Thoughts on the Education of Young Men

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Prepared for: Myrtis Simpson Walker Academy for Boys

Thoughts on the Education of Young Men

Western society clings to the idea that men have a superior advantage over women in spite of evidence to the contrary. 12 years ago less than half of college attendees were male, and those in college were scoring lower on standardized tests than their female classmates. Young men were twice as likely to abuse alcohol compared to young women, and young men were confined to prison at a rate in excess of 16 times that of young women (Granger, 2014). This quantifiable observation has largely gone unnoticed and will continue to be ignored within our society as it is a feature effecting *men* of every ethnicity, locale, and demographic category. This situation demands attention and an awareness that young men do not have societal advantages and do in fact still seem to be motivated by very complex emotions and resulting drives for competiveness and a sense of risk-taking. These are traits we value but that we simultaneously misunderstand and misguide.

Erikson Stages

For the purposes of grade school aged boys we cannot assume, but rather hope that they have progressed through Erikson's first three stages and developed a sense of trust, autonomy, and initiative (McLeod, 2013). Upon entry into kindergarten and throughout grade school, the psychosocial task of developing industry, negating inferiority, and progressing into the teen years is extremely important to success. This growth requires interaction from a very influential group on an almost daily basis: teachers. At this stage the young person must be able to attain a sense of accomplishment in academic endeavors and teachers must facilitate this growth, balancing the drive for attainment and humility, a lesson often learned through setbacks and outright failures.

Further, teachers in grade school have an opportunity to help mold young men's idea of what society values. Will the students value high-quality role models and desirable actions, or will they fall into the trap of glorifying less-than-desirable characters? The emotional state and competitive drive of young men must also be considered here as it may contribute to their sense of competence or a distinct lack thereof. Regardless of this stage's outcome, by the time young men enter middle school they are entering Erikson's fifth stage and developing a sense of self and an identity that they perceive as fitting into society based on their perspective of what society is (McLeod, 2013).

Brain Change Challenges

Recent magnetic resonance imaging (MRI) studies have shown that the grey matter of adolescent brains actually increases in density and volume before it fully matures as an adult brain (National Institute of Mental Health [NIH], 2011). This phenomenon, although not fully understood, lasts longer in men than women and is accompanied by a notable increase in competitive drive, impulsivity, and risk-taking behavior. Perhaps it is a lingering instinctive drive, the same one that propels young men to adventure and exploration, or maybe a quest for glory?

Regardless of the physiological explanation, it is easy to accept the idea that this increased grey matter creates many more synapses than the adult brain creates and the young person is confronted with a mental storm of neurological activity (NIH, 2011). It is rather simple to move this idea forward and hypothesize that this neurological storm creates a mental landscape ripe with poor decisions and even worse outcomes when young men are left to their own devices. This must be offset with understanding leadership, mentors, and activities that allow competition and risk-taking within the confines of both possible healthy and educational

successes and setbacks. Decision making and self-control must become focused lessons that are incorporated as early as possible.

Discussion

What does any of this mean for the Myrtis Simpson Walker Academy for Boys? Can a specialized environment create a milieu that gives young men an advantage in achieving academic and lifelong success? It is certainly reasonable to imagine a place where teachers can target the specific needs of young men: adventurous learning, a sense of risk-taking, spirited competitiveness, and the development of humility and restraint that balances masculine bravado. It is reasonable to imagine that this place can transport mental engagement from contemporary interests to traditional and classic academic knowledge. Heroes could be discovered in this climate, real heroes, men and women of honor and respect that serve as models for greatness.

Four elements must be included to achieve the academic and societal goals MSW Academy seeks to achieve: reading, writing, thinking, and speaking. This does not require new pedagogy, but it does require a shift in focus on behalf of the educators. Many of us have witnessed and been victimized by teacher-centered pedagogy and it is easily seen in the form of lecture presentations. After a short time we lose concentration and the teacher's words blend into a monologue of nothingness.

Flip this around and adopt student-centered protocols that demand various readings. These readings can move within classic and contemporary works (make a connection!). These readings can be individual or group. These readings must be done and they lay the foundation for literacy and command of language. Opportunities for heroes exist in the written word and Harambee-type readings involving guest readers who can also share their life experience with students.

Writing must also occur. Like reading it can be an individual work or the product of a group. Writing begins to embrace the tactile learner and it drives the reading home, further exercising literacy and lending itself to safe competition and risk-taking. Writing can also take many forms including pen-on-paper, digital output, and creative display of wordless writing.

Possibly the ultimate challenge for young men is the learning act of speaking. This challenge can be subtle and low-risk within small groups and it can be leveraged as a true obstacle to success in larger settings. Knowing that student-centered protocols ultimately require verbal output, competitive young men are prone to set themselves up for success by participating in reading and writing as described above. Further, they are intentionally pressed into the act of thinking about the educational material before them.

Student-centered protocols involving reading, writing, thinking, and speaking are easily found and can be adapted to any subject or topic. These types of protocols, once understood by students, lead to easy class control and predictable students outcomes. These protocols set the stage for the development of responsible and productive young men who are willing to tackle real challenges, understand the reality of setbacks, and who can function with honor in a competitive setting. These student-centered protocols allow easily customized approaches to individual students and free teachers to facilitate genuine learning while opening opportunities for community members to join in the activity and represent model behavior and true pictures of what it means to a man in our society.

The Myrtis Simpson Walker Youth Leadership Foundation, Inc. would like the community's input on opening an all male charter school in the Charlotte Mecklenburg Area. Please read and answer the questions below. Thank you for your support.

1. Circle your age category: (a) 18-21 (b) 22-30 (c) 31-35 (d) 36-40 (e) 40 and above

2. Do you support the formation of a charter school designed for "males " in your community? (5-point scale) Please circle one**. Number one being I do not agree** to **five I agree there is a need for an all male charter school**. (a) 1 (b) 2 (c) 3 (d) 4 (e) 5

3. What characteristics would you like to see in your school of choice? (List Items)
   _____
   _____
   _____
   _____
   _____
   _____

4. How likely are you to explore the possibilities of a "males only" charter school? (5-point scale) **Number one being, I would not explore** to **five I would definitely explore an all male charter school for my son**. Please circle one. (a) 1 (b) 2 (c) 3 (d) 4 (e) 5

5. Are you currently satisfied with your son's education? Y / N

6. Are you located in the South, North, East, West area of Charlotte? Huntersville? Concord? Other _____

References

Granger, D. (2014). Introduction. In Hampden-Sydney College (Ed.), *What works: Educating men, engaging guys, raising boys* (pp.7-8). Hampden-Sydney, VA: Hampden-Sydney College.

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Attached is a copy of the survey distributed to a diverse group of respondents. Over 200 respondents completed the survey. As a result, over 70% of the respondents felt that the formation of an all- male charter school was needed in the Charlotte area.

MSW K-5 Proposed Curriculum Outline/ Scope and Sequence

Literacy Instruction:

In an effort to fulfill the mission of MSW literacy is a critical component of instruction. The literacy goal of MSW is for all students to become proficient readers, writers, and communicators using balanced literacy and the workshop model approach. Through this model students will engage in reading and writing workshops on a daily basis.

The workshop method will be used in literacy and math daily. The workshop model consists of a mini lesson focused on a specific strategy or skill. During the mini lesson teachers model and students practice. During the lesson there is also time for students to complete independent work, during which time the teacher will confer one on one or meet with small groups. The teacher may use the small group instruction time to reteach or target specific areas with students. Teachers may also use independent work time to meet with students to set goals and to discuss individual strategies. Teachers will close workshop by inviting students to share what they have practiced; this strategy is effective because it will allow all students to learn from each other and evolve as readers, writers, and mathematicians.

Reading and writing workshop will look different throughout MSW grades K-5. The NCDPI Common Core English Language Arts Unpacking documents and Lucy Calkins curricular will guide the curriculum at MSW. These resources will be used to set the pacing for the year while at the same time provided researched based tools for instruction.

Interactive literacy will consist of read alouds and teacher designed questions which will enhance the literacy lessons. Interactive Literacy does not replace any component of literacy, but instead compliments existing literacy components. Time will be allotted into each day as follows:

Grade K- Shared Reading (15 min) integrated into days 3-5, Interactive Read Aloud (30 minutes including fiction theme with embedded nonfiction throughout, text dependent questions, shared writing). Reading workshop (45 min).

Grade 1- Interactive Read Aloud (45 min including fiction theme with embedded nonfiction throughout, each student with text in hand, text dependent questions, and shared interactive writing). Reading Workshop (45 min).

Grade 2—Reading Workshop (45 min), Interactive Literacy (45 min)

Grades 3-4—Reading Workshop (45 min), Interactive Literacy (45 min)

Grade 5—Interactive Literacy (45), Reading Workshop (45)

Teachers will design Questions based on a specific text and aligned to the question stems/items that match that standard based on Common Core. Questions will consist of a mix of multiple choice with a great deal of open response. Everybody Writes and Everybody Rewrites will be

one of the first methods of asking students to read, write, think, speak, and write again. Teachers will integrate additional techniques to vary lesson style over the course of the year.

The teacher model or notes can be on either a Smart-board slide or on an anchor chart (teacher preference). Teachers can include their model on their classwork document, but they can also simply project their model for students without actually handing it out. The classwork document can contain the Guided and Independent Practice. Exit tickets can be quarter or half sheets to be collected. Exit tickets should NOT be one of the problems within the classwork document, as they are to be a final assessment of student learning AFTER the teacher closing.

Students in grades K- 5 will build upon their writing skills by utilizing Units of Study in Opinion, Information, and Narrative Writing, K–5, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level the yearlong curriculum is founded on the expectations of the CCSS. The CCSS place a tremendous emphasis on writing, although it is not only highlighted as a discipline in itself, it is assumed to be the vehicle through which a great deal of the critical thinking, reading work, and reading assessment will occur. In an effort to adhere to the high expectations of the CCSS, the Lucy Calkins/TCR series offers:

- Sequential, ambitious work in opinion/argument, information, and narrative writing. At each grade level, at least one unit of study is devoted to each of the three CCSS-mandated kinds of writing. Expectations build in complexity, for each kind of writing and across kinds of writing, as student's progress from grade to grade.
- Opportunities for repeated writing practice. Students write multiple pieces of each kind of writing, each time escalating their expectations. This repeated practice is essential if students are going to become highly skilled, meeting CCSS expectations.
- Renewed attention to writing about reading and writing across the curriculum. As called for in the CCSS, these units also have a new emphasis on close reading, on text-based questioning, and on reading like a writer, aware of the craft decisions an author has made.
- A responsive process approach to writing instruction. Writing Standard 5 describes the writing process and Writing Standard 10 describes the need to write routinely as part of that process.

Mathematics:

With the NCDPI Common Core Math Unpacking Documents as our guide, the elementary mathematics instruction at MSW will consist of components of Engage NY. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout elementary school years. The use of Engage NY and the Unpacking document will assist teachers in attending to the need to connect the mathematical practices to mathematical content in mathematics instruction.

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Engage NY will afford teachers the opportunity to balance the standards for mathematical Content by combining procedures and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

The educators of MSW are aware that there is no one size fits all math program for students. Therefore, MSW will supplement the resources and formative assessments provided by NCDPI with their own assessments and instructional strategies retrieved from various resources.

Science

Science content at MSW will be taught through the use of the North Carolina Science Essential Standards by using the NCSES students will be engaged in inquiry-based instruction, which is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design will be integrated with the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, will provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design.

Teachers will also have the opportunity to assign differentiated lessons using Science A-Z (computerized reading program based on student's reading levels).

Teachers will use NCDPI unpacking documents to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Social Studies

In grades K-3, teachers will assist students in building upon their ability to demonstrate chronological thinking. Students will expand their ability to think like a historian by asking questions that historians ask. This serves as a building block for more sophisticated analyses in subsequent grades. Students in grade four explore the social disciplines of history, geography,

civics and government, culture and economics through the context of North Carolina from pre-colonial to Reconstruction. Although the time period of focus is precolonial to Reconstruction, Teachers will guide students in drawing parallels between contemporary issues and their historical origins. Fourth grade expectations help prepare students for more sophisticated studies of North Carolina, nation and world in later grades. In fifth grade, the standards will focus on the United States History from the Pre-Colonial period up to Reconstruction. Teachers will also use NCDPI unpacking documents and cross walks to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Character Education/ Hope K-12

HOPE Social Skills, Character Education Curriculum, and Mission-Driven Character Development were designed for the purpose to encourage reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development. MSW goal is to encourage focused communication and support within the classroom and between peers, teachers-students and parents-children. While The Problem Solving meetings are designed to increase dialogue and critical thinking skills. Character Education/Hope K-12 lessons are designed to be taught as stand-alone lessons. The preferred way to teach these lessons is in class meeting format during 20-30 minute sessions. Teacher will also have the option to take certain days to meet with students one on one to discuss behavioral goals or to discuss data.

Below is a list of specific critical thinking skills that will be developed throughout the course of this curriculum:

> Emotional regulation, Self-control, Delayed gratification, Empathy, Peer relationships, Monitoring of actions, Verbal reasoning, Planning, Problem solving, Working memory, Attention, etc.

In Grades K- 3 Teachers will utilize HOPE Social Skills © stories which are specially written stories designed to teach specific behavioral expectations to kindergarten and first grade students. Included in all stories is a script for both teachers and parents. This script allows the adult reader to implement the HOPE© problem solving session immediately following the story.

In Grades 4-5 Teachers will provide students with a character trait checklist which they must acquire checks from various teachers throughout the week. The chart is as follows:

Character Trait Definitions	
	Perseverance - steady persistence in a course of action, purpose, and/or state, etc., especially in spite of difficulties, obstacles or discouragement (
	Honesty - the quality or fact of being honest, upright, fair; freedom from deceit
	Justice - the quality of being just, righteous, moral rightness

	Caring - to make provision or look out for; to feel concern about
	Self-Control - control or restraint of oneself or one's actions, feelings, etc.
	Work Ethic - a belief in the moral benefit and importance of work and its inherent ability to strengthen character
	Responsibility - reliability, dependability; being reliable, dependable; especially as it relates to obligation
	Cooperation - an act or instance of working or acting together for a common purpose or benefit
	Citizenship - the state of being vested with rights, privileges, and duties of a citizen; the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen
	Respect - to hold in esteem or honor; to show regard for or consideration for
	Trustworthiness - dependable; reliable; deserving of trust and confidence
	Forgiveness - the act of forgiving; willing to forgive

Daily agendas are as follows:

K-1: HOPE Social Skills

1. Introduce Concept: Use specially written stories and problem solving to teach desired school behaviors.
2. Introduce Materials: 12 Dolls, 13 Stories - parent and teacher scripts included, List of supplemental stories and classroom posters and stickers; Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

2 - 3: HOPE Character Development©

1. Introduce Concept: Use popular children's books and problem solving to teach desired school behaviors.
2. Introduce Materials: 60 lessons (5 lessons per month) - parent and teacher scripts included. Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

4 – 5 HOPE Mission-Driven Character Development©

The goal for grades 4- 5 is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors of society. Lessons will take place in a classroom meeting format: Guided Data Analysis and Whole Class Discussion.
Step 1: Prior to the class meeting, the teacher must have:

(1) Reviewed the data collected and determined what it reveals concerning student behavior this week. Ex. How many students forgot homework, failed a test, were referred to the office, etc.
    1. Identify a single character trait that "sums up" the experiences of that week.
    2. Prepare a problem-solving lesson that focuses on the trait that was identified.
    3. Ensure that no student names and specific data are described in the lesson.
(2) Give students their data on a post-it or index card (homework, test grades, absences, referrals)
(3) Monitor students as they analyze their data.
    1. Are the students correctly analyzing and evaluating themselves?
    2. Do their responses to the questions reflect an understanding of 'improvement, advancing towards goal, downward, etc.?
(4) Assist students by referring to data points on graph and having them make comparisons between data points.

Step 2: Prior to the class meeting <u>all students</u> must have (4^{th} to 6^{th}):

(1) Received their data from the teacher on a post-it or index card (homework, test grades, absences, referrals)
(2) Graphed their data
(3) Analyzed data:
    1. Are you moving towards your goal? Yes or No
    2. Are you showing improvement? If so, what did you do this week that made a difference?
    3. If your scores went down, what happened this week? How can you improve this?
    4. Students evaluate their findings and writes a weekly summary statement to reflect their understanding

Goal Setting: Teachers and students are highly encouraged to set class-wide goals.

In addition to teaching our core subjects, the MSW instructional program will also feature:

<u>Advisory:</u> Each student will be assigned an in school mentor/advisor. The mentors/advisors are comprised of MSW licensed staff. The mentor will act as an emotional support and will meet with their assigned student once per month or as needed. The purpose in the advisory/mentor program is to create a level of accountability for students and to offer the students an outlet to express issues/emotions which may be a hindrance. The sessions with the mentor/advisor can also consist of goal setting and strategies to assist the student in controlling behaviors and or emotions.

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Enrichment: Students will participate daily in enrichment activities. Enrichment activities will consist of music, arts, physical education, and technology. The purpose in the enrichment activities is to expose students to a variety of real world experiences. Students will also have the opportunity to participate in off-site enrichment opportunities sponsored by various local organizations.

After School: Any student who is performing below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research-based Leveled Literacy Intervention program which supports students' foundational reading and comprehension skills. Students will also have access to dream box math program which focuses on individual student academic needs.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

Kindergarten

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	We Are Readers! • Develop a love and sense of purpose for reading • Learn and practice Reading Workshop procedures • Select books that have interesting pictures and storylines • Develop concepts about print and story structures • Work in partnerships Let's Get Started: Emergent Storybooks • Utilize reading-like behavior • Gain deeper understanding of story structure • Develop expression, comprehension, and partner talk	RF.K.1 Demonstrate understanding of the organization and basic features of print. RL.K.5 Recognize common types of texts (e.g. story books, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between Illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
2nd Quarter	Reading Everything in the Classroom and Beyond • Demonstrate understanding of basic features of print • Understand that readers seek meaning to texts • Use prior knowledge about text, content and how print works • Utilize strategies learned in writing to read Becoming a Class of Reading Teachers • Use patterns in text to guide reading • Making, monitoring, and revising predictions • Increase comprehension making books come to life • Use strategies to cross-check reading	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding.
3rd Quarter	Learning About Ourselves and Our World • Read to learn within the text • Compare and contrast text • Teaching a partner about information learned • Gain facts and details from multiple texts and topics Tackling Hard and Tricky Word Parts • Utilize multiple strategies to solve tricky word parts and text • Reread and monitor to adjust understanding of text • Use picture and sentence clues in context	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 / RF.K.3 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
4th Quarter	Readers Get to Know Characters • Use story elements to connect the characters, setting and events • Infer about and empathize with characters and their relationships • Compare and contrast characters and situations across texts • Synthesize information across text about characters A Little of this, A little of that: Reading Across Genres • Read aloud fluently, with expression and for meaning • Reread for comprehension and understanding • Recognize the characteristics of a variety of genres • Working collaboratively with partners	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.4 Read emergent-reader texts with purpose and understanding.

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1st Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Readers Build Good Habits • Follow reading workshop procedures • Predict before reading and check predictions during reading • Read and discuss texts with partners • Match the story to the pictures • Build stamina as readers, reading longer and stronger Word Detectives Solve Words • Self-monitor and check for understanding • Use sight words to support fluency • Utilize information in text to solve unknown words • Use pictures clues to support reading	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI.1.4 / RF.1.3 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2nd Quarter	Learning About the World By Reading • Gain meaning from text • Think deeply about concepts and ideas • Navigate nonfiction, understanding it is reading for facts, details, and ideas • React to text and justify thinking with evidence Readers Get to Know the Characters in Books • Envision characters and events in the story • Think about things from characters' point of view – feelings, noticings • Maintain fluency throughout literature • Speak and listen with partners and with group	RI.1.5 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. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
3rd Quarter	Thinking and Talking to Grow Ideas Within and Beyond the Text • Collect details to support the big idea or picture • Summarize the text with literal an inferential ideas • Infer, noticing why characters and stories change • Synthesizing ideas to discuss with others Become a Scientist! Readers Become Expert to Learn about a Topic • Study topic with a focus • Use words, pictures and text features to comprehend text • Notice, define and use specialized vocabulary • Ask and answer key details in text	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
4th Quarter	What do these have in Common? Reading Across Genres • Make connections across books and topics • Distinguish between stories, poems, and informational texts • Read for pleasure and read to learn • Use variety of strategies to figure out words; use new vocabulary Join the Club: A First Look at Reading Clubs • Understand structures and routines of partnerships and clubs • Synthesize thoughts and talk about reading • Communicate variety of ideas cohesively • Learn appropriate and positive book club behaviors	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.1.10 / RI.1.10 With prompting and support, read prose and poetry, as well as informational texts appropriately complex for grade 1. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

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2nd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Take Charge of Reading • Develop a love and sense of purpose for reading • Establish reading logs, book-shopping schedules, rules in Reading • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement I Want to Know More! Reading Information Books and Reading the World • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.2.4 / RF.2.3 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.8 Describe how reasons support specific points the author makes in a text.
2nd Quarter	Are you Making that up? Reading Fiction • Determine importance within text • Make predictions based on textual evidence • Infer about and interpret characters actions', thoughts and feelings • Synthesize character traits and events across chapters/series When the Going Gets Tough: Foundational Skills – Reading Harder with Poetry • Feel the rhythm of poetry and read it with fluency and expression • Envision parts of poems • Recognize theme and purpose for poems • Explain author's message	RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3rd Quarter	Who did it? Mystery/Social Issues Book Clubs • Jot notes about reading • Look for predictable patterns across the stories • Talk about reading in clubs • Compare and contrast characteristics of genres True or False? Biography • Identify what author is trying to teach • Notice structure of biographies – achievement vs. disaster texts • Create and revise theories about historical figures • Interpret how historical event affects person's life	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
4th Quarter	A World Beyond Our Own: Fiction, Folktales, and Fairy Tales • Compare and contrast versions of the same story across cultures • Interpret morals or lessons • Role-play events from the text, empathizing with characters • Read closely, noticing clues about predictable characters/storylines Characters Face Bigger Challenges and So Do Readers / Goal-Setting • Deeply understand challenges that face characters/look for resolution • Identify and analyze deeper meaning in text and relate to self • Connect to personal challenges and set goals for Reading this summer	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10 /RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at high end of the range. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

3rd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Building a Reading Life: Understanding What Readers Do • Develop a love and sense of purpose for reading • Establish reading identities • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement Following Characters Into Meaning: Realistic Fiction • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in texts. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2nd Quarter	The Truth Behind it all: Informational Reading • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) The Right Place at the Right Time: Biography • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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 events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9 Compare and contrast most important points and key details presented in two texts on same topic.
3rd Quarter	What's the Problem? Mystery & Social Issues Book Clubs • Empathize with characters • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs Understanding our World: Poetry & Traditional Literature • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Determine meaning of domain-specific vocabulary • Research and report on country/culture of poem/story's origin • Compare and contrast types of text (literature vs. informational) on same topic • Heighten global and cultural awareness	RL.3.5 Refer to parts of stories, dramas, & 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 / RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) / most important and key details presented in two texts on same topic RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.4 / L.3.4 /RF.3.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RL.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers	RL.3.1 / RI.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.10 / RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and

	• Create a plan for building stamina and comprehension in the summer	technical texts at the high end of the grades 2–3 text complexity band independently & proficiently. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

4th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Following Characters Into Meaning: Realistic Fiction • Develop a love and sense of purpose for reading • Build stamina and engagement • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters Reading High-Interest Informational and Literary Non-Fiction Closely • Determine importance of informational text • Read texts deeply to interpret significance of particular sections • Analyze vocabulary specific to informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.9 Compare & 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4/L.4.4 /RF.4.3 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2nd Quarter	Fact or Fiction? Informational Reading and Historical Fiction • Distinguish informational from historical fiction texts • Identify main idea and details of a section or chapter and explain how that relates to the theme of the text • Compare and contrast literature vs. informational texts on same topic Learning through the American Revolution: Content-Area Research • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as comparison, cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RL.4.6/RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3rd Quarter	Digging Deeper into Interpretation: Poetry and Traditional Literature Book Clubs • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Support claims with evidence from the text • Heighten global and cultural awareness • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs From Their Eyes: Author Studies / Informational Book Clubs • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) • Analyze patterns and themes of information across texts • Synthesize information across texts to deepen content knowledge	RL.4.2 Determine a theme of a story, drama, or poem from details in text; summarize the text. RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RL.4.1/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.10/RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

5th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Launching Reading with Experienced Readers • Develop a love and sense of purpose for reading • Build stamina and engagement • Use textual evidence to explain characters' actions and key events • Compare and contrast characters, setting and events Navigating Informational Reading • Explain main ideas within text • Support main ideas with details and evidence from the text • Gather information from a variety of texts on the same topic to teach others the information • Present new understandings to others, communicating effectively	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2nd Quarter	Where's the Poetic Justice? Reading and Interpreting Poetry • Determine how the speaker reflects the topic of the text • Identify main idea and details of a section and explain how that relates to the theme of the text • Explain how stanza provide structure and effect within poem • Describe influence of speaker's point of view Following Characters into Meaning: Realistic Fiction/Traditional Literature • Infer about and interpret characters' feelings, actions and motives • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop a love for the uniqueness of traditional literature • Distinguish nuances between Standard and Old English • Determine central message of text and lessons learned by characters	RL.5.2 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. RL.5.3 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). RL.5.4/L.5.4/RF.5.3 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 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, and poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3rd Quarter	Where in the World? Reading, Research & Writing in the Content Areas • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic Historical Fiction Book Clubs • Empathize with characters • Develop an understanding for the historical events of the time period • Evaluate the effect of history on the characters' lives • Distinguish what is factual vs. author's license • Determine meaning of domain-specific vocabulary	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities & differences in the point of view they represent. RL.5.3 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). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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Proposed Curriculum / Scope and Sequence

4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RL.5.10/RI.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

MSW K-5 Proposed Curriculum Outline/ Scope and Sequence

Literacy Instruction:

In an effort to fulfill the mission of MSW literacy is a critical component of instruction. The literacy goal of MSW is for all students to become proficient readers, writers, and communicators using balanced literacy and the workshop model approach. Through this model students will engage in reading and writing workshops on a daily basis.

The workshop method will be used in literacy and math daily. The workshop model consists of a mini lesson focused on a specific strategy or skill. During the mini lesson teachers model and students practice. During the lesson there is also time for students to complete independent work, during which time the teacher will confer one on one or meet with small groups. The teacher may use the small group instruction time to reteach or target specific areas with students. Teachers may also use independent work time to meet with students to set goals and to discuss individual strategies. Teachers will close workshop by inviting students to share what they have practiced; this strategy is effective because it will allow all students to learn from each other and evolve as readers, writers, and mathematicians.

Reading and writing workshop will look different throughout MSW grades K-5. The NCDPI Common Core English Language Arts Unpacking documents and Lucy Calkins curricular will guide the curriculum at MSW. These resources will be used to set the pacing for the year while at the same time provided researched based tools for instruction.

Interactive literacy will consist of read alouds and teacher designed questions which will enhance the literacy lessons. Interactive Literacy does not replace any component of literacy, but instead compliments existing literacy components. Time will be allotted into each day as follows:

Grade K- Shared Reading (15 min) integrated into days 3-5, Interactive Read Aloud (30 minutes including fiction theme with embedded nonfiction throughout, text dependent questions, shared writing). Reading workshop (45 min).

Grade 1- Interactive Read Aloud (45 min including fiction theme with embedded nonfiction throughout, each student with text in hand, text dependent questions, and shared interactive writing). Reading Workshop (45 min).

Grade 2—Reading Workshop (45 min), Interactive Literacy (45 min)

Grades 3-4—Reading Workshop (45 min), Interactive Literacy (45 min)

Grade 5—Interactive Literacy (45), Reading Workshop (45)

Teachers will design Questions based on a specific text and aligned to the question stems/items that match that standard based on Common Core. Questions will consist of a mix of multiple choice with a great deal of open response. Everybody Writes and Everybody Rewrites will be

one of the first methods of asking students to read, write, think, speak, and write again. Teachers will integrate additional techniques to vary lesson style over the course of the year.

The teacher model or notes can be on either a Smart-board slide or on an anchor chart (teacher preference). Teachers can include their model on their classwork document, but they can also simply project their model for students without actually handing it out. The classwork document can contain the Guided and Independent Practice. Exit tickets can be quarter or half sheets to be collected. Exit tickets should NOT be one of the problems within the classwork document, as they are to be a final assessment of student learning AFTER the teacher closing.

Students in grades K- 5 will build upon their writing skills by utilizing Units of Study in Opinion, Information, and Narrative Writing, K–5, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level the yearlong curriculum is founded on the expectations of the CCSS. The CCSS place a tremendous emphasis on writing, although it is not only highlighted as a discipline in itself, it is assumed to be the vehicle through which a great deal of the critical thinking, reading work, and reading assessment will occur. In an effort to adhere to the high expectations of the CCSS, the Lucy Calkins/TCR series offers:

- Sequential, ambitious work in opinion/argument, information, and narrative writing. At each grade level, at least one unit of study is devoted to each of the three CCSS-mandated kinds of writing. Expectations build in complexity, for each kind of writing and across kinds of writing, as student's progress from grade to grade.
- Opportunities for repeated writing practice. Students write multiple pieces of each kind of writing, each time escalating their expectations. This repeated practice is essential if students are going to become highly skilled, meeting CCSS expectations.
- Renewed attention to writing about reading and writing across the curriculum. As called for in the CCSS, these units also have a new emphasis on close reading, on text-based questioning, and on reading like a writer, aware of the craft decisions an author has made.
- A responsive process approach to writing instruction. Writing Standard 5 describes the writing process and Writing Standard 10 describes the need to write routinely as part of that process.

Mathematics:

With the NCDPI Common Core Math Unpacking Documents as our guide, the elementary mathematics instruction at MSW will consist of components of Engage NY. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout elementary school years. The use of Engage NY and the Unpacking document will assist teachers in attending to the need to connect the mathematical practices to mathematical content in mathematics instruction.

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Engage NY will afford teachers the opportunity to balance the standards for mathematical Content by combining procedures and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

The educators of MSW are aware that there is no one size fits all math program for students. Therefore, MSW will supplement the resources and formative assessments provided by NCDPI with their own assessments and instructional strategies retrieved from various resources.

Science

Science content at MSW will be taught through the use of the North Carolina Science Essential Standards by using the NCSES students will be engaged in inquiry-based instruction, which is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design will be integrated with the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, will provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design.

Teachers will also have the opportunity to assign differentiated lessons using Science A-Z (computerized reading program based on student's reading levels).

Teachers will use NCDPI unpacking documents to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Social Studies

In grades K-3, teachers will assist students in building upon their ability to demonstrate chronological thinking. Students will expand their ability to think like a historian by asking questions that historians ask. This serves as a building block for more sophisticated analyses in subsequent grades. Students in grade four explore the social disciplines of history, geography,

civics and government, culture and economics through the context of North Carolina from pre-colonial to Reconstruction. Although the time period of focus is precolonial to Reconstruction, Teachers will guide students in drawing parallels between contemporary issues and their historical origins. Fourth grade expectations help prepare students for more sophisticated studies of North Carolina, nation and world in later grades. In fifth grade, the standards will focus on the United States History from the Pre-Colonial period up to Reconstruction. Teachers will also use NCDPI unpacking documents and cross walks to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Character Education/ Hope K-12

HOPE Social Skills, Character Education Curriculum, and Mission-Driven Character Development were designed for the purpose to encourage reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development. MSW goal is to encourage focused communication and support within the classroom and between peers, teachers-students and parents-children. While The Problem Solving meetings are designed to increase dialogue and critical thinking skills. Character Education/Hope K-12 lessons are designed to be taught as stand-alone lessons. The preferred way to teach these lessons is in class meeting format during 20-30 minute sessions. Teacher will also have the option to take certain days to meet with students one on one to discuss behavioral goals or to discuss data.

Below is a list of specific critical thinking skills that will be developed throughout the course of this curriculum:

> Emotional regulation, Self-control, Delayed gratification, Empathy, Peer relationships, Monitoring of actions, Verbal reasoning, Planning, Problem solving, Working memory, Attention, etc.

In Grades K- 3 Teachers will utilize HOPE Social Skills © stories which are specially written stories designed to teach specific behavioral expectations to kindergarten and first grade students. Included in all stories is a script for both teachers and parents. This script allows the adult reader to implement the HOPE© problem solving session immediately following the story.

In Grades 4-5 Teachers will provide students with a character trait checklist which they must acquire checks from various teachers throughout the week. The chart is as follows:

Character Trait Definitions	
	Perseverance - steady persistence in a course of action, purpose, and/or state, etc., especially in spite of difficulties, obstacles or discouragement (
	Honesty - the quality or fact of being honest, upright, fair; freedom from deceit
	Justice - the quality of being just, righteous, moral rightness

	Caring - to make provision or look out for; to feel concern about
	Self-Control - control or restraint of oneself or one's actions, feelings, etc.
	Work Ethic - a belief in the moral benefit and importance of work and its inherent ability to strengthen character
	Responsibility - reliability, dependability; being reliable, dependable; especially as it relates to obligation
	Cooperation - an act or instance of working or acting together for a common purpose or benefit
	Citizenship - the state of being vested with rights, privileges, and duties of a citizen; the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen
	Respect - to hold in esteem or honor; to show regard for or consideration for
	Trustworthiness - dependable; reliable; deserving of trust and confidence
	Forgiveness - the act of forgiving; willing to forgive

Daily agendas are as follows:

K-1: HOPE Social Skills

1. Introduce Concept: Use specially written stories and problem solving to teach desired school behaviors.
2. Introduce Materials: 12 Dolls, 13 Stories - parent and teacher scripts included, List of supplemental stories and classroom posters and stickers; Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

2 - 3: HOPE Character Development©

1. Introduce Concept: Use popular children's books and problem solving to teach desired school behaviors.
2. Introduce Materials: 60 lessons (5 lessons per month) - parent and teacher scripts included. Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

4 – 5 HOPE Mission-Driven Character Development©

The goal for grades 4- 5 is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors of society. Lessons will take place in a classroom meeting format: Guided Data Analysis and Whole Class Discussion.
Step 1: Prior to the class meeting, the teacher must have:

(1) Reviewed the data collected and determined what it reveals concerning student behavior this week. Ex. How many students forgot homework, failed a test, were referred to the office, etc.
    1. Identify a single character trait that "sums up" the experiences of that week.
    2. Prepare a problem-solving lesson that focuses on the trait that was identified.
    3. Ensure that no student names and specific data are described in the lesson.
(2) Give students their data on a post-it or index card (homework, test grades, absences, referrals)
(3) Monitor students as they analyze their data.
    1. Are the students correctly analyzing and evaluating themselves?
    2. Do their responses to the questions reflect an understanding of 'improvement, advancing towards goal, downward, etc.?
(4) Assist students by referring to data points on graph and having them make comparisons between data points.

Step 2: Prior to the class meeting <u>all students</u> must have (4^{th} to 6^{th}):

(1) Received their data from the teacher on a post-it or index card (homework, test grades, absences, referrals)
(2) Graphed their data
(3) Analyzed data:
    1. Are you moving towards your goal? Yes or No
    2. Are you showing improvement? If so, what did you do this week that made a difference?
    3. If your scores went down, what happened this week? How can you improve this?
    4. Students evaluate their findings and writes a weekly summary statement to reflect their understanding

Goal Setting: Teachers and students are highly encouraged to set class-wide goals.

In addition to teaching our core subjects, the MSW instructional program will also feature:

<u>Advisory:</u> Each student will be assigned an in school mentor/advisor. The mentors/advisors are comprised of MSW licensed staff. The mentor will act as an emotional support and will meet with their assigned student once per month or as needed. The purpose in the advisory/mentor program is to create a level of accountability for students and to offer the students an outlet to express issues/emotions which may be a hindrance. The sessions with the mentor/advisor can also consist of goal setting and strategies to assist the student in controlling behaviors and or emotions.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

Enrichment: Students will participate daily in enrichment activities. Enrichment activities will consist of music, arts, physical education, and technology. The purpose in the enrichment activities is to expose students to a variety of real world experiences. Students will also have the opportunity to participate in off-site enrichment opportunities sponsored by various local organizations.

After School: Any student who is performing below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research-based Leveled Literacy Intervention program which supports students' foundational reading and comprehension skills. Students will also have access to dream box math program which focuses on individual student academic needs.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

Kindergarten

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	We Are Readers! • Develop a love and sense of purpose for reading • Learn and practice Reading Workshop procedures • Select books that have interesting pictures and storylines • Develop concepts about print and story structures • Work in partnerships Let's Get Started: Emergent Storybooks • Utilize reading-like behavior • Gain deeper understanding of story structure • Develop expression, comprehension, and partner talk	RF.K.1 Demonstrate understanding of the organization and basic features of print. RL.K.5 Recognize common types of texts (e.g. story books, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between Illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
2nd Quarter	Reading Everything in the Classroom and Beyond • Demonstrate understanding of basic features of print • Understand that readers seek meaning to texts • Use prior knowledge about text, content and how print works • Utilize strategies learned in writing to read Becoming a Class of Reading Teachers • Use patterns in text to guide reading • Making, monitoring, and revising predictions • Increase comprehension making books come to life • Use strategies to cross-check reading	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding.
3rd Quarter	Learning About Ourselves and Our World • Read to learn within the text • Compare and contrast text • Teaching a partner about information learned • Gain facts and details from multiple texts and topics Tackling Hard and Tricky Word Parts • Utilize multiple strategies to solve tricky word parts and text • Reread and monitor to adjust understanding of text • Use picture and sentence clues in context	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 / RF.K.3 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
4th Quarter	Readers Get to Know Characters • Use story elements to connect the characters, setting and events • Infer about and empathize with characters and their relationships • Compare and contrast characters and situations across texts • Synthesize information across text about characters A Little of this, A little of that: Reading Across Genres • Read aloud fluently, with expression and for meaning • Reread for comprehension and understanding • Recognize the characteristics of a variety of genres • Working collaboratively with partners	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.4 Read emergent-reader texts with purpose and understanding.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

1st Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Readers Build Good Habits • Follow reading workshop procedures • Predict before reading and check predictions during reading • Read and discuss texts with partners • Match the story to the pictures • Build stamina as readers, reading longer and stronger Word Detectives Solve Words • Self-monitor and check for understanding • Use sight words to support fluency • Utilize information in text to solve unknown words • Use pictures clues to support reading	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI.1.4 / RF.1.3 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2nd Quarter	Learning About the World By Reading • Gain meaning from text • Think deeply about concepts and ideas • Navigate nonfiction, understanding it is reading for facts, details, and ideas • React to text and justify thinking with evidence Readers Get to Know the Characters in Books • Envision characters and events in the story • Think about things from characters' point of view – feelings, noticings • Maintain fluency throughout literature • Speak and listen with partners and with group	RI.1.5 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. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
3rd Quarter	Thinking and Talking to Grow Ideas Within and Beyond the Text • Collect details to support the big idea or picture • Summarize the text with literal an inferential ideas • Infer, noticing why characters and stories change • Synthesizing ideas to discuss with others Become a Scientist! Readers Become Expert to Learn about a Topic • Study topic with a focus • Use words, pictures and text features to comprehend text • Notice, define and use specialized vocabulary • Ask and answer key details in text	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
4th Quarter	What do these have in Common? Reading Across Genres • Make connections across books and topics • Distinguish between stories, poems, and informational texts • Read for pleasure and read to learn • Use variety of strategies to figure out words; use new vocabulary Join the Club: A First Look at Reading Clubs • Understand structures and routines of partnerships and clubs • Synthesize thoughts and talk about reading • Communicate variety of ideas cohesively • Learn appropriate and positive book club behaviors	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.1.10 / RI.1.10 With prompting and support, read prose and poetry, as well as informational texts appropriately complex for grade 1. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

2nd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Take Charge of Reading • Develop a love and sense of purpose for reading • Establish reading logs, book-shopping schedules, rules in Reading • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement I Want to Know More! Reading Information Books and Reading the World • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.2.4 / RF.2.3 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.8 Describe how reasons support specific points the author makes in a text.
2nd Quarter	Are you Making that up? Reading Fiction • Determine importance within text • Make predictions based on textual evidence • Infer about and interpret characters actions', thoughts and feelings • Synthesize character traits and events across chapters/series When the Going Gets Tough: Foundational Skills – Reading Harder with Poetry • Feel the rhythm of poetry and read it with fluency and expression • Envision parts of poems • Recognize theme and purpose for poems • Explain author's message	RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3rd Quarter	Who did it? Mystery/Social Issues Book Clubs • Jot notes about reading • Look for predictable patterns across the stories • Talk about reading in clubs • Compare and contrast characteristics of genres True or False? Biography • Identify what author is trying to teach • Notice structure of biographies – achievement vs. disaster texts • Create and revise theories about historical figures • Interpret how historical event affects person's life	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
4th Quarter	A World Beyond Our Own: Fiction, Folktales, and Fairy Tales • Compare and contrast versions of the same story across cultures • Interpret morals or lessons • Role-play events from the text, empathizing with characters • Read closely, noticing clues about predictable characters/storylines Characters Face Bigger Challenges and So Do Readers / Goal-Setting • Deeply understand challenges that face characters/look for resolution • Identify and analyze deeper meaning in text and relate to self • Connect to personal challenges and set goals for Reading this summer	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10 /RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at high end of the range. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

3rd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Building a Reading Life: Understanding What Readers Do • Develop a love and sense of purpose for reading • Establish reading identities • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement Following Characters Into Meaning: Realistic Fiction • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in texts. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2nd Quarter	The Truth Behind it all: Informational Reading • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) The Right Place at the Right Time: Biography • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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 events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9 Compare and contrast most important points and key details presented in two texts on same topic.
3rd Quarter	What's the Problem? Mystery & Social Issues Book Clubs • Empathize with characters • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs Understanding our World: Poetry & Traditional Literature • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Determine meaning of domain-specific vocabulary • Research and report on country/culture of poem/story's origin • Compare and contrast types of text (literature vs. informational) on same topic • Heighten global and cultural awareness	RL.3.5 Refer to parts of stories, dramas, & 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 / RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) / most important and key details presented in two texts on same topic RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.4 / L.3.4 /RF.3.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RL.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers	RL.3.1 / RI.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.10 / RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and

	• Create a plan for building stamina and comprehension in the summer	technical texts at the high end of the grades 2–3 text complexity band independently & proficiently. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

4th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Following Characters Into Meaning: Realistic Fiction • Develop a love and sense of purpose for reading • Build stamina and engagement • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters Reading High-Interest Informational and Literary Non-Fiction Closely • Determine importance of informational text • Read texts deeply to interpret significance of particular sections • Analyze vocabulary specific to informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.9 Compare & 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4/L.4.4 /RF.4.3 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2nd Quarter	Fact or Fiction? Informational Reading and Historical Fiction • Distinguish informational from historical fiction texts • Identify main idea and details of a section or chapter and explain how that relates to the theme of the text • Compare and contrast literature vs. informational texts on same topic Learning through the American Revolution: Content-Area Research • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as comparison, cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RL.4.6/RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3rd Quarter	Digging Deeper into Interpretation: Poetry and Traditional Literature Book Clubs • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Support claims with evidence from the text • Heighten global and cultural awareness • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs From Their Eyes: Author Studies / Informational Book Clubs • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) • Analyze patterns and themes of information across texts • Synthesize information across texts to deepen content knowledge	RL.4.2 Determine a theme of a story, drama, or poem from details in text; summarize the text. RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

APPENDIX B: K-5
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4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RL.4.1/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.10/RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

5th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Launching Reading with Experienced Readers • Develop a love and sense of purpose for reading • Build stamina and engagement • Use textual evidence to explain characters' actions and key events • Compare and contrast characters, setting and events Navigating Informational Reading • Explain main ideas within text • Support main ideas with details and evidence from the text • Gather information from a variety of texts on the same topic to teach others the information • Present new understandings to others, communicating effectively	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2nd Quarter	Where's the Poetic Justice? Reading and Interpreting Poetry • Determine how the speaker reflects the topic of the text • Identify main idea and details of a section and explain how that relates to the theme of the text • Explain how stanza provide structure and effect within poem • Describe influence of speaker's point of view Following Characters into Meaning: Realistic Fiction/Traditional Literature • Infer about and interpret characters' feelings, actions and motives • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop a love for the uniqueness of traditional literature • Distinguish nuances between Standard and Old English • Determine central message of text and lessons learned by characters	RL.5.2 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. RL.5.3 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). RL.5.4/L.5.4/RF.5.3 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 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, and poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3rd Quarter	Where in the World? Reading, Research & Writing in the Content Areas • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic Historical Fiction Book Clubs • Empathize with characters • Develop an understanding for the historical events of the time period • Evaluate the effect of history on the characters' lives • Distinguish what is factual vs. author's license • Determine meaning of domain-specific vocabulary	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities & differences in the point of view they represent. RL.5.3 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). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RL.5.10/RI.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

MSW K-5 Proposed Curriculum Outline/ Scope and Sequence

Literacy Instruction:

In an effort to fulfill the mission of MSW literacy is a critical component of instruction. The literacy goal of MSW is for all students to become proficient readers, writers, and communicators using balanced literacy and the workshop model approach. Through this model students will engage in reading and writing workshops on a daily basis.

The workshop method will be used in literacy and math daily. The workshop model consists of a mini lesson focused on a specific strategy or skill. During the mini lesson teachers model and students practice. During the lesson there is also time for students to complete independent work, during which time the teacher will confer one on one or meet with small groups. The teacher may use the small group instruction time to reteach or target specific areas with students. Teachers may also use independent work time to meet with students to set goals and to discuss individual strategies. Teachers will close workshop by inviting students to share what they have practiced; this strategy is effective because it will allow all students to learn from each other and evolve as readers, writers, and mathematicians.

Reading and writing workshop will look different throughout MSW grades K-5. The NCDPI Common Core English Language Arts Unpacking documents and Lucy Calkins curricular will guide the curriculum at MSW. These resources will be used to set the pacing for the year while at the same time provided researched based tools for instruction.

Interactive literacy will consist of read alouds and teacher designed questions which will enhance the literacy lessons. Interactive Literacy does not replace any component of literacy, but instead compliments existing literacy components. Time will be allotted into each day as follows:

Grade K- Shared Reading (15 min) integrated into days 3-5, Interactive Read Aloud (30 minutes including fiction theme with embedded nonfiction throughout, text dependent questions, shared writing). Reading workshop (45 min).

Grade 1- Interactive Read Aloud (45 min including fiction theme with embedded nonfiction throughout, each student with text in hand, text dependent questions, and shared interactive writing). Reading Workshop (45 min).

Grade 2—Reading Workshop (45 min), Interactive Literacy (45 min)

Grades 3-4—Reading Workshop (45 min), Interactive Literacy (45 min)

Grade 5—Interactive Literacy (45), Reading Workshop (45)

Teachers will design Questions based on a specific text and aligned to the question stems/items that match that standard based on Common Core. Questions will consist of a mix of multiple choice with a great deal of open response. Everybody Writes and Everybody Rewrites will be

one of the first methods of asking students to read, write, think, speak, and write again. Teachers will integrate additional techniques to vary lesson style over the course of the year.

The teacher model or notes can be on either a Smart-board slide or on an anchor chart (teacher preference). Teachers can include their model on their classwork document, but they can also simply project their model for students without actually handing it out. The classwork document can contain the Guided and Independent Practice. Exit tickets can be quarter or half sheets to be collected. Exit tickets should NOT be one of the problems within the classwork document, as they are to be a final assessment of student learning AFTER the teacher closing.

Students in grades K- 5 will build upon their writing skills by utilizing Units of Study in Opinion, Information, and Narrative Writing, K–5, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level the yearlong curriculum is founded on the expectations of the CCSS. The CCSS place a tremendous emphasis on writing, although it is not only highlighted as a discipline in itself, it is assumed to be the vehicle through which a great deal of the critical thinking, reading work, and reading assessment will occur. In an effort to adhere to the high expectations of the CCSS, the Lucy Calkins/TCR series offers:

- Sequential, ambitious work in opinion/argument, information, and narrative writing. At each grade level, at least one unit of study is devoted to each of the three CCSS-mandated kinds of writing. Expectations build in complexity, for each kind of writing and across kinds of writing, as student's progress from grade to grade.
- Opportunities for repeated writing practice. Students write multiple pieces of each kind of writing, each time escalating their expectations. This repeated practice is essential if students are going to become highly skilled, meeting CCSS expectations.
- Renewed attention to writing about reading and writing across the curriculum. As called for in the CCSS, these units also have a new emphasis on close reading, on text-based questioning, and on reading like a writer, aware of the craft decisions an author has made.
- A responsive process approach to writing instruction. Writing Standard 5 describes the writing process and Writing Standard 10 describes the need to write routinely as part of that process.

Mathematics:

With the NCDPI Common Core Math Unpacking Documents as our guide, the elementary mathematics instruction at MSW will consist of components of Engage NY. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout elementary school years. The use of Engage NY and the Unpacking document will assist teachers in attending to the need to connect the mathematical practices to mathematical content in mathematics instruction.

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Engage NY will afford teachers the opportunity to balance the standards for mathematical Content by combining procedures and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

The educators of MSW are aware that there is no one size fits all math program for students. Therefore, MSW will supplement the resources and formative assessments provided by NCDPI with their own assessments and instructional strategies retrieved from various resources.

Science

Science content at MSW will be taught through the use of the North Carolina Science Essential Standards by using the NCSES students will be engaged in inquiry-based instruction, which is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design will be integrated with the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, will provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design.

Teachers will also have the opportunity to assign differentiated lessons using Science A-Z (computerized reading program based on student's reading levels).

Teachers will use NCDPI unpacking documents to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Social Studies

In grades K-3, teachers will assist students in building upon their ability to demonstrate chronological thinking. Students will expand their ability to think like a historian by asking questions that historians ask. This serves as a building block for more sophisticated analyses in subsequent grades. Students in grade four explore the social disciplines of history, geography,

civics and government, culture and economics through the context of North Carolina from pre-colonial to Reconstruction. Although the time period of focus is precolonial to Reconstruction, Teachers will guide students in drawing parallels between contemporary issues and their historical origins. Fourth grade expectations help prepare students for more sophisticated studies of North Carolina, nation and world in later grades. In fifth grade, the standards will focus on the United States History from the Pre-Colonial period up to Reconstruction. Teachers will also use NCDPI unpacking documents and cross walks to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Character Education/ Hope K-12

HOPE Social Skills, Character Education Curriculum, and Mission-Driven Character Development were designed for the purpose to encourage reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development. MSW goal is to encourage focused communication and support within the classroom and between peers, teachers-students and parents-children. While The Problem Solving meetings are designed to increase dialogue and critical thinking skills. Character Education/Hope K-12 lessons are designed to be taught as stand-alone lessons. The preferred way to teach these lessons is in class meeting format during 20-30 minute sessions. Teacher will also have the option to take certain days to meet with students one on one to discuss behavioral goals or to discuss data.

Below is a list of specific critical thinking skills that will be developed throughout the course of this curriculum:

> Emotional regulation, Self-control, Delayed gratification, Empathy, Peer relationships, Monitoring of actions, Verbal reasoning, Planning, Problem solving, Working memory, Attention, etc.

In Grades K- 3 Teachers will utilize HOPE Social Skills © stories which are specially written stories designed to teach specific behavioral expectations to kindergarten and first grade students. Included in all stories is a script for both teachers and parents. This script allows the adult reader to implement the HOPE© problem solving session immediately following the story.

In Grades 4-5 Teachers will provide students with a character trait checklist which they must acquire checks from various teachers throughout the week. The chart is as follows:

Character Trait Definitions	
	Perseverance - steady persistence in a course of action, purpose, and/or state, etc., especially in spite of difficulties, obstacles or discouragement (
	Honesty - the quality or fact of being honest, upright, fair; freedom from deceit
	Justice - the quality of being just, righteous, moral rightness

	Caring - to make provision or look out for; to feel concern about
	Self-Control - control or restraint of oneself or one's actions, feelings, etc.
	Work Ethic - a belief in the moral benefit and importance of work and its inherent ability to strengthen character
	Responsibility - reliability, dependability; being reliable, dependable; especially as it relates to obligation
	Cooperation - an act or instance of working or acting together for a common purpose or benefit
	Citizenship - the state of being vested with rights, privileges, and duties of a citizen; the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen
	Respect - to hold in esteem or honor; to show regard for or consideration for
	Trustworthiness - dependable; reliable; deserving of trust and confidence
	Forgiveness - the act of forgiving; willing to forgive

Daily agendas are as follows:

K-1: HOPE Social Skills

1. Introduce Concept: Use specially written stories and problem solving to teach desired school behaviors.
2. Introduce Materials: 12 Dolls, 13 Stories - parent and teacher scripts included, List of supplemental stories and classroom posters and stickers; Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

2 - 3: HOPE Character Development©

1. Introduce Concept: Use popular children's books and problem solving to teach desired school behaviors.
2. Introduce Materials: 60 lessons (5 lessons per month) - parent and teacher scripts included. Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

4 – 5 HOPE Mission-Driven Character Development©

The goal for grades 4- 5 is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors of society. Lessons will take place in a classroom meeting format: Guided Data Analysis and Whole Class Discussion.
Step 1: Prior to the class meeting, the teacher must have:

(1) Reviewed the data collected and determined what it reveals concerning student behavior this week. Ex. How many students forgot homework, failed a test, were referred to the office, etc.
    1. Identify a single character trait that "sums up" the experiences of that week.
    2. Prepare a problem-solving lesson that focuses on the trait that was identified.
    3. Ensure that no student names and specific data are described in the lesson.
(2) Give students their data on a post-it or index card (homework, test grades, absences, referrals)
(3) Monitor students as they analyze their data.
    1. Are the students correctly analyzing and evaluating themselves?
    2. Do their responses to the questions reflect an understanding of 'improvement, advancing towards goal, downward, etc.?
(4) Assist students by referring to data points on graph and having them make comparisons between data points.

Step 2: Prior to the class meeting <u>all students</u> must have (4^{th} to 6^{th}):

(1) Received their data from the teacher on a post-it or index card (homework, test grades, absences, referrals)
(2) Graphed their data
(3) Analyzed data:
    1. Are you moving towards your goal? Yes or No
    2. Are you showing improvement? If so, what did you do this week that made a difference?
    3. If your scores went down, what happened this week? How can you improve this?
    4. Students evaluate their findings and writes a weekly summary statement to reflect their understanding

Goal Setting: Teachers and students are highly encouraged to set class-wide goals.

In addition to teaching our core subjects, the MSW instructional program will also feature:

<u>Advisory:</u> Each student will be assigned an in school mentor/advisor. The mentors/advisors are comprised of MSW licensed staff. The mentor will act as an emotional support and will meet with their assigned student once per month or as needed. The purpose in the advisory/mentor program is to create a level of accountability for students and to offer the students an outlet to express issues/emotions which may be a hindrance. The sessions with the mentor/advisor can also consist of goal setting and strategies to assist the student in controlling behaviors and or emotions.

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Enrichment: Students will participate daily in enrichment activities. Enrichment activities will consist of music, arts, physical education, and technology. The purpose in the enrichment activities is to expose students to a variety of real world experiences. Students will also have the opportunity to participate in off-site enrichment opportunities sponsored by various local organizations.

After School: Any student who is performing below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research-based Leveled Literacy Intervention program which supports students' foundational reading and comprehension skills. Students will also have access to dream box math program which focuses on individual student academic needs.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

Kindergarten

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	We Are Readers! • Develop a love and sense of purpose for reading • Learn and practice Reading Workshop procedures • Select books that have interesting pictures and storylines • Develop concepts about print and story structures • Work in partnerships Let's Get Started: Emergent Storybooks • Utilize reading-like behavior • Gain deeper understanding of story structure • Develop expression, comprehension, and partner talk	RF.K.1 Demonstrate understanding of the organization and basic features of print. RL.K.5 Recognize common types of texts (e.g. story books, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between Illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
2nd Quarter	Reading Everything in the Classroom and Beyond • Demonstrate understanding of basic features of print • Understand that readers seek meaning to texts • Use prior knowledge about text, content and how print works • Utilize strategies learned in writing to read Becoming a Class of Reading Teachers • Use patterns in text to guide reading • Making, monitoring, and revising predictions • Increase comprehension making books come to life • Use strategies to cross-check reading	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding.
3rd Quarter	Learning About Ourselves and Our World • Read to learn within the text • Compare and contrast text • Teaching a partner about information learned • Gain facts and details from multiple texts and topics Tackling Hard and Tricky Word Parts • Utilize multiple strategies to solve tricky word parts and text • Reread and monitor to adjust understanding of text • Use picture and sentence clues in context	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 / RF.K.3 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
4th Quarter	Readers Get to Know Characters • Use story elements to connect the characters, setting and events • Infer about and empathize with characters and their relationships • Compare and contrast characters and situations across texts • Synthesize information across text about characters A Little of this, A little of that: Reading Across Genres • Read aloud fluently, with expression and for meaning • Reread for comprehension and understanding • Recognize the characteristics of a variety of genres • Working collaboratively with partners	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.4 Read emergent-reader texts with purpose and understanding.

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1st Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Readers Build Good Habits • Follow reading workshop procedures • Predict before reading and check predictions during reading • Read and discuss texts with partners • Match the story to the pictures • Build stamina as readers, reading longer and stronger Word Detectives Solve Words • Self-monitor and check for understanding • Use sight words to support fluency • Utilize information in text to solve unknown words • Use pictures clues to support reading	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI.1.4 / RF.1.3 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2nd Quarter	Learning About the World By Reading • Gain meaning from text • Think deeply about concepts and ideas • Navigate nonfiction, understanding it is reading for facts, details, and ideas • React to text and justify thinking with evidence Readers Get to Know the Characters in Books • Envision characters and events in the story • Think about things from characters' point of view – feelings, noticings • Maintain fluency throughout literature • Speak and listen with partners and with group	RI.1.5 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. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
3rd Quarter	Thinking and Talking to Grow Ideas Within and Beyond the Text • Collect details to support the big idea or picture • Summarize the text with literal an inferential ideas • Infer, noticing why characters and stories change • Synthesizing ideas to discuss with others Become a Scientist! Readers Become Expert to Learn about a Topic • Study topic with a focus • Use words, pictures and text features to comprehend text • Notice, define and use specialized vocabulary • Ask and answer key details in text	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
4th Quarter	What do these have in Common? Reading Across Genres • Make connections across books and topics • Distinguish between stories, poems, and informational texts • Read for pleasure and read to learn • Use variety of strategies to figure out words; use new vocabulary Join the Club: A First Look at Reading Clubs • Understand structures and routines of partnerships and clubs • Synthesize thoughts and talk about reading • Communicate variety of ideas cohesively • Learn appropriate and positive book club behaviors	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.1.10 / RI.1.10 With prompting and support, read prose and poetry, as well as informational texts appropriately complex for grade 1. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

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2nd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Take Charge of Reading • Develop a love and sense of purpose for reading • Establish reading logs, book-shopping schedules, rules in Reading • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement I Want to Know More! Reading Information Books and Reading the World • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.2.4 / RF.2.3 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.8 Describe how reasons support specific points the author makes in a text.
2nd Quarter	Are you Making that up? Reading Fiction • Determine importance within text • Make predictions based on textual evidence • Infer about and interpret characters actions', thoughts and feelings • Synthesize character traits and events across chapters/series When the Going Gets Tough: Foundational Skills – Reading Harder with Poetry • Feel the rhythm of poetry and read it with fluency and expression • Envision parts of poems • Recognize theme and purpose for poems • Explain author's message	RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3rd Quarter	Who did it? Mystery/Social Issues Book Clubs • Jot notes about reading • Look for predictable patterns across the stories • Talk about reading in clubs • Compare and contrast characteristics of genres True or False? Biography • Identify what author is trying to teach • Notice structure of biographies – achievement vs. disaster texts • Create and revise theories about historical figures • Interpret how historical event affects person's life	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
4th Quarter	A World Beyond Our Own: Fiction, Folktales, and Fairy Tales • Compare and contrast versions of the same story across cultures • Interpret morals or lessons • Role-play events from the text, empathizing with characters • Read closely, noticing clues about predictable characters/storylines Characters Face Bigger Challenges and So Do Readers / Goal-Setting • Deeply understand challenges that face characters/look for resolution • Identify and analyze deeper meaning in text and relate to self • Connect to personal challenges and set goals for Reading this summer	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10 /RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at high end of the range. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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3rd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Building a Reading Life: Understanding What Readers Do • Develop a love and sense of purpose for reading • Establish reading identities • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement Following Characters Into Meaning: Realistic Fiction • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in texts. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2nd Quarter	The Truth Behind it all: Informational Reading • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) The Right Place at the Right Time: Biography • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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 events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9 Compare and contrast most important points and key details presented in two texts on same topic.
3rd Quarter	What's the Problem? Mystery & Social Issues Book Clubs • Empathize with characters • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs Understanding our World: Poetry & Traditional Literature • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Determine meaning of domain-specific vocabulary • Research and report on country/culture of poem/story's origin • Compare and contrast types of text (literature vs. informational) on same topic • Heighten global and cultural awareness	RL.3.5 Refer to parts of stories, dramas, & 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 / RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) / most important and key details presented in two texts on same topic RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.4 / L.3.4 /RF.3.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RL.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers	RL.3.1 / RI.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.10 / RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and

	• Create a plan for building stamina and comprehension in the summer	technical texts at the high end of the grades 2–3 text complexity band independently & proficiently. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

4th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Following Characters Into Meaning: Realistic Fiction • Develop a love and sense of purpose for reading • Build stamina and engagement • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters Reading High-Interest Informational and Literary Non-Fiction Closely • Determine importance of informational text • Read texts deeply to interpret significance of particular sections • Analyze vocabulary specific to informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.9 Compare & 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4/L.4.4 /RF.4.3 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2nd Quarter	Fact or Fiction? Informational Reading and Historical Fiction • Distinguish informational from historical fiction texts • Identify main idea and details of a section or chapter and explain how that relates to the theme of the text • Compare and contrast literature vs. informational texts on same topic Learning through the American Revolution: Content-Area Research • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as comparison, cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RL.4.6/RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3rd Quarter	Digging Deeper into Interpretation: Poetry and Traditional Literature Book Clubs • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Support claims with evidence from the text • Heighten global and cultural awareness • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs From Their Eyes: Author Studies / Informational Book Clubs • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) • Analyze patterns and themes of information across texts • Synthesize information across texts to deepen content knowledge	RL.4.2 Determine a theme of a story, drama, or poem from details in text; summarize the text. RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RL.4.1/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.10/RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

5th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Launching Reading with Experienced Readers • Develop a love and sense of purpose for reading • Build stamina and engagement • Use textual evidence to explain characters' actions and key events • Compare and contrast characters, setting and events Navigating Informational Reading • Explain main ideas within text • Support main ideas with details and evidence from the text • Gather information from a variety of texts on the same topic to teach others the information • Present new understandings to others, communicating effectively	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2nd Quarter	Where's the Poetic Justice? Reading and Interpreting Poetry • Determine how the speaker reflects the topic of the text • Identify main idea and details of a section and explain how that relates to the theme of the text • Explain how stanza provide structure and effect within poem • Describe influence of speaker's point of view Following Characters into Meaning: Realistic Fiction/Traditional Literature • Infer about and interpret characters' feelings, actions and motives • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop a love for the uniqueness of traditional literature • Distinguish nuances between Standard and Old English • Determine central message of text and lessons learned by characters	RL.5.2 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. RL.5.3 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). RL.5.4/L.5.4/RF.5.3 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 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, and poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3rd Quarter	Where in the World? Reading, Research & Writing in the Content Areas • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic Historical Fiction Book Clubs • Empathize with characters • Develop an understanding for the historical events of the time period • Evaluate the effect of history on the characters' lives • Distinguish what is factual vs. author's license • Determine meaning of domain-specific vocabulary	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities & differences in the point of view they represent. RL.5.3 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). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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Proposed Curriculum / Scope and Sequence

4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RL.5.10/RI.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

MSW K-5 Proposed Curriculum Outline/ Scope and Sequence

Literacy Instruction:

In an effort to fulfill the mission of MSW literacy is a critical component of instruction. The literacy goal of MSW is for all students to become proficient readers, writers, and communicators using balanced literacy and the workshop model approach. Through this model students will engage in reading and writing workshops on a daily basis.

The workshop method will be used in literacy and math daily. The workshop model consists of a mini lesson focused on a specific strategy or skill. During the mini lesson teachers model and students practice. During the lesson there is also time for students to complete independent work, during which time the teacher will confer one on one or meet with small groups. The teacher may use the small group instruction time to reteach or target specific areas with students. Teachers may also use independent work time to meet with students to set goals and to discuss individual strategies. Teachers will close workshop by inviting students to share what they have practiced; this strategy is effective because it will allow all students to learn from each other and evolve as readers, writers, and mathematicians.

Reading and writing workshop will look different throughout MSW grades K-5. The NCDPI Common Core English Language Arts Unpacking documents and Lucy Calkins curricular will guide the curriculum at MSW. These resources will be used to set the pacing for the year while at the same time provided researched based tools for instruction.

Interactive literacy will consist of read alouds and teacher designed questions which will enhance the literacy lessons. Interactive Literacy does not replace any component of literacy, but instead compliments existing literacy components. Time will be allotted into each day as follows:

Grade K- Shared Reading (15 min) integrated into days 3-5, Interactive Read Aloud (30 minutes including fiction theme with embedded nonfiction throughout, text dependent questions, shared writing). Reading workshop (45 min).

Grade 1- Interactive Read Aloud (45 min including fiction theme with embedded nonfiction throughout, each student with text in hand, text dependent questions, and shared interactive writing). Reading Workshop (45 min).

Grade 2—Reading Workshop (45 min), Interactive Literacy (45 min)

Grades 3-4—Reading Workshop (45 min), Interactive Literacy (45 min)

Grade 5—Interactive Literacy (45), Reading Workshop (45)

Teachers will design Questions based on a specific text and aligned to the question stems/items that match that standard based on Common Core. Questions will consist of a mix of multiple choice with a great deal of open response. Everybody Writes and Everybody Rewrites will be

one of the first methods of asking students to read, write, think, speak, and write again. Teachers will integrate additional techniques to vary lesson style over the course of the year.

The teacher model or notes can be on either a Smart-board slide or on an anchor chart (teacher preference). Teachers can include their model on their classwork document, but they can also simply project their model for students without actually handing it out. The classwork document can contain the Guided and Independent Practice. Exit tickets can be quarter or half sheets to be collected. Exit tickets should NOT be one of the problems within the classwork document, as they are to be a final assessment of student learning AFTER the teacher closing.

Students in grades K- 5 will build upon their writing skills by utilizing Units of Study in Opinion, Information, and Narrative Writing, K–5, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level the yearlong curriculum is founded on the expectations of the CCSS. The CCSS place a tremendous emphasis on writing, although it is not only highlighted as a discipline in itself, it is assumed to be the vehicle through which a great deal of the critical thinking, reading work, and reading assessment will occur. In an effort to adhere to the high expectations of the CCSS, the Lucy Calkins/TCR series offers:

- Sequential, ambitious work in opinion/argument, information, and narrative writing. At each grade level, at least one unit of study is devoted to each of the three CCSS-mandated kinds of writing. Expectations build in complexity, for each kind of writing and across kinds of writing, as student's progress from grade to grade.
- Opportunities for repeated writing practice. Students write multiple pieces of each kind of writing, each time escalating their expectations. This repeated practice is essential if students are going to become highly skilled, meeting CCSS expectations.
- Renewed attention to writing about reading and writing across the curriculum. As called for in the CCSS, these units also have a new emphasis on close reading, on text-based questioning, and on reading like a writer, aware of the craft decisions an author has made.
- A responsive process approach to writing instruction. Writing Standard 5 describes the writing process and Writing Standard 10 describes the need to write routinely as part of that process.

Mathematics:

With the NCDPI Common Core Math Unpacking Documents as our guide, the elementary mathematics instruction at MSW will consist of components of Engage NY. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout elementary school years. The use of Engage NY and the Unpacking document will assist teachers in attending to the need to connect the mathematical practices to mathematical content in mathematics instruction.

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Engage NY will afford teachers the opportunity to balance the standards for mathematical Content by combining procedures and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

The educators of MSW are aware that there is no one size fits all math program for students. Therefore, MSW will supplement the resources and formative assessments provided by NCDPI with their own assessments and instructional strategies retrieved from various resources.

Science

Science content at MSW will be taught through the use of the North Carolina Science Essential Standards by using the NCSES students will be engaged in inquiry-based instruction, which is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design will be integrated with the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, will provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design.

Teachers will also have the opportunity to assign differentiated lessons using Science A-Z (computerized reading program based on student's reading levels).

Teachers will use NCDPI unpacking documents to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Social Studies

In grades K-3, teachers will assist students in building upon their ability to demonstrate chronological thinking. Students will expand their ability to think like a historian by asking questions that historians ask. This serves as a building block for more sophisticated analyses in subsequent grades. Students in grade four explore the social disciplines of history, geography,

civics and government, culture and economics through the context of North Carolina from pre-colonial to Reconstruction. Although the time period of focus is precolonial to Reconstruction, Teachers will guide students in drawing parallels between contemporary issues and their historical origins. Fourth grade expectations help prepare students for more sophisticated studies of North Carolina, nation and world in later grades. In fifth grade, the standards will focus on the United States History from the Pre-Colonial period up to Reconstruction. Teachers will also use NCDPI unpacking documents and cross walks to increase student achievement by ensuring they thoroughly understand what a student must know, understand and be able to do. Teachers will also follow the pacing set by district.

Character Education/ Hope K-12

HOPE Social Skills, Character Education Curriculum, and Mission-Driven Character Development were designed for the purpose to encourage reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development. MSW goal is to encourage focused communication and support within the classroom and between peers, teachers-students and parents-children. While The Problem Solving meetings are designed to increase dialogue and critical thinking skills. Character Education/Hope K-12 lessons are designed to be taught as stand-alone lessons. The preferred way to teach these lessons is in class meeting format during 20-30 minute sessions. Teacher will also have the option to take certain days to meet with students one on one to discuss behavioral goals or to discuss data.

Below is a list of specific critical thinking skills that will be developed throughout the course of this curriculum:

> Emotional regulation, Self-control, Delayed gratification, Empathy, Peer relationships, Monitoring of actions, Verbal reasoning, Planning, Problem solving, Working memory, Attention, etc.

In Grades K- 3 Teachers will utilize HOPE Social Skills © stories which are specially written stories designed to teach specific behavioral expectations to kindergarten and first grade students. Included in all stories is a script for both teachers and parents. This script allows the adult reader to implement the HOPE© problem solving session immediately following the story.

In Grades 4-5 Teachers will provide students with a character trait checklist which they must acquire checks from various teachers throughout the week. The chart is as follows:

Character Trait Definitions	
	Perseverance - steady persistence in a course of action, purpose, and/or state, etc., especially in spite of difficulties, obstacles or discouragement (
	Honesty - the quality or fact of being honest, upright, fair; freedom from deceit
	Justice - the quality of being just, righteous, moral rightness

	Caring - to make provision or look out for; to feel concern about
	Self-Control - control or restraint of oneself or one's actions, feelings, etc.
	Work Ethic - a belief in the moral benefit and importance of work and its inherent ability to strengthen character
	Responsibility - reliability, dependability; being reliable, dependable; especially as it relates to obligation
	Cooperation - an act or instance of working or acting together for a common purpose or benefit
	Citizenship - the state of being vested with rights, privileges, and duties of a citizen; the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen
	Respect - to hold in esteem or honor; to show regard for or consideration for
	Trustworthiness - dependable; reliable; deserving of trust and confidence
	Forgiveness - the act of forgiving; willing to forgive

Daily agendas are as follows:

K-1: HOPE Social Skills

1. Introduce Concept: Use specially written stories and problem solving to teach desired school behaviors.
2. Introduce Materials: 12 Dolls, 13 Stories - parent and teacher scripts included, List of supplemental stories and classroom posters and stickers; Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

2 - 3: HOPE Character Development©

1. Introduce Concept: Use popular children's books and problem solving to teach desired school behaviors.
2. Introduce Materials: 60 lessons (5 lessons per month) - parent and teacher scripts included. Class Roster for class wide data collection not included
3. Teach HOPE© Lesson format (Pre story, Story, Post Story)
4. Teach monitoring process (affirming and data collection)

4 – 5 HOPE Mission-Driven Character Development©

The goal for grades 4- 5 is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors of society. Lessons will take place in a classroom meeting format: Guided Data Analysis and Whole Class Discussion.
Step 1: Prior to the class meeting, the teacher must have:

(1) Reviewed the data collected and determined what it reveals concerning student behavior this week. Ex. How many students forgot homework, failed a test, were referred to the office, etc.
    1. Identify a single character trait that "sums up" the experiences of that week.
    2. Prepare a problem-solving lesson that focuses on the trait that was identified.
    3. Ensure that no student names and specific data are described in the lesson.
(2) Give students their data on a post-it or index card (homework, test grades, absences, referrals)
(3) Monitor students as they analyze their data.
    1. Are the students correctly analyzing and evaluating themselves?
    2. Do their responses to the questions reflect an understanding of 'improvement, advancing towards goal, downward, etc.?
(4) Assist students by referring to data points on graph and having them make comparisons between data points.

Step 2: Prior to the class meeting <u>all students</u> must have (4^{th} to 6^{th}):

(1) Received their data from the teacher on a post-it or index card (homework, test grades, absences, referrals)
(2) Graphed their data
(3) Analyzed data:
    1. Are you moving towards your goal? Yes or No
    2. Are you showing improvement? If so, what did you do this week that made a difference?
    3. If your scores went down, what happened this week? How can you improve this?
    4. Students evaluate their findings and writes a weekly summary statement to reflect their understanding

Goal Setting: Teachers and students are highly encouraged to set class-wide goals.

In addition to teaching our core subjects, the MSW instructional program will also feature:

<u>Advisory:</u> Each student will be assigned an in school mentor/advisor. The mentors/advisors are comprised of MSW licensed staff. The mentor will act as an emotional support and will meet with their assigned student once per month or as needed. The purpose in the advisory/mentor program is to create a level of accountability for students and to offer the students an outlet to express issues/emotions which may be a hindrance. The sessions with the mentor/advisor can also consist of goal setting and strategies to assist the student in controlling behaviors and or emotions.

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Enrichment: Students will participate daily in enrichment activities. Enrichment activities will consist of music, arts, physical education, and technology. The purpose in the enrichment activities is to expose students to a variety of real world experiences. Students will also have the opportunity to participate in off-site enrichment opportunities sponsored by various local organizations.

After School: Any student who is performing below grade level will take part in the after school tutorial program and will receive supplemental activities and reading interventions like Fountas and Pinnell's research-based Leveled Literacy Intervention program which supports students' foundational reading and comprehension skills. Students will also have access to dream box math program which focuses on individual student academic needs.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

Kindergarten

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	We Are Readers! • Develop a love and sense of purpose for reading • Learn and practice Reading Workshop procedures • Select books that have interesting pictures and storylines • Develop concepts about print and story structures • Work in partnerships Let's Get Started: Emergent Storybooks • Utilize reading-like behavior • Gain deeper understanding of story structure • Develop expression, comprehension, and partner talk	RF.K.1 Demonstrate understanding of the organization and basic features of print. RL.K.5 Recognize common types of texts (e.g. story books, poems). RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.7 With prompting and support, describe the relationship between Illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
2nd Quarter	Reading Everything in the Classroom and Beyond • Demonstrate understanding of basic features of print • Understand that readers seek meaning to texts • Use prior knowledge about text, content and how print works • Utilize strategies learned in writing to read Becoming a Class of Reading Teachers • Use patterns in text to guide reading • Making, monitoring, and revising predictions • Increase comprehension making books come to life • Use strategies to cross-check reading	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding.
3rd Quarter	Learning About Ourselves and Our World • Read to learn within the text • Compare and contrast text • Teaching a partner about information learned • Gain facts and details from multiple texts and topics Tackling Hard and Tricky Word Parts • Utilize multiple strategies to solve tricky word parts and text • Reread and monitor to adjust understanding of text • Use picture and sentence clues in context	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8 With prompting and support, identify reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 / RF.K.3 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
4th Quarter	Readers Get to Know Characters • Use story elements to connect the characters, setting and events • Infer about and empathize with characters and their relationships • Compare and contrast characters and situations across texts • Synthesize information across text about characters A Little of this, A little of that: Reading Across Genres • Read aloud fluently, with expression and for meaning • Reread for comprehension and understanding • Recognize the characteristics of a variety of genres • Working collaboratively with partners	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.4 Read emergent-reader texts with purpose and understanding.

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1st Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Readers Build Good Habits • Follow reading workshop procedures • Predict before reading and check predictions during reading • Read and discuss texts with partners • Match the story to the pictures • Build stamina as readers, reading longer and stronger Word Detectives Solve Words • Self-monitor and check for understanding • Use sight words to support fluency • Utilize information in text to solve unknown words • Use pictures clues to support reading	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RI.1.4 / RF.1.3 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2nd Quarter	Learning About the World By Reading • Gain meaning from text • Think deeply about concepts and ideas • Navigate nonfiction, understanding it is reading for facts, details, and ideas • React to text and justify thinking with evidence Readers Get to Know the Characters in Books • Envision characters and events in the story • Think about things from characters' point of view – feelings, noticings • Maintain fluency throughout literature • Speak and listen with partners and with group	RI.1.5 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. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text. RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
3rd Quarter	Thinking and Talking to Grow Ideas Within and Beyond the Text • Collect details to support the big idea or picture • Summarize the text with literal an inferential ideas • Infer, noticing why characters and stories change • Synthesizing ideas to discuss with others Become a Scientist! Readers Become Expert to Learn about a Topic • Study topic with a focus • Use words, pictures and text features to comprehend text • Notice, define and use specialized vocabulary • Ask and answer key details in text	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
4th Quarter	What do these have in Common? Reading Across Genres • Make connections across books and topics • Distinguish between stories, poems, and informational texts • Read for pleasure and read to learn • Use variety of strategies to figure out words; use new vocabulary Join the Club: A First Look at Reading Clubs • Understand structures and routines of partnerships and clubs • Synthesize thoughts and talk about reading • Communicate variety of ideas cohesively • Learn appropriate and positive book club behaviors	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.1.10 / RI.1.10 With prompting and support, read prose and poetry, as well as informational texts appropriately complex for grade 1. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

2nd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Take Charge of Reading • Develop a love and sense of purpose for reading • Establish reading logs, book-shopping schedules, rules in Reading • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement I Want to Know More! Reading Information Books and Reading the World • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.2.4 / RF.2.3 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.8 Describe how reasons support specific points the author makes in a text.
2nd Quarter	Are you Making that up? Reading Fiction • Determine importance within text • Make predictions based on textual evidence • Infer about and interpret characters actions', thoughts and feelings • Synthesize character traits and events across chapters/series When the Going Gets Tough: Foundational Skills – Reading Harder with Poetry • Feel the rhythm of poetry and read it with fluency and expression • Envision parts of poems • Recognize theme and purpose for poems • Explain author's message	RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3rd Quarter	Who did it? Mystery/Social Issues Book Clubs • Jot notes about reading • Look for predictable patterns across the stories • Talk about reading in clubs • Compare and contrast characteristics of genres True or False? Biography • Identify what author is trying to teach • Notice structure of biographies – achievement vs. disaster texts • Create and revise theories about historical figures • Interpret how historical event affects person's life	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
4th Quarter	A World Beyond Our Own: Fiction, Folktales, and Fairy Tales • Compare and contrast versions of the same story across cultures • Interpret morals or lessons • Role-play events from the text, empathizing with characters • Read closely, noticing clues about predictable characters/storylines Characters Face Bigger Challenges and So Do Readers / Goal-Setting • Deeply understand challenges that face characters/look for resolution • Identify and analyze deeper meaning in text and relate to self • Connect to personal challenges and set goals for Reading this summer	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10 /RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at high end of the range. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

3rd Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Building a Reading Life: Understanding What Readers Do • Develop a love and sense of purpose for reading • Establish reading identities • Reinforce Reading Workshop structures and select "Just Right" books • Build stamina and engagement Following Characters Into Meaning: Realistic Fiction • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in texts. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2nd Quarter	The Truth Behind it all: Informational Reading • Distinguish literature from informational texts • Identify main idea and details of a section and explain how that relates to the theme of the text • Determine importance of informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) The Right Place at the Right Time: Biography • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 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 events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9 Compare and contrast most important points and key details presented in two texts on same topic.
3rd Quarter	What's the Problem? Mystery & Social Issues Book Clubs • Empathize with characters • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs Understanding our World: Poetry & Traditional Literature • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Determine meaning of domain-specific vocabulary • Research and report on country/culture of poem/story's origin • Compare and contrast types of text (literature vs. informational) on same topic • Heighten global and cultural awareness	RL.3.5 Refer to parts of stories, dramas, & 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 / RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) / most important and key details presented in two texts on same topic RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea. RI.3.4 / L.3.4 /RF.3.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RL.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers	RL.3.1 / RI.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.10 / RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and

	• Create a plan for building stamina and comprehension in the summer	technical texts at the high end of the grades 2–3 text complexity band independently & proficiently. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

4th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Following Characters Into Meaning: Realistic Fiction • Develop a love and sense of purpose for reading • Build stamina and engagement • Infer about and interpret characters' feelings, actions and motives • Synthesize character traits and events across chapters/series • Determine central message of text and lessons learned by characters Reading High-Interest Informational and Literary Non-Fiction Closely • Determine importance of informational text • Read texts deeply to interpret significance of particular sections • Analyze vocabulary specific to informational text • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical)	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.9 Compare & 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4/L.4.4 /RF.4.3 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2nd Quarter	Fact or Fiction? Informational Reading and Historical Fiction • Distinguish informational from historical fiction texts • Identify main idea and details of a section or chapter and explain how that relates to the theme of the text • Compare and contrast literature vs. informational texts on same topic Learning through the American Revolution: Content-Area Research • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as comparison, cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic	RL.4.6/RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3rd Quarter	Digging Deeper into Interpretation: Poetry and Traditional Literature Book Clubs • Develop a love for the uniqueness of poetry/traditional literature • Distinguish nuances between Standard and Old English • Support claims with evidence from the text • Heighten global and cultural awareness • Compare and contrast themes, settings, plots across series • Develop partnerships and communication skills in book clubs From Their Eyes: Author Studies / Informational Book Clubs • Use text structure and features to comprehend author's purpose and types of text (scientific, technical/procedural, historical) • Analyze patterns and themes of information across texts • Synthesize information across texts to deepen content knowledge	RL.4.2 Determine a theme of a story, drama, or poem from details in text; summarize the text. RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RL.4.1/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.10/RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

APPENDIX B: K-5
Proposed Curriculum / Scope and Sequence

5th Grade

	Reading Units of Study / Learning Outcomes	Key Common Core State Standards Addressed
1st Quarter	Launching Reading with Experienced Readers • Develop a love and sense of purpose for reading • Build stamina and engagement • Use textual evidence to explain characters' actions and key events • Compare and contrast characters, setting and events Navigating Informational Reading • Explain main ideas within text • Support main ideas with details and evidence from the text • Gather information from a variety of texts on the same topic to teach others the information • Present new understandings to others, communicating effectively	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2nd Quarter	Where's the Poetic Justice? Reading and Interpreting Poetry • Determine how the speaker reflects the topic of the text • Identify main idea and details of a section and explain how that relates to the theme of the text • Explain how stanza provide structure and effect within poem • Describe influence of speaker's point of view Following Characters into Meaning: Realistic Fiction/Traditional Literature • Infer about and interpret characters' feelings, actions and motives • Draw conclusions about characters' actions and motives • Support claims with evidence from the text • Compare and contrast themes, settings, plots across series • Develop a love for the uniqueness of traditional literature • Distinguish nuances between Standard and Old English • Determine central message of text and lessons learned by characters	RL.5.2 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. RL.5.3 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). RL.5.4/L.5.4/RF.5.3 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 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, and poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3rd Quarter	Where in the World? Reading, Research & Writing in the Content Areas • Research content on a particular historical figure and events • Read like a researcher: synthesize, analyze, and evaluate information • Explain structures such as cause and effect and sequence to describe past history and impacts of historical time period • Compare and contrast key facts and details across texts on same topic Historical Fiction Book Clubs • Empathize with characters • Develop an understanding for the historical events of the time period • Evaluate the effect of history on the characters' lives • Distinguish what is factual vs. author's license • Determine meaning of domain-specific vocabulary	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities & differences in the point of view they represent. RL.5.3 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). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

APPENDIX B: K-5

Proposed Curriculum / Scope and Sequence

4th Quarter	Testing Genre / Goal-Setting • Have flexibility with reading variety of genres and structures • Identify the genre and set reading purpose based on structure • Learn strategies for responding to questions and eliminating answers • Create a plan for building stamina and comprehension in the summer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RL.5.10/RI.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Myrtis Simpson Walker Academy for Boys School Calendar 2018-2019

◄ Jul 2018			August 2018			Sep 2018 ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
			1	2	3	4
5 International Friendship Day	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	**Notes:**

◄ Aug 2018

September 2018

Oct 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5	6	7	8
9	10	11 Patriot Day	12	13	14	15
16	17	18	19	20	21	22
23 Fall begins	24	25	26	27	28	29
30	**Notes:**					

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Sep 2018

October 2018

Nov 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Columbus Day	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 Halloween	**Notes:**		

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Oct 2018

November 2018

Dec 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Daylight Saving Time Ends	5	6 Election Day	7	8	9	10
11 Veterans' Day	12	13	14	15	16	17
18	19	20	21	22 Thanksgiving Day	23	24
25	26	27	28	29	30	Notes:

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Nov 2018

December 2018

Jan 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20 Annual Leave	21 Annual Leave	22
23	24	25 Christmas	26	27	28	29
30	31 New Years Eve	**Notes:**				

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

Myrtis Simpson Walker Academy for Boys 2018/2019

◄ Dec 2018		January 2019				Feb 2019 ►
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Martin Luther King	22	23	24	25	26
27	28	29	30	31	Notes:	

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Jan 2019

February 2019

Mar 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 Groundhog Day
3	4	5	6	7	8	9
10	11	12	13	14 Valentine's Day	15	16
17	18 Presidents Day	19	20	21	22	23
24	25	26	27	28	**Notes:**	

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Feb 2019

March 2019

Apr 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12 3	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Notes:					

◄ Mar 2019

April 2019

May 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Tax Day (Taxes Due)	16	17	18	19 Good Friday	20
21 Easter	22	23	24	25	26	27
28	29	30	Notes:			

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ Apr 2019 | **May 2019** | Jun 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5 Cinco De Mayo	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	Notes:

This Calendar was made with WinCalendar Calendar Maker

More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

◄ May 2019

June 2019

Jul 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30	**Notes:**					

This Calendar was made with WinCalendar Calendar Maker

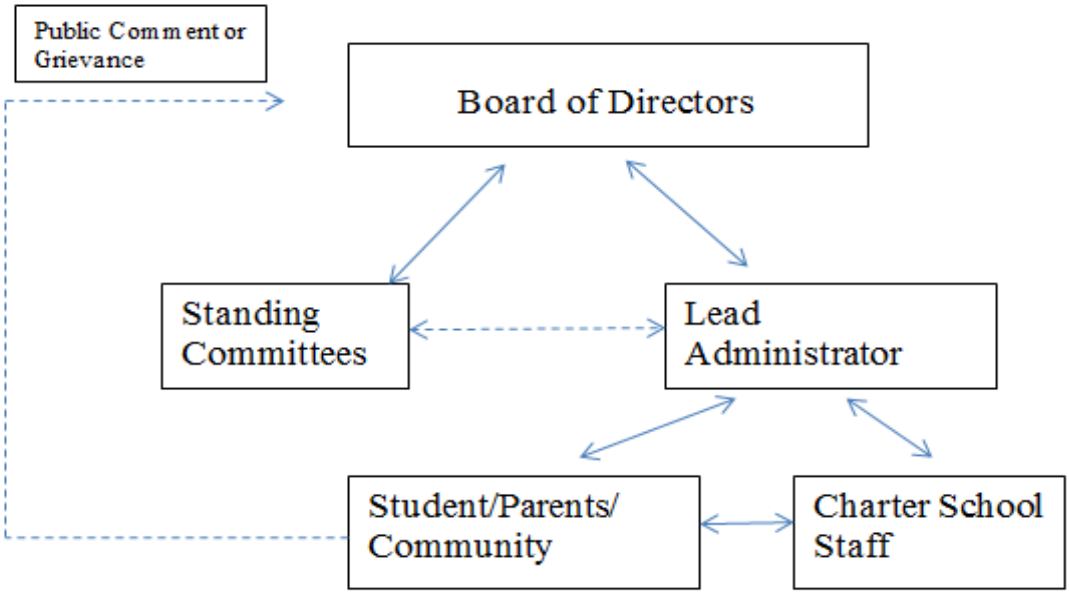
More Calendars with US Holidays: 2018 Calendar with Holidays, 2019 Calendar with Holidays

1st Quarter - 42	First Day of School – Aug 27	Workdays 10		**Required Workdays**	
2nd Quarter - 44	Last Day of School – June 14	Annual Leave Days 7		Annual Leave Days	
3rd Quarter - 46		Holidays - 12		Holidays	
4th Quarter - 53		Last Day of Quarter - October 25, January 4, March 25, June 17		End of Quarter	
185 School Days		Early Release/Professional Development Dates: October 10, December 3, March 11			
		Mandatory Monthly Parent Workshop		Monthly Workshops	

Myrtis Simpson Walker Acadamy for Boys

Board Structure

Organization Chart



BYLAWS

OF

The Myrtis Simpson Walker Academy for Boys

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BYLAWS

OF

The Myrtis Simpson Walker Academy for Boys.

ARTICLE I -- MISSION STATEMENT

To provide a nurturing, character building school environment for young males so that they can grow to become productive and innovative thinkers.

ARTICLE II -- NAME, OFFICE

Section 1. Name. The name of the school shall be The Myrtis Simpson Walker Academy for Boys

Section 2. Principal Office. The principal office of the school has not been determined yet.

ARTICLE III -- BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the school shall be managed by the Board of Directors in accordance with the provisions of applicable law, the Articles of Incorporation of The Myrtis Simpson Walker Youth Leadership Foundation, Inc.

Section 2. Number and Term. The number of Directors of the school shall be not less than seven, nor more than nine. The Directors at any annual meeting may by resolution fix the number of Directors to be elected at the meeting; but in the absence of such resolution, the number of Directors elected at the meeting shall constitute the number of Directors of the school until the next annual meeting of Directors, unless the number is changed by action of the Directors. Each Director shall hold office for two years or until a successor is elected and qualifies.

Section 3. Qualification.

(A) Directors need not be residents of the State of North Carolina.

(B) A majority of the Directors shall each be a person who is not a "disqualified person" as that term is defined in Section 4946 of the Code.

(C) Each Director shall be in good standing with the community.

(D) Each Director shall annually affirm in writing or verbally to the Chair his or her commitment to the mission statement of the School.

Section 4. Election of Directors. Directors shall be elected at any annual or special meeting of the Board of Directors by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board of Directors.

Section 5. Removal. Directors may be removed from office at any time with or without cause by the Directors by the vote that would be required to elect the Director to the Board of Directors. If a Director is removed, a new Director may be elected to fill the vacancy at the same meeting.

Section 6. Resignation. A Director may resign at any time by communicating such resignation to the Board of Directors, its presiding officer or to the school. The resignation is effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Vacancies. A vacancy occurring in the Board of Directors may be filled by a majority of the remaining Directors (but not less than two) at any regular meeting or special meeting of the Board.

ARTICLE IV -- MEETINGS OF DIRECTORS

Section 1. Monthly Meeting. The monthly meeting of the Board of Directors shall be held every second Wednesday, for the purpose of receiving the Head of School Report, deciding on policies and procedures, grievances and electing Directors and officers of the school and the transaction of such other business as may be properly brought before the meeting. If the monthly meeting is not held as designated by these bylaws, a substitute monthly meeting may be called by or at the request of the Board of Directors, and such meeting shall be designated and treated for all purposes as the monthly meeting.

Section 2. Special Meeting. Special meetings of the Board of Directors may be called by or at the request of the Chairman of the Board, the Head of School or any two Directors.

Section 3. Place of Meetings. Meetings of the Board of Directors may be held at the Head of School's office of the school or at such other place, either within or without the State of North Carolina, as shall either (i) be designated in the notice of the meeting or (ii) be agreed upon at or before the meeting by a majority of the Directors then in office.

Section 4. Notice of Meetings. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by email, website, newsletters at least five days before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board of Directors. Attendance by a Director at a meeting shall constitute a waiver of notice, except where a Director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

Section 5. Quorum. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board of Directors.

Section 6. Manner of Acting. Except as otherwise provided by law or in the bylaws, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 7. Action Without Meeting. Action taken by a majority of the Directors or members of a committee without a meeting is nevertheless Board or committee action if written consent to the action in question is signed by all of the Directors or members of the committee, as the case may be, and filed with the minutes of the proceedings of the Board or committee, whether done before or after the action is taken.

Section 8. Meeting by Conference Telephone. Any one or more Directors or members of a committee may participate in a meeting of the Board or committee by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting.

ARTICLE V -- COMMITTEES

Section 1. Executive Committee. The Board of Directors, by resolution adopted by a majority of the number of Directors then in office, may designate two or more Directors to constitute an Executive Committee, which shall have and may exercise the authority of the Board in the management of the business and affairs of school during intervals between meetings. Vacancies in the membership of the Executive Committee shall be filled by a majority of the whole Board of Directors at a regular meeting or at a special meeting called for that purpose. The Executive Committee shall keep minutes of its proceedings and shall report to the Board of Managers on action taken. Minutes of meetings of the Executive Committee shall be prepared and kept with the records of the school.

Section 2. Standing or Other Committees. Standing or other committees having two or more members may be designated by a resolution adopted by a majority of the number of Directors then in office. Vacancies in the membership of such committees shall be filled by appointment made in the same manner as provided in the case of the original appointment.

Section 3. Committee Authority. No committees of the Board (including the Executive Committee) shall be authorized to take the following actions:

(A) Authorize distributions to or for the benefit of the Directors or officers;

(B) Approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the school's assets;

(C) Elect, appoint or remove Director, or fill vacancies on the Board of Directors or on any of its committees, or

(D) Adopt, amend, or repeal the bylaws.

ARTICLE VI -- OFFICERS

Section 1. Titles. The officers of the school shall be a Chair, a Vice Chair, a Secretary and a Treasurer. Except as otherwise provided in these bylaws, the additional officers shall have the authority and perform the duties as from time to time may be prescribed by the Board of Directors. Any two or more offices may be held by the same individual, but no officer may act in more than one capacity where action of two or more officers is required.

Section 2. Election and Term. The officers of the school shall be elected by the Board of Directors at the annual meeting. Each officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed at any time by the Board with or without cause.

Section 4. Resignation. An officer or agent may resign at any time by communicating such resignation to the school. A resignation is effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. Vacancies among the officers may be filled and new offices may be created and filled by the Board of Directors.

Section 6. Chairman of the Board of Directors. The Chairman of the Board of Directors, shall preside at meetings of the Board of Directors and shall have such other authority and perform such other duties as the Board of Directors shall designate.

Section 7. Head of School. The Head of School shall be the chief executive officer of the school and, subject to the control of the Board of Directors, shall supervise and control the management of the school in accordance with these bylaws. The Head of School shall sign, with any other proper officer, instruments which may be lawfully executed on behalf of the school, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board of Directors to some other officer or agent. In general, the Head of School shall perform all duties incident to the office of Head of School and such other duties as may be assigned by the Board of Directors from time to time.

Section 8. Vice Chair. The Vice Chair shall exercise the powers of the Chair during that officer's absence or inability to act. Any action taken by a Vice Chair in the performance of the duties of the Chair shall be presumptive evidence of the absence or inability to act of the Chair at the time the action was taken. The Vice Chair shall have such other powers and perform such other duties as may be assigned by the Board of Managers.

Section 9. Treasurer. The Treasurer shall have custody of all funds and securities belonging to the school and shall receive, deposit or disburse the same under the direction of the Board of Directors; provided, that the Board may appoint a custodian or depository for any such funds or securities, and the Board may designate those persons upon whose signature or authority such funds may be disbursed or transferred. The Treasurer shall in

general perform the duties incident to the office and such other duties as may be assigned from time to time by the Head of School or the Board of Directors.

Section 10. Assistant Treasurer. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Treasurer shall exercise the powers of the Treasurer during that officer's absence or inability to act.

Section 11. Secretary. The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors and shall give all notices required by law and these bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all the duties incident to the office of Secretary and such other duties as may be assigned from time to time by the Head of School or by the Board of Directors.

Section 12. Assistant Secretary. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Secretaries shall exercise the powers of the Secretary during that officer's absence or inability to act.

ARTICLE VII -- INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 1. General Policy. It shall be the policy of the school to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina any one or more of the Directors, officers, employees, or agents and former Directors, officers, employees, or agents of the school, and persons who serve or have served at the request of the school as Directors, officers, partners, trustees, employees or agents of another foreign or domestic school, partnership, joint venture, trust or other enterprise, against judgments, penalties, settlements and other liabilities incurred by them in connection with any pending, threatened or completed action, suit or proceeding, whether civil, criminal, investigative or administrative (a "proceeding") and against reasonable costs and expenses (including attorneys' fees) in connection with any proceeding, where such liabilities and litigation expenses were incurred incident to the good faith performance of their duties by the by laws of The Myrtis Simpson Walker Academy for Boys.

Section 2. Use of Corporate Funds. The school may advance expenses in connection with any proceeding to any such person in accordance with applicable law. The use of funds of the school for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in Section I of this Article shall be deemed a proper expense of the school.

ARTICLE VIII -- GENERAL PROVISIONS

Section 1. Waiver of Notice. A Director or other person entitled to receive a notice required to be given under the provisions of these bylaws or by applicable law, may waive such notice by signing a written waiver, whether before or after the date and time stated in the notice. The waiver shall be filed with the minutes or corporate records. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless the Director, at the beginning of the meeting (or promptly upon arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 2. Checks. All checks, drafts or orders for the payment of money shall be signed by the officer or officers or other individuals that the Board of Director may from time to time designate.

Section 3. Loans. No loans shall be contracted on behalf of the school 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.

Section 4. Fiscal Year. The fiscal year of the school shall be the twelve month period ending June 30 of each year.

Section 5. Conflict of Interest. A Director shall inform the Board of Directors of any direct or indirect conflict of interest which the Directors has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

(i) in which the Director has a material financial interest, or

(ii) in which the Director is presently serving as a Director, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 6. Amendments. Except for the provisions of Article I, Article III, Sections 3(C) and 3(D) and Article VIII, Section 7 (this bylaw), these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of a majority of the entire Board of Directors at any meeting of the Board; provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these bylaws. Article I, Article III, Sections 3(C) and 3(D) and Article VIII, Section 7 may be amended only by a vote of ninety percent (90%) of the Directors then in office and shall require

ratification by a vote of ninety percent (90%) of the Directors then in office at each of two successive annual meetings of the Board.

ARTICLE IX -- NON-DISCRIMINATORY POLICY

The following statement will be included in all brochures and catalogues dealing with student admissions, programs and scholarships:

"The Myrtis Simpson Walker Academy for Boys admits all male students of all races, colors, national and ethnic origins to all the rights, privileges, programs and activities generally accorded, or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school administered programs."

ARTICLE X- A PURPOSE CLAUSE

a. To operate exclusively for charitable, educational, religious and scientific purposes within the meaning of Sections 501 © (3) and 170 c (2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the "Code"); and

b. To engage in any lawful activity for which corporations may be organized under Chapter 55-A of the General Statues of North Carolina so long as the corporation does not engage in any activity or activities not in furtherance of the Code.

XI – A PROHIBITION AGAINST PRIVATE INUREMENT CLAUSE

No part of the net earnings of the corporation shall inure to the benefit of any member, director, officer of the corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes, and no member, director, officer of the corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on the dissolution of the corporation. No substantial part of the activities of the corporation shall be carrying on propaganda or otherwise attempting to influence legislation or participating in or intervening in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

XII – A DISTRIBUTION CLAUSE

In the event of termination, dissolution, or winding up of the affairs of the corporation in any manner or for any reason whatsoever, the directors shall, after paying or making provision for payment of all liabilities of the corporation, distribute all of the remaining assets of the corporation as the corporation may determine among one or more organizations that are then organized and operated for exempt purposes and qualified as exempt organizations under Section 501c(3) of the Code and which contributions are then deductible under Section 170 (c)(2) of the Code or to federal , state and local governments to be used exclusively for public purposes.

XIII- NORTH CAROLINA OPEN MEETING LAW

Except as provided in GS 143-318.11, 143-318.14A, 143-318-.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. The Myrtis Simpson Walker Academy for Boys will comply with the North Carolina Open Meeting Law.

THIS IS TO CERTIFY that the above bylaws of The Myrtis Simpson Walker Academy for Boys were duly adopted by the Board of Directors effective as of August 17, 2016.

This the _17__ day of __August___, 2016

_____

, Secretary

_____

, Chairman-Board of Directors

CONFLICT OF INTEREST POLICY

For the Myrtis Simpson Walker Academy for Boys

The members of the Board of Directors of Myrtis Simpson Walker Academy for boys must act at all time in the best interests of the school. Therefore, the purpose of the conflict of interest policy is to inform the Board as to what constitutes a conflict of interest, protect the interest of MSW, and help to ensure the avoidance of conflict of interest. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non- profit and charitable organization.

A Conflict of Interest is a transmission or arrangement that might benefit the personal, family, or business interests of a Board member. Board members have a fiduciary duty to conduct themselves without conflict to the interests of MSW. In their capacity as Board member, they must subordinate personal, individual business, third party, and other interests to the welfare and best interests of MSW.

As a member of the MSW Board of Directors, I understand that in connection with any actual or possible conflict of interest.

- I must disclose the existence of my interest and all material facts to all members of the Board of Directors.
- After I have disclosed of and discussed the conflict of interest and all material facts, I shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
- If such members decide that a conflict of interest exists, I acknowledge that it is unethical for me to be allowed to vote on or discuss the matter before the board.
- If I violate my duty to report a conflict of interest, I may be removed from the Board by ¾ vote.
- On an annual basis, I shall be provided with a copy of this policy and be required to complete and sign the Acknowledgement and Disclosure Form below. In addition, I will fill out, sign and submit the Disclosure portion whenever an undisclosed conflict arises. All completed forms shall be provided to and reviewed aby the MSW Board Chair and Secretary. The signed forms will be retained in the MSW office.

Acknowledgement And Disclosure Form

I have read the MSW Board of Directors Bylaws and Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a MSW Board member. If at any time following the submission of this form I become aware of any actual or potential conflict of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the MSW Chair and Secretary in writing.

Disclosure of Actual or Potential Conflicts of Interest:_____

_____

_____

Board Member Printed Name:_____

Board Member Signature:_____ Date:_____

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 nonprofit corporation is: Myrtis Simpson Walker Academy For Boys.

2. X (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Cynthia L.Johnson.

4. The street address and county of the initial registered agent's office of the corporation is:

   Number and Street: 1443 Summer Coach Drive

   City: Charlotte State: NC Zip Code: 28212 County: Mecklenburg

   The mailing address ***if different from the street address*** of the initial registered agent's office is:

   Number and Street or PO Box: 1101 Tyvola Road Suite # 309

   City: Charlotte State: NC Zip Code: 28217 County: Mecklenburg

5. The name and address of each incorporator is as follows:

   Cynthia L.Johnson -1443 Summer Coach Drive Charlotte ,NC 28212

6. (Check either a or b below.)
   a. ☑ The corporation will have members.
   b. ☐ The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 704-491-0176

Number and Street: 1443 Summer Coach Drive

City: Charlotte State: NC Zip Code: 28216 County: Mecklenburg

The mailing address ***if different from the street address*** of the principal office is:

Number and Street or PO Box: 1101 Tyvola Road Suite # 309

City: Charlotte State: NC Zip Code: 28212 County: Mecklenburg

10. (Optional): Please provide a business e-mail address: mswyouthleadership@gmail.com. The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 02 day of September ,20 16.

Myrtis Simpson Walker Academy for Boys

(Incorporator Business Entity Name)

Signature of Incorporator

Cynthia L.Johnson ,Executive Director

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

NOTES:

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

Instructions for Completing Articles of Incorporation

Nonprofit Corporation

(Form N-01)

Item 1 Enter the complete and accurate corporate name for the nonprofit corporation. The name may include a corporate ending.

Item 2 Charitable or religious corporation" means any corporation that is exempt under section 501(c)(3) of the Internal Revenue Code of 1986 or any successor section, or that is organized exclusively for one or more of the purposes specified in section 501(c)(3) of the Internal Revenue Code of 1986 or any successor section and that upon dissolution shall distribute its assets to a charitable or religious corporation, the United States, a state or an entity that is exempt under section 501(c)(3) of the Internal Revenue Code of 1986 or any successor section. Place a checkmark in item 2 if the proposed nonprofit corporation intends to seek exemption under Section 501(c)(3) of the Internal Revenue Code.

Item 3 Enter the name of the initial registered agent. The registered agent must be either an individual who resides in North Carolina; a domestic business corporation, nonprofit corporation, or limited liability company whose business office is identical with the registered office; or a foreign corporation, nonprofit corporation or limited liability company authorized to transact business in North Carolina whose business office is identical with the registered office.

Item 4 Enter the complete street address of the registered agent's office located in North Carolina and the county in which it is located. Enter the complete mailing address of the registered office only if mail is not delivered to the street address stated in Item 5 or if you prefer to receive mail at a P. O. Box or Drawer.

Item 5 Enter the name and business address of each incorporator.

Item 6 Indicate by checking either (a) or (b) if the nonprofit entity will or will not have members.

Item 7 **Attach the provisions for the nonprofit regarding the distribution of assets upon dissolution. Norm N-14 has sample provisions for your use as a guide.**

Item 8 Other provisions may address the purpose of the corporation, the limitation of liability, etc. per statutes in Chapter 55 of the North Carolina General Statutes.

Item 9 Enter the principal office telephone number and the complete street address of the principal office and the county in which it is located. If mail is not delivered to the street address of the principal office or if you prefer to receive mail at a P.O. Box or Drawer, enter the complete mailing address of the principal office.

Item 10 (Optional): The Department offers a free voluntary notification system for which you may choose to participate. If you would like to receive this free service, please provide a business e-mail address in the space provided. Your participation will not result in your e-mail address being viewable on our website. Participation will help us to prevent identity theft in the event an unauthorized person submits a fraudulent document for filing in the name of the business entity.

Item 11 The document will be effective on the date and at the time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time, the document will be effective at 11:59:59 p.m. on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and time so specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

- The name of the entity executing the Articles of Incorporation; if an individual, leave blank.
- The signature of the incorporator or representative of the incorporating entity.
- The name of the incorporator or name and title of the above signed representative

INSURANCE PEOPLE

Below are the **estimated annual premiums** The Myrtis Simpson Walker Academy for Boys

Property Premium Estimate		**$450**
Building	$200,000	
Contents	$50,000	
Deductible	$1,000	
Form	Special	
Equipment Breakdown	Included	

General Liability Premium Estimate		**$1,273**
Rating Basis:	Students	150
	Faculty	10
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 (D&O/ E&O) Premium Estimate	**$4,380**
	$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		**$2,290**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$350,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$11,375**
Student Accident Coverage		$7.00/ 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

09/07/2016

Appendix P:

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.*

Serving on a public charter school board is a position of public trust and board members 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, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
  - Name of the Selected Board Attorney: Jeff Ward
  - Date of Review: August 28, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

X ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
  - Name of the Selected Board Auditor: Samuel Leder / Potter and Company
  - Date of Review: August 15, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
  - Name of the Contact for Selected EMO/CMO: N/A
  - Date of Review: We did not need the services for our program.
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
  - Name of the Contact: N/A
  - Name of the Selected Financial Service Provider: _____
  - Date of Review: We did not need the services for our program.
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
- X ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
  - Name of the Contact: Kathy Davies
  - Name of the Selected PowerSchool Service Provider: Acadia NorthStar
  - Date of Review: August 30, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

Certification

I, Cynthia Johnson, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as The Myrtis Simpson Walker Academy For Boys Charter School is true and correct in every respect.

_____ 9/14/16

Signature Date

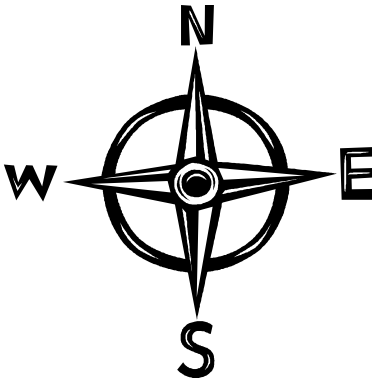
The Personality Compass – at a glance

Everyone has some characteristics from each of the four types, but one will capture the essence of your personality more accurately than the others. That is your dominant type.

No one type is better than another, they're all just different.

NORTH
Natural leader; Goal-centered; Fast-paced; Task-oriented; Assertive; Decisive; Confident; Determined; Competitive; Independent

WEST
Natural risk taker; Idea-centered; Creative; Innovative; Flexible; Visionary; Spontaneous; Enthusiastic; Free-spirited; Energetic



EAST
Natural planner; Quality-centered; Analytical; Organized; Logical; Focused; Exact; Perfectionist; Industrious; Structured

SOUTH
Natural team player; Process-centered; Slow-paced; Good listener; Non-confrontational; Sensitive; Patient; Understanding; Generous; Helpful

Which type are you? Does one immediately jump out as fitting your personality?

If you're not sure which one you are, an easy way to find out is to the pick which type is LEAST like you. Find the one that has characteristics that:

- you don't like
- you tend to avoid
- makes you feel uncomfortable
- you don't do well
- you don't enjoy

Find it? Now look across the compass to the opposite side and that is your dominant type.

My dominant type is: _____

Content has been adapted from The Personality Compass: A New Way to Understand People by Diane Turner and Thelma Greco, 1998

Quick Tests to Identify your Type (1)

Are you more North or South?
For each set of words, circle the word that describes you more often than the other one (even though you may have both characteristics at times)

a. Confident b. Helpful	a. Goal-centered b. People-centered	a. Bold b. Supportive
a. Self-reliant b. Understanding	a. Initiator b. Listener	a. Productive b. Faithful
a. Fast-paced b. Easy-going	a. Determined b. Unselfish	a. Self-starter b. Volunteer
a. Independent b. Team player	a. Straightforward b. Patient	a. Opinionated b. Sensitive
a. Decisive b. Diplomatic	a. Results-focused b. Relationship-focused	a. Challenger b. Mediator
a. Assertive b. Non-confrontational	a. Hardworking b. Friendly	a. Doer b. Communicator
a. Competitive b. Cooperative	a. In-charge b. Generous	a. Deadline-driven b. Values-driven
a. Leader b. Loyal	a. Task-oriented b. Peace-oriented	a. Achiever b. Caregiver

Total # of A's circled: _____ (if this number is higher, you're more North)

Total # of B's circled: _____ (if this number is higher, you're more South)

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Quick Tests to Identify your Type (2)

Are you more East or West?
For each set of words, circle the word that describes you more often than the other one (even though you may have both characteristics at times)

c. Organized d. Creative	c. Factual d. Fun-loving	c. Cautious d. Open-minded
c. Structured d. Flexible	c. Analytical d. Cheerful	c. Finisher d. Motivator
c. Quality-centered d. Idea-centered	c. Consistent d. Versatile	c. Rule-follower d. Option-provider
c. Logical d. Visionary	c. Serious d. Humorous	c. Systematic d. Carefree
c. Reserved d. Innovative	c. Efficient d. Dreamer	c. Precise d. Inventive
c. Planner d. Spontaneous	c. Reliable d. Delegator	c. Persuasive d. Adventerous
c. Perfectionist d. Free-spirited	c. Industrious d. Improvising	c. Accurate d. Adaptable
c. Traditional d. Risk-taker	c. Persistent d. Imaginative	c. Protocol-focused d. Methods-focused

Total # of C's circled: _____ (if this number is higher, you're more East)

Total # of D's circled: _____ (if this number is higher, you're more West)

Now that you have a number for each of the four types (North, South, East, West)…

This type has the highest number _____ (this is your Dominant Type)

This type has the second highest number _____ (this is your Subdominant Type)

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The Personality Compass
Dominant – Subdominant Type

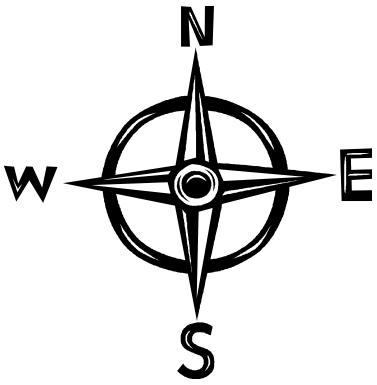
Now see what the compass has to say about you based on your Dominant type combined with your Subdominant type.

Your Dominant type is the one listed first, your Subdominant is the second.

NORTH – WEST
Assertive, Decisive, Flexible, Creative, Adventerous

NORTH – EAST
Assertive, Decisive, Structured, Detailed, Organized

WEST – NORTH
Flexible, Creative, Assertive, Decisive, Fast-Paced



EAST – NORTH
Structured, Detailed, Assertive, Decisive, Fast-Paced

WEST – SOUTH
Flexible, Creative, Friendly, Caring, Cooperative

EAST – SOUTH
Structured, Detailed, Friendly, Helpful, Slow-Paced

SOUTH – WEST
Friendly, Caring, Flexible, Creative, Adventurous

SOUTH – EAST
Friendly, Caring, Structured, Detailed, Organized

So, even two people who are both primarily NORTH, can still be very different if they have opposite subdominant types: WEST versus EAST.

Does your combined type seem to even more closely describe you than just your Dominant type?

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Jobs that Fit the Type

Each personality type has characteristics that naturally fit well with certain job descriptions. Here are some examples below. Do you think the jobs listed under your type fit you?

NORTH

North-East job examples:

Military Officer – leader (N), structured regulations (E)
Negotiator – assertive (N), analytical (E)
Chairperson – authoritative (N), organized (E)
Maitre d' – decisive (N), proper protocol (E)
Conductor – goal-centered (N), focused (E)

North-West job examples:

Chief Executive – in control (N), visionary (W)
Manager – hardworking (N), flexible (W)
Project Leader – fast-paced deadlines (N), innovative (W)
Police Officer – fearless (N), risk taker (W)
Coach – action-centered (N), adaptable (W)

SOUTH

South-East job examples:

Human Resources – people person (S), organized (E)
Nurse – caring (S), detailed (E)
Mediator – peace-loving (S), structured (E)
Receptionist – friendly (S), logical (E)
Assistant Coach – team player (S), strategist (E)

South-West job examples:

Salesperson – likable (S), flexible (W)
Diplomat – hospitable (S), adaptable (W)
Missionary – giving (S), adventurous (W)
Waiter – helpful (S), fast-paced (W)
Talk Show Host – good listener (S), sense of humor (W)

EAST

East-North job examples:

Judge – structured (E), decisive (N)
Attorney – detailed (E), assertive (N)
Surgeon – focused (E), confident (N)
Engineer – analytical (E), determined (N)
Quality Control – quality-centered (E), initiative (N)

East-South job examples:

Editor – detailed (E), patient (S)
City Planner – plans well (E), process-centered (S)
Car Sales Rep – punctual (E), friendly (S)
Secretary – proper protocol (E), helpful (S)
Museum Curator – responsible (E), slow-paced (S)

WEST

West-North job examples:

Project Coordinator – juggles many tasks (W), leader (N)
Advertiser – innovative (W), competitive (N)
Developer – visionary (W), self-starting (N)
Performer – multi-talented (W), confident (N)
Builder – dreamer (W), goal-centered (N)

West-South job examples:

Writer – free-thinking (W), sensitive (S)
Story-Boarder – idea-centered (W), communicator (S)
Liaison Officer – flexible (W), helpful (S)
Artist – creative (W), introspective (S)
Landscaper – sees options (W), people pleaser (S)

From reading your personality description earlier, what other jobs do you think would be a good fit and why?

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Differences are Valuable

Each type is different. Each has different preferences, different strengths, different weaknesses, and different points of view. At times those differences can create difficulties and clashes, but if we understand the differences we can find ways to work together and that can become a great strength!

Understanding differences:

…In Image
NORTHS reflect Achievement
EASTS reflect Compassion
SOUTHS reflect Compassion
WESTS reflect Originality

…In Attitudes
NORTHS call a spade a spade
EASTS call a spade by its precise scientific name
SOUTHS call a spade whatever it wants to be called
WESTS don't want to limit a spade by assigning a name to it

…In Priorities
NORTHS – Goals
EASTS – Facts
SOUTHS – Values
WESTS – Methods

A perception is what we think about something. A perception can seem very true for you based on your preferences and that's ok. Just remember that someone else's perception can be very different, and that's ok too.

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Even when Different, there are Similarities

North & East	Work hard	Productive	Take responsibility	Serious	Finish tasks	Catch mistakes

North & West	Move fast	Talkative	Enjoy action	Welcome change	Bold	Take risks

South & East	Move slow	Listen well	Conservative	Avoid change	Cautious	Follow rules

South & West	Motivate others	Sociable	Shun deadlines	Adaptable	Avoid pressure	Enjoy relaxation

The Four Types – in Summary

	NORTH	**EAST**	**SOUTH**	**WEST**
Motto	Get the job done fast	Do it right the first time	Build the best team	Expand all horizons
Great Strength	Making quick decisions	Planning in detail	Cooperation	Innovative creativity
Basic Weakness	Impatience	Tunnel vision	Non-assertiveness	Disorganization
Fundamental Aptitude	Leadership	Logical analysis	Peace making	Seeing the big picture
Priority	Goals	Facts	Values	Methods
Motivation	Competition	Looking for errors	Helping	Freedom
Pet Peeve	Indecision	Inaccuracy	Conflict	Rules
Work Style	Independent	Serious	Group	Adaptable
Main Work Competency	Supervisory	Organization	Team building	Coordinating many tasks
Pace	Fast and determined	Slow and cautious	Slow and laid-back	Fast and flexible
Image	Achievement	Quality	Compassion	Originality

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