p>I can use illustrations, if appropriate, to recreate the experience for the audience.</p> <p>I can use details to develop the ideas, experiences, events or characters.</p> <p>I can develop ideas that signify the importance of the experience or event.</p>	
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		<p>W-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 standards 1–3 above.)</p>		<p>I can sequence the events of an experience that makes sense to the reader.</p> <p>I can include a logical progression of ideas.</p> <p>I can maintain coherence within and between paragraphs.</p> <p>I can maintain control of sentence structure.</p> <p>I can use a variety of sentence structure effectively.</p> <p>I can use appropriate voice for the audience and purpose.</p> <p>I can use correct grammar, usage and mechanics.</p> <p>I can plan my writing with help from my teacher and peers.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces.</p>	
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		<p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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).</p>		<p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>I can use a computer to type my finished piece to be published.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>See previous section</p> <p>I can create questions and answer questions during discussion with my classmates.</p> <p>I can explain the topic being discussed using my own thoughts, opinions, and reasoning.</p> <p>I can follow discussion rules.</p>	
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		<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>		<p>I can listen actively to class discussions and presentations.</p> <p>I can ask questions to check my understanding of the information presented.</p> <p>I can identify when I need to ask questions about what a speaker is saying.</p> <p>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can interpret requested detail or clarification.</p> <p>I can formulate a response.</p> <p>I can differentiate when the situation calls for speaking in complete sentences.</p>	
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		<p>L-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 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. <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 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. g. Consult reference materials, including beginning dictionaries, as needed to check and correct 			
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		<p>spelling</p> <p>L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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.			
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Days	Unit/Topic-8	Common Core Standards	Activities	Learning Targets (“I Can Statements”)	Vocabulary
Days 154 thru 174 (2 nd half of 4 th 9 wks)	Opinion (Re-visited) (editorials, articles, advertisements)	<p>RI-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI-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.</p> <p>RI-6. Distinguish their own point of view from that of the author of a text.</p> <p>RI-8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		<p>I can ask and answer questions to understand text.</p> <p>I can determine the main idea of a text.</p> <p>I can recount the key details of a text.</p> <p>I can explain how the key details support the main idea of a text.</p> <p>I can determine the words and phrases, both general academic and domain specific, in texts and books.</p> <p>I can explain the structure of a paragraph.</p> <p>I can explain how sentences and paragraphs in a text are connected.</p>	

		<p>RI-9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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. d. Read grade-appropriate irregularly spelled words. <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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. 		<p>I can determine how a text is organized. (comparison, cause/effect, first/second/third in a sequence)</p> <p>See previous section</p> <p>See previous section</p> <p>See previous section</p> <p>I can identify the purpose of why I am reading to help me better understand the text being read.</p> <p>I can understand how using context clues helps me self correct to read unfamiliar words.</p> <p>I can read fluently and correctly with expression.</p> <p>I can read at the correct</p>	
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		<p>W-1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol 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-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 standards 1–3 above.)</p>		<p>speed with expression.</p> <p>I can decide if I am reading for fluency or for comprehension. I can understand when I read on grade level.</p> <p>I can determine the purpose for writing a piece. I can determine suitable idea development strategies for writing pieces. I can determine suitable organizational strategies for writing pieces. I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p>	
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		<p>W-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 3 on pages 28 and 29.)</p> <p>W-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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining</p>		<p>I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach.</p> <p>I can use technology with help from an adult to publish my writing.</p> <p>See previous section</p> <p>See previous section</p>	
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		<p>the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL-3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL-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>I can identify where questioning is needed about what a speaker says.</p> <p>I can identify appropriate detail when answering questions about information from a speaker.</p> <p>I can formulate appropriate questions about what a speaker says, to clarify, gather information, and deepen my understanding.</p> <p>I can speak clearly and in complete thoughts, at an understandable pace, with appropriate facts and relevant, descriptive detail.</p>	
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		<p>SL-6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>L-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 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. <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p>I can interpret requested detail or clarification. I can formulate a response. I can differentiation when then situation calls for speaking in complete sentences.</p> <p>See previous section</p>	
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		<ul style="list-style-type: none"> 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. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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. <p>L-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 		<p>See previous section</p> <p>I can recognize that context clues can help determine the meaning of unknown or multiple-meaning words.</p> <p>I can identify and define root words.</p> <p>I can identify and define affixes.</p> <p>I can find words in dictionaries and glossaries.</p> <p>I can use print and digital glossaries and dictionaries</p>	
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		<p>digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L-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>		<p>to determine or clarify meanings of key words and phrases.</p> <p>I can determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues.</p> <p>I can determine the meaning of a word when an affix is added (e.g. agreeable/disagreeable, comfortable/uncomfortable, heat/preheat).</p> <p>I can determine the meaning of an unknown word by identifying the common root (e.g. company, companion).</p> <p>I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p> <p>See previous section</p>	
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Appendix B
Curriculum Map
Common Core State Standards
Success First Scholars Academy

Subject/Course:	Mathematics
Grade (if applicable):	4 th Grade
Revision Date:	

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
Place Value Days 1-12 (12 days)	<p>4.NBT.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.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p>		
Operations Days 13-42 (30 days)	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.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.</p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>4.OA.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.</p> <p>4.OA.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.</p> <p>4.NBT.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.</p> <p>4.OA.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 represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.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.</p> <p>Assess the reasonableness of answers using mental</p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>computation and estimation strategies including rounding.</p> <p>4.OA.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></p>		
Fractions & Decimals Days 44-87 (44 days)	<p>Review 3.NF.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 $1/b$.</p> <p>4.NF.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.</p> <p>4.NF.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.</p> <p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same</p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i></p> <p>c. 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.</p> <p>d. 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.</p> <p>4.NF.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 $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p> <p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. 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></p> <p>b. 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></p> <p>c. Solve word problems involving multiplication of a fraction by</p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $\frac{3}{8}$ 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></p> <p>4.NF.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></p> <p>4.NF.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.</p>		
Measurement & Data Days 88-109 (22 days)	<p>4.MD.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 the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.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</p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>number line diagrams that feature a measurement scale.</p> <p>4.MD.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 between the longest and shortest specimens in an insect collection.</i></p>		
Geometry Days 110-153 (44 days)	<p>4.OA.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></p> <p>4.G.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.</p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.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.</p> <p>4.MD.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</i></p>		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p><i>equation with an unknown factor.</i></p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>a. 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.</p> <p>b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p> <p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>		
Days 154-156 (3 days)	Review Place Value Unit		
Days 157-161 (5 days)	Review Operations Unit		

Timeline (days or weeks)	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going (All standards must eventually be taught to the "M" level)	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
Days 162-166 (5 days)	Review Fractions/Decimals Unit		
Days 167-171 (5 days)	Review Measurement/Data Unit		
Days 172-175 (4 days)	Review Geometry Unit		

**Appendix B
Standards Curriculum Map
Success First Scholars Academy**

**Level: Elementary
Grade and/or Course: Grade 4
Updated:**

e.g. = Example only

Days	Unit/Topic	Common Core Standards	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 1 thru 23 (1 st half of 1 st 9 wks)	Stories	<p>RL-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL-3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context</p>		<p>RL-1 I can identify key details and examples in a text. I can explain the difference between explicit and inferred information.</p> <p>RL-2 I can determine the theme of a story using details in the text. I can summarize the text.</p> <p>RL-3 I can describe the character, setting, or event in a story using details in the text.</p> <p>RL-10 I can read and comprehend literature including stories.</p> <p>RF-3 I can apply grade-level phonics and word analysis to decode unfamiliar multisyllabic words in and out of context.</p>	

		<p>and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>W-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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>W-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.)</p> <p>W-5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>		<p>RF-4 I can read fluently and accurately. I can read 4th grade texts with purpose and understanding. I can read 4th grade texts orally with accuracy, appropriate rate, and expression. I can use context to self-correct or confirm word recognition and understanding.</p> <p>W-3</p>	
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		<p>revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>.W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
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		<p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 24 to 45 (2 nd half of 1 st 9 wks)	Opinion	<p>RI-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>RI-2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>		<p>RI-1 I can identify key details and examples in a text. I can explain the difference between explicit and inferred information.</p> <p>RI-2 I can determine the main idea of a text and support it with key details. I can summarize a text.</p> <p>RI-4</p>	<p>Infer</p> <p>Main Idea Summarize</p>

		<p>RI-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-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-8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p>I can determine the meaning of general academic and domain-specific words and phrases in a 4th grade text.</p> <p>RI-5 I can describe the overall structure of events, ideas, concepts, or information in a text.</p> <p>RI-8 I can explain how an author supports points in a text uses reasons and evidence.</p> <p>RI-10 I can read and comprehend 4th grade informational texts.</p>	<p>Chronological Comparison Compare Contrast Cause/Effect Problem Solution</p> <p>Evidence</p> <p>Opinion (text)</p> <p>Syllables Root words Prefixes/Suffixes</p>
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		<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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</p>		W-1	
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		<p>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. 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-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-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. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>L-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. 			
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		<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-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> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 key words and phrases.</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 46 thru 66 (1 st half of 2 nd 9 wks)	Myths/Mythology	<p>RL-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL-4. Determine the meaning of words and phrases as they</p>		RL-4	Mythology

		<p>are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL-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.</p> <p>RL-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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. <p>W-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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 		<p>I can determine the meaning of words and phrases in a text. I can determine the meaning of words and phrases in mythology. RL-9 I can compare and contrast similar themes and topics in myths. I can compare and contrast similar patterns in myths.</p>	<p>Myths Character Conflict</p>
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		<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation</p>			
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		<p>and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> 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>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-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. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>L-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. 			
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		<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-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> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 key words and phrases.</p> <p>L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 67-87 (2 nd half of 2 nd 9 wks)	Historical Events	<p>RI-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>RI-2. Determine the main idea of a text and explain how it is</p>			

		<p>supported by key details; summarize the text.</p> <p>RI-3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI-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-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-6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI-9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<p>RI-3 I can explain events, procedures, ideas, or concepts in informational texts. I can explain what happened and why based on specific information in a text.</p> <p>RI-6 I can compare and contrast a firsthand and secondhand account of the same event or topic. I can describe the differences in focus and information provided in firsthand and secondhand accounts.</p> <p>RI-9 I can write or speak about a subject by using information from two separate texts.</p>	<p>Events Procedures Ideas Concepts</p> <p>Firsthand Account Secondhand Account Focus</p>
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		<p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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. <p>W-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 and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 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 related to the information or explanation presented. c. Use a variety of transitional words and phrases to <p>W-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.)</p> <p>W-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</p>			
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		<p>and including grade 4 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W-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-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out</p>			
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		<p>assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>			
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		<p>L-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> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 key words and phrases.</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 88-109 (1 st half of 3 rd 9 wks)	Drama, Poetry	<p>RL-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL-3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL-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-2 I can determine the theme of a drama or poem.</p> <p>RL-3 I can describe in depth a character, setting, or event in a drama.</p> <p>RL-5 I can explain major differences between the structural elements of poems and drama.</p>	<p>Drama (play) Poetry</p> <p>Prose Verse Rhythm Meter Cast of characters Dialogue</p>

		<p>RL-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>		<p>RL-10 I can read and comprehend literature, including dramas, and poetry.</p>	<p>Stage Directions Props Costumes Scenery Script</p>
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		<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out</p>			
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		<p>assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-3. Use knowledge of language and its conventions when writing,</p>			
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		<p>speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 110-131 (2 nd half of 3 rd 9 wks)	Scientific Text/ Technical Text	<p>RI-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>RI-2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI-3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what</p>			

		<p>happened and why, based on specific information in the text.</p> <p>RI-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-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-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.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive</p>		<p>RI-7 I can interpret information presented visually, orally, or quantitatively. I can explain how the information presented helps me better understand the text.</p>	<p>Interpret Visually Orally Quantitatively Charts Graphs Diagrams Timelines Animations Interactive elements</p> <p>Scientific texts Technical texts</p>
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		<p>readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-7. Conduct short research projects that build knowledge</p>			
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		<p>through investigation of different aspects of a topic.</p> <p>W-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-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>			
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		<p>SL-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL-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-5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL-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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>L-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. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
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		<p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-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> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 key words and phrases.</p> <p>L-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>			
Days	Unit/Topic	Common Core Standard	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Days 132-153 (1 st half of 4 th 9 wks)	Traditional Literatures from Different Cultures	<p>RL-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL-3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>			

		<p>RL-4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL-6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL-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.</p> <p>RL-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.</p> <p>RL-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p>RL-6 I can compare and contrast the point of view from different stories in first-person and third-person.</p> <p>RL-7 I can make connections between the text and visual or oral presentation of a story or drama.</p>	<p>Point of view First-Person Third-Person</p> <p>Connections</p>
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		<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>			
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		<p>frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-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> <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. 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>SLI-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-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. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 			
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		<p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L-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> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 key words and phrases.</p> <p>L-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>			
Days	Unit/Topic	Common Core Standards	Activities	Learning Targets (“I Can” Statements)	Vocabulary
Days 154-175 (2 nd half of 4 th 9 wks)	Opinion	<p>RI-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>RI-2. Determine the main idea of a text and explain how it is</p>			

		<p>supported by key details; summarize the text.</p> <p>RI-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-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-8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI-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.</p> <p>RF-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W-1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related</p>			
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		<p>ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-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.)</p> <p>W-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 on pages 28 and 29.)</p> <p>W-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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out</p>			
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		<p>assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL-2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L-. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references</p>			
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		as needed.			
		L-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).			

Appendix B
Curriculum Map
Common Core State Standards
Success First Scholars Academy

Subject/Course:	Math
Grade (if applicable):	5th
Revision Date:	

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
Days 1 - 15	<p style="text-align: center;">Operations and Algebraic Thinking</p> <p>5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.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></p> <ul style="list-style-type: none"> • <i>Key terminology such as, sum, difference, product, quotient, times, add, half, etc. (5.OA.2)</i> <p style="text-align: center;"><i>Creatively write a word problem or story that involves a mathematical problem/operation (5.NF.7)</i></p> <p>5.OA.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</i></p>		<ul style="list-style-type: none"> • Order of Operations (5.OA.1) • Variables (not mentioned in new CCS, but could be present in equations and expressions) (5.OA.2) • Apply patterns and rules to coordinate graphing (geometry concept) (5.OA.3) • Greater DOK on patterns – two given rules and two numerical patterns. Therefore, students need to have a strong foundation of problems with one given rule and pattern (5.OA.3)

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<i>in the other sequence. Explain informally why this is so.</i>		
Days 16 - 45	<p>Number and Operations in Base Ten</p> <p>5.NBT.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.</p> <p>5.NBT.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.</p> <p>5.NBT.3: Read, write, and compare decimals to thousandths.</p> <p>5.NBT.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4: Use place value understanding to round decimals to any place.</p> <p>5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <ul style="list-style-type: none"> <i>Determine greatest common factor (GCF) for two or more whole numbers to apply to adding and subtracting fractions with unlike denominators (5.NF.1)</i> <p>5.NBT.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</p>		<ul style="list-style-type: none"> • Multiplying numbers that end in zeros (5.NBT.1 & 5.NBT.2) • Compare decimals to the hundredths place value (5.NBT.3 & 5.NBT.3b) • Decimals written in expanded form (5.NBT.3a) • Basic rule for rounding whole numbers to be applied when rounding decimals (5.NBT.4) • Basic multiplication facts memorized through 12's (5.NBT.5) • Fluently multiply 2 digit by 1 digit numbers – students should have a solid understanding of the process “divide, multiply, subtract, and bring down” and should apply it to multiplication problems (5.NBT.5) • Fluently divide 3 digit dividends by one digit divisors (5.NBT.6) (CC 4.1 – but students seldom remember division process when entering fifth grade) • Draw representations, arrays, and area models to represent division, multiplication of whole numbers and fractions (5.NBT.6) • Add and subtract decimals (5.NBT.7)

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>equations, rectangular arrays, and/or area models.</p> <p>5.NBT.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.</p>		
Days 46 – 90	<p>Number and Operations – Fractions</p> <p>5.NF.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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <ul style="list-style-type: none"> Determine greatest common factor (GCF) for two or more whole numbers to apply to adding and subtracting fractions with unlike denominators (5.NF.1) <p>5.NF.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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i></p> <ul style="list-style-type: none"> Benchmarks for comparing fractions (fractions near or equal to 0, fractions near or equal to $\frac{1}{2}$, fractions near or equal to one whole, and fractions greater than one whole) (5.NF.2) 		<ul style="list-style-type: none"> Solve equivalent fraction number sentences when a variable is present (5.NF.1) Compare fractions with unlike denominators (cross multiplication, benchmark comparisons, draw fraction model, etc.) (5.NF.2) Recognize that you can divide the numerator by the denominator to get a decimal (5.NF.3) Determine factors for a given number (5.NF.1) (5.NF.5a) Draw models to represent fractions and mixed numbers (5.NF.6)

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
Days 91 - 100	<p>5.NF.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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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></p> <p>5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.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 $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>5.NF.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.</p> <ul style="list-style-type: none"> • <i>Formula for area of a rectangle (length times width) (5.NF.4b)</i> <p>5.NF.5: Interpret multiplication as scaling (resizing), by:</p> <p>5.NF.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.</p> <p>5.NF.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</p>		

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>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.</p> <p>5.NF.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.</p> <p>5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹</p> <p>5.NF.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></p> <p><i>Creatively write a word problem or story that involves a mathematical problem/operation (5.NF.7)</i></p> <p>5.NF.7b: Interpret division of a whole number by a unit 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></p> <p>5.NF.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></p>		
Days 101 - 125	<p>Measurement and Data</p> <p>5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m),</p>		<ul style="list-style-type: none"> Metric and customary units and their value (length (mm, cm, dm, m, km, in, ft, yd, mi) capacity (mL, L, fl. oz, c, pt, qt, gal) and weight(mg, g, kg, oz, lbs, T)) (5.MD.1)

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>and use these conversions in solving multi-step, real world problems.</p> <p>5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <ul style="list-style-type: none"> • <i>Not mentioned in CCS, but students should be able to represent collected data by creating a bar graph and line graph.</i> • <i>Not mentioned in CCS, but students should be able to find the average for a set of data (mean).</i> <p>5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>5.MD.3a: A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>5.MD.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.</p> <p>5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>5.MD.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</p>		<ul style="list-style-type: none"> • Metric and customary basic conversions (1 cm = 10 mm; 1 km = 1000 m; 1 yd = 3 ft; 1 mi = 5,280 ft; etc.) (5.MD.1) • Create a line plot (5.MD.2) • Definition of volume (5.MD.3)

Timeline	Common Core State Standard(s)	I=Introduce P=Progressing M=Master R=Review O=On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)
	<p>the associative property of multiplication.</p> <p>5.MD.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.</p> <p>5.MD.5c: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>		
Days 126 - 140	<p>Geometry</p> <p>5.G.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).</p> <p>5.G.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.</p> <p>5.G.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></p> <p>5.G.4: Classify two-dimensional figures in a hierarchy based on properties.</p>		<ul style="list-style-type: none"> • Properties of quadrilaterals and triangles (5.G.3) • Identify and name a polygon (2-D figure) based on their number of sides and angles (5.G.3 & 5.G.4) • Identify and name a 3-dimensional figure based on its properties (prisms and pyramids) in order to calculate volume (5.MD.3)
Days 141 - 175	5.OA, 5.NBT, 5.NF, 5.MD, and 5.G		

Timeline	Common Core State Standard(s)	I =Introduce P =Progressing M =Master R =Review O =On Going	What prerequisite knowledge is needed that was not provided by Core Content 4.1? (Phase out when possible)

Appendix B
Standards Curriculum Map
Success First Scholars Academy

Level: 5th Grade
Grade and/or Course: Reading/Writing
Updated:

e.g. = Example only

<u>Days</u>	<u>Unit/Topic</u>	<u>Common Core Standards</u>	<u>Activities</u>	<u>Learning Objectives (“I Can” Statements)</u>	<u>Vocabulary</u>
1-23 (1 st half of 1 st nine weeks)	Short Stories (myths and folktales)	<p>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.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).</p> <p>RL.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and</p>		<p>I can explain explicitly what the text says by using the author’s words.</p> <p>I can accurately quote from the text.</p> <p>I can determine the theme of a story using details in the text.</p> <p>I can summarize the text by describing what happens in the story using the beginning, middle, and end of the story.</p> <p>I can compare and contrast two or more characters, settings, and events in a story or drama by identifying specific details in the text.</p> <p>I can identify events or situations that make a change to a point of view.</p> <p>I can identify and describe the narrator’s or speaker’s point of view.</p> <p>I can identify important events relevant to the author’s point of view</p> <p>I can write a narrative that effectively establishes a situation.</p> <p>I can write a narrative that effectively uses techniques such as dialogue and description to develop experiences, events, and</p>	<p>Inference Prior knowledge Generalization Details</p> <p>Moral Lesson Virtue</p> <p>Compare (alike, similar) Contrast (different) Plots (setting) Conflict Drama: characters, props, stage directions, set, scenery, act, scenes</p> <p>Point of view (first person, third person, third person limited, third person omniscient) Perspective Tone</p>

		<p> pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		<p>characters.</p> <p>I can write a narrative that effectively utilizes appropriate transitional words/phrases.</p> <p>I can write a narrative that effectively includes sensory details.</p> <p>I can write a narrative that effectively leads to a conclusion.</p>	
Days	Unit/Topic	Common Core Standards	Activities	Learning Objectives (“I Can” Statements)	Vocabulary
24-45 (2 nd half of 1 st nine weeks)	Technical Texts	<p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.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.</p> <p>RI.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.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>		<p>I can draw inferences using textual information.</p> <p>I can identify the main ideas in informational text using supporting details.</p> <p>I can explain how details support the main idea.</p> <p>I can identify vocabulary relevant to 5th grade.</p> <p>I can determine the meaning of content vocabulary.</p> <p>I can obtain information and data from multiple print sources or digital sources.</p> <p>I can recognize digital sources as anything non-print.</p> <p>I can identify problem solving steps.</p> <p>I can explain how an author uses evidence and reasons to support their point in a text.</p> <p>I can provide evidence and reasons to support each of the author’s points.</p>	<p>Quote Detail Generalization</p> <p>Main idea Summary Summarize Supporting details</p> <p>Vocabulary Transition/transitional words Context Restatement Multiple meaning words</p> <p>Multiple print Reference materials Textbook Dictionary Clock Encyclopedia Periodical Atlas Online directions</p> <p>Reasons Evidence Opinion Fact Point of view Claims Argument Relevant evidence Irrelevant evidence</p>

		<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<p>I can write an informative/explanatory text that includes a topic written clearly with a general observation and focus.</p> <p>I can write an informative/explanatory text that includes related information, formatting, illustrations and multimedia grouped logically when useful to aiding comprehension.</p> <p>I can develop a topic with facts, definitions, concrete details, quotations, examples related to the topic, and other information.</p> <p>I can include linked ideas within and across categories of information using words, phrases, and clauses.</p> <p>I can include precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>I can include a concluding statement or section related to the information or explanation presented.</p> <p>I can summarize a written text read aloud or in information presented in diverse media, including visual, quantitative and oral presentations.</p> <p>I can summarize points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	Appeal Position
<u>Days</u>	<u>Unit/Topic</u>	<u>Common Core Standards</u>	<u>Activities</u>	<u>Learning Objectives (“I Can” Statements)</u>	<u>Vocabulary</u>
46-66 (1 st half of 2 nd nine	Mysteries and Adventures	RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		I can explain explicitly text by quoting accurately from the text	

<p>weeks)</p>		<p>RL.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</p> <p>RL.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>		<p>I can compare two or more characters in a text using specific details. I can compare two or more settings in a text using specific details. I can compare two or more events in a text using specific details.</p> <p>I can identify events or situations that make a change to a point of view. I can identify and describe the narrator's or speaker's point of view. I can identify important events relevant to the author's point of view</p> <p>I can compare and contrast how two or more stories of the same genre have similar themes or topics.</p> <p>I can write a narrative that effectively establishes a situation. I can write a narrative that effectively uses techniques such as dialogue and description to develop experiences, events, and characters. I can write a narrative that effectively utilizes appropriate transitional words/phrases. I can write a narrative that effectively includes sensory details. I can write a narrative that effectively leads to a conclusion.</p> <p>I can explain the function of conjunctions.</p>	<p>Compare, contrast, mysteries, adventure, theme, alike, different</p>
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		<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>		<p>I can explain the function of prepositions.</p> <p>I can explain the function of interjections.</p> <p>I can determine when/how to form perfect verb tense.</p> <p>I can use verb tense to convey various times, sequences, states or conditions.</p> <p>I can use perfect verb tense.</p> <p>I can correct inappropriate changes in verb tense.</p> <p>I can use correlative conjunctions.</p>	
<u>Days</u>	<u>Unit/Topic</u>	<u>Common Core Standards</u>	<u>Activities</u>	<u>Learning Objectives ("I Can" Statements)</u>	<u>Vocabulary</u>
67-87 (2 nd half of second nine weeks)	Historical Text	<p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.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>RI.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.</p> <p>RI.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.</p> <p>RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		<p>I can draw inferences using textual information.</p> <p>I can identify the main ideas in informational text using supporting details.</p> <p>I can explain how details support the main idea.</p> <p>I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in multiple types of informational texts.</p> <p>I can identify vocabulary relevant to 5th grade.</p> <p>I can determine the meaning of content vocabulary</p> <p>I can identify craft and structure in a grade level informational text.</p> <p>I can integrate (combine) information from different texts to understand more about the topic.</p> <p>I can listen or read multiple accounts of the same topic or event and explain important similarities and differences..</p>	<p>Quote Detail Generalization</p> <p>Main idea Summary Summarize Supporting details</p> <p>Compare, contrast, structure, chronological order, cause/effect, problem/solution</p> <p>Analyze, event, similarities, differences, point of view</p>

		<p>RI.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.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.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, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 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. 		<p>I can obtain information and data from multiple print sources or digital sources. I can recognize digital sources as anything non-print. I can identify problem solving steps.</p> <p>I can identify the same information from two different texts on the same topic. I can integrate (combine) information from different texts to understand more about the topic.</p> <p>I can write an informative/explanatory text that includes a topic written clearly with a general observation and focus. I can write an informative/explanatory text that includes related information, formatting, illustrations and multimedia grouped logically when useful to aiding comprehension. I can develop a topic with facts, definitions, concrete details, quotations, examples related to the topic, and other information. I can include linked ideas within and across categories of information using words, phrases, and clauses. I can include precise language and domain-specific vocabulary to inform about or explain the topic. I can include a concluding statement or section related to the information or explanation presented.</p>	<p>Multiple print Reference materials Textbook Dictionary Clock Encyclopedia Periodical Atlas Online directions</p>
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		<p>W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.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.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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>b. 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 support which point[s]”).</p>		<p>I can discriminate between various research sources (i.e. atlas, map, encyclopedia, internet).</p> <p>I can compare/contrast information from various research sources.</p> <p>I can interpret information derived from various sources.</p> <p>I can participate in short research and writing projects.</p> <p>I can conduct investigations on different aspects of a topic.</p> <p>I can question information to build knowledge of a topic.</p> <p>I can summarize information in notes and finished work.</p> <p>I can paraphrase information in notes and finished work.</p> <p>I can draw evidence from key ideas and details as support for research.</p> <p>I can analyze key ideas and details in a text as evidence for support.</p> <p>I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>	
Days	Unit/Topic	Common Core Standards	Activities	Learning Objectives (“I Can” Statements)	Vocabulary
88-109 (1 st half of 3 rd nine weeks)	Drama and Poetry	<p>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.3. Compare and contrast two or more characters, settings, or events</p>		<p>I can explain explicitly what the text says by using the author’s words.</p> <p>I can accurately quote from the text.</p> <p>I can determine the theme of a story using details in the text.</p> <p>I can summarize the text by describing what happens in the story using the beginning, middle, and end of the story.</p> <p>I can compare and contrast two or more characters, settings,</p>	

		<p>in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.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.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>W.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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey 		<p>and events in a story or drama by identifying specific details in the text.</p> <p>I can recognize figurative language in a text such as similes, metaphors, personification, and alliteration.</p> <p>I can explain how a series of chapters, scenes, or stanzas fit together to provide overall organization of a story, drama, or a poem.</p> <p>I can identify events or situations that make a change to a point of view. I can identify and describe the narrator's or speaker's point of view. I can identify important events relevant to the author's point of view</p> <p>I can recognize meaning, tone, and beauty of text. I can analyze how visual elements add meaning, tone, and beauty.</p> <p>I can write a narrative that effectively establishes a situation. I can write a narrative that effectively uses techniques such as dialogue and description to develop experiences, events, and characters. I can write a narrative that effectively utilizes appropriate transitional words/phrases. I can write a narrative that effectively includes sensory</p>	<p>Figurative language Simile Metaphor Personification Alliteration Idioms</p> <p>Chapter, scene, stanza, story, drama, poem</p> <p>Meaning, tone, beauty, graphic novel, multimedia, fiction, folktale, myth, poem</p>
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		<p>experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<p>details.</p> <p>I can write a narrative that effectively leads to a conclusion.</p> <p>I can recognize various sentence structures.</p> <p>I can recognize varieties of English (dialects) used in stories, dramas, and poems.</p> <p>I can determine when to expand, combine or reduce sentences for meaning, interest and style.</p> <p>I can define homograph.</p> <p>I can identify similes and metaphors.</p> <p>I can recognize idioms, adages and proverbs.</p> <p>I can identify synonyms, antonyms, and homographs.</p> <p>I can interpret figurative language using similes and metaphors.</p> <p>I can explain meanings of idioms, adages and proverbs.</p> <p>I can understand figurative language using synonyms, antonyms and homographs.</p>	
Days	Unit/Topic	Common Core Standards	Activities	Learning Objectives (“I Can” Statements)	Vocabulary
110-131 (2 nd half of 3 rd nine weeks)	Opinion (editorials, articles, advertisements)	<p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.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.</p>		<p>I can draw inferences using textual information.</p> <p>I can identify the main ideas in informational text using supporting details.</p> <p>I can explain how details support the main idea.</p> <p>I can identify vocabulary relevant to 5th grade.</p> <p>I can determine the meaning of content vocabulary</p>	<p>Quote Detail Generalization</p> <p>Main idea Summary Summarize Supporting details</p>

		<p>RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 		<p>I can listen or read multiple accounts of the same topic or event and explain important similarities and differences..</p> <p>I can explain how an author uses evidence and reasons to support their point in a text. I can provide evidence and reasons to support each of the author's points.</p> <p>I can determine how to introduce the topic or text clearly. I can formulate an opinion about a topic or text. I can group related ideas logically to support purpose. I can determine reasons supported by facts and details. I can establish links between opinions and reasons using words, phrases, and clauses. I can plan a concluding statement or section that is related to the opinion presented. I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including clear introduction of topic or text, statement of opinion, logical organizational structure, reasons that are supported by facts and details, links between opinion and reasons using words and phrases, and a concluding statement or section related to the opinion presented.</p>	<p>Reasons Evidence Opinion Fact Point of view Claims Argument Relevant evidence Irrelevant evidence Appeal Position</p>
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		<p>SL.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.</p> <p>SL.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.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 on pages 28 and 29 for specific expectations.)</p> <p>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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 direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>		<p>I can sequence ideas logically when reporting on a topic or text.</p> <p>I can use appropriate facts and relevant descriptive details to support main ideas or themes.</p> <p>I can speak clearly at an understandable pace while reporting on a topic or text, presenting an opinion, sequencing ideas logically and using appropriate facts and relevant details that support main ideas or themes.</p> <p>I can determine when it is appropriate to add graphics, sound, or visual displays in presentations to enhance development of main ideas or themes.</p> <p>I can distinguish between formal and informal speech.</p> <p>I can speak appropriately for a variety of contexts and tasks, adapting speech as needed.</p> <p>I can speak using formal English when appropriate to task and situation.</p> <p>I can apply correct capitalization when writing.</p> <p>I can apply correct punctuation when writing.</p> <p>I can apply correct spelling when writing.</p> <p>I can use commas to separate items in a series.</p> <p>I can use a comma to separate an introductory element from the rest of the sentence.</p> <p>I can use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	
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				<p>I will know that italics or underlining indicate the title of a book, play, film, long musical word, broadcast series and quotation marks indicate a title of other titles such as an article, poem or story.</p> <p>I can use underlining, quotation marks or italics to indicate titles of works.</p> <p>I can recall and apply spelling rules.</p> <p>I can identify and correct misspelled words.</p> <p>I can consult references as needed.</p>	
Days	Unit/Topic	Common Core Standards	Activities	Learning Objectives (“I Can” Statements)	Vocabulary
132-153 (1 st half of 4 th nine weeks)	Chapter Books	<p>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.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).</p> <p>RL.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.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>		<p>I can explain explicitly what the text says by using the author’s words.</p> <p>I can accurately quote from the text.</p> <p>I can determine the theme of a story using details in the text. I can summarize the text by describing what happens in the story using the beginning, middle, and end of the story.</p> <p>I can compare and contrast two or more characters, settings, and events in a story or drama by identifying specific details in the text.</p> <p>I can explain how a series of chapters, scenes, or stanzas fit together to provide overall organization of a story, drama, or a poem.</p> <p>I can identify events or situations that make a change to a point of view.</p> <p>I can identify and describe the narrator’s or speaker’s point of</p>	<p>Theme</p> <p>Summary</p> <p>Characterization</p> <p>Dynamic characters</p> <p>Static characters</p> <p>Foil characters</p> <p>Point of view</p> <p>Transitions</p> <p>Sensory details</p>

		<p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		<p>view.</p> <p>I can identify important events relevant to the author's point of view.</p> <p>I can write a narrative that effectively establishes a situation.</p> <p>I can write a narrative that effectively uses techniques such as dialogue and description to develop experiences, events, and characters.</p> <p>I can write a narrative that effectively utilizes appropriate transitional words/phrases.</p> <p>I can write a narrative that effectively includes sensory details.</p> <p>I can write a narrative that effectively leads to a conclusion.</p>	
Days	Unit/Topic	Common Core Standards	Activities	Learning Objectives ("I Can" Statements)	Vocabulary
154-175 (2 nd half of 4 th nine weeks)	Scientific Texts	<p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.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>RI.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.</p>		<p>I can draw inferences using textual information.</p> <p>I can identify the main ideas in informational text using supporting details.</p> <p>I can explain how details support the main idea.</p> <p>I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in multiple types of informational texts.</p> <p>I can identify vocabulary relevant to 5th grade.</p> <p>I can determine the meaning of content vocabulary</p> <p>I can identify craft and structure in a grade level informational</p>	<p>Inferences</p> <p>Main idea</p> <p>Key details</p> <p>Text structure</p> <p>--chronology</p> <p>--comparison</p> <p>--cause/effect</p> <p>--problem/solution</p>

		<p>RI.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.</p> <p>RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.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.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 		<p>text.</p> <p>I can integrate (combine) information from different texts to understand more about the topic.</p> <p>I can listen or read multiple accounts of the same topic or event and explain important similarities and differences..</p> <p>I can obtain information and data from multiple print sources or digital sources. I can recognize digital sources as anything non-print. I can identify problem solving steps.</p> <p>I can identify the same information from two different texts on the same topic. I can integrate (combine) information from different texts to understand more about the topic.</p> <p>I can write an informative/explanatory text that includes a topic written clearly with a general observation and focus. I can write an informative/explanatory text that includes related information, formatting, illustrations and multimedia grouped logically when useful to aiding comprehension. I can develop a topic with facts, definitions, concrete details, quotations, examples related to the topic, and other information. I can include linked ideas within and across categories of information using words, phrases, and clauses. I can include precise language and domain-specific vocabulary</p>	
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		<p>W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.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.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “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]”).</p> <p>b. 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 support which point[s]”).</p>		<p>to inform about or explain the topic. I can include a concluding statement or section related to the information or explanation presented.</p> <p>I can discriminate between various research sources (i.e. atlas, map, encyclopedia, internet). I can compare/contrast information from various research sources. I can interpret information derived from various sources. I can participate in short research and writing projects. I can conduct investigations on different aspects of a topic. I can question information to build knowledge of a topic.</p> <p>I can summarize information in notes and finished work. I can paraphrase information in notes and finished work.</p> <p>I can draw evidence from key ideas and details as support for research. I can analyze key ideas and details in a text as evidence for support. I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>	
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The following standards will appear and be assessed in all of the above units:

RL.8. (Not applicable to literature)

RL.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 complexity band independently and proficiently.

RI.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.

SL.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.

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 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.
- W.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.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
- W.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.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.
- L.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.
- 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, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.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).
- RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-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.

“I Can” Statements for the above Standards addressed in all units:

SL1:

- I can engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts.
- I can listen actively to discussions and presentations.
- I can follow agreed-upon rules during discussion.
- I can carry out assigned roles during discussions.
- I can pose and respond to specific questions to clarify understanding of discussion or presentation.
- I can connect comments to the remarks of others.
- I can express ideas clearly.

W4:

- I can produce a writing piece that is clear and cohesive with idea development and organization that is appropriate to task, purpose and audience.

W5:

- I can develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach (with guidance and support from peers and adults).

W6:

- I can use technology, including the Internet, to produce and publish writing, with guidance and support.

I can use technology to interact and collaborate with others, with some guidance and support.
I can use keyboarding skills to type two or more pages in a single sitting, with some guidance and support.

L4:

I can determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g. cause/effect relationships and comparisons in text).
I can use common Greek and Latin affixes and roots as clues to the meanings of words (e.g. photographs, photosynthesis).
I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

L6:

I can make meaning of grade appropriate general academic domain-specific words and phrases.
I can use vocabulary that signals contrast, additions, and other logical relationships.
I can use grade-appropriate vocabulary appropriately.

RF3:

I can apply grade-level phonics and word analysis skills in decoding words.
I can synthesize phonics and word analysis to decode words.
I can read accurately unfamiliar multisyllabic words in context and out of context.

RF4:

I can determine the purpose for reading on-level text in order to support comprehension.
I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive reading.
I can confirm or self correct word recognition and understanding by using context.
I can read on-level text fluently and accurately, rereading with fluency as necessary.

Appendix C

Student Handbook

2014-2015

Success First Scholars Academy

School Colors – To Be Determined

Dear Parents and Students,

On behalf of the faculty and staff of Success First Scholars Academy, we would like to extend to you a big welcome. We are committed to providing your child the best possible learning experience. We invite you to become an active participant in our school through visiting, volunteering, joining our Parent-Teacher-Student Organization (PTSO), and offering support to your child's teacher. We look forward to meeting each and every one of you.

In this handbook, you will find information concerning the policies and procedures that are in place at Success First Scholars Academy. They have been developed in order to keep your child safe and to provide the best teaching and learning environment possible. If you need additional information, please feel free to talk with any staff member or visit our school website. Again, on behalf of the Success First Scholar's staff, welcome to our school.

Sincerely,

Principal

Our Mission

Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing an educational program designed to meet the needs of each individual student.

Policies and Procedures

ATTENDANCE

Policy: The Success First Scholars Academy's Board of Directors recognizes that a positive correlation exists between regular attendance and achievement. Therefore, regular attendance shall be required. The law requires students under the age of 16 to attend school. If a student is absent more than 20 days, he/she may automatically

be retained at the end of the school year. Students are expected to remain in class throughout the instructional periods. Excessive tardies and absences will be considered when discussing retentions. Unexcused absences will reflect negatively when retention is a consideration.

School Hours: The school day for students begins at 8:00 a.m. and all students should be in their classes by this time. Students should not arrive at school before 7:30 a.m. Students arriving by car between 7:30 and 7:50 a.m. should report to the multipurpose room. Students will report to their classroom at the 7:50 bell. The dismissal bell rings at 2:35 p.m. All students should be off the school grounds by 2:55 p.m. each day. On early release days students will be dismissed at 11:45 a.m. Students should be off campus by 12:15 on early release days.

School Arrival and Dismissal: All car riders will be dropped off in front of the building. Please follow the designated route. **We encourage parents to promote independence in their children by not escorting them into the building.**

In order to protect each child and to create a safe environment for all children, it is required that you remain in your vehicle and drive through the afternoon pickup line.

School Personnel are on duty beginning at 7:30 a.m. to receive students. School personnel are on duty in the multipurpose room until 2:55 p.m. All students should be picked up by 2:55 p.m.

School Absences: In the event of absences or tardiness to school, it shall be the responsibility of the parent/student to bring a note to the teacher signed by the parent or guardian giving the reason for such absence or tardiness. State law lists the seven lawful reasons for an excused absence. Please note that the policy also requires prior approval of the principal for an education trip.

Excused Absences:

1. Illness or personal injury of the student
2. Medical, dental, or health care related appointments
3. Death in the immediate family (parents, grandparents, sibling)

4. Quarantine by order of the Health Department
5. Religious observances
6. Court summons or court attendance otherwise required
7. Other absences which have exceptional education merit and for which prior approval has been obtained. (The request shall be submitted in writing to the principal by the parent or guardian at least one week prior to such absence.)

Unexcused Absences:

Any absence not meeting the requirements of an excused absence shall be an unexcused absence. If a student has not brought a note for an absence by the end of the third day after returning to school, the absence will be recorded as an unexcused absence.

School Checkout: Please remember that our students should remain at school from 8:00 a.m. until 2:35 p.m. so that they receive a full day's instruction. A few minutes here and there quickly adds up to hours and even days of missed instructional time. Therefore, students should be picked up early only in **emergency situations. Please do not sign your child out to avoid traffic.** Interruptions take away valuable teaching time. If you have to pick up your child before dismissal, you should report to the office and sign your child out of school. Students may not be signed out after 2:15 pm. Please do not call the office to release your child from school before you arrive. Only authorized persons designated by the parent may pick up a child. **Please be prepared to provide a picture ID.**

Leaving School Early: If your child leaves school before 11:30 a.m., she/he is considered absent for the day. A student must be present for half the school day to be counted as present.

Tardies and Checkouts After 11:30 a.m.: Students with more than three (3) tardies and/or early check outs will not be recognized for perfect attendance at the end of each grading period.

School Tardies: Students who arrive after 8:10 a.m. are tardy and should be escorted in to the school building by an adult. If a student arrives between 8:10 and 8:30, he/she should report to the Main Office. The teacher will mark the student

tardy. **Please note:** If you foresee that your child will be tardy, please be sure to feed him/her breakfast before coming to school. Breakfast will be served until 8:10 a.m. Instructional time begins at 8:10 a.m.

Withdrawal from School: Students who withdraw from school must return all textbooks, library books, recorders, and any other school-owned materials. Students must check with **all** of his/her teachers before withdrawing. Please obtain a transfer form from the school counselor prior to withdrawing.

Weather Concerns: School will be in session unless dangerous weather conditions force cancellation or early dismissal. Timely information may be obtained from radio stations WRRZ and WCLN and television stations WECT, WRAL and WTVD. A Connect-Ed message will be sent to all parents and details will be made available through the Principal's or Director's office at 910-XXX-XXXX. Breakfast will not be served when the school day is delayed.

STUDENT TRANSPORTATION

Car Riders: The safety of our students is the concern and responsibility of us all, especially around moving vehicles. We ask for your patience and cooperation so that the loading and unloading of students can proceed as quickly and safely as possible. Students should be reminded frequently of the following rules:

- Students should sit quietly and listen for their name to be called.
- Book bags should remain closed.
- Students should move to the "black box" on the front steps when their names are called.
- Students will be supervised to and from cars in the AM and PM.

Parents are asked to do the following:

- Please cooperate by loading and unloading students at the front entrance.
- Please put your child's name on a sentence strip or large piece of paper to show to the teacher assistant standing with the child. (Also give one to the grandmother or neighbor who may sometimes pick up your child.)
- Please follow the traffic pattern when bringing and picking up your child from

the front entrance. Parents may not leave their cars to pick up children in the hallway or on the porch area.

- Please observe and abide by the "NO PARKING" signs.
- For rainy days, we suggest hooded raincoats instead of umbrellas.
- Please have your child sit on the back passenger side of the vehicle.
- Only children with disabilities should be picked up at the crosswalk.
- It is the parent's responsibility to inform the school if there are persons not allowed to pick up their children.

STUDENT DISCIPLINE

Bullying Policy: Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property, at any school-sponsored function, or on a school bus that

- places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, limited to, "acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

In the event that you feel your child has experienced bullying, parents should follow the procedures outlined below:

- Notify your child's teacher. Teachers have been trained in preventing and handling bullying. The teacher will work with you and the student to ensure the matter is handled in an effective manner.
- Notify an administrator. Teachers and administrators work together to ensure

bullying is identified and resolved.

Dress Code: Uniforms will be worn by all students. The uniforms will consist of brown, black, or khaki pants, shirts, skirts, or dresses for all students. Boys and girls should not wear sagging, baggy, oversized clothing. Keep in mind that students sit on the carpet at story-time and shirts or tops should be long enough to cover the backside. No shirts/tops that expose the midriff, chest area or back will be allowed. Tights are a suggestion for girls wearing dresses. Jackets, sweatshirts and hoodies may be worn; however, the students must remove the hood from their head when entering and remaining in the building. Students are not allowed to wear heelys (tennis shoes with wheels) at school. Due to the daily physical activities that students are involved in, it is highly recommended that all students wear tennis shoes each day.

Weapons and Dangerous Instruments: Students are not allowed to have weapons or dangerous instruments such as knives, razors, guns, or other objects that can reasonably be considered a weapon or dangerous instrument in any school building, on school premises, or at any school function. Violation of this policy may result in suspension of the student as well as charges being filed against the parent or guardian. Any such weapons will be retrieved and turned over to local authorities.

Parents (especially hunters) please be aware of the following law: "According to North Carolina General Statute 14-269.2, it shall be a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.

Positive Behavior Intervention Support Program (PBIS): In an effort to promote responsible behavior, Success First Scholars Academy's Board of Directors has established a Positive Behavior Intervention Support program for all students. This program is designed to teach expectations and consequences in a positive manner. Students are taught essential positive character traits using our PBIS model.

PBIS Model

Be **H**onest

Be **O**rderly

Be **R**espectful

Be **S**afe

Be **E**ngaged

This model is used throughout the school year to reinforce behavior expectations set forth by the Positive Behavior Intervention Support program.

Success First Scholars Academy C.A.R.E. Center (in conjunction with PBIS):

Success First Scholars Academy will be using an innovative Center for Academic and Reflective Education (C.A.R.E.) this year. The purpose of C.A.R.E. is to work with students who need to be removed from the classroom due to continuous disruption, disrespect, or/and disobedience. All teachers are expected to have a fair and consistent discipline plan in place to handle minor problems. C.A.R.E. is reserved for situations where a student does not respond to reasonable corrections in class.

When students are sent to C.A.R.E., the teacher will complete a C.A.R.E. referral form. Classwork will be sent with the referral form so that the educational process does not stop. Teachers will also send an adult to walk with the referred student. The office will assist with transporting the student if the teacher requests. This will ensure that the student arrives at C.A.R.E. without getting diverted or causing further disruptions. If a student receives a C.A.R.E. referral, he/she will miss the remainder of that class and/or an amount of time as designated by the teacher, C.A.R.E. personnel, or administration.

The idea of C.A.R.E. is to maximize uninterrupted instruction for the majority of the students who are attentive and eager to learn while also supporting students who need to become more responsible for their behavior and learning opportunities. Referring students to C.A.R.E. is a last resort process after in-class discipline plans have proven ineffective. All classroom discipline plans are to be submitted to the assistant principal.

When students are referred to C.A.R.E., the C.A.R.E. facilitator will call the parent. The student will be responsible for explaining to the parent why he/she has been referred to C.A.R.E. If the student is unable to explain, the C.A.R.E.

facilitator will read directly from the C.A.R.E. form submitted by the teacher. If a parent is not available in person or via message machine, a copy of the referral will be mailed or sent home with the student. This copy should be signed by the parent and returned to school the following day. A copy of the referral will also be sent home if parents are contacted.

Teachers will also contact parents about C.A.R.E. referrals but not during instructional time. If you would like a teacher to call you at a certain time, please indicate so when talking to the C.A.R.E. facilitator or on the return C.A.R.E. referral form.

If a student receives three C.A.R.E. referrals from any source during a 9 week period a conference is required. The conference should be attended by the parent, teacher(s), and an administrator. The student should be available to chat with the adults after they have met. At this conference, the student will be assigned to a Behavioral Contract. The contract will include among other things the notification that any additional referrals of any type during the same nine weeks will result in Office Discipline Referrals and may result in out of school suspensions (which is, of course, not the result any of us want). It should be noted that Office Discipline Referrals are reportable on N.C. Wise; wherein C.A.R.E. referrals are not reported on N.C. Wise.

The Assistant Principal will be responsible for calling parents for Office Discipline Referrals. He or she will schedule the conference with the parents.

We believe that C.A.R.E. will enhance an uninterrupted instructional process while ensuring that each student who needs it receives extra assistance (not punishment) and/or counseling. Remember, there is no room in your child's class for the 3 D's: disruption, disrespect, and disobedience. Success First Scholars Academy expects a safe and orderly climate for **all students and staff**.

Office Discipline Referrals (in conjunction with PBIS): We hope to limit the number of Office Referrals and out of school suspensions with the use of C.A.R.E. by providing a safe in-school alternative when one is necessary. However, if a student bullies other students or causes an unusually large disruption (This includes fighting and inappropriate language.) anywhere on campus, he/she may be suspended. Any student that assaults a school employee will be suspended. A student who brings objects that can be considered as weapons will be suspended. Please consistently check your child's backpack and pockets so that nothing is accidentally inappropriate is brought to school. As indicated previously, students

with more than 3 C.A.R.E. referrals are subject to suspension.

OTHER RELEVANT INFORMATION A-Z

Awards Programs: Students will be recognized at the end of each 9 week grading period as Terrific Kids and Student of the Month nominees. At the end of the year students will also be recognized for 100 hundred book award recipients. Notes will be sent home when your child is receiving an award.

Book Bags: Students are permitted to bring a regular or hand-held backpack to school. Rolling book bags are not safe and will not be permitted at Success First Scholars Academy.

Breakfast/Lunch: We offer a nutritious breakfast and lunch program at Success First Scholars Academy.

Breakfast is free to all students

Lunch- \$1.80 – full price; \$.40 – reduced price

ADULTS- ala carte

· Free or reduced-price lunch is available to those who qualify. Forms are sent out at the beginning of the year or may be obtained in the office. **All students will be required to pay for their lunch until the form is returned and approved.**

• Students are encouraged to use the lunchroom program. Please send money on a weekly basis **in the envelopes provided.**

· Snacks brought from home must be nutritious.

· Parents are always welcome to eat lunch with their children.

· Kindergarten parents please wait until after September 10, 2014 to eat lunch with your children.

Cell Phone Usage: As you are dropping off and picking up your child, please **do not** use your cell phones. Talking on your cell phone is a distraction and we need to ensure the safety of all of our students as the staff is assisting them safely into the building. Also, please be respectful of others and limit your use of your cell

phone inside the school building.

Deliveries: Please **do not** send flowers, balloons, etc. to be delivered to students. Students are unable to take these items to their classrooms.

Emergency Drills

Students must remain with their class and exit quickly and in an orderly fashion. A fire drill escape plan is posted in all rooms by the door. Each class has an escape route and will assemble a safe distance from the building.

During tornado drills, each class goes to a designated area within the building. All students sit resting on their knees with hands covering their heads.

Lock Down drills require SFSA staff to secure the building. All students will remain quiet and out of view behind locked doors for the duration of the drill.

Homework

Homework is considered an important and meaningful part of our school program. At SFSA, homework assigned will relate to classroom activities and instruction. Teachers coordinate with each other to ensure students are not assigned an excessive amount of homework.

- Assignments for long term projects will be given in writing.
- Progress reports, sent on a regular basis, will note missing assignments.
- Grading of homework will affect report card grades.
- Late assignments are accepted, though credit will be affected.
- A reasonable amount of time will be given to make up assignments missed due to an excused absence (for full credit).
- Parents are encouraged to provide a quiet time and place for homework and check to see that the assignments are completed and organized.
- Parents should encourage independent work by giving only necessary assistance.
- Parents should review all corrected papers that have been returned.
- Parents are encouraged to contact the teacher if the student is having difficulty with assignments so that the student can receive additional instruction.

Emergencies: Please make certain that the school knows how to reach you or a responsible person in case of an emergency. It is important that the office always has a telephone number of someone that can reach you in case of an emergency. Please contact the school by telephone or by a note if you have a change of address or if your home or work telephone number is changed. **Working numbers are required/essential.**

Field Trips: During the school year, your child may have the opportunity to go on

off-campus field trips. These field trips are instructional and are planned to enhance the curriculum. Parental permission forms must be completed and returned to the teacher before a child may be allowed to participate on a field trip.

Grading Policy: Students will receive a report card at the end of each 9 week grading period. Pre-K – First grade students are not assigned letter grades at Success First Scholars Academy. Mastery of essential skills will be measured through proficiency levels rated from 1 to 4. Proficiency levels are as follows:

4-Consistent performance beyond grade level

3-Consistent use of strategies at grade level

2-Inconsistent use of strategies, lacks full understanding, slightly below grade level

1-Uses limited number of strategies, well-below grade level

The use of (S) Satisfactory, (N) Needs Improvement (U) Unsatisfactory, (I) Improving will also be incorporated into the report card to indicate mastery of specific goals. Progress Reports will be sent home weekly for Pre-K –First Grade students.

Marked Belongings: Each child's belongings (i.e. school supplies, coats, gloves, etc.) should be plainly marked to avoid loss or exchange. All articles found on the school premises will be taken promptly to the office and placed in the "lost and found" where it may be obtained. The school will not assume any liability for lost articles.

Computer Center: The guidelines for using the Success First Scholar Academy Computer Center are as follows:

- Patrons with overdue materials will not be allowed to check out materials until all materials are returned and all fines are paid.

- Patrons are to be encouraged to look for at least one circulation period (1 week) before paying. Once an item is paid for, the item becomes the property of the patron. **NO REFUNDS**

- Cost for damaged/lost books will be based on the replacement cost at the time of payment.

- Students with lost/damaged/overdue materials may check out a book in their teacher's name, but this book is not to leave the campus.
- Damaged items become the property of the patron after it is paid for and is withdrawn from the system.
- Fines will remain in place until paid.

Medication: School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by the doctor, and the medication has been received in an appropriately labeled container from the pharmacist. In fairness to those giving the medication and to protect the safety of your child, there will be no exceptions to this policy. (This includes over-the-counter as well as prescription drugs.) A medication form may be obtained from the school nurse or school secretary. An adult should transport medication to school. Medication of any type is never to be sent with students.

Money and Personal Items: Students are not allowed to bring personal items such as cell phones, toys, video games, radios, CD or DVD players, etc. to school (except for use in an activity specified by the teacher). Such items may be collected by school personnel and given back to the student at the end of the school day or may be held until the end of the school year. We also ask that your child not be allowed to bring excessive amounts of money to school. The school cannot be held responsible for loss of money or personal items brought to school.

Parent/Teacher Conferences: Your child's teacher is responsible for teaching her class from 8:00 a.m. until 2:35 p.m. and therefore cannot meet with you during these times. Please schedule your conferences before 8:00 a.m. or after 2:35 p.m. Conferences may be arranged with the teachers or through the office.

Parties: Light refreshments may be served at holiday times. It is permissible to send a store bought treat, such as cupcakes or cookies, for your child's birthday. Teachers are unable to serve homemade items. Please make these arrangements at least three (3) days in advance with the teacher. Your child's class is allowed only two (2) class parties per year.

Pictures: Individual school pictures and class group pictures will be taken during 2014-2015 school year. Students will take home proofs so that parents may preview the portraits before ordering; therefore all students will be photographed.

We will take Fall pictures and Spring pictures.

Tobacco Policy: Success First Scholars Academy is 100% tobacco-free. School employees, students, visitors, parents, and other individuals visiting our schools may not display or use any tobacco product on the school premises or at school-sponsored events. The prohibition of the display of tobacco products shall not extend to a display that has legitimate instructional or pedagogical purposes.

Video Cameras: Video surveillance cameras has been installed in Success First Scholars Academy. The cameras will assist in providing a safe and orderly environment for students, parents, staff and guests who visit our school.

Visitors: Visitor parking is available in the front of the building. If you come to our school at any time for any reason, you are a visitor to our school. As part of our Safe School Plan, visitors are required to sign in at the office and get a visitor's pass before going anywhere else on the school grounds. Visitor passes must be visibly worn on the left breast pocket area. We respectfully ask parents and other visitors to observe our protected learning times. Please do not gather on the porch or in hallways to wait for dismissal time.

Please Follow These Traffic Rules

Help us keep your children safe!!

If everyone works together and follows the same basic rules, our school population will be safe and no one will be over burdened with delays.

Remember:

1. Make it a practice to drive to the designated drop off area in the morning and pick up students in the afternoon. This teaches your child responsibility and helps them grow in independence.
2. If it is necessary to walk your child into the building, use the designated **parent parking areas**. Please protect the safety of your child and **DO NOT** drop off them off in the staff parking lot.
3. Cross only at the yellow lines at the front of the school if you are walking into the building.

4. **DO NOT** park in the areas marked reserved.
5. The Visitor Parking Lot is for anyone who comes to the school after 8:10 a.m.
6. If you are picking up a child during the school day (before school dismisses), use the visitor parking areas.
7. **Handicapped** designated spots should be used only by the appropriate persons.
8. Please adhere to the NO PARKING signs at any time during the school day.

LETTER FROM THE Success First Scholars Academy P.T.S.O.

(Parent-Teacher-Student Organization)

Dear Parents and Guardians,

The PTSO would like to welcome you to Success First Scholars Academy. We are the parent organization that works closely with the school to provide additional resources and extra sets of hands. We hope that you will want to be an active participant with us. You may call the Success First Scholars Academy office at for more information about PTSO and how you can take part. You may also let your child's teacher know that you would like to become involved in PTSO.

Looking forward to meeting and working with you,

Success First Scholars Academy PTSO President

Appendix C

Success First Scholars Academy

Student Code of Conduct

2014- 2019

Policies and Procedures for Student Conduct

Visitors

- Success First Scholars Academy welcomes all visitors.
- All visitors must sign in at the office. Visitors failing to sign in will be asked to leave.
- Students will only be released to the legal guardian unless we have written or verbal permission from the legal guardian to release the student to someone else.
- Failure to call ahead and make an appointment with a specific staff member may result in that person being unavailable.
- If you would like to visit a classroom, please contact the teacher and make prior arrangements.
- Anyone using profanity, obscene language or issuing threats toward any student or staff will be asked to leave and will not be allowed back on campus without the express permission of the principal.

Safety and Security

The administration at Success First Scholars Academy reserves the right to search randomly selected classes from time to time to ensure a safe and secure environment. During these searches, students will be asked to turn pockets inside out and may be asked to remove their shoes. Students attending Success First Scholars Academy may not carry book bags other than the clear ones. Students will also not be allowed to carry large purses while in school. Book bags and purses will be searched on occasion. Any student who refuses to comply with a search will be suspended and isolated until a parent/caregiver can arrive to pick them up.

Emergency Services

In the event that a student threatens to harm themselves or others or is behaving in an irrational manner, the school psychologist, school counselor or social worker will be called to assess the student and make a determination as to whether or not the child needs to be transported to Mental Health Crisis and Assessment for an evaluation. In this event, the student is transported by the School Resource Officer and we make every effort to reach the parent/caregiver. In those cases where the child does not require a CAS evaluation, we will still contact the parent/caregiver and provide them with the information.

Alternative Learning Center (ALC)

Students can be assigned to the Alternative Learning Center (ALC) for multiple referrals in a single day or for instances of misbehavior where an administrator determines that assignment to ALC is appropriate. ALC will be a structured class where students will be expected to participate with a variety of activities designed to help them improve their overall school behavior as well as complete assigned class work. ALC is a zero tolerance environment and is used as an alternative to suspension. Students who are determined to be unsuccessful in meeting ALC expectations by an administrator will be subject to suspension for the following day. Students who refuse to go to ALC will receive a suspension. ALC staff are certified teachers and the work that students complete in ALC count toward the work they would receive in their classes outside of ALC.

Student Review

Based on careful consideration of discipline data students will be presented to the student review committee where a functional behavioral analysis will be developed and further behavioral interventions will be discussed and/or created.

Other Items Deemed to be a Distraction at School.

Students may not bring items to school for the purpose of selling or trading them. Students may not have more than \$20 while at school. **Students who bring electronic devices, large sums of money or other personal items will assume the sole responsibility for the items as staff will make no effort to recover them if lost or stolen.**

Homework

Homework provides valuable practice for students to master course objectives or to make up missing assignments. You should expect to see homework on a regular basis. If you do not, please contact your child's teacher(s) and request it.

Feedback Sheets

Feedback sheets are used to collect data about each student's behavior on a daily basis and are a primary source of information in making disciplinary decisions. Feedback sheets also determine which students are eligible for various weekly, monthly, and quarterly incentives. Those students who demonstrate an ability to conduct themselves appropriately on a consistent basis will no longer be required to maintain a feedback sheet. Feedback sheets are kept on file with the team leaders. Parents/caregivers are welcome to come by and look at them at any time.

Draft

Universal Behavior Expectations

We will all speak to each other in a respectful way; without cursing, threatening, or using inappropriate comments.

We will all be in our assigned areas throughout the day.

Everyone will follow the dress code policy at all times during the day.

We will maintain appropriate personal space, and keep our hands and feet to ourselves at all times.

We will leave our outside interests outside.

We will consistently work hard to reach mastery in all of our classes.

Success First Scholars Academy Universal Code of Conduct

Level I Offenses Handled by the Classroom Teacher using the Student Intervention Log and Daily Behavior Expectations Card	Level II Offenses Crisis / ALC	Level III Offenses Administrative Review ALC / Short-Term Suspension not to Exceed 2 days
1.01 Tardiness	2.21 Failure to cooperate with a school employee / Disrespect Faculty/Staff or any school personnel or adult	3.31 Provoking/instigating a fight by starting rumors 2.21a. Rushing to an area in order to watch a fight
1.02 Throwing items in class (not causing physical injury)	2.22 Public display of affection (example: kissing)	3.32 Disobedience or disrespect to staff (including verbal threats or aggression, and noncompliance with directive after being warned.) 3.32a Obscene language, profanity or gestures directed toward staff <i>(This is for those students sent to Crisis after using the intervention log and various interventions)</i>
1.03 Taking food out of the cafeteria	2.23 Inappropriate Language (students yelling, cursing) - Automatic ALC, no exceptions!	3.33 Petty theft or possession of stolen goods (less than \$25)
1.04 Failure to bring required materials to class	2.24 Disruptive behavior in the hall (running, excessive noise, horseplay) - Automatic Crisis Referral. A 2 nd Offense will result in the remainder of the day in Crisis or ALC.	3.34 Possession of tobacco products, matches, or lighters
1.05 Misuse of a pass (Abusing Hall Pass Privilege)	2.25 Leaving trash in the cafeteria or on the lunch table.	3.35 Taking actions that provoke or encourage other students misbehave
1.06 Possession of an electronic device	2.26 Failure to go directly to class or being out of your assigned area.	3.36 Skipping class / Walking Out of Class without Permission - Automatic ALC (Refusal to go to ALC is an Automatic Suspension beginning with the next school day.)

1.07 Sleeping in class	2.27 Failure to correct a dress code violation	3.37 Inappropriate behavior in an assembly, group, or at an after - school activity.
1.08 Minor class disruption (talking, laughing, passing note)	2.28 Falsifying an excuse, note, parent signature	3.38 Failure to cooperate with safety procedures during fire drills, tornado drills, lockdown drills, evacuations, etc.
1.09 Out of seat without permission	2.29 Other acts of misconduct as determined by administration	3.39
1.10 Eating or drinking in the class or hallway without permission	2.30 Gambling	3.40
1.11 Littering on campus	2.31 Falsifying an excuse note and/ or parent signature.	3.41
1.12 Breaking a class rule	2.32 Repeated refusal to follow a direction or directive after interventions have been tried per the classroom teacher.	3.42
1.13 Selling gum, candy, drinks at school	2.33	3.43
1.14 Other Acts of Misconduct as Determined by Administration.	2.34 Other Acts of Misconduct as Determined by Administration.	3.44 Other Acts of Misconduct as Determined by Administration.

Level IV Offenses Administration Review ALC combined w/Short-term Suspension not to Exceed 5 days (Possible Long-Term Suspension w/ Aggregating Factors)	Level V Offenses Administration - Assigns 10 days OSS and Recommendation for Long - Term Suspension	Level VI Offenses Gang Related Activities Administration - Assigns 10 days OSS And Recommendation for Long - Term Suspension
4.41 Major Classroom Disruption to the point that learning cannot occur for the remaining students. <i>(This is for those students sent to Crisis after using the intervention log and various interventions)</i>	5.51 Assault on a student 5.51 (a) Assault on School Personnel or Other Adult	6.60 Wearing of gang colors with no altercation
4.42 School Disturbance (Banging on doors, kicking school property, destroying school property, pulling or misusing fire extinguishers, communicating threats or any other form of conduct	5.52 Assault without a weapon resulting in severe harm 5.52 (a) Assault with a weapon. 5.52 (b) Possession of a Weapon / Dangerous Instrument / Substances	6.61 Displaying Gang Signs
4.43 Walking Out of the Building or Off Campus without Permission - Automatic 3 Days of ALC (Refusal to go to ALC during any portion of the 3 Day period results in a 3 Day Suspension)	5.53 Group offenses (a group of students ganging up on another student or students - includes assaults, fights, harassments, extreme bullying or intimidation, and bus incidents)	6.62 Drawing Gang Signs and Symbols
4.44 Communicating a threat to a student or staff.	5.54 Physical or verbal harassment that includes removal of clothing, aggressive sexual language or intimidation, and deliberate exposure of sexual organs	6.63 Gang related violence including fights and / or assaults.
4.45 Intimidation or bullying of a staff or student.	5.55 Physical violence against a staff member with intent to harm	6.64 Gang related materials included but not limited gang books of knowledge.
4.46 Sexual Harassment	5.56 Blackmail, threats, or intimidation against a staff member or student	6.65 Gang & Neighborhood handshakes (Any handshake that is not considered a firm & professional handshake)
4.47 Physical Aggression / Fighting 4.47 (a) An additional 1 to 5 days of OSS for	5.57 Commission of reportable criminal acts (arson, rape, shoplifting, etc.)	6.67 Other acts of misconduct as determined by administration

clearly throwing the first blow in a fight		
4.48 Property Damage to School	5.58 Possession, distribution, or use of illicit drugs (including Alcohol) on the school grounds.	
4.49 Disruptive Protest	5.59 Possession, distribution, or use of controlled substances and drug paraphernalia	
4.50 False Fire Alarm	5.50 Possession, transmitting, handling, or conspiring to use or handle a weapon or dangerous instrument (includes firearms, knives, explosives, or any item used as a weapon that causes harm or could potentially cause harm)	
4.51 Fire Setting / Incendiary Materials (including but not limited to matches, lighters, or lighter fluid or any material that can be used to destroy school property.)	5.51 Bomb Threat 5.51 (a) Bomb Threat Aiding & Abetting	Level VII Offenses Bus Related Activities Handled by Administration
4.52 Indecent Exposure / Sexual Behavior	5.52 Acts of Terror	7.71 First Offense - 2 days off the bus.
4.53 Extortion (No student shall attempt to extort money, personal property, or personal services.)	5.53 Gang and Gang Related Activity	7.72 Second Offense - 3 days off the bus.
4.54 Failure to Report Firearm	5.54 Possession, Use, Under the Influence , Sell, Possess w/ Intent to Sell, and / or Distribute: <ul style="list-style-type: none"> • Narcotics • Alcoholic Beverages • Controlled Substances • Chemicals • Counterfeit Substances (including but not limited to Beadies, Bath Salts, or substances that take on the appearance of illegal drugs) • Drug Paraphernalia 	7.73 Third Offense - 5 days off the bus. (All fights or refusal to get off the bus when directed will result in 5 days off the bus regardless of the offense level).
4.55 Hazing		7.74 Fourth Offense - 7 days off the bus.
4.56 Failure to comply w/ Search & Seizure		7.75 Fifth Offense - 10 days of the bus.
4.57 Aiding and Abetting		
4.58 Crisis /ALC failure or major disruption.		
4.59		

4.60 Performance of sexual acts (either alone or with other People)		
4.61 Physical sexual harassment of another student including brief touching and repeated unwanted sexual advances.		
4.62 Possession of stolen goods, theft, or vandalism (property valued at \$25 or greater including but not limited to school supplies such as Ipods or Ipads, graphing calculators or other school items that are valued over \$25).		

Draft

Success Firs Scholars Academy

Code of Conduct Consequences

Top Four Offenses and Consequences:

1. Cursing: Automatic ALC, no exceptions. Complete the Cursing Referral Form and send it to ALC with the Crisis Staff that is escorting the student. If cursing happens at the end of the day, that student will be required to attend ALC the next day.
2. Horseplay: Automatic Crisis Referral. A second Horseplay referral will result in the remainder of the day being spent in ALC.
3. Walk Out of Class: Automatic ALC. Refusing to go to Crisis or ALC at any time will result in a automatic 1 Day Suspension to begin the next school day.
4. Walk Out of School or Off Campus: Automatic 3 Days of ALC. Refusing to attend or go to ALC will result in an Automatic 3 Day Suspension.

LEVEL I OFFENSES:

1st Offense: Warning / Teacher Intervention. Citation and / or 0 on daily behavior expectations sheet.

2nd Offense: Warning / Teacher Intervention. Citation and / or 0 on daily behavior expectations sheet.

3rd Offense: Continuing Disruption: Crisis, phone call home by referring teacher.

- Subsequent LEVEL I OFFENSES may be treated as LEVEL II OFFENSES.

LEVEL II OFFENSES:

1st Offense: Crisis

2nd Offense: Crisis

3rd Offense: ALC

- Subsequent LEVEL II OFFENSES may be treated as LEVEL III OFFENSES.
- Students who refuse to go to ALC will be suspended.

ALC Progression:

ALC Visit #	Days in ALC
1	1
2	2
3	4
4	6
5	8
6	10

*Days assigned to ALC continue to rise per ALC visit.

*Administration can assign additional ALC days on a case by case basis.

LEVEL III OFFENSES:

- ALL LEVEL III OFFENSES shall result in ALC and /or a Short-Term Suspension not to Exceed 2 days.*
- Subsequent LEVEL III OFFENSES may be treated as LEVEL IV OFFENSES including students being placed in ALC on a 45 Day Placement by the Administration.

LEVEL IV OFFENSES:

- ALL LEVEL IV OFFENSES shall result in a combination of ALC and / or a Short-Term Suspension not to Exceed 2 days.
- Subsequent LEVEL IV OFFENSES may result in a 45 Day Placement in ALC and / or a Long-Term Suspension.

LEVEL V & LEVEL VI OFFENSES:

- ALL LEVEL V & LEVEL VI OFFENSES shall result in a 10 Day Out-of-School Suspension and a Recommendation for Long-Term Suspension.

LEVEL VII OFFENSES (BUS RELATED ACTIVITIES):

- 1st Offense: 2 Days Off the Bus
- 2nd Offense: 3 Days Off the Bus
- 3rd Offense: 5 Days Off the Bus

4th Offense: 7 Days Off the Bus

5th Offense: 10 Days Off the Bus

Draft

Appendix E

Delynn Boykin-Solice, B. S.

Mailing Address:
P.O. Box 43
Clinton, NC 28329

Physical Address:
418 McKoy St
Clinton, NC 28328

PROFILE

- ❖ A great student advocate that is focused on doing the right things in the best interest of every child.

EDUCATION

Fayetteville State University

- ❖ Bachelor of Science in Business Administration/Marketing, 1978-1981

Clinton High School, Clinton, NC

- ❖ High School Diploma, May 1977

PROFESSIONAL EXPERIENCE

Royal Lane Apartments

Clinton, NC 28328

1989 - 2001

Clinton City Fire Department

Clinton, NC 28328

1997 - 2001

Sky City

Spring Lake, NC 28390

1981 - 1989

COMMITTEE MEMBERSHIPS

Clinton City Schools Interview Committee for Principal/Assistant Principal

Clinton City Schools Calendar Committee

Clinton City Schools CAFÉ Committee

Clinton City Schools School Improvement Committee

Clinton City PTSO

Appendix E:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy, Inc.

2. Full name: Delynn Boykin-Moore

Home Address: 418 McKoy St Clinton, NC 28328

Business Name and Address: None

Telephone No.: 910-214-9310

E-mail address: dbsolice@embarqmail.com

3. Brief educational and employment history.

BS Degree – Business Administration

Certified Housing Manager

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was interviewed face-to-face by the founder of the proposed charter school and asked to serve on the board. I feel I can make a difference in the lives of children and their learning process. I have been involved with public school system, and I have seen and understand what our children are in need of to be able to succeed in this world.

6. What is your understanding of the appropriate role of a public charter school board member?

To make sure that children are academically succeeding.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on any other boards, however I am a parent of school age children and believe that parents should have an option as to where their child can receive a successful education.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a school age child and experience serving on several committees within the public school system. I also attend the local school board meetings to keep abreast on what is going on in the school system.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To better educate children

2. What is your understanding of the school's proposed educational program?

To ensure that all children receive an education that will better prepare them to become a successful citizen in the world in which they live.

3. What do you believe to be the characteristics of a successful school?

A good learning environment and well equipped teachers who will motivate children to learn.

4. How will you know that the school is succeeding (or not) in its mission?

The determining factor will be how well the children are performing.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set policy that ensures the mission of the school is being fulfilled and that the school's instructional leader is performing to all his/her capabilities in ensuring that all the children academically achieve.

2. How will you know if the school is successful at the end of the first year of operation?

Students' outcomes on the EOG and the progression they have shown from when they initially entered the school, also community stakeholders support, and additional parents applying to enroll their children in the school.

3. How will you know at the end of five years of the school's success?

The number of students enrolled and their test scores compared to traditional schools, the school is financially sound, and there is a need for expansion.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Sound policies and a strategic plan that meets the goals of the school's mission.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would approach the member/members about my concerns if I believe unethical behavior on their behalf was occurring, and then I would discuss my concerns with the board chairperson.

*Please include a one page resume with your Information Form

Certification

I, DeLynn Boykin-Solice, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Success First Scholars Academy Charter School is true and correct in every respect.

DeLynn Boykin-Solice
Signature

2-28-13
Date

Patricia A. Boykin-Moore, MAED/CI

Mailing Address:
P.O. Box 755

Physical Address:
304 Eastover Avenue

PROFILE

- ❖ Strong academic background combined with 27 years of experience with the North Carolina Department of Health & Human Services.
- ❖ A great student advocate that is focused on doing the right things in the best interest of every child.
- ❖ Well-developed oral and written communication skills with colleagues, parents, children, and community partners to ensure the success of each child.
- ❖ Natural leader and team builder, with a common sense approach to administration.

EDUCATION

University of Phoenix

- ❖ Doctoral Candidate in Education Leadership/Curriculum Instruction, 2010-Present

University of Phoenix

- ❖ Master of School Administration, February 2010

North Carolina Central University, Durham, NC

- ❖ Bachelor of Science in Biology Pre-Med, May 1978

Clinton High School, Clinton, NC

- ❖ High School Diploma, May 1974

PROFESSIONAL EXPERIENCE

Taxes Done Right

PO Box 755
Clinton, NC 28302

2007-Present

State of North Carolina Department of Health & Human Services

Child Support Agent II – Cumberland County Child Support Enforcement

803 – J Stamper Road
Fayetteville, NC 28302 – 0302

2003 – 2011

Clinton City Board of Education

Biology Teacher – Clinton High School

606 College Street
Clinton, NC 28328

1999 – 2002

State of North Carolina Department of Health & Human Services

1979 – 1999

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy, Inc.

2. Full name: Patricia Boykin-Moore

Home Address: 304 Eastover Ave Clinton, NC 28328

Business Name and Address: Taxes Done Right PO Box 755 Clinton, NC 28329

Telephone No.: 910-6247-2249

E-mail address: ccbench@yahoo.com

3. Brief educational and employment history.

Doctoral Candidate in Education Leadership/Curriculum Instruction, University of Phoenix, 2010-present

Master of Arts in Education/Curriculum Instruction, February 2010

Bachelor of Science Pre-Med, May 1978

Self-Employed, 2007-present (Taxes Done Right)

Cumberland County Government – Income Maintenance Caseworker II, 2008-2011

Self-Employed, 2007-2010 (Success University Tutorial Services)

State of North Carolina – Child Support Agent II, 2004-2007

Teacher – Clinton City Schools, 1997-2001

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am the founder of the proposed charter school and a non-voting member. I wish to serve on the board in an ex officio capacity to ensure that the mission of the school is being met through sound governance.

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member is one of the governing members of the board who help sets the policy to ensure that the schools mission is being fulfilled.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on any school board but know through my experience as a tutor of academically-challenged students about how students should be educated to allow them to successfully develop academically and transition from one grade level to another. My experience in attending IEP meetings with parents in the community has given me knowledge of how Special Education students should be taught. I have taught in the public school system.

7. Describe the specific knowledge and experience that you would bring to the board.

I am thoroughly aware of how a viable curriculum taught by highly qualified teachers have the propensity to change and promote academic success for all students.

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to ensure that every child receives an equitable opportunity to learn and be successful in their learning through support of the staff, parents, and other community stakeholders.

2. What is your understanding of the school's proposed educational program?

The proposed educational program aligns with the mission of the school and the Common Core Standards and is to be used to promote academic successful for each child. The educational program allows teachers to be flexible and innovative in their teaching and allows each child to receive an education tailored to meet his/her specific needs.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school is effective governance, student achievement, and a school climate that promotes students' learning.

4. How will you know that the school is succeeding (or not) in its mission?

Student achievement, teacher retention, and growth of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set the policy and the direction the school needs to take to meet the mission of providing each child with a quality education that meet their individual needs. The board will monitor the progress of the school and the leadership team to ensure that every effort is being made to keep the school fiscally sound and every action that takes place is in the best interest of the students.

2. How will you know if the school is successful at the end of the first year of operation?

Students' outcomes as evidenced by the data, also community stakeholders support, financial solvency, increased enrollment, and retention of staff.

3. How will you know at the end of five years of the schools is successful?

The number of students enrolled, test scores compared to traditional schools, the school is financially sound, and there is a need for expansion, there is a high teacher retention rate, and the school consistently meet AYP.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school will hire an instructional leader that is capable of carrying out the policies and the strategic plan established by the board that meets the goals of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would approach the board member directly to discuss my concerns on how to resolve the situation in a professional manner and in the best interest of the school. I will notify the other board members of my concerns and seek a resolution of the situation.

*Please include a one page resume with your Information Form

Certification

I, Patricia Antoinette Baykin-More, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Success First Scholars Academy Charter School is true and correct in every respect.

Patricia Antoinette Baykin-More
Signature

2/1/13
Date

Mr. Choya C. Boykin

5408 Woodsnipe Drive
Raleigh, NC 27604

ccboykin@live.unc.edu
"Excellence in Education"

Home: (919) 803 – 8844
Cell: (910) 260 – 1567

Objective: To continue my dedication, leadership and student advocacy in education administration as a board member of Success First Scholars Academy.

PHILOSOPHY OF ADMINISTRATION

The primary purpose of educational administration is to provide an environment in which individuals can work together cooperatively to serve the needs of students through accomplishing the goals of the institution. Administration should be a consensus oriented process designed to foster an atmosphere in which staff members assist one another, plan together, and freely exchange ideas. A structure must be developed that allows people to participate in the decision-making process. People grow as they attempt to solve problems and seek answers to questions. Administrators should create an environment of participation that allows staff to grow through the sharing and interchange of ideas. Relating to teachers and all stakeholders in a democratic manner fosters the development of high staff morale and creates the group cohesiveness necessary for the educational improvement of a school.

EDUCATION

University of North Carolina at Chapel Hill, Chapel Hill, NC
Doctoral Candidate in Education Leadership, 2010 – Present

North Carolina Central University, Durham, NC
Master of School Administration, May 2006 (Summa Cum Laude)

- North Carolina Certified Principal License, K – 12 Education

Bachelor of Science in Biology Pre-Med, May 2001

- North Carolina Certified Teacher, Biology Secondary Education

N.C. Department of Juvenile Justice & Delinquency Prevention, Butner, NC
Juvenile Justice Officer Certification – October 2009
R.C.D.T. (Restraint Control Defense Techniques) Certification – October 2009
C.P.R. (Cardio Pulmonary Resuscitation) Certification - October 2009
A.S.I.S.T. (Applied Suicide Intervention Skills Training) Certification – March 2009

PROFESSIONAL EXPERIENCE

Life Leadership Academy Superintendent	1/2/2013 - Present
Wake County Public School System, Raleigh, NC Principal of Longview High School (6 th – 12 th Grade: 100% Special Education Population)	2011 – 1/2/2013
N. C. Dept. of Juvenile Justice & Delinquency Prevention, Butner, NC Principal of C. A. Dillon School (6 th – 12 th Grade: Adjudicated Youth / 70% Special Ed. Population)	2009 – 2011
CLINTON CITY SCHOOLS, Clinton, NC Principal of Sampson Middle School	2007 – 2009
DURHAM PUBLIC SCHOOLS, Durham, NC Assistant Principal/Summer School Principal of Carrington Middle School Principal Intern for Githens Middle Schools	2005 – 2007
JOHNSTON COUNTY SCHOOLS, Smithfield, NC 7 th Grade Science Teacher and Assistant Head Football Coach	2004 – 2005
DURHAM PUBLIC SCHOOLS, Durham, NC 6 th Grade Science Teacher at Brogden Middle School & High School Biology Teacher at Riverside High School	2001 – 2004

Appendix E:

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy, Inc.
2. Full name: Choya Charron Boykin

Home Address: 5408 Woodsnipe Dr Raleigh, NC 27604

Business Name and Address: None

Telephone No.: 910-260-1567

E-mail address: ccboykin@live.unc.edu

3. Brief educational and employment history.
Doctoral Candidate in Education Leadership, UNC-Chapel Hill, 2010-present
Master of School Administration, May, 2006
Bachelor of Science Pre-Med, May 2001 (NC Certified Teacher, Biology Secondary Education)
NC Dept of Juvenile Justice & Delinquency Prevention – Juvenile Justice Officer Certification, October 2009

Superintendent – Life Leadership Academy, 1/2/2013-present
Wake County Public School System – Principal of Longview School (100% Special Ed Population) -2011-1/2/2013
Principal – C. A. Dillon School (Adjudicated Youth/70% Special Ed Population) – 2009-2011
Principal – Sampson Middle School, 2007-2009
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was interviewed face-to-face by the founder of the proposed charter school and asked to serve on the board.

I have knowledge of school procedures and practices. My background in school administration will allow me to work collaboratively with the other board members to ensure that the mission of school is fulfilled. I also have teaching experience, therefore I bring many perspectives to the board.

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school is a public school of choice that has more flexibility to successfully educate all children using research-based methodologies and pedagogical approaches.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on any school board but know how school board meetings should be conducted from an administrator's viewpoint. I also know that I have many skills that will allow me to be an asset and an effective school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I am thoroughly aware of the general statutes that govern K-12 education in North Carolina and have over 10 years of experience working in the public school system as a teacher and administrators.

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to ensure that all students receive a viable education that will allow them to be successful in their academic endeavors and be productive citizens in society.

2. What is your understanding of the school's proposed educational program?

The proposed educational program aligns with the mission of the school and the Common Core Standards to ensure that every child receive highly qualified teaching and the knowledge they need to be successful in school.

3. What do you believe to be the characteristics of a successful school?

Student achievement and a culture of collaboration where all stakeholders feel valued and respected.

4. How will you know that the school is succeeding (or not) in its mission?

Student achievement and growth of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set policy and the direction the school needs to take to meet the mission of providing each child with a quality education that meet their diverse needs.

2. How will you know if the school is successful at the end of the first year of operation?

Students' outcomes as evidenced by the data, also community stakeholders support, financial solvency, increased enrollment, and retention of staff.

3. How will you know at the end of five years of the schools is successful?
The number of students enrolled, test scores compared to traditional schools, the school is financially sound, and there is a need for expansion, there is a high teacher retention rate, and the school consistently meet AYP.

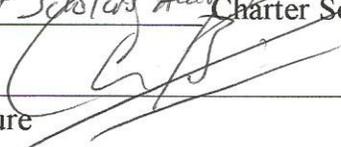
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Policies and a strategic plan that meets the goals of the school, along with high-performance management by the board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would approach the board member directly to discuss my concerns on how to resolve the situation in a professional manner and in the best interest of the school. I will notify the other board members of my concerns.

*Please include a one page resume with your Information Form

Certification

I, Choya Chaman Boykin, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Successful First Scholars Academy Charter School is true and correct in every respect.



Signature

2/22/2013

Date

Mae L. Parker

91 Deems Street * Clinton, North Carolina * (910) 590-3606

PROFESSIONAL EXPERIENCE:

Clinton City Schools <i>French and English Teacher</i>	1979 - 2010
Sampson-Duplin Mental Health Center <i>Alcohol Education Specialist</i>	1975 - 1979
Duplin County Board of Education <i>Substitute Teaching</i>	1968 - 1974

EDUCATION

N. C. A & T State University, Greensboro, NC <i>Bachelor of Science, French Education</i>	1965 - 1969
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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *The Success First Scholars Academy, Inc.*

2. Full name: *Maie Lyndal Smith Parker*

Home Address: *94 Deems Drive, Clinton, NC 28328*

Business Name and Address:

Telephone No.: *910 592-3606*

E-mail address: *epmpmjjoy@aol.com*

3. Brief educational and employment history. *Teacher, Duplin County Schools 1969-1974 Alcohol Education Specialist, Duplin-Sampson M.H.C. 1975-1978 Teacher, Clinton City Schools, 1979-2010*

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

The school's founder, Mrs. Patricia Boykin, asked me to serve; I'd love to witness the success.

6. What is your understanding of the appropriate role of a public charter school board member?

A board member should make certain that the business and affairs of the Corporation are managed properly.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *Although I haven't had previous board experience I am aware of the educational needs the school can provide.*
8. Describe the specific knowledge and experience that you would bring to the board. *I have taught English and French in public schools and am aware of the basics which all students need.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *Technological advancement is necessary for students but should not exclude basic reading, writing, and math skills.*
2. What is your understanding of the school's proposed educational program? *The program will provide teachers who will ensure the success of student performance.*
3. What do you believe to be the characteristics of a successful school? *Such a school prepares its students to appropriately apply knowledge and motivates them to continue learning.*
4. How will you know that the school is succeeding (or not) in its mission? *Periodic student testing will indicate needs as well as individual improvements.*

Governance

1. Describe the role that the board will play in the school's operation. *The board will oversee the overall operation of the school.*
2. How will you know if the school is successful at the end of the first year of operation? *Honest reporting of student performance in academics will be a success indicator.*
3. How will you know at the end of five years of the schools is successful? *At the end of each school year, statistics should show marked improvement in all subjects taught.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Regular meetings should show student performance and progression. Teacher accountability should also be an indicator of success.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Such a situation would require being brought before other board members for accountability.*

*Please include a one page resume with your Information Form

Certification

I, Maie L. Smith Parker, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for SuccessFirst Scholars Charter School is true and correct in every respect.

Signature Maie L. Smith Parker Date Feb. 23, 2013

Ruby A. Bell

2812 East Darden Road

Faison, North Carolina 28341

Home: (910) 533-3974 Cell Phone (910) 385-8431

Email: rbell@moc.edu

EDUCATION

Fayetteville State University

Doctorate in Education

1997

North Carolina Central University

Master's in Education

1978

North Carolina Central University

Certification: Curriculum Specialist/Superintendent

1983

Fayetteville State University

B.S. Education

1976

WORK EXPERIENCE

Mount Olive College

Chair of Education Department

Director of Teacher Education

Professor of Education

2010- Present

Wayne County Public Schools

Director of Middle Grades Education

Director: Southern Association of Colleges and Schools, AVID, Safe and Drug Free Schools,

Professional Development

Principal

Assistant Principal

1997-2010

Scotland County, Clinton City and Sampson County Schools

Principal

Assistant Principal

Teacher

1976-1997

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Charter Academy

2. Full name: Ruby A. Bell

Home Address: 2812 East Darden Road

Business Name and Address: N/A

Telephone No.: 910 385 8431

E-mail address: rbell@moc.edu

3. Brief educational and employment history.

2010-Present-Chair of Education Department-Mount Olive College

1997-2010- Director of Middle Grades Education, Principal, Assistant Prin. –
Wayne County Public Schools

1976-1997- Teacher, Principal, Assistant Principal-

Sampson County and Scotland County Schools

1997- Doctorate in Education- Fayetteville State University

1978- Master of Education-North Carolina Central University

1976-Bachelor of Science in Intermediate Education-Fayetteville State University

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: x

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by the individual making application for the school. I wish to serve on the board because I believe that I have knowledge, skills, and dispositions that would assist the school in providing the most equitable education to meet the needs of a diverse population of students.

6. What is your understanding of the appropriate role of a public charter school board member? The appropriate role of public charter school board member is to oversee the function, and the proper implementation of policies and procedures.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have previously served on other boards: SMART Choices for Youth, Inc., Academic Abundance, Tri-County Mental Health and Wayne County Mental Health Association.

8. Describe the specific knowledge and experience that you would bring to the board.

As a board member I would bring 36 years in the field of education from Pre-K, to Community College to 4-year College background. I have been a teacher, Home-School Coordinator, Assistant Principal, Principal, Central Services Director, AVID, Staff Development, Safety, and Southern Association of Colleges and Schools Director, Director of Teacher Education, Professor of Education, Chair of Education Department. I hold credentials and licenses as a Curriculum Specialist, Superintendent, Teacher Mentor, Highly Qualified Elementary Education and Middle Grades Language Arts/Social Studies Teacher.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand that the school's mission is to provide a balanced education, and create unlimited educational opportunities that will lead to success for all students enrolled.

2. What is your understanding of the school's proposed educational program?

The proposed educational program will ensure an equitable education and academic success for a diverse population of students, to encourage creative thinking, develop problem solving skills, and provide a safe and nurturing learning environment for all students.

3. What do you believe to be the characteristics of a successful school?

I believe that in order to be successful the school should subscribe to the premise that failure is not an option, but opportunity for success and high expectations should be options for all students to succeed.

4. How will you know that the school is succeeding (or not) in its mission?

Academic growth and achievement, teacher, parent and community support, successful implementation of board policies and procedures.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee the implementation of policies and procedures to ensure effective and efficient operation of the school.
2. How will you know if the school is successful at the end of the first year of operation?
Academic growth (for individual students)
Consistent implementation of policies and procedures
Effective Program Review
Financial Stability
Met standards set forth in the application
3. How will you know at the end of five years of the schools is successful?
Academic growth (for individual students)
Consistent implementation of policies and procedures
Effective program review and evaluation
Financial stability
Parent, Community, Teacher support
Waiting List of students who want to attend because of the success of the school
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Consistently monitor the program implementation, curriculum and instruction, student achievement and all aspects of the school that lead to success of the students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I believed that a board member was acting unethically or not in the best interest of the school I would approach the member with my concerns and bring it to the attention of the full board.

*Please include a one page resume with your Information Form

Certification

I, Ruby A. Bell, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Success First Charter School is true and correct in every respect. Scholars Academy

Signature

Ruby A. Bell

Date

2/26/2013

Thomas R. Farrow Jr.
210 Cedar View Ln Clinton NC, 28328
tfarrow7@gmail.com

EDUCATION

May 2015	Campbell University <i>Master of Divinity Degree</i>	Buies Creek, NC
May 2012	North Carolina Central University <i>Master's Degree in Counselor Education, Concentration in Agency Counseling</i>	Durham, NC
May 2006	North Carolina Central University <i>Bachelor of Business Administration, Concentration in Marketing</i>	Durham, NC

WORK EXPERIENCE

Feb 2010 – Present	First Baptist Church of Clinton, Inc. <i>Pastor</i> <ul style="list-style-type: none">• Carry out responsibilities as spiritual and administrative leader of the church• Work in cooperation with the boards, departments, committees, & auxiliaries• Perform pastoral duties as defined in the Church Constitution and By-Laws	Clinton, NC
Dec 2008- Feb 2010	Family Connections Community Support Agency <i>Quality Assurance Specialist</i> <ul style="list-style-type: none">• Ensures that the agency is operating in compliance with CARF accrediting standards• Responsible for reviewing and conducting relevant surveys to assure that the services offered by employees are not only consistent with the stated goals of the company but also are in compliance with that of Medicaid & Medicare requirements• Responsible for compiling and generating reports based on results of survey analysis	Durham, NC
Aug 2007-Feb 2010	<i>Associate Professional</i> <ul style="list-style-type: none">• Deliver Community Support Services to clients in the home, school, and other community settings• Responsible for providing supportive counseling, skill enhancement, and intensive direct care services with a family centered approach to parental guardians and their children	
2005-Feb 2010	New Bethel Missionary Baptist Church <i>Administrative Assistant</i> <ul style="list-style-type: none">• Work closely with church officers in assisting with church finances, scheduling, and event planning• Responsible for performing general office work and maintaining supplies• Responsible for compiling periodic reports	Durham, NC

SKILLS

- Microsoft Office (Proficient in Word, Publisher, PowerPoint, Excel, and InfoPath; Experience using Access and Outlook)

AFFILIATIONS

- Board of Governors, Sampson County United Way
- Board of Governors, Emergency Food and Shelter Program
- Member of Chi Sigma Iota
- Member of Sampson County Branch of the NAACP

INTERESTS

- Reading, Preaching, Fishing, Exercising, Foreign Mission, Politics, Social Justice, & Community Service

Appendix E:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy

2. Full name: Thomas Ray Farrow Jr.

Home Address: 210 Cedar View Ln Clinton, NC 28328

Business Name and Address: First Baptist Church of Clinton, Inc. 900 College St. Clinton, NC 28328

Telephone No.: 252-229-4105

E-mail address: tfarrow7@gmail.com

3. Brief educational and employment history.

I received a Master's Degree in Mental Health Counseling from North Carolina Central University and currently I am working on my Master of Divinity degree at Campbell University. I work full-time at First Baptist Church of Clinton, Inc. where I served as the pastor. I have been employed by the church three years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
The founder of this charter school recruited me. I wish to serve on this board because I recognize the need for additional academic options for young people in Sampson County.
6. What is your understanding of the appropriate role of a public charter school board member?
My understanding is that I would provide oversight for the charter school to assure that operations are congruent with the bylaws.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I serve on a number of boards in the county where I live.
8. Describe the specific knowledge and experience that you would bring to the board.
My background is in counseling. I have worked for mental health agencies that cater specifically to the youth. I am the co-director of a leadership camp for children that operates in the summer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Success First Scholars Academy's mission is to create unlimited educational opportunities that will facilitate cognitive and affective student learning, skills, and values.
2. What is your understanding of the school's proposed educational program?
This proposed educational program will be one of the best in the area.
3. What do you believe to be the characteristics of a successful school?
One that promotes an environment conducive for learning and growth, teachers who are committed, and facilities that are comfortable.
4. How will you know that the school is succeeding (or not) in its mission?
I will talk with children, parents, and staff.

Governance

1. Describe the role that the board will play in the school's operation.
My understanding is that I would provide oversight for the charter school to assure that operations are congruent with the bylaws.
2. How will you know if the school is successful at the end of the first year of operation?
By monitoring to what extent we have been able to meet our goals and objectives as well as feedback from the staff, students, and parents.

3. How will you know at the end of five years of the schools is successful?
By monitoring to what extent we have been able to meet our goals and objectives as well as feedback from the staff, students, and parents.

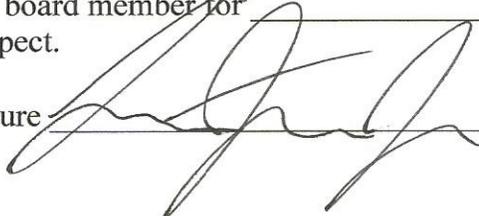
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
I believe we have a dynamic board assembled. Each member brings a different level of expertise. The founder possesses of wealth of knowledge and experience. Everyone share passion for young people.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would bring the issue before the entire board.

*Please include a one page resume with your Information Form

Certification

I, Thomas Linnow Jr, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature  Date 2-26-13

Kristi A. Blackwell, A.A.S.

Mailing Address:
109 Dee St
Clinton, NC 28328

Physical Address:
109 Dee St
Clinton, NC 28328

Objective: Board Member of Success First Scholars Academy Charter School, Inc.

PROFILE

- ❖ Strong academic background d with 20 years of experience in Early Childhood Education
- ❖ Natural leader and team builder

EDUCATION

Sampson Community College

- ❖ Associates in Early Childhood Education , 2001-2004

State of North Carolina

- ❖ Credentials I & II Early Childhood Education, 2002
- ❖ School Age Credentials, 2002

Clinton High School, Clinton, NC

- ❖ High School Diploma, May 1993

PROFESSIONAL EXPERIENCE

Faith Academy

2337 HB Lewis Rd
Clinton, NC 28328

2011-Present

Leave of absence from workforce to care for disabled spouse

Success University

127 West Main St
Clinton, NC 28328

2008-2010

Sampson County Headstart

600 College St
Clinton, NC 28328

2003-2008

Appendix E:**Charter School Board Member Information Form**

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy, Inc.
2. Full name: Kristi Kashawn Ashley Blackwell

Home Address: 109 Dee St

Business Name and Address: None

Telephone No.: 910-214-6941

E-mail address: shawn.blackwell@rocketmail.com

3. Brief educational and employment history.
Associates in Early Childhood
Credentials I & II Early Childhood Education
School Age Credentials

Employed 20 years in Early Childhood Education

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by letter, after receiving a phone call and email, inquiring if I would be interested in serving on the board of the proposed charter school. I was interviewed face-to-face by the founder of the proposed charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that the appropriate role of a public charter school is to help govern the school by establishing policies that will allow the school to be successful in educating all children who attend.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on any other boards, however I am a parent of school age children and believe that parents should have an option as to where their child(ren) can receive a successful education.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience in teaching school age children, along with my knowledge of methods to compel children to learn will allow me to successfully function as a board member. I also have experience in tutoring academically-challenged students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is that students should receive effective instruction to be successful in their academic achievements.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is one that will promote student learning, student responsibility for their learning, parental involvement, and research-based instructional methods that will allow students to have successful educational outcomes.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school include offering effective instructional practices that promote the learning of each individual child by meeting the child at the level he/she is at and developing him/her to the level of achievement they need to be at.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission when each child is successful in meeting the goals and objectives based on data received on each student.

Governance

1. Describe the role that the board will play in the school's operation.

The board will make and oversee the policies and procedures to ensure that the school successfully operates.

2. How will you know if the school is successful at the end of the first year of operation?

Academic growth and through consistent implementation of policies and procedures, also the school is fiscally stable.

3. How will you know at the end of five years of the schools is successful?
Academic growth and the school has a waiting list of students who wants to attend, also the school continues to be fiscally stable and has the support of the staff, parents, and community stakeholders.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Charter School Board will need to consistently monitor the educational program, student achievement, and all components of the school that lead to the successful achievement of the students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would discuss the situation with the member/members and express my concern about the unethical behavior I believe is occurring. I would also bring the issue before the full board.

*Please include a one page resume with your Information Form

Certification

I, Kristi K. A. Blackwell, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Success First Scholars Academy Charter School is true and correct in every respect.

Kristi K. A. Blackwell
Signature

2/27/2013
Date

TAMAR R. FOSTER

604 Sanders Street * Clinton, North Carolina * (910) 590-2173

PROFESSIONAL SUMMARY:

Professional with 12 years of specialized experience within the Circuit Court, Sheriff's Department, and Public School System; skilled in a variety of client support positions in a variety of environments. Strengths include exceptional and professional communication skills, open-mindedness, positive attitude, demonstrated organizational skills and leadership abilities, and flexibility.

PROFESSIONAL EXPERIENCE:

WAKE COUNTY PUBLIC SCHOOLS <i>Teacher Assistant/Crisis Intervention</i>	2011-Present
WAYNE COUNTY PUBLIC SCHOOLS <i>GEAR UP Coordinator</i>	2007 - 2010
SAMPSON COUNTY BOARD OF EDUCATION <i>Substitute Teaching</i>	2005 - 2007
SAMPSON COUNTY CLERK OF THE COURT <i>Deputy Clerk</i>	2005 - 2005
MECKLENBURG COUNTY SHERIFF'S OFFICE <i>Detention Officer</i>	1997 - 2003
FAYETTEVILLE STATE UNIVERSITY <i>Veteran Administration's Assistant Counselor</i>	1994 - 1996

EDUCATION

Fayetteville State University, Fayetteville, NC <i>Bachelor of Science, Criminal Justice</i>	1993 - 1995
University of Phoenix <i>Masters of Administrative Justice & Security</i>	2008 - 2010

Appendix E:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Success First Scholars Academy, Inc.

2. Full name: Patricia Oyster Miller **Tamar Foster**

Home Address: 604 Sanders St Clinton, NC 28328

Business Name and Address:

Telephone No.: 910-590-2173

E-mail address: trfoster26@gmail.com

3. Brief educational and employment history.

Fayetteville State University, Bachelor of Science - Criminal Justice, 1993-1995

University of Phoenix, Masters of Administrative Justice & Security, 2008=2010

Wake County Public Schools, 2011-Present

Wayne County Public Schools, 2007-2010

Sampson County Board of Education, 2005-2007

Sampson County Clerk of Court, 2005-2005

Mecklenburg County Sheriff's Office, 1997-2003

Fayetteville State University, 1994-1996

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by the founder of proposed charter school by phone and email. I wish to serve on the board in to ensure that the mission of the school is being met through sound governance.

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member is one of the governing members of the board who help sets the policy to ensure that the schools mission is being fulfilled.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on any school board but with my legal and law enforcement experience I am able to bring diverse viewpoints to the board.

7. Describe the specific knowledge and experience that you would bring to the board.

I know general laws that govern school security and safety.

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to ensure that every child receives an opportunity to be educated to his/her fullest potential.

2. What is your understanding of the school's proposed educational program?

The proposed educational program aligns with the mission of the school and the Common Core Standards and is to be used to promote academic successful for each child.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are effective governance, student achievement, and a school climate that promotes students' learning.

4. How will you know that the school is succeeding (or not) in its mission?

Student achievement, teacher retention, and growth of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set the policy and the direction the school needs to take to meet the mission of providing each child with a quality education that meet their individual needs.

2. How will you know if the school is successful at the end of the first year of operation?

Students' outcomes, community stakeholders support, financial stability, increased enrollment, and retention of staff.

3. How will you know at the end of five years of the schools is successful?

The number of students enrolled, test scores compared to traditional schools, the school is financially sound, and there is a need for expansion, there is a high teacher retention rate, and the school consistently meet AYP.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school will hire an instructional leader that carry out the policies and the strategic plan established by the board that meets the goals of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would approach the board member directly to discuss my concerns on how to resolve the situation in a professional manner and in the best interest of the school. I will notify the other board members of my concerns and seek a resolution of the situation.

*Please include a one page resume with your Information Form

Certification

I, Tamar Roches Foster, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Success First Scholars Academy Charter School is true and correct in every respect.

Tamar Roches Foster

Signature

2-25-13

Date

Appendix F

Bylaws of The Success First Scholars Charter Academy, Inc.

Success First Scholars Academy

ARTICLE I **ORGANIZATION**

I.1 Name: This corporation shall be known as the Success First Scholars Academy, Inc. (the “Corporation”). The charter school shall operate under the corporation as Success First Scholars Academy.

I.2 Principal Office: The Corporation’s principal office, known place of business and place where its records shall be kept, will be located in Sampson County, North Carolina or such other place as designated by the Board of Directors.

I.3 Registered Office: The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but not need to be, identical with the principal office.

I.4 Other Offices: The Corporation may have offices at such other places, as the Board of Directors may from time to time determine, or as the affairs of the corporation may require.

I.5 Corporate Seal: No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board of Directors shall approve them.

I.6 Fiscal year: The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

I.7 Registered Agent: The name and address of the Corporation’s registered agent is Patricia Boykin-Moore PO Box 755, 304 Eastover Avenue, Clinton, NC 28329.

ARTICLE II **PURPOSE**

II.1 Purpose: The sole and exclusive purpose of the Corporation shall be to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statutes 115C-238.29A et seq.

ARTICLE III **MEMBERS**

III.1 Members: There shall be no members of this non-profit Corporation.

ARTICLE IV

BOARD OF DIRECTORS

IV.1 General Powers: All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed by, the Board of Directors or by such committees as the Board of Directors may establish pursuant to these bylaws.

IV.2 Number and Term: The Board of Directors shall consist of a minimum of five (5) and a maximum of nine (9) directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Board members shall serve for terms of three years, or until their successors assume office. Board members may serve for a maximum of two consecutive terms with a one-term waiting period required before being eligible for reelection.

IV.3 Election: The Board members shall be elected by a majority vote of the Board of Directors' members, or by such committees as the Board of Directors may establish pursuant to these bylaws.

IV.4 Composition: Employees of the Corporation eligible to receive benefits and contractors employed by the Corporation shall not be eligible to serve as Board of Directors' members. At all times the Board of Directors' membership should strive to reflect the diversity of the school community.

IV.5 Authority: The powers of the Board of Directors shall include, without limitation, the authority to do the following:

IV.5.1 Appointments: Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees.

IV.5.2 Investments: Invest and expend Corporation funds in order to execute all the Corporation's business.

IV.5.3 Agents: Employ or discharge agents, employees and independent contractors

IV.5.4 Agreements: Negotiate and enter into agreements, subcontracts, and develop and conduct the Corporation's business and otherwise execute the Corporation's intent and purpose.

IV.5.5 Insurance: Obtain liability, property and other insurance necessary to protect the Corporation's assets, business and properties, as well as the Corporation's officers, Directors, managers, and employees.

IV.5.6 Litigation: Execute litigation on collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation.

IV.5.7 Borrowing: Borrow money for Corporation purposes.

IV.5.8 Documents: Execute instruments or documents necessary to carry out Corporation

IV.5.9 Procedures: Establish procedures, policies, and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

IV.6 Policies and Procedures: The Board of Directors shall be authorized from time to time to adjust, amend and repeal policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

IV.7. Action by the Board of Directors: A majority vote is required for the Board of Directors to act or take action upon decisions.

IV.8 Compensation: Unless otherwise expressly provided by resolution by the Board of Directors, no Director shall receive any compensation for his or her services as Director. From time to time, members of the Board of Directors shall be compensated or reimbursed for actual expenses, if any, for services rendered and approved in the name of the Corporation, by majority vote of The Board of Directors.

IV.9. Committees: The Board of Directors may establish, from time to time and at its discretion, committees to accomplish the goals and objectives of the Corporation and its programs. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to Executive, Finance, Personnel, Facility, Curriculum, Fundraising, Enrollment, Expulsion or others as needed. Members of the committees may be removed by the Board of Directors, with or without cause.

IV.10 Vacancies: Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board of Directors at any meeting.

IV.11 Resignations: Any Board Member may resign at any time by giving written notice of his or her resignation to the Corporation. Such resignations shall take effect at the time specified therein. If the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

IV.12 Trustee Responsibilities: All Directors will be required to demonstrate commitment to the Corporation and its missions and purpose - The Success First Scholars Academy. Board of Directors' members will be required to attend meetings of the Boards of Directors and accept committee memberships. Board of Directors' members consecutively absent from three (3) meetings of the Board of Directors, or one-half of the regular meetings within one (1) fiscal year, without reasonable cause for such absences, may be removed from the Board of Directors.

IV.13 Time Requirements: Nothing in the bylaws requires that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the

Corporation's business. However, any person serving as a Board of Director member shall be available at reasonable times to assist and serve in the business of the Corporation.

IV.14 Removal From The Board of Directors: A Board member may be removed with or without cause only by a simple majority vote of the Board of Directors at any meeting. Board Members will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors.

ARTICLE V **MEETINGS**

V.1 General Meetings: The Board of Directors shall meet at least six times per year, at such times and locations as deemed appropriate and suitable. Reasonable notice of all Board meetings shall be provided to each Board of Director member by postal mail, electronic mail, telephone or other means of communication, by action of the Chair, Vice Chair, or Secretary of the Board of Directors. The annual meeting will be held in June of each calendar year.

V.2 Special Meetings: The Board of Directors may hold special meetings called by the Chair or in a circumstance when a majority of the Board of Directors shall request a meeting. In the event that a special meeting is called, each Board member shall be given 48 hours' notice of the special meeting. Such notice shall specify the business to be transacted at, or the purpose of, the meeting that is called. No other business but that specified in calling the special meeting may be transacted without majority consent of all Board Members present at the meeting. Any special meetings of the Board of Directors of the Corporation shall be announced and held in compliance with open meetings law.

V.3 Quorum: A quorum consisting of 2/3rds or more of all Directors shall be required for all Board of Directors' meetings.

V.4 Attendance by Telephone or Video Messaging: Any one or more Board Members may attend Board of Directors' meetings via the use of telephone or video messaging, granted that use of such communication devices allows all persons participating in the meeting to hear each other simultaneously.

V.5 Voting: All matters before the Board of Directors shall be approved by a majority vote.

V.6 Specific Matters - Conflicts of Interest: Matters that come before the Board of Directors which places a Board Member in conflict of interest between the interests of the Corporation, Success First Scholars Academy and the interest of the Board Member, his/her family or business, the Board Member with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31.

V.7 Compliance with NC Open Meetings Law: This Corporation shall comply in all respects with the North Carolina Public Schools Law, code section 114C-4 and any other related provision of North Carolina law in connection with all regular or special meetings of the Board of Directors. Except as otherwise permitted by such Open Meeting Laws, and/or North Carolina General Statutes Sections 143-318.9-143-318.19:

- A. No quorum of the Board of Directors can hold a meeting in private for the purpose of deciding on or deliberating toward a decision on any matter.
- B. No closed executive session shall be held until:
 1. The Board shall have first convened in an open session for which notice shall have been given in accordance with law;
 2. A majority of the Board at such meeting shall have voted to go into closed executive session;
 3. The chairperson or person presiding over the meeting has cited the purpose of the closed executive session and has stated whether or not the Board of Directors shall reconvene after the closed executive session;
 4. Closed executive sessions may be held only for purposes permitted by law.
 - 5.

V.8 Meeting Rules & Conduct: Meetings shall be conducted in an open, orderly, and fair manner, and shall be held in compliance with the North Carolina Open Meetings Law. The Board may elect not to proceed in full compliance with modified Roberts Rules of Order, but those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority.

ARTICLE VI **OFFICERS**

VI.1 Officers: The Corporation's officers shall consist of a Chairperson or Chair (Chairman, Chairwoman), Vice Chairperson or Vice Chair (Vice Chairman, Vice Chairwoman), Secretary, and a Treasurer and such other offices as deemed appropriate by the Board of Directors. Designated officers shall have such authority to perform duties as sanctioned by the Board of Directors. These officers shall be elected by majority vote of the Board of Directors, and serve at the pleasure of the Board. Any number of offices may be held by the same Board Member, other than the offices of Chairperson and Secretary.

VI.2 Procedures of Nomination of Officers: The Board of Directors shall appoint a Nominating committee, charged with the responsibility of presenting a recommendation of candidates for office, to the Board of Directors, at the annual meeting. The Board of Directors may accept or decline recommendations made by the nominating committee. If the recommended candidates are declined, nominations of officers may be entertained by the Board of Directors Chairperson. Nominations must be seconded and the nominee must agree to accept

the nomination and fulfill the duties of the office if so elected to the position. Upon the motion, second and majority vote to close nominations, and an election of officers from the list of candidates will be held. Elections for officers are held openly. The candidate receiving the majority of ballots cast in his/her favor will be immediately inaugurated into the office to he/she has been elected. In the event of a tie, all ballots will be recast. In the event of another tie, the office shall be awarded to the candidate with the longest cumulative tenure membership on the Board of Directors.

VI.3 Resignation and/or Removal of Officers: Officers may resign from office at any time by written notice of resignation to the Corporation. Such a resignation shall take effect at the time specified or take effect upon its receipt by the Corporation. Officers may be removed from office with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held by the Board of Directors with a quorum in attendance.

VI.4 Terms of Officers: The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen by the Board of Directors.

VI.5 Duties of the Offices: The following describes the duties of the offices of the Corporation:

VI.5.1 Duties of the Chairperson: The Chairperson shall preside over all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. Chairperson shall establish an agenda, in consultation with the Academy Principal, for each meeting of the Board of Directors. The Chairperson of the Board shall, when requested, counsel with and advise the officers of the Corporation and shall perform such other duties as directed or prescribed by the Board of Directors.

VI. 5.2 Duties of the Vice Chairperson: In the absence of the Chairperson, or in any event that the Chairperson has an inability to serve, or refuses to serve to the duties of office, the Vice Chairperson shall perform the duties of the Chairperson. When so acting, the Vice Chairperson shall have all the powers and authority of the Chairperson, and shall perform other duties as prescribed by the Board of Directors, or Chair.

VI. 5.3 Duties of the Secretary: The secretary shall certify and keep at the principal office of the Corporation the original, or a copy of these bylaws as amended or otherwise altered to date. The Secretary shall see that all notices to the Board of Directors are given in accordance with the provisions of these Bylaws or as required by law. The secretary shall keep a book of the minutes of all meetings of the Directors. The Secretary shall perform such other duties as may be assigned or directed, by the Chairperson or Board of Directors of the Corporation.

VI. 5.4 Duties of the Treasurer: The Treasurer shall be in charge of receiving and distributing to the Board of Directors an accounting of all receipts and disbursements regularly, an annual statement of all receipts and disbursements, and the annual financial

audit. These duties may also include the signing of checks or drafts of the Corporation as designated by the Board of Directors.

VI. 5.5 Duties of Other Officers: Other officers of the Corporation shall perform such duties as the Chairperson or Board of Directors may direct or prescribe.

ARTICLE VII **PRINCIPAL/ASSISTANT PRINCIPALS**

VII.1 Selection: The Principal shall be appointed by the Board of Directors, and shall be provided compensation as the Board of Directors may direct.

VII.2 Duties: The Principal has direct interaction with the Board of Directors, as he/she acts at the direction of the Board of Directors over the execution, implementation and directives for Success First Scholars Academy. The Principal shall supervise and oversee the day-to-day operation of the Corporation in accordance with these bylaws. The Principal oversees the academic and leadership curriculums, as well as the administrative operations of the school. He/she shall be responsible for the direct course of study, conduct and assessment of students and student performance. The Principal is responsible for all required reporting to the State of North Carolina, and with preparing annual operational budgets for submission to the Board of Directors. Subject to the approval of the Board of Directors and in accordance with any hiring policies they have in place, the Principal may employ, evaluate, discipline, and terminate personnel, prescribe duties to employees, and set salary within the minimum and maximum limits established by the Board of Directors. The position of Success First Scholars Academy Principal serves as director of the school, and is the acting executive on behalf of the Board of Directors. Additionally, the Principal will serve as an ex officio non-voting member of the Board of Directors, with rights to attend and participate in all meetings, discussions and debate except any board meeting called for the purpose of evaluating him or her.

VII.3 Assistant Principals: In the order of their appointment, unless otherwise determined by the Board of Directors, Assistant Principals shall, in the absence or disability of the Principal, perform the duties and exercise the powers of that office. In addition, they shall perform such other duties as the Principal shall prescribe.

ARTICLE VIII **INDEMNIFICATION**

VIII.1 Indemnification: The Corporation shall indemnify its Directors, officers, employees, and agents arising out of their status as Directors, officers, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

ARTICLE IX
CONTRACTS & FISCAL CONTROLS

IX.1 Checks & Drafts: All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

IX.2 Contracts: The Board of Directors 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 Corporation; and such authority may be general or confined to specific instances.

IX.3 Loans: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name, unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances, as directed by the Board of Directors.

IX.4 Funds: All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board of Directors may select, or as may be designated by any officer, officers, Directors or other agent, or agents of the Corporation to whom the Board may delegate such power.

IX.5 Acceptance of Gifts: The Board of Directors or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

IX.6 Bonds: At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bonds.

IX.7 Audits: Upon a majority vote of the Board of Directors, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

ARTICLE X
DISTRIBUTION OF THE CORPORATION'S ASSETS UPON DISSOLUTION

X.1 Distribution of the Corporation's Assets Upon Dissolution: Upon dissolution, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, assure that assets held by the corporation whose condition required return, transfer, or conveyance be returned, transferred, or conveyed in accordance with such requirements. After such compliance, remaining assets shall be distributed to either the county district school board of education in which the corporation resided, or to a non-profit benefit corporation whose primary purpose is education.

ARTICLE XI
NON-DISCRIMINATION

XI.1 Non-Discrimination: This Corporation shall operate entirely on a non-discriminatory basis with respect to age, sex, race, religion, national origin or disability. This policy shall apply to boards, committees, staff and services.

ARTICLE XII
CONFLICT OF INTEREST

XII.1 Conflict of Interest: It is very important that all board members avoid conflicts of interest or perceived conflicts of interest. To this end, a board member should not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations.

XII.2 Definitions

- A. **Interested Person** - Any board member or board committee member who has a direct or indirect financial interest.
- B. **Financial Interest** - A person who has directly or indirectly through business, investment or family:
 - 1. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - 2. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - 3. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

XII.3 Procedures

- A. **Duty to Disclose** - In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the board and members of committees with board delegated powers considering the proposed transaction or arrangement.
- B. **Determining if a Conflict of Interest Exists** - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
- C. **Procedures for Addressing the Conflict of Interest** - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

1. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
2. After exercising due diligence, the board or committee shall determine whether The Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
3. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether or to enter into the transaction or arrangement in conformity with such determination.

D. Violations of the Conflicts of Interest Policy

1. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

E. Annual Statement of the Board of Directors of Success First Scholars Charter Academy, Inc.

The Success First Scholars Charter Academy, Inc. shall require that all Board of Directors Members sign an annual statement that he/she:

1. has received a copy of the conflicts of interest policy
2. has read and understands the policy,
3. has agreed to comply with the policy, and
4. understand that the Foundation of the Success First Scholars Charter Academy is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE XIII
AMENDMENTS

XII.1 Amendments: Except as otherwise provided herein, these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the Board of Directors at any regular or special meeting of the Board of Directors of the Corporation, and with approval of the State Board of Education.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

SUCCESS FIRST SCHOLARS ACADEMY INC

the original of which was filed in this office on the 7th day of February, 2013.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 7th day of February, 2013.

Elaine F. Marshall

Secretary of State



Scan to verify online.

State of North Carolina
 Department of the Secretary of State

ARTICLES OF INCORPORATION
 NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: SUCCESS FIRST SCHOLARS ACADEMY INC
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 304 EASTOVER AVE
 City, State, Zip Code CLINTON, NORTH CAROLINA 28328 County SAMPSON
4. The mailing address *if different from the street address* of the initial registered office is:
PO BOX 755 CLINTON, NORTH CAROLINA 28329-0755
5. The name of the initial registered agent is:
PATRICIA A. BOYKIN-MOORE
6. The name and address of each incorporator is as follows: PATRICIA A. BOYKIN-MOORE
PO BOX 755 CLINTON, NORTH CAROLINA 28329-0755
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 304 EASTOVER AVE
 City, State, Zip Code CLINTON, NC 28328 County SAMPSON
11. The mailing address *if different from the street address* of the principal office is:
PO BOX 755 CLINTON, NC 28329-0755

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 25 day of JANUARY, 2013.

Patricia A. Boykin-Moore

Signature of Incorporator

PATRICIA A. BOYKIN-MOORE

Type or print Incorporator's name and title, if any

INCORPORATOR

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

SUCCESS FIRST SCHOLARS ACADEMY

Distribution of the Corporation's Assets Upon Dissolution

Following are provisions regarding the distribution of the corporation's assets upon its dissolution: Upon dissolution, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, assure that assets held by the corporation whose condition required return, transfer, or conveyance be returned, transferred, or conveyed in accordance with such requirements. After such compliance, remaining assets shall be distributed to either the county district school of education in which the corporation resided, or to a non-profit corporation whose primary purpose is education.

Appendix L

Success First Scholars Academy Employee Policies

NON-DISCRIMINATION POLICY STATEMENT

Overall Policy

It is the policy of Success First Scholars Academy (the “Company”) to maintain a working environment free of all forms of unlawful discrimination. In recognition of the importance of good employee relations, all applicants are extended an equal opportunity to gain employment and all employees are extended an equal opportunity to progress in their field of endeavor.

Equal Opportunity

The Company affords equal opportunity to all employees and prospective employees without regard to race, color, sex, religion, age, marital status, disability, veteran status or national origin in the following employment practices: recruitment, hiring, placement, transfer, promotion, demotion, selection for training, layoff, termination, determination of service, rate of pay, benefit plans, compensation, and other personnel actions.

Disability

The Company will not discriminate against any employee or applicant for employment because of disability in regard to any position for which the employee or applicant for employment is qualified.

Complaint Procedure

Any individual, whether an employee or applicant for employment who believes that he or she has been discriminated against unlawfully should bring any complaint to the Principal of the school. Complaints may be lodged in writing or in person. Persons who file complaints will be advised, as is appropriate, regarding any investigation, action or resolution of the problem.

Consequences

The Company will not tolerate any form of discrimination and will take appropriate disciplinary action, including possibly termination, of any person determined to have engaged in unlawful conduct under this policy.

No Retaliation

The Company will not retaliate nor discriminate against any employee or applicant because he or she has opposed any unlawful employment practice or filed a charge of employment discrimination, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to employment practices.

* * *

Appendix L

Success First Scholars Academy Employee Policies

Sexual Harassment Policy

In order to provide a productive and pleasant working environment, it is important that we at Success First Scholars Academy endeavor to maintain a workplace characterized by mutual respect. Accordingly, sexual harassment in our workplace will not be tolerated.

Prohibited Activities

Sexual harassment has been defined as a form of sex discrimination, consisting of unwanted sexual advances. Examples of prohibited sexual harassment include:

- ◆ Supervisors or managers explicitly or implicitly suggesting sex in return for a hiring, compensation, promotion or retention decision.
- ◆ Verbal or written sexually suggestive or obscene comments, jokes, or propositions
- ◆ Unwanted physical contact, such as touching, grabbing, or pinching
- ◆ Displaying sexually suggestive objects, pictures, or magazines
- ◆ Continual expression of sexual or social interest after an indication that such interest is not desired
- ◆ Conduct with sexual implications when such conduct interferes with the employee's work performance or creates an intimidating work environment
- ◆ Suggesting or implying that failure to accept a request for a date or sex would adversely affect the employee in respect to a performance evaluation or promotion

Harassment by Nonemployees

We will endeavor to protect employees, to the extent possible, from reported harassment by non-employees such as from customers, vendors and other parties who have workplace contact with our employees.

Complaint Procedure

An employee who feels that he or she has been harassed is strongly urged to immediately bring the subject to the attention of the appropriate supervisor or to the Head of Human Resources. Inquiries and/or complaints will be investigated as quickly as possible. Any investigation will be conducted in as confidential manner as is compatible with a thorough investigation of the complaint.

Appendix L

Success First Scholars Academy Employee Policies

Discipline

Any employee found to have harassed another employee or applicant for employment will be subject to appropriate disciplinary procedure action, including reprimands, suspension or termination of employment.

A person committing sexual harassment may also be held legally liable for his or her actions under applicable law.

Responsibility

Each manager is responsible for implementing this policy within his or her area of supervision.

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Appendix L

Success First Scholars Academy Employee Policies

E-Mail Policy

This document sets forth the policy of Success First Scholars Academy (the “Company”) with respect to e-mail. All employees who use the Company’s e-mail system are required to comply with this policy statement.

1. Business Use. The e-mail system is to be used solely for business purposes of the Company and not for personal purposes of the employees.
2. Ownership. All information and messages that are created, sent, received or stored on the Company’s e-mail system is the sole property of the Company.
3. E-mail Review. All e-mail is subject to the right of the Company to monitor, access, read, disclose and use such e-mail without prior notice to the originators and recipients of such e-mail. E-mail may be monitored and read by authorized personnel for the Company for any violations of law, breaches of Company policies, communications harmful to the Company, or for any other reason.
4. Prohibited Content. E-mails may not contain statements or content that are libelous, offensive, harassing, illegal, derogatory, or discriminatory. Foul, inappropriate or offensive messages such as racial, sexual, or religious slurs or jokes are prohibited. Sexually explicit messages or images, cartoons or jokes are prohibited.
5. Security. The e-mail system is only to be used by authorized persons, and an employee must have been issued and e-mail password in order to use the system. Employees shall not disclose their codes or passwords to others and may not use someone else’s code or password without express written authorization from the Company.
6. No Presumption of Privacy. E-mail communications should not be assumed to be private and security cannot be guaranteed. Highly confidential or sensitive information should not be sent through e-mail.
7. Certain Prohibited Activities. Employees may not, without the Company’s express written authorization transmit trade secrets or other confidential, private or proprietary information or materials through e-mail.
8. Message Retention and Creation. Employees should be careful in creating e-mail. Even when a message has been deleted, it may still exist in printed version, be recreated from a back-up system, or may have been forwarded to someone else. Please note that appropriate electronic messages may need to be saved. And, the Company may be required to produce e-mail in litigation.

Appendix L

Success First Scholars Academy Employee Policies

9. Viruses. Any files downloaded from e-mail received from non-Company sources must be scanned with the Company's virus detection software. Any viruses, tampering or system problems should be immediately reported to the Wide Area Network Administrator.
10. Consequences of Violations. Violations of this policy or other company policies may result in discipline, suspension and even termination of employment.

* * * *

Media Relations Policy

It is important that inquiries by the media in relation to our school be handled in accordance with the following policy:

All inquiries should be referred to the Director (the "Spokesperson"). As the Company's chief spokesperson, the Spokesperson will respond directly or designate another party to serve as spokesperson. The Spokesperson also will direct the process by which a response is determined or position taken. If the Spokesperson is not available, inquiries should be referred to the Principal.

This policy covers all forms of responses to the media, including "off the record" and anonymous statements.

COPYRIGHT COMPLIANCE – PHOTOCOPYING POLICY

Users of the company's photocopy machines are reminded of the company's guidelines for the use of such equipment:

- You may not photocopy a copyrighted work as a substitute for the purchase of, or subscription to, the work
- You may make a single photocopy of a copyrighted work for purposes of your own scholarship, research, criticism, comment, or teaching

The company prohibits use of its photocopy machines for any purpose that violates federal copyright law.

If you have any questions about whether photocopying a particular work would violate federal copyright law, please consult the Principal or the school's General Counsel.

Appendix L

Success First Scholars Academy Employee Policies

Drug-Free Workplace Policy

The following policy is required by the Drug-Free Workplace Act and complies with applicable law concerning drug use in the workplace.

1. Employees are expected and required to report to work on time and in appropriate mental and physical condition for work. It is our intent and obligation to provide a drug-free, healthful and safe work environment.
2. The unlawful manufacture, distribution, possession or use of a controlled substance on the Company's premises or while conducting the Company's business off its premises is absolutely prohibited. Violations of this policy will result in disciplinary action, up to and including termination, and may have legal consequences.
3. Employees must report any conviction under a criminal drug statute for violations occurring on or off the Company's premises while conducting company business. A report of a conviction must be made within seven (7) days after the conviction.
4. The Company recognizes drug dependency as an illness and a major health problem. The Company also recognizes drug abuse as a potential health, safety and security problem. Employees needing help in dealing with such problems are encouraged to use our employee assistance program and health insurance programs. (Further information about these programs is available from the Personnel Department.) Conscientious efforts to seek such help will not jeopardize any employee's job and will not be noted in any personnel record.

I have read, understand and agree to the Company's Drug-Free Workplace Policy.

Print Name

Sign Name

Date

Appendix L

Success First Scholars Academy Employee Policies

BACKGROUND CHECK PERMISSION (COMPREHENSIVE) FOR PROSPECTIVE EMPLOYEE

In connection with my application for employment with Success First Scholars Academy (the "Company"), I hereby agree as follows:

1. GENERAL CONSENT TO BACKGROUND INVESTIGATION

As a condition of Company's consideration of my employment application, I give permission to Company to investigate my personal and employment history. I understand that this background investigation will include, but not be limited to, verification of all information on my employment application.

2. CONSENT TO CONTACT PAST EMPLOYERS

I specifically give permission to Company to contact all of my prior employers for references. I further give permission to all current or previous employers and/or managers or supervisors to discuss my relevant personal and employment history with Company, consent to the release of such information orally or in writing, and hereby release them from all liability and agree not to sue them for defamation or other claims based upon any statements they make to any representative of Company. I further waive all rights I may have under law to receive a copy of any written statement provided by any of my former employers to Company. I further agree to indemnify all past employers for any liability they may incur because of their reliance upon this Agreement.

3. CONSENT TO CONTACT GOVERNMENT AGENCIES

I further give permission to the Company to receive a copy of any information obtained in the file of any federal, state, or local court, or governmental agency concerning or relating to me. I further consent to the release of such information and waive any right under law concerning notification of the request for a release of such information. In the event a law does not provide for prospective employers to have access to information, I hereby delegate Company as my agent for the receipt of information. I understand that the scope of this investigation will be limited as required by applicable law.

4. COOPERATION WITH INVESTIGATION

I agree to fully cooperate in Company's background investigation, and to sign any waivers or releases that may be necessary or desirable to obtain access to relevant information. In the event that any former employer or federal, state, or local governmental agency will not release reference information or criminal history information directly to the employer, I agree to personally request such information to the extent permitted by law.

5. MISCELLANEOUS

This Agreement represents the entire understanding and agreement relating to its subject matter. Company shall be entitled fully to rely on this Agreement. I understand that I

Appendix L
Success First Scholars Academy Employee Policies

have no guarantee of employment and that the Company may determine not to hire me for any lawful reason.

Applicant's Signature

Date

Applicant's Printed Name

DRAFT

Appendix L

Success First Scholars Academy Employee Policies

Employee Handbook and At Will Employee Status Acknowledgement

The undersigned employee hereby acknowledges that he / she has received and read a copy of the Success First Scholars Academy's Employee Handbook.

The undersigned further understands and agrees that:

- 1) Additional information and policies may be implemented from time to time by Success First Scholars Academy.
- 2) The Employee Handbook is not an employment agreement or guarantee of employment.
- 3) The employee is an "at will" employee, which means either the employee or Success First Scholars Academy may terminate the employment relationship, for any reason or for no reason.
- 4) The employee's status as an at will employee can only be changed through a written agreement duly authorized and executed by the Director of Success First Scholars Academy and the employee.
- 5) There have been no statements, agreements, promises, representations or understandings made by any officer, employee or agent of Success First Scholars Academy inconsistent with this Acknowledgement form.

Signature of Employee: _____

Printed Name of Employee: _____

Date: _____

INSURANCE PEOPLE

Below are the estimated annual premiums Success First Scholars Academy

Property Premium Estimate **\$650**

Building	\$250,000
Contents	\$50,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$3,068**

Rating Basis:	Students	80
	Faculty	30

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

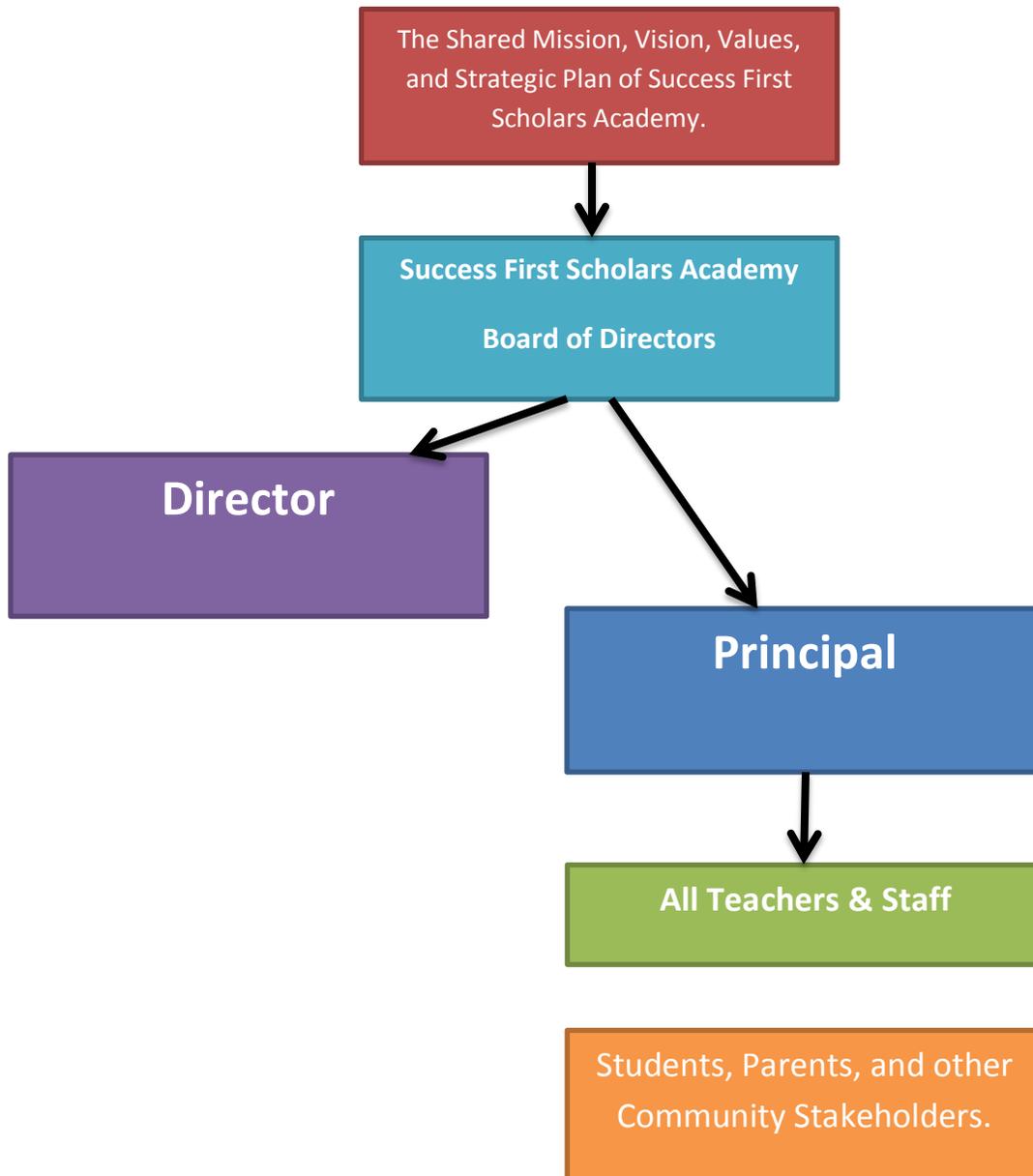
Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,990
Statutory State- NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$700,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$10,690
Student Accident Coverage		\$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

02/11/13

Success First Scholars Academy Organization Chart – Appendix R



Appendix R

Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Finance Officer

Qualifications: Bachelor's degree from an accredited four-year college or university with a concentration in accounting, finance or business administration and three years of professional experience in business related field; or an equivalent combination of education and experience. The person hired for this position shall have no felony convictions or felony charges pending.

Custodian: Establishes and sets priorities based on the needs and urgency of the situation, always keeping health and safety the first priority, responds to emergency situations in order to confine, resolve or prevent injuries or otherwise hazardous conditions (i.e. spills, broken windows, and damaged electrical components), performs general duties, provide the students, staff and families a safe and healthy environment, performs general cleaning and other duties that are necessary to provide clean and orderly facilities, performs routine inspections, preventative maintenance and minor repairs, report needed major repairs to the supervisor in a timely manner, performs errands and other duties as requested by supervisor for school related duties, attends meetings and/or trainings for the purpose of maintaining skills and/or meeting OSHA safety requirements, and has knowledge of occupational hazards and ability to maintain safety and security of assigned work areas, works with the facilities coordinator and the administrative office manager for locker reassignments, and occasionally assists students when locker needs arise, opens buildings, prepares the building inside and out for daily use, develops and follows-through on a routine schedule of duties needed to facilitate the operation of the school (e.g. clean lunchroom after lunch, mop mud/water in entries, clean common areas and restrooms prior to events), maintains clean sidewalks, removes ice and snow from entrances and sidewalks to the building as required, cuts grass, trims shrubs, waters plants and performs other related duties on the grounds as needed (or when assigned).

Qualifications: Graduation from an accredited high school or G.E.D. equivalent. Graduation from a technical or trade school, or any equivalent combination of experience and training which may provide the required knowledge, skills and abilities necessary to perform the essential job functions. Some experience in performing a wide variety of building and maintenance work as well as some public contact experience. Basic computer knowledge preferred. The person hired in this position shall have no felony convictions or felony charges pending.

Food Service Staff: Food service workers are on-site employees responsible for the preparation, service and sale of food products. This position is generally responsible for making sure foods are sufficient and available for service in a timely manner. Some food service workers may be accountable for inventory and recording sales; rectifying complaints from students and parents, ensuring proper sanitation and disposal, and ordering food products. The food service supervisor is responsible for supervising food being prepared to specifications at both the schools and

central kitchen. The supervisor is generally in charge of working with various vendors and testing the foods prepared in the kitchen. Supervisors sometimes are in charge of training other food service employees, working with the USDA to obtain commodity foods or ensure nutritional standards are met and procuring supplies and food products.

Qualifications: High School diploma or equivalent. The person hired for this position shall not have any felony charges or felony charges pending.

Exceptional Children's Teacher: Full-time teachers shall be highly qualified with degrees in special education or in a related area that will qualify for license as a teacher with the NCDPI. Knowledge, skills, and abilities to consistently monitor the safety and well-being of students, motivate students to learn, main a clean and orderly environment, maintain order and discipline in the classroom, provide documentation on students' learning or problems, main basic files and records, effectively communicate and respond to oral and written instructions, maintain effective working relationships with parents, students, and regular classroom teacher are necessary. The person(s) hired in the positions shall have no felony convictions or felony charges pending.

Professional Development Staff: Coordinates a professional development program and related activities, providing information to others, and implementing and maintaining services within established guidelines and standards; identifies training needs, monitors professional development services (e.g. consultant's course outcomes, training staff, etc.) for the purpose of ensuring performance outcomes align with the school's mission and are achieved within the school's objectives, researches a variety of information (e.g. courses, materials, etc.) for the purpose of developing new programs that meet staff training needs.

Qualifications: Master's Degree in job related area and certification. The person(s) hired shall have no felony convictions or felony charges pending.

WAN Engineer: A network oversees computer networks to ensure that they function smoothly and designs and sets up the infrastructure for the computer network.

Typical tasks usually include: installing, supporting and maintaining new server hardware and software infrastructure; managing email, anti-spam and virus protection; setting up user accounts, permissions and passwords; monitoring network usage; ensuring the most cost-effective and efficient use of servers; suggesting and providing IT solutions to business and management problems; ensuring that all IT equipment complies with industry standards; analyzing and resolving faults, ranging from a major system crash to a forgotten password; undertaking routine preventative measures and implementing, maintaining and monitoring network security, particularly if the network connects to the internet; providing training and technical support for users with varying levels of IT knowledge and competence; supervising other staff, such as help-desk technicians; working closely with other departments/organizations and collaborating with other IT staff; planning and implementing future IT developments and undertaking project work; managing the website and keeping internal networks running; monitoring the use of the web by employees.

Qualifications: Entry requirements include a Bachelor's degree, certifications and 3-5 years' experience working on a help desk or as a system administrator. The person hired for this position shall have no felony charges or felony charges pending.

Data Manager: The data manager understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Data Manager's responsibility is to manage the school's data management and managed learning environment by facilitating the effective development, maintenance and support of systems within the school and working closely with administration to support all aspects of the school's systems and in accordance with statutory requirements. The data manager utilizes the computerized student information management system to maintain database on student enrollment to include student's demographic data, immunization record, emergency/medical information and school records; with the use of the system, prepare and maintain a database of daily student attendance, absences and tardiness, prepares and maintain records of exceptional students being served; prepares and maintain computer testing records of students and prepare files/reports to be used in school accountability; records and maintain student disciplinary actions and suspensions, and prepare periodic statistical reports as appropriate, prepares attendance reports and reconcile manual and computer reports monthly; is responsible for identifying errors and reconciliation of required state reports between the reporting system and database; prepares and distribute academic related reports, prepares and establish master schedules which show courses, classrooms, time periods, teachers, and other relevant information; run student schedules and input changes and corrections; performs advanced scheduling which includes assisting administrators in the scheduling process, identifying and resolving scheduling conflicts; communicates effectively and maintain strong relationships with students, families, colleagues and administrators; foster an attitude of cooperation and positive support with all school staff and parents; serves as a liaison and contact person to the central office to solve the more complex computer problems; troubleshoots and provides technical support for management system within the school; attends seminars, conferences, workshops, classes, lectures, etc., as appropriate, to enhance and maintain knowledge of trends and developments in the field of database management, with specific emphasis on use of the student information management system; ensures all duties and responsibilities are discharged in accordance with the school's health and safety at work policy; ensures compliance with data protection laws and safeguarding procedures ; other tasks as assigned by the Administration.

Qualifications: Bachelors Required, Master's Degree preferred; Minimum of 3 years of experience working in a data management capacity within education, Experience of managing

and developing data systems, Understanding and knowledge of effective data management strategies, Experience of producing accurate data for reporting and assessment, Experience of forming and maintaining network relationships, Information gathering and analysis, Creating and maintaining data capture and data entry templates, Demonstrated ability in utilizing office equipment and software such as Microsoft Office Suite (Word, Explorer, Excel, and Outlook); Evidence of verbal and written communication skills as well as self-motivation and initiative; Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description; High level computer skills. The person hired for this position shall have no felony convictions or felony charges pending.

Receptionist: The ideal candidate will have at least a high school diploma and more than two years of formal work experience, along with strong references; experience to work with a diverse study body, knowledge of administrative and clerical procedures, knowledge of computers and relevant software applications(Word, Excel), and keyboard skills. The person hired for this position shall have no felony convictions or felony charges pending.

Main Job Tasks and Responsibilities: answer numerous telephone calls, screen and direct calls, take and relay messages, greet parents and visitors entering the office, provide information regarding the school to parents and the general public, direct persons to correct destination, deal with queries from the public and parents, ensures knowledge of staff movements in and out of organization, general administrative and clerical support, data entry, receive and sort mail and deliveries, help tidy and maintain office area.

Success First Scholars Academy Board of Directors Meeting

February 9, 2013

Agenda

Call to Order/Welcome

The Purpose

What is a Charter School?

Mission

Expectations

Marketing/Facility

Charter School Board Member Information Form/Resumes

Questions/Comments

Adjourn

Success First Scholars Academy Board of Directors Meeting

February 18, 2013

Agenda

Call to Order/Welcome

The Purpose

What is a Charter School?

Mission

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Articles of Incorporation/By-Laws

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Adjourn

Success First Scholars Academy Calendar 2014-2015

July

14-17.....Staff Professional Development

21-24.....Staff Professional Development

August

18-22.....Mandatory Staff Workdays

21.....Common Core Staff Development Mandatory Workday

22.....Open House

25.....First Student Day

September

1.....Holiday (*Labor Day*)

26.....Progress Reports (K-5)

October

17.....Progress Reports (K-5)

24.....Common Core Staff Development Mandatory Workday

27.....End of First Nine Weeks (K-5)

30.....Optional Workday

November

6.....Report Cards (K-5)

11.....Holiday (*Veteran's Day*)

27-28.....Holiday (*Thanksgiving*)

December

5.....Progress Reports (K-5)

23.....Annual Leave

24-26.....Holiday (*Christmas*)

29-31.....Annual Leave

January

1.....Holiday (*New Year's Day*)

2.....Students Return

19.....Holiday (*MLK Birthday*)

20.....End of Second Nine Weeks(K-5)

22.....Common Core Staff Development Mandatory Workday

February

11.....Progress Reports (K-5)

13.....Optional Workday

16.....Holiday

18.....Common Core Staff Development Mandatory Workday

March

5.....Progress Reports (K-5)

26.....End of Third Nine Weeks (K-5)

26.....Progress Reports (K-5)

30..... Optional Workday

April

3..... Holiday (*Good Friday obs.*)

6-10..... Annual Leave

16..... Report Cards (K-5)

30..... Progress Reports (K-5)

May

4..... Common Core Staff Development Mandatory Workday

7..... Progress Reports (K-5)

21..... Progress Reports (K-5)

22..... Optional Workday

25..... Holiday (*Memorial Day*)

June

7..... End of Fourth Nine Weeks(K-8)

8..... Last Day for Students

10 & 11..... Mandatory Workdays

12..... Workday

16..... Report Cards (K-5)

17-18..... **Annual Leave**

12-Month Employees

July 4-Independence Holiday—

Observed Wednesday July 4