



Evidence of Educational Need

Alamance Community School is committed to helping students in kindergarten through eighth grade become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions. ACS will accomplish this through its proven teaching methodologies (Project Based Learning; Fountas and Pinnel; etc) and teacher practices (Responsive Classrooms). By applying our instructional model, hiring 100% highly qualified core-content teachers, providing quality professional development, and serving a diverse student body, we believe that we will provide the students of Alamance County with a unique learning environment not available elsewhere in the county. The educational need for Alamance Community School in Alamance County is grounded in the fulfillment of the purposes of Charter Schools in North Carolina; outlined in NC charter school statute GS 115C-218.

Expanded Choices

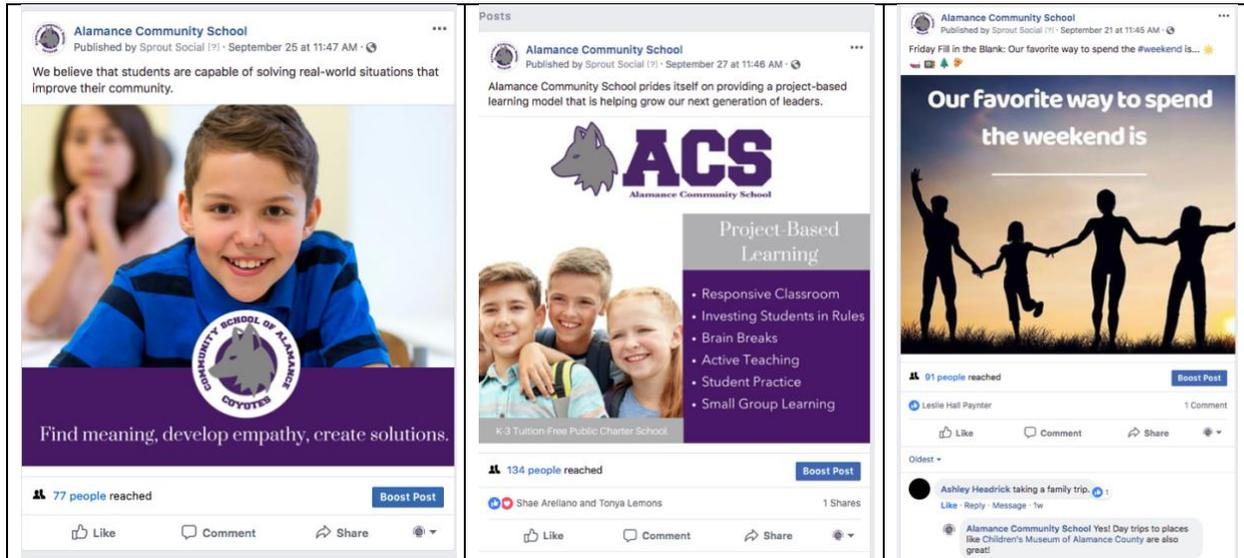
There are currently three other charter schools in Alamance County: River Mill, Hawbridge School, and Clover Garden School. Only two of those serve students in grades below 6th. Those two combined serve only 1,400 students of the 32,538 in the county. Additionally, none of the three are located in the northeast section of the county – all at least 10 to 15 miles from Mebane where we intend to locate the school. None of them and none of the other LEAs in the area offer Project Based Learning. Our unique approach to education, our weighted lottery reserving 25% of our seats to students who qualify for the National Lunch program, and our location create a new choice for families in Alamance county and the surrounding areas.

Meeting Student Measurable Achievement Results

The decision to locate ACS was partially based on the achievement results of Alamance County Schools who have been performing below state averages on End of Grade Assessments. In 2017-18, 13 of the 27 elementary and middle schools, or 48 percent, are low performing, scoring a D or F on the state report cards and 7 of the 13 not meeting growth. River Mill, the K-12 charter school in Graham scored a C and did not meet growth. ACS intends to improve these results for the students it serves through its strong educational program. Therefore, ACS sets its goals for growth and achievement based upon the current LEA proficiency for 3rd - 8th grade which ranges between 46.8% to 53.4% in reading, 43% to 57.8% in math, & 58.6% to 68.4% in science. Within five years, we will have proficiency in reading, math, and science higher than the local Mebane area elementary schools and middle schools, as well as higher than the other charter schools in Alamance County. We also have a 5-year plan to increase incoming readiness of students entering middle school.

Community Engagement:

Social Media

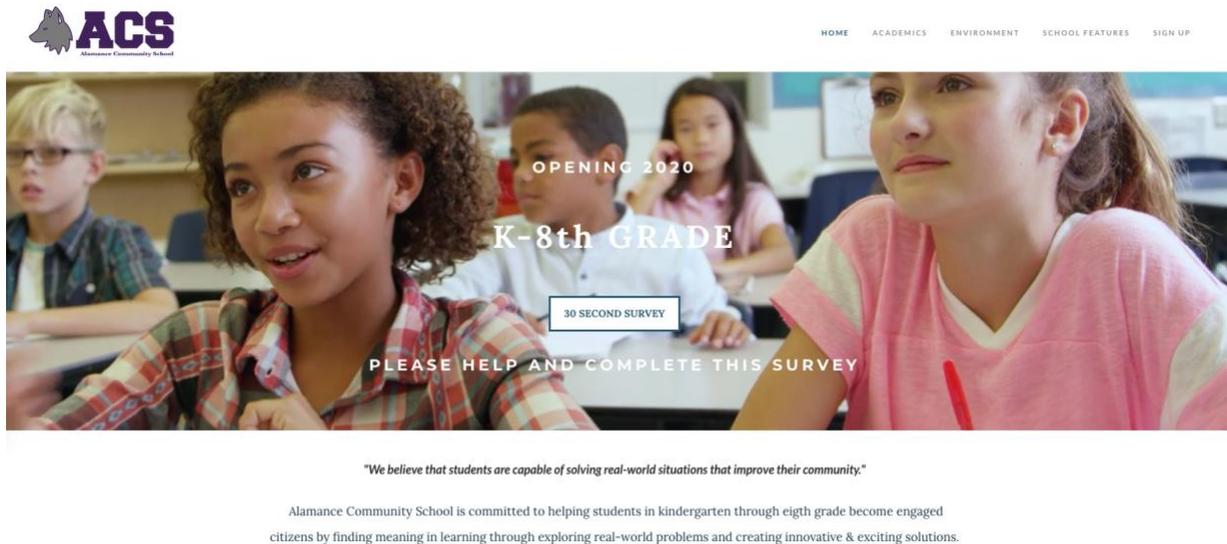


Alamance Community School created a [Facebook page](#) on September 18th, 2018. As of September 28, 2018 (10 Days), it has garnered the following activity:

- 90 Page likes
- Impressions (Total):
 - Paid Ads- 53.5K
 - Organic- 3,580
- Engagements
 - Reactions (Post likes)- 120
 - Comments - 48
 - Shares- 7

- Video Views- 708
- Top Comments on the Facebook page have been:
 - “This is wonderful!! We need another charter school. My daughter currently goes to a montessori school but I am not sure if we will be able to maintain the cost once she goes to full days in Kindergarten.”
 - “I can guarantee that there is enough interest. There a very very very long waitlist for Orange Charter/Eno River Academy. Also I just shared your post with the Mebane page.”
 - “All I want to know is when is it coming? Parents need more options instead of being forced to go to a zoned school that might not meet the criteria we are looking for.”

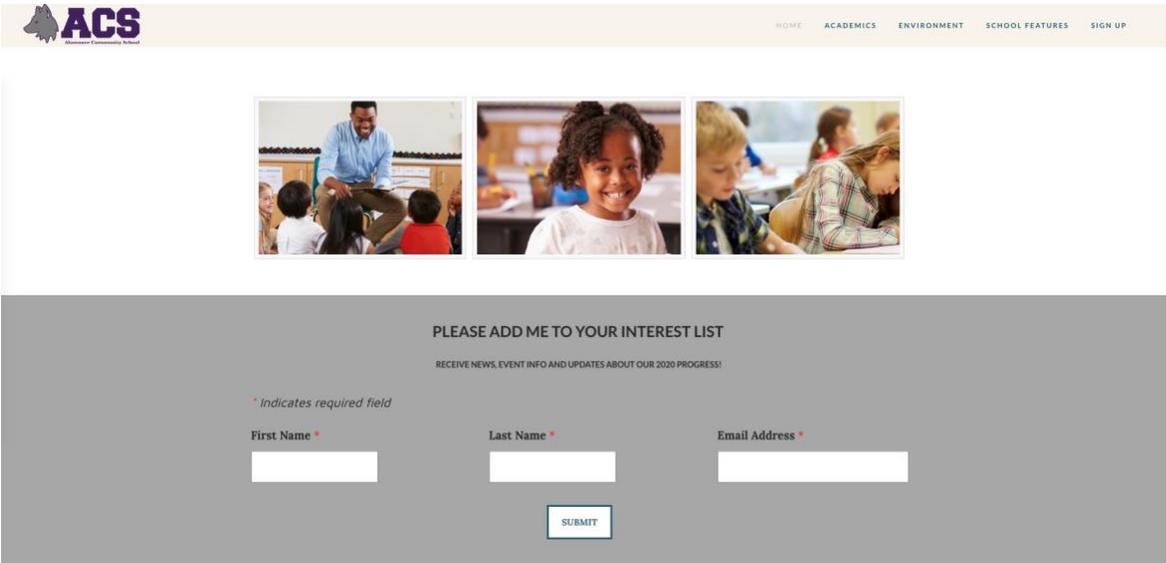
Website



The screenshot shows the website header with the ACS logo and navigation links: HOME, ACADEMICS, ENVIRONMENT, SCHOOL FEATURES, SIGN UP. The main content area features a photograph of diverse students in a classroom. Overlaid text reads: "OPENING 2020", "K-8th GRADE", "30 SECOND SURVEY", and "PLEASE HELP AND COMPLETE THIS SURVEY". Below the image is a quote: "We believe that students are capable of solving real-world situations that improve their community." and a statement: "Alamance Community School is committed to helping students in kindergarten through eighth grade become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative & exciting solutions."

Alamance Community School has built an informative [website](#) in which new families are able to learn more about our academics, culture and school.

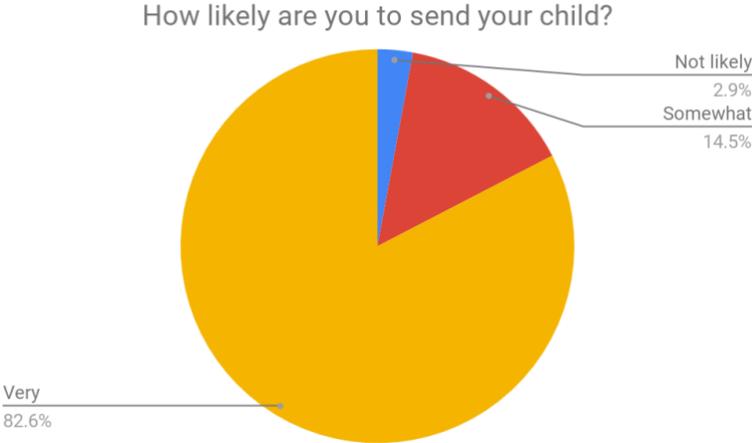
We are continually updating relevant information to provide to interested families, in addition we have housed a section for them to sign up to be part of our interest list. To date 25 people have asked to be added to this email list.



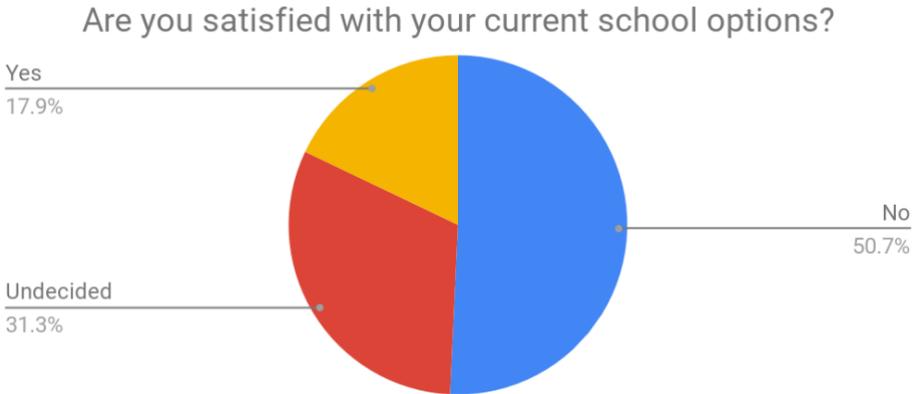
Needs Survey

Alamance Community Schools also built a [needs based survey](#) and placed it on our website as well as executed a series of paid social media ads in the Alamance area to unveil a need for the school. **107 people** completed the survey in 10 days and the results show that the demand for a new charter school is there.

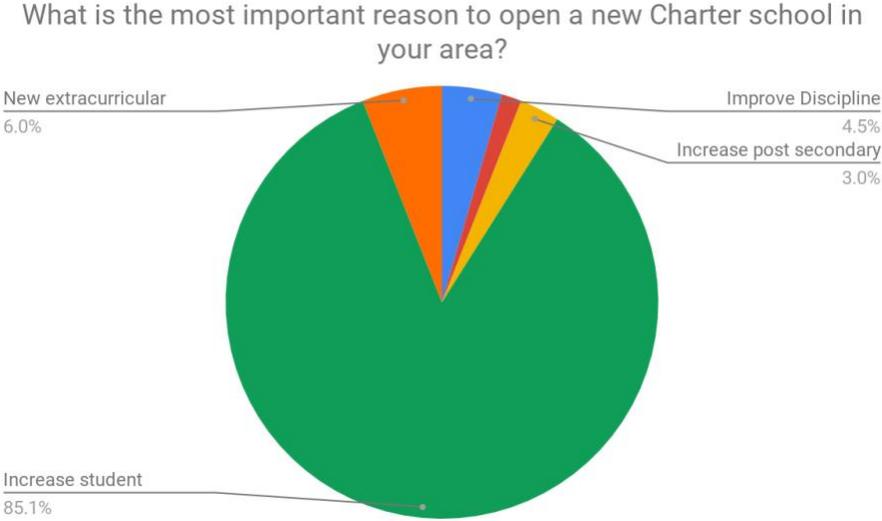
Results indicate that almost **82.6%** of the people surveyed indicated that they are very interested in enrolling their child in ACS.



Results also show that **50%** of people surveyed indicated that they are not satisfied with their current school options.



The survey results also indicated that **85.1%** said that the most important reason to open a new charter school in the Alamance area was Increased student performance.



This data concludes that in only 10 days, 252 people have expressed interest in Alamance Community School opening in 2020.

Kindergarten

	Reading	Writing	Responsive Classroom & Project Work: Social Studies & Science	Math
August	<p>We Are Readers: <i>-Readers Read the World</i> <i>-Readers Read Books to Learn About the World</i> <i>-Readers Read By themselves and with others</i> <i>-Readers Read a Book from Cover to Cover</i> <i>-Readers Reread</i></p> <p>Phonics: <i>-Recognizing Names (ELC 1)</i> <i>-Learning your name (ELC 2)</i></p>	<p>We Are All Writers & Launching the Writer's Workshop <i>-Writing Supplies and Routines</i> <i>-How to Draw a Person/ Coloring Rubric</i></p> <p>Handwriting: <i>Fine Motor Stations, pencil grasp</i> <i>-Fine motor stations</i> <i>-Tracing/ Drawing lines- Straight, slanted, circle</i> <i>-Use one solid line for writing paper</i></p>	<p>Establishing Our Classroom Community <i>-Hopes and dreams</i> <i>-Rules</i> <i>-Building Empathy</i> <i>-Empathy Read Alouds</i> <i>-Responsive Classroom Read Alouds</i></p> <p>Social Studies: Me & My Community Project <i>-My New School & Friends</i> <i>-All About Me & My Family</i> <i>-We are all alike and different</i></p>	<p>Building a Math Community -BOY Math Assessment <i>Calendar Routines*</i> <i>-Rote Count to 20</i> <i>-Start at any number between 0-10 and count forward to 10</i> <i>-Count to 100 by tens</i> <i>-Writing #s 0-5</i></p> <p>Number Talks: <i>-Dot Images with Number 3</i> <i>-Five frames with Number 3</i></p>
September	<p>BOY mClass Reading Assessments (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction</p> <p>We Are Readers: <i>-Readers Reread a Book by Putting all the Pages</i></p>	<p>Looking Closely: Observing, Labeling, and Listing Like Scientists (If...Then) & Carrying On Independently as Writers <i>-When I am done, My work has just begun.</i> <i>-Writer's Call to Mind What</i></p>	<p>Me & My Community <i>-People growing and changing over time</i> <i>-Wants and Needs</i> <i>-Field Experiences/ Community Helpers</i> <i>-Community Helpers & People and Places</i> <i>-Begin Self Portraits & Critique</i></p>	<p>Continue w/ Building a Math Community Numbers 0-10: <i>-Uses 1:1 correspondence to count up to 10 objects</i> <i>-Reads numerals 0-10</i></p> <p><i>-Continue w/Calendar Routines</i></p>

<p>September</p>	<p><i>together</i> -Readers Reread to rethink -Rereading helps readers to learn from words in books too -Readers Sound like teachers when they read "learn about the world book" -Readers can read stories they have heard a zillion times -Readers work hard to make the words they read match the page they are reading -Readers know how to get their own old favorite books -Readers use exact character words</p> <p>--Intro to Class Library -Introducing Stations -Pocket Chart</p> <p>Phonics: -Hearing Rhymes -Hearing more Rhymes -Exploring Letters -Recognizing -Learning Letters Start word wall</p>	<p><i>They Want to Say, Then Put That on Paper</i> -What Can We Write About Chart -Stretching Words to Write Them -Labeling by initial sounds and any other sounds they may hear -Writing Even Hard to Write Ideas -Turning Pieces into Books -Planning Teaching Books -Answering and Asking Questions to add more</p> <p>Handwriting: -Pencil grip -Proper sitting (legs in the table, feet flat on the floor) -Continue fine motor stations</p> <p>BOY Writing Assessment</p>		<p>-Rote Count to 30 -Start at any number between 0-20 and count forward to 20 -Count to 100 by tens -Writing #s 0-5</p> <p>-Introducing Stations</p> <p>Number Talks: -Dot images with Number 4 -Five frames with Number 4 -Ten frames with Number 4</p>
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	- Small Guided Reading Groups Begin at the student's instructional reading level			
October	<p>-Readers reread old favorites, remembering to say more and more of the story</p> <p>-Readers use special connecting words to put story pages together</p> <p>-Readers use more and more words that are exactly the same in their old favorites</p> <p>-Readers can point to and read some words in their old favorites</p> <p>-Readers work with their partners to use all they know to read their old favorites</p> <p>-A Celebration of old favorite story book reading</p> <p>Phonics:</p> <p>-Hearing Words in Sentences</p> <p>-Hearing Rhymes</p> <p>-Saying Words Slowly to Hear Sounds</p> <p>-Recognizing and Naming Letters</p>	<p>-Stretching Out Words to Write Even More</p> <p>-Using HF words (word wall)</p> <p>-Making Writing the Best It Can Be (Rubric and Author's Tea)</p> <p>-Getting Ideas for Stories and practicing storytelling</p> <p>-Planning Stories page by page</p> <p>-Adding More Details</p> <p>Handwriting:</p> <p>-Writing on difference surfaces (on the floor, standing up, with a clipboard, with a whiteboard at the carpet) and posture for each</p> <p>-Start your letters at the top</p> <p>-Begin upper case letter formation</p> <p>-Write first name</p>	<p>Me & My Community</p> <p>-My role in my community</p> <p>-Being productive citizens in a community</p> <p>-Mapping Out My Community</p> <p>-Continue to revise self portraits & critique</p>	<p>-2D & 3D Shapes</p> <p>-Identifies and describes shapes (Circle, Rectangle, Square, Triangle)</p> <p>-Analyzes and compares shapes</p> <p>-Creates and composes shapes</p> <p>-Continue w/ Calendar Routines</p> <p>-Names days of week/months of year</p> <p>-Rote Count to 40</p> <p>-Start at any number between 0-30 and say the next three numbers (Example: 27, 28, 29, 30)</p> <p>-Count to 100 by tens</p> <p>-Writing #s 0-5</p> <p>Number Talks:</p> <p>-Dot images with Number 5</p> <p>-Five frame with Number 5</p> <p>-Ten frames with Number 5</p>
October				

	<p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>November</p>	<p>Super Powers: Reading with Print Strategies & Sight Word Power: -Readers have super powers to look, point and read everything they can! -Super readers use pointer power to check their reading, making sure what they say matches what they see -Readers don't let longer words slow them down: Every word gets one tap -Readers use snap words to anchor their pointer finger. -Partner Power gives readers even stronger pointer power -Super Readers Put Powers Together Review/ Catch Up -Super Readers Learn Words and Practice Reading them in a "snap" Super readers make the first sound in the word to help them read the word</p>	<p><i>-Stretching and Writing Words (recording sounds in sequence)</i> <i>-Bringing our Writing to Life</i> <i>-Using everything to Make Pieces the Best They Can</i> -Editing <i>-Reading into a Circle (Authors Celebration)</i> -Thanksgiving List (Stretching Words)</p> <p>Writing for Readers: -How to Write a True Story -Story Elements -Drawing Stories for Readers</p> <p>Handwriting: -Letters resting on line (not flying) -Continue uppercase formation practice</p>	<p>Me & My Community -Finish Mapping Out My Community</p> <p>Me and My Community Project Celebration – display beautiful work, self portraits and critique</p> <p>Science: All About Animals Project -Recognizing Animals (Likes & Differences) {FARM ANIMALS} -Recognize, compare and Contrast Animals Likes & Differences{FARM ANIMALS} -Animals Wants/Needs</p>	<p>Understanding Addition: -Represents and solves addition problems within 10 with concrete objects/drawings -Explores and represents combinations to make 10 -Fluently adds within 5 -Continue w/Calendar Routines -Rote Count to 50 -Start at any number between 0-40 and say the next three numbers -Count to 100 by tens -Writing #s 0-5</p> <p>Number Talks: -Dot images with Number 5 -Five frame with Number 5 -Ten frames with Number 5 continued</p>

<p>November</p>	<p>Phonics: <i>-Hearing Beginning Sounds</i> <i>-Making Letters</i> <i>-Learning Letter Forms and Names –</i> <i>-Making Connections between Names and Other Words</i> <i>-Using Letter/ Sound Analysis</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>December</p>	<p><i>- Super Readers Don't Give up</i> <i>-Celebration: Readers show off their powers</i> <i>- Readers Use their voices to bring books to life</i> <i>-Readers use the pattern to sing out their books</i> -Readers Use Punctuation to Figure out How to read</p> <p>Phonics: <i>-Recognizing first and last letters</i> <i>-Locating First and Last in Print</i> <i>- Learning Letters -</i></p>	<p><i>-Writing Sentences that tell a story (switch from labels to sentences)</i> <i>-Rereading</i> <i>-A Checklist Can Help</i> <i>-A Vowel Chart Can Help With the Middle of Words</i> <i>-Writing Readable Sentences Using the Word Wall</i></p> <p>Handwriting: <i>-Continue with proper pencil grip</i> <i>-Letters sitting on line (not flying)</i> <i>-Starting letters at the top</i> <i>-Continue uppercase letter formation</i></p>	<p>All About Animals <i>-Recognize, compare and Contrast Animals Likes & Differences</i> <i>-Recognize, compare and Contrast Animals Likes & Differences{Worms}</i> <i>-Recognize, compare and Contrast Animals Likes & Differences {Worms}</i></p>	<p>Understanding Subtraction: <i>-Represents and solves subtraction problems within 10 with concrete objects/drawings</i> <i>-Explores and represents combinations to make 10</i> <i>-Fluently subtracts within 5</i> <i>-Continue w/Calendar Routines</i> <i>-Rote Count to 50</i> <i>--Start at any number between 0-50 and say the next three numbers</i> <i>-Count to 100 by tens</i> <i>-Writing #s 6-10</i></p>
<p>December</p>				

	<p><i>Learning Letter Names</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			<p>Number Talks:</p> <ul style="list-style-type: none"> -Dot images with Number 6 -Ten frames with Number 6
<p>January</p>	<p>MOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p> <ul style="list-style-type: none"> - Readers Change their voices to show they understand the book -Super Readers Talk about books too! -Readers Retell Books after they read them -Celebration: The Gift of Reading <p>Bigger Books, Bigger Reading Muscles:</p> <ul style="list-style-type: none"> -Tackling More Challenging books -Readers Use Patterns to help them read most every page -Readers Figure out changing words in patterns -Readers use all their superpowers to read pattern breaks in books. 	<ul style="list-style-type: none"> -Writing Stories with True Words -Using Reading Partnerships to Make Their Stories Better -Using a Partner to Hear More Sounds in Words -Putting it Together -Writers Search Their Mental and Drawn Pictures to Make Their Stories Better -Using Flaps -Writing Amazing Beginnings -Writer's Work With Partners to Answer Readers Questions <p>Handwriting:</p> <ul style="list-style-type: none"> -Introduce lowercase letters -Introduce mid-line 	<p>All About Animals</p> <ul style="list-style-type: none"> -Recognize, compare and Contrast Animals Likes & Differences {Pets} -Recognize, compare and Contrast Animals Likes & Differences {Pets} -Recognize, compare and Contrast Animals Likes & Differences {Pets} -Recognize, compare and Contrast Animals Likes & Differences {Pets} 	<p>Time, Data, and Measurement:</p> <ul style="list-style-type: none"> -Describes and compares length, weight, more than, less than -Displays and describes data with concrete and/or visual graphs -Continue w/Calendar Routines -Rote Count to 70 -Start at any number between 0-60 and say the next three numbers -Count to 100 by tens -Writing #s 6-10 <p>Number Talks:</p> <ul style="list-style-type: none"> -Dot images with Number 7 -Ten frames with Number 7 <p>MOY Math Assessment</p>
<p>January</p>				

	<p>Phonics: <i>-Learning to Look at Letter Features</i> <i>- Making Rhymes- Hearing and Producing Rhymes</i> <i>-Making Words with -at -- Making New Words by Changing First Letter - Beginning Consonant Letters and Sounds</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>February</p>	<p><i>- Readers Check their reading</i> <i>-Readers use the pattern and the ending to understand their books</i> <i>-Readers use their letter-sound knowledge to help them read the words on the page</i> <i>-Readers use their letter-sound knowledge to help them read unknown words</i> <i>-Readers can notice consonant clusters to help solve unknown words</i> <i>-Readers look to the ends of words as they read</i></p> <p>Phonics:</p>	<p><i>-Writer's use all they know to select and revise a piece to publish</i> <i>-Endings with Feelings</i> <i>-Writers make their pieces beautiful to get ready for publication</i> <i>-Writers Study the Kind of Writing They Plan to Make</i> <i>-Writers Use What They Already Know: Touching and Telling Steps Across the Pages</i></p> <p>Handwriting: <i>-Continue lowercase letter formation</i> <i>-Writing name with only one capital letter</i></p>	<p>All About Animals <i>-Animals Summary</i></p> <p>All About Animals Project Celebration <i>-Black History Month Empathy Read Alouds</i></p> <p>Science: Weather Exploration Project <i>-What Is Weather?</i></p>	<p>Numbers 11-20: <i>-Reads and writes numbers 0-20</i> <i>-Demonstrates understanding of place value for numbers between 11-19</i></p> <p>Number Talks: <i>-Dot images with Number 8</i> <i>-Ten frames with Number 8</i></p>

	<p><i>-Hearing and Saying Beginning Sounds - Learning Number Words - Making words with -an -ay -Recognizing High Frequency Words -Building and Writing High Frequency Words</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>March</p>	<p><i>- Readers Preview a Page and locate known words before reading -Readers check their reading -As Books Become Harder, Readers need new kinds of picture power -Readers can lean on their snap words when books become less patterned -Readers read snap words with inflected endings -Readers use all they know about stories to make predictions -Readers Need Extra strength reread power to bring their books to life -Readers need extra strength book talk power -Celebration- readers use</i></p>	<p><i>-Writers Become Readers, Asking, "Can I follow this?" -Writers Answer Partner's Questions -Writers Answer a Partner's Questions -Letter to Teachers: Writers Write As Many Books As They Can -Writers Reflect and Set Goals to Create Their Best Writing -Writer's Emulate -Features of Informational Writing Using a Mentor Text -Writing for Readers: Using the words you know</i></p> <p>How to Books: <i>-How-To Book Writers Picture Each Step and Then Choose Exactly Right</i></p>	<p>Weather Exploration <i>-Types of Weather and Changing Over Time -Observe daily weather patterns - Compare weather patterns that occur from season to season</i></p>	<p>Comparing Numbers: <i>-Compares numbers -Classifies objects by own rule, counts objects in each category -Divides into two equal groups -Recognizes, extends, and creates patterns -Uses directional and positional words -Names seasons -Displays and describes data with concrete and/or visual graphs -Completes spatial visualization tasks/puzzles -Continue w/ Calendar Routines -Rote Count to 80 -Start at any number between</i></p>

<p>March</p>	<p><i>all their powers to read new books</i></p> <p>Phonics: <i>- Hearing and Blending Onsets and Rimes - Identifying and Blending Onsets and Rimes</i> <i>-Hearing and Substituting Sounds</i> <i>-Recognizing Uppercase and Lowercase Letters</i> <i>-Making words with -and (</i> <i>-Building and Writing High Frequency Words</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>Words</i> <i>-Elaboration in How-To Books: Writer's Guide Readers with Warnings, Suggestions, and Tips</i> <i>- "Balance on One Leg Like A Flamingo":Using Comparisons to Give Readers Clear Directions</i></p> <p>Handwriting: <i>-Upper and lowercase letter formation using 3 lines (top/mid/ bottom)</i></p>		<p><i>0-80 and say the next three numbers</i> <i>-Count to 100 by tens</i> <i>-Writing #s 11-15</i></p> <p>Number Talks: <i>-Dot images with Number 9</i> <i>-Ten frames with Number 9</i></p>
<p>April</p>	<p>Becoming Avid Readers: <i>- Thinking About and reacting to nonfiction texts</i> -Talking like an expert <i>-Nonfiction reading playdates</i> <i>-Falling in love with topics</i> - Avid Nonfiction Readers notice similarities and differences in books <i>-Avid Nonfiction readers pretend</i></p>	<p><i>-Writers Write How-To Books about things they learn throughout the day and from books</i> <i>-Writing a Series or Collection of How-To Books to Teach Others Even More About a Topic</i> <i>-Writers Can Write Introductions and Conclusions to Help Their Readers</i> <i>-Using Everything You Know to Make Their How To Books Easy to Read</i></p>	<p>Weather Exploration <i>-Weather Patterns</i> <i>-Observing weather & the environment using our senses</i> <i>-How do people adapt to weather conditions</i> <i>-Explain how seasons change over time</i></p>	<p>Comparing Numbers (continued): <i>-Compares numbers</i> <i>-Classifies objects by own rule, counts objects in each category</i> <i>-Divides into two equal groups</i> <i>-Recognizes, extends, and creates patterns</i> <i>-Uses directional and positional words</i> <i>-Names seasons</i> <i>-Displays and describes data with concrete and/or visual</i></p>

<p>April</p>	<p>Phonics: -Hearing Middle Sounds -Learning the Days of the Week -Locating Days of the Week in Text -Learning Words: Simple Plurals</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>-How To Books Make Wonderful Gifts</i> <i>-Preparing for the Publishing Party</i> <i>-Letter to Teachers: Publishing Celebration: Writers as Teachers</i></p> <p>Handwriting: -Proper spacing between words -Writing left to right when we get to a new line</p>		<p><i>graphs</i> -Completes spatial visualization tasks/puzzles -Calendar Routines -Rote Count to 100 -Start at any number between 0-90 and say the next three numbers -Count to 100 by tens -Writing #s 16-20</p> <p>Number Talks: -Dot images with Number 10 -Ten frames with Number 10</p>
<p>May</p>	<p>EOY mClass Reading Assessments (3 weeks)</p> <p>-Reading for Meaning and Rhythm and Fun -Readers Bring out a poet's meaning and feeling -Becoming a copycat poet -Avid Readers' Poetry Extravaganza</p> <p>Phonics: -Understanding ABC Order -Learning ABC Order - Learning about Compound Words -Using Known Words to Solve New Words</p>	<p>Persuasive Writing of All Kinds: Using Words to make a Change: -Words Are Like Magic Wands: They Can Make Things Happen -Convincing People: Providing Reasons and Consequences -Don't Stop There! Generating More Writing for Causes -Writer's Reread and Fix Up Their Writing -Spelling Strategies Give Writer's Word Power -Hear Ye! Hear Ye! Writing to Spread The Word (Mini Celebration)</p>	<p>Weather Exploration: -Wrapping up the weather project</p> <p>Weather Exploration Project Celebration</p>	<p>Mixed Review & Re-teaching</p> <p>EOY Math Assessment</p> <p>Re-teaching</p>

May	Small Guided Reading Groups at the student's instructional reading level	Handwriting: <i>-Proper spacing between words</i> <i>-Writing left to right when we get to a new line</i>		
		EOY Writing Assessment		

First Grade

	Reading	Writing	Responsive Classroom & Project Work: Social Studies & Science	Math
August	Reading Routines & Building Good Reading Habits: <i>-Intro to Class Library</i> <i>-How to book shop</i> <i>-3 Ways to read a book</i> <i>-What is a Stamina?</i> <i>-Choosing a Just Right Book & Spot to Read</i> <i>-Real Reading vs. Fake</i> <i>-RW Binders and how to</i>	Writing Routines & Launching Writing Workshop <i>-Mrs. _____ Show</i> <i>-Interactive writing opportunities (Class rules, book shopping, library rules, etc.)</i> <i>-Launch Writing Workshop</i> <i>-Chose a topic, sketch, write</i>	Social Studies: Establishing Our Classroom Community <i>-Hopes and dreams</i> <i>-Rules</i> <i>-Building Empathy</i> <i>-Empathy Read Alouds</i> <i>-Responsive Classroom Read Alouds</i> <i>-Solving problems</i> <i>-All about me</i>	Building a Math Community -BOY Math Assessment <i>-Guided Discovery</i> <i>-Count to 150</i> <i>-Coins : Penny, Nickel, Dime</i> <i>-Addition Strategy : Making 10 (Associative Property)</i> <i>-Introducing Stations</i>

	<p><i>add poems</i> -Introducing Stations -Pocket Chart -Reading Response -Word Work</p> <p>Phonics: -Recognize lowercase letter -Recognize an uppercase letter. -Recognize my name. -Find letters in names.</p>	<p><i>-What do writer's write about?</i> -Writer's tell even hard to draw ideas -Tell stories in illustrations -Building Writing stamina</p> <p>BOY Writing Assessment Handwriting: Continue w/ -Proper spacing between words -Writing left to right when we get to a new line and Review -Upper and lowercase letter formation using 3 lines (top/mid/bottom)</p>	<p><i>-Roles of authority figures at home, school and in the community</i></p>	
September	<p>BOY mClass Reading Assessments (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction</p> <p>Building Good Reading Habits: -Review stations - reflect/share -3 Reasons readers read (Read for a Purpose, IRA p. 75) -What to do when lose focus</p>	<p>Small Moments - Intro WW folders -Once you're done, you've just begun -Spelling the best you can and move on -Rereading your writing to make sure your words make sense -Telling what happened, bit by bit -Intro paper choice -Mentor texts to show landscape/portrait -Finished box checklist</p>	<p>Social Studies: The Business of Books Project -Field Experience: Bookstore -Goods and services -Supply and Demand→ survey with kindergarteners to figure out what books kindergarteners want to read. -Process of writing a book. -Writing books to meet the demand.</p>	<p><i>-Addition Strategy : Counting On</i> <i>-Addition Strategy : Adding 3 Numbers</i> <i>-Turn Around Facts (Commutative Property)</i></p>

<p>(MClass testing) -Basic elements of a story (Character/Setting - IRA The Art Lesson) -Pictures to support comprehension (IRA Farmer Duck) -Personal Connections (IRA Frog and Toad) -Making Connections -Just Right Books -Five Finger Rule -Meaningful Predictions (IRA Blueberries for Sal) -Readers make predictions about words (IRA p.39) -Authors inspire us</p> <p>Phonics: -Recognize short vowel sounds. -Hear the syllables in words. -Hear the sound at the beginning of a word. -Hear the sound at the end of a word. -Hear that words can start with the same sound and letter. -Name the days of the week. -Find two or more sounds together to make a word.</p>	<p>-Teacher role v student -What is a personal narrative? -Lives are full of stories to tell -Zooming in on small moments -Topics to write about -Focusing on the most important part -Reading our writing like we read our books -Bring stories to life intro</p> <p>Handwriting: Continue w/ -Proper spacing between words -Writing left to right when we get to a new line -Upper and lowercase letter formation using 3 lines (top/mid/bottom)</p>	<p>-Writing for an audience</p>	
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	<p><i>-Hear each sound in a word.</i> <i>-Hear that some words sound the same at the end.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>October</p>	<p>Readers Have Big Jobs to Do: <i>-Tricky Words</i> <i>-Get to know characters by reading about them (IRA p.119)</i> <i>-Readers think about their character by asking questions</i> <i>-Pay attention to how characters are feeling</i> <i>-Pay attention to everything that happened to our characters</i> <i>-Describe characters before/after</i> <i>-Readers think about what characters do, see, feel think,</i> <i>-Character's feelings can change throughout the text</i></p> <p>Phonics: <i>-Change the first letter of a word to make a new word.</i></p>	<p><i>-Bring stories to life - unfreeze people by making them move and talk</i> <i>-Speech bubbles</i> <i>-Telling stories bit by bit</i> <i>-Include what characters are thinking and feeling</i> <i>-Writing connected story endings</i> <i>-Using words we know to write new words (WSA5)</i> <i>-Editing for capital letters and punctuation</i> <i>-Using what we know to revise and publish</i> <i>-Fall Writing Assessment</i></p>	<p>The Business of Books <i>-Field Experience: Bookstore</i> <i>-Goods and services</i> <i>-Supply and Demand→ survey with kindergarteners to figure out what books kindergarteners want to read.</i> <i>-Continuing to write books for an audience</i> <i>-Critique</i></p> <p>The Business of Books Project Celebration</p>	<p><i>-Place Value</i> <i>-Comparing Numbers with Symbols</i> <i>-Subtraction Strategies</i></p>

	<p><i>-Add letters to the beginning of a word to make a new word.</i> <i>-Add s to some words to show you mean more than one.</i> <i>-Hear the s at the end.</i> <i>-Identify a vowel.</i> <i>-Recognize that every word has a vowel.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>November</p>	<p>Meeting Characters & Learning Lessons <i>-Characters Unit</i> <i>-Get to know characters by reading about them</i> <i>-Readers think about their character by asking questions</i> <i>-Pay attention to how characters are feeling</i> <i>-Pay attention to everything that happened to our characters</i> <i>-Describe characters before/after</i> <i>-Readers think about what characters do, see, feel think,</i> <i>-Character's feelings can</i></p>	<p>Writing Fiction <i>-Realistic Fiction Unit</i> <i>-What do you notice about RF</i> <i>-Planning our books</i> <i>-Inventing characters and a problem/solution</i> <i>-Give characters real life adventures</i> <i>-Writers are in charge of themselves</i> <i>-Writers are inspired by books they read</i> <i>-Writers imagine the problems/solutions for their characters</i></p>	<p>Science: Animal Habitats Project <i>-What is a habitat?</i> <i>-Needs of plants and animals</i></p>	<p><i>-Subtraction Strategies</i> <i>-Fact Families</i> <i>-Missing Addends using Part-Part Whole</i></p>

	<p><i>change throughout the text</i> <i>-Who is telling the story?</i> <i>(narrator - IRA p.129)</i></p> <p>Phonics: <i>-Recognize that some letters go together in a cluster.</i> <i>-Hear each sound in a consonant cluster.</i> <i>-Hear the sound in the middle of a word.</i> <i>-Recognize that some words sound the same in the middle.</i> <i>-Match words that sound the same in the middle.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>December</p>	<p><i>-What is a character trait</i> <i>-Inside /outside traits</i> <i>-Jan Brett Author Study</i> <i>-Holidays Around the World</i></p> <p>Phonics: <i>say a word to hear the last sound.</i> <i>-Change the last sound in a word to make a new word.</i> <i>-Identify a compound word.</i></p>	<p><i>-Where do RF writers get their ideas? Your life!</i> <i>-Use what characters like/dislike to get ideas for problem and solution</i> <i>-Tell stories bit by bit</i> <i>-Writers stretch out the problem</i></p>	<p>Animal Habitats <i>-Continue with needs of plants and animals</i> <i>-World Habitats (dioramas) →</i> <i>Relate to needs of plants and animals</i> <i>-How humans can protect the environment</i> <i>-Guest experts: Park Ranger, Animal Shelter, etc.</i></p>	<p><i>-Adding a 2 digit number with a 1 digit number</i> <i>-Adding 2 digit numbers with 10</i> <i>-Coins: Dimes</i></p>

	<p><i>-Read compound words by finding the two smaller words.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
January	<p>MOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p> <p><i>-Comparing different characters in the same book (IRA p. 49)</i> <i>-Comparing same character in two different books</i> <i>-How to choose spelling words</i> <i>-Comparing fiction and NF</i> <i>- defining characteristics of each</i> <i>-Comparing Fiction and NF with 2 different books</i> <i>-Nonfiction - What is a fact?</i></p> <p>Phonics: <i>-Identify a long vowel.</i> <i>-Explain that some words mean the same thing.</i> <i>-Recognize ed at the end</i></p>	<p>Nonfiction Chapter Books <i>-Writers reread their work to see where they left off</i> <i>-Writer give characters a new way to solve problems that they have faced</i> <i>-Bit by bit</i> <i>-Stretching out the problem</i> <i>-Edit, publish, celebrate</i> <i>-Nonfiction immersion</i> <i>-Model using different kinds of pages/text features for writing informational books</i></p>	<p>Animal Habitats <i>- Finish World Habitats (dioramas)</i> <i>-Non-Fiction Texts</i> <i>-3 regions of NC</i></p>	<p>MOY Math Assessment <i>-Mentally adding 10 more, 10 less</i> <i>-Adding and Subtracting multiples of 10</i></p>

	<p><i>of a word.</i> -Identify the 3 sounds of d. -Explain what a contraction is. -Recognize that a contraction is the short form of two words.</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>February</p>	<p>Learning About the World: Reading Nonfiction/Informational Texts -Distinguishing Fiction from Non-Fiction -What is a fact -Text features (2/day) -What is the main idea? Supporting details? (IRA p. 67) -Turning headings into questions -Turning questions into heading (Main idea and details cont.) -What is a question? Question words -Readers ask question before/during/after reading -Readers ask question and Prove it</p>	<p>-Non-fiction book with partner -Organizing information -Develop individual topics to write about -Writers plan</p>	<p>Animal Habitats -3 regions of NC -Non-Fiction Texts → Add in how and why we should protect that habitat.</p> <p>Animal Habitats Project Celebration -Black History Month Empathy Read Alouds</p> <p>Science: Earth Day Project -Virtual Field Trip (Recycling center) -Brainpop (R, R, R) -Magazine sort -Recycle -Reuse -Reduce</p>	<p>-Understanding the equal sign -What makes this true? (Using the equal sign)</p>

	<p>Phonics: -Explain what a contraction is. -Recognize that a contraction is the short form of two words. -Recognize that some words go together because of what they mean. -Change the first part of a word to make a new word. -Change the last part of a word to make a new word. -Add letters to the beginning of a word to make a new word. -Add letters to the end of a word to make a new word. -Take away letters from the beginning of a word to make a new word. -Take away letters from the end of a word to make a new word.</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>March</p>	<p>-Letters -Author's Purpose (IRA p.135)</p> <p>Phonics:</p>	<p>Writing Reviews -Intro letter writing mini unit -Parts of a letter -Friendly letter -Intro opinion writing</p>	<p>Earth Day -Compost -Water Pollution experiment -Air Pollution experiment -Project boards</p>	<p>-Time to the hour and half-hour -Organize, represent, and interpret data</p>

	<p><i>-Recognize that some consonants make two or more different sounds.</i> <i>-Blend word parts together.</i> <i>-Hear and say the first part of a word.</i> <i>-Hear and say the last part of a word.</i> <i>-Recognize that plural means more than one.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>		<p><i>-Wrapping paper problem</i> <i>-PSAs</i></p>	
April	<p><i>-Giving an opinion</i> <i>-Book recommendations</i> <i>-Poetry</i> <i>-Simile (IRA p. 203)</i> <i>-Mental Images</i></p> <p>Phonics: <i>-Hear different vowel sounds.</i> <i>-Read different vowel sounds.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>-Opinion/ Persuasive Writing</i> <i>-Writing persuasive letters about reduce, reuse, recycle</i> <i>-Poetry</i></p>	<p>Earth Day <i>-Revise & Finalize PSAs</i></p> <p>Earth Day Project Celebration</p>	<p><i>-Attributes of 2D and 3D shapes</i> <i>-Composing and Partitioning shapes into halves and fourths</i> <i>-Coins : Quarters</i> <i>-Ordering and measuring objects</i></p>
May	<p>EOY mClass Reading Assessments (3 weeks) – <i>-Explore biographies</i></p>	<p><i>-Poetry</i> <i>-Introduce Biographies</i> <i>-Biography immersion</i></p>	<p>Passion Project (each class will brainstorm possible topics they are interested in studying and then the students will vote)</p>	<p>Math Assessment Review & Re-teaching</p> <p>EOY Math Assessment</p>

	<p>Phonics: -Sounds for Y (Long e, Long i)</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>-Write a class biography</i> <i>-Link to holiday if possible</i> <i>-Research and write biography</i></p> <p>EOY Writing Assessment</p>		<p>Re-teaching</p>
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Second Grade

	<p>Reading</p>	<p>Writing</p>	<p>Responsive Classroom & Project Work: Social Studies & Science</p>	<p>Math</p>
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<p>August</p>	<p>Reading Routines & Second Grade Reading, Growth Spurt <i>-Readers choose HOW to read by:</i></p> <ul style="list-style-type: none"> • <i>Choosing what to read (a just-right book)</i> • <i>Practicing different ways/voices to read (scary, sing-songy, slowly, with excitement, like a news reporter, sad, in a funny voice, in your head)</i> • <i>Thinking deeply about the words on the page before moving on to the next page</i> <p><i>-Second grade readers take a sneak peek to decide HOW a book wants to be read by:</i></p> <ul style="list-style-type: none"> • <i>Looking at the book cover and at the blurb on the back of the book</i> • <i>Looking at the table of contents and at a few pages inside the book</i> <p><i>-Readers get stronger by</i></p>	<p>Launching WW, Writing Routines & Lessons From the Masters: Improving Narrative Writing <i>-Students will learn WW procedures.</i></p> <ul style="list-style-type: none"> • <i>Materials: writer's notebook, pen/pencil</i> <p><i>Procedures include: coming to the rug, desk, work, and organization of writing notebook, conferencing, and general expectations during Writers Workshop.</i></p> <p><i>-Writers know where materials are stored in the classroom.</i></p> <p><i>- Writers know how to get started.</i></p> <ul style="list-style-type: none"> • <i>heart map</i> • <i>choose a seed story</i> • <i>plan/rehearse story</i> <p><i>begin drafting</i></p> <p><i>-Writers build their writing stamina.</i></p> <p><i>- Writers know what to do when their teacher is conferencing.</i></p> <p><i>- Writers know what conferences look like</i></p> <p><i>- Writers know what to do when they think they are done.</i></p> <p><i>- Writers carry on</i></p>	<p>Establishing Our Classroom Community <i>-Hopes and dreams</i> <i>-Rules</i> <i>-Building Empathy</i> <i>-Empathy Read Alouds</i> <i>-Responsive Classroom Read Alouds</i></p> <p>Science & Social Studies: Sound & Culture Project <i>-Understand the meaning and importance of personal responsibility and self-awareness.</i> <i>-Understand the relationship between self and others in the broader world.</i> <i>-Use communication strategies effectively for a variety of purposes and audiences.</i> <i>-Use creative strategies to make decisions and solve problems</i></p>	<p>Building a Math Community BOY Math Assessment <i>-Guided Discovery</i> <i>-Introducing Stations</i></p> <p><i>-Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100 (only up to 20 at this point), on a number line diagram</i> <i>-Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two 1-digit numbers</i></p> <p><i>-Determine whether a group of objects (up to 20) have an odd or even number of members (e.g., by pairing objects or counting them by 2s); write an equation to express an even number as a sum of two equal addends.</i></p>
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	<p><i>setting goals and reading A LOT.</i> <i>. Readers read in longer phrases, scooping up “snap” (words they can read right away) words by finding words they can read easily and right away (in a snap).</i> <i>-Readers keep tabs on comprehension by stopping, thinking, then retelling.</i> <i>-Second graders can mark their thinking with a post-it by stopping and jotting a word or two while reading.</i></p> <p><i>-Intro to Class Library</i> <i>-How to book shop</i> <i>-Choosing a Just Right Book & Spot to Read</i> <i>-Real Reading vs. Fake</i> <i>-Introducing Stations</i> <i>-Pocket Chart</i> <i>-Reading Response</i> <i>-Word Work</i></p> <p>Phonics: <i>-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words?</i> <i>-Show what I have learned about letters and sounds by</i></p>	<p><i>independently during writing</i> <i>- Strong writers capture everyday moments and collect ideas by jotting down ideas and drawing from their heart map</i> <i>- Writers stretch out small moments.</i></p> <p><i>-Write a narrative with juicy details.</i> <i>-Use temporal (transition) words to explain the order of my story.</i> <i>-Edit and revise my writing with the help of teachers and peers.</i> <i>-Recall information from my life and my reading to help me answer a question.</i> <i>- Strong writers tell the story across your fingers (planning). They plan and let their stories grow by trying things out and thinking as they write</i> <i>- Writers zoom in on small moments so their reader can take it in with all their senses by adding lots of details</i> <i>- Writers craft powerful ending by working hard rewriting and asking ‘what</i></p>		
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	<p><i>figuring out words.</i> - <i>Strategies to understand unfamiliar words</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>do I need to do to strengthen?</i> - <i>Writers reread their pieces to make sure it makes sense and has accurate punctuation (capitalization, punctuation, sentence structure).</i></p> <p>Word Work: -<i>Identify common and proper nouns.</i> -<i>Use common and proper nouns when writing.</i></p> <p>Handwriting: -<i>Review and re-teach proper upper & lower case manuscript formation and spacing</i></p> <p>BOY Writing Assessment</p>		
<p>September</p>	<p>BOY mClass Reading Assessments (3 weeks in Sept.) – data for Guided Reading Groups & Phonics Instruction</p> <p><i>-Second graders roll up their sleeves to figure out tricky words, drawing on</i></p>	<p><i>-Writers Revise to Create a Particular Effect on Their Reader by revising on the go</i> - <i>Writers use books as writing resources by studying different parts of the book asking "could I write like this?"</i></p>	<p>Sound -<i>Vibrating objects produce sound.</i> -<i>Pitch can be higher and lower. The length of an air column determines if pitch is high or low.</i> -<i>Parts of my body vibrate in</i></p>	<p><i>-Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</i></p>

	<p><i>everything they know by:</i></p> <ul style="list-style-type: none"> • <i>Checking the picture and thinking, “What word would make sense here?”</i> • <i>Using what’s happening in the story to figure out the word</i> • <i>Looking through the WHOLE word, part by part</i> • <i>Looking for a word inside a word</i> • <i>Taking a guess</i> • <i>Covering up the word and asking, “What word would make sense here?”</i> • <i>Looking at the first and last letters of the word</i> <p><i>-Readers use more than one strategy at a time by:</i></p> <ul style="list-style-type: none"> • <i>Rereading a sentence to see what word probably goes there</i> • <i>Checking the word by rereading the first chunk</i> • <i>Asking, “Does it look right?” then rereading</i> • <i>Asking, “Does it</i> 	<ul style="list-style-type: none"> - <i>Writers revise in a meaningful way. Writers make their pieces more powerful by trying out craft moves learned from a mentor author (onomatopoeias, zooming in on the action, dialogue, etc.).</i> - <i>Writers edit as they use mentor authors to learn about precise, beautiful language</i> - <i>Writers write in meaningful way by understanding that authors choose certain craft moves with intent</i> - <i>Writers revise their work by using precise word choices and focus on the most important part</i> - <i>Writers ensure their writing is ready for an audience by using an editing checklist</i> - <i>Writers deal with writer’s block by examining a mentor text to find something they admire and can try out for themselves.</i> - <i>Writer’s take risks when they write by trying new things even when they’re not perfect.</i> 	<p><i>order to produce and receive sound.</i></p> <ul style="list-style-type: none"> -<i>Identify parts of the ear.</i> -<i>Understand and respect cultures from around the world.</i> -<i>Understand how stories, art, music, food have shaped culture of communities.</i> -<i>Understand different cultural expressions.</i> -<i>Identify cultural traditions and key historical figures and events.</i> 	<p><i>One-Step problems:</i></p> <ul style="list-style-type: none"> ○ <i>Add to/Take from - Start Unknown</i> ○ <i>Compare - Bigger Unknown</i> ○ <i>Compare - Smaller Unknown</i> <p><i>Two-Step problems involving single digits (not until cluster 6)</i></p> <ul style="list-style-type: none"> ○ <i>Add to/Take from- Change Unknown</i> ○ <i>Add to/Take From- Result Unknown</i> <p><i>-Count within 1,000; skip-count by 5s, 10s, and 100s. (only to 100 at this point of the year)</i></p> <p><i>-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand the following as special cases: 100 can be thought of as a bundle of 10 tens—called a “hundred.” The numbers 100, 200, 300,</i></p>
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	<p><i>make sense?” then rereading</i></p> <p><i>-Readers notice that some beginnings and endings of words can be read in a snap by:</i></p> <ul style="list-style-type: none"> • <i>Checking if the word sounds right</i> • <i>Noticing lots of words with the same beginnings (prefixes ex: pre/un)</i> • <i>Noticing lots of words with the same endings (suffixes ex: ing/ly/ed/er/s/es)</i> <p><i>Using the strategy “Look, Read, Spell, Write, Look, Read”</i></p> <p><i>- Don’t forget the middle! Readers are flexible when they encounter vowel teams (combinations) in tricky words by:</i></p> <ul style="list-style-type: none"> • <i>Identifying vowel teams (combinations) that can say more than one sound (ex: /ea/, /oo/, /ou/, /ee/, /oa/, /oi/)</i> • <i>Trying more than one sound to figure out the middle of a tricky</i> 	<p>Word Work:</p> <ul style="list-style-type: none"> <i>-Identify collective nouns.</i> <i>-Give examples of collective nouns when writing.</i> <i>-Capitalize proper nouns (holidays, product names and geographic names).</i> <p>Handwriting:</p> <ul style="list-style-type: none"> <i>-Review proper upper & lower case manuscript formation and spacing</i> 		<p><i>400, 500, 600, 700, 800, 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones).</i></p> <p><i>-Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</i></p> <p><i>-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i></p>
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	<p><i>word</i></p> <ul style="list-style-type: none"> • <i>Sorting words to name the vowel sounds that vowel teams (combinations) can make</i> • <i>Trying different sounds when you see a vowel team (combinations)</i> <p><i>-Rereading words asking, "Does it sound right?" If not, try a different sound</i></p> <p>Phonics: <i>-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words?</i> <i>-Show what I have learned about letters and sounds by figuring out words.</i> <i>- Strategies to understand unfamiliar words</i></p> <p>Small Guided Reading Groups Begin at the student's instructional reading level</p>			
<p>October</p>	<p><i>- Readers have strategies for figuring out brand-new words, too by:</i></p> <ul style="list-style-type: none"> • <i>Asking, "What does this tricky word</i> 	<p><i>- Writers improve their writing by getting feedback from a peer</i></p> <p><i>- Writers revise their stories for correct spelling by using</i></p>	<p>Social Studies-Mapping Countries & Cultures</p> <p><i>-Read a map using its symbols to find streets, roads and</i></p>	<p><i>-Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</i></p>

	<p><i>mean?"</i></p> <ul style="list-style-type: none"> • <i>Substituting a synonym that makes sense for the tricky word</i> • <i>Drawing a picture to show what the word means</i> • <i>Picturing the story in your mind and thinking of a word that makes sense</i> • <i>Covering up the tricky word and thinking of another word to replace it</i> <p><i>- Readers check themselves and their reading by:</i></p> <ul style="list-style-type: none"> • <i>Not waiting for someone else to catch their mistakes</i> • <i>Stopping as soon as something doesn't seem or sound right and fixing it</i> • <i>Rereading the word or sentence</i> • <i>Fixing the mistake so it makes sense</i> • <i>Monitoring reading pace (not going too fast or too slow)</i> 	<p><i>all the spelling strategies you have learned from word work</i></p> <p><i>- Celebrating: Writers send their writing out into the world by sharing it with an audience and celebrating their accomplishments</i></p> <p>Word Work:</p> <ul style="list-style-type: none"> <i>-Identify irregular plural nouns.</i> <i>-Form irregular plural nouns when writing.</i> <i>-Form and use frequently occurring irregular plural nouns.</i> <p>Handwriting:</p> <ul style="list-style-type: none"> <i>-Review proper upper & lower case manuscript formation and spacing</i> 	<p><i>buildings.</i></p> <ul style="list-style-type: none"> <i>-Use a scale to calculate miles on a map.</i> <i>-Identify the cardinal directions.</i> <i>-Create a map using symbols, legends, and cardinal directions.</i> <i>-Know the difference between rural, urban, and suburban communities.</i> <i>-Identify between states, towns, counties, and continents.</i> <i>-Identify mountains, hills, valleys, plateaus, plains, oceans, rivers, bays, and streams on a map.</i> <i>-Know the difference between rural, urban, and suburban communities.</i> <i>-Identify between states, towns, counties, and continents.</i> <i>-Identify mountains, hills, valleys, plateaus, plains, oceans, rivers, bays, and streams on a map.</i> <i>- Students learn about various cultures. Student make items from their culture and sell it at the parade. (Students choose 5 different countries to study)</i> <p>Sound & Culture Parade</p>	<ul style="list-style-type: none"> <i>-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i> <i>-Compare two 3-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</i> <i>-Explain why addition and subtraction strategies work, using place value and the properties of operations.</i>
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	<p>- Readers notice that authors have intentions by noticing ways authors make them react when they read.</p> <p>- Readers don't just notice craft moves-they try them! by choosing a page they love in a book, identifying the craft move, and trying it in their writing.</p> <p>- Readers think about how the whole book clicks together, noticing masterful writing by asking HOW does the author make the story "click" together after reading the ending of the book.</p> <p>- Readers think, "What does the author want to teach me?" by:</p> <ul style="list-style-type: none"> • Taking a peek at the cover or at a few pages of the book to predict a lesson one can learn from the story • Identifying a lesson one can learn from the story • Talking with a partner about a lesson one can learn from the story 		<p>Project Celebration</p> <p>Mini Government Passion Project:</p> <p>-Identify services that the government provides.</p> <p>-I know that services are valuable to the community.</p> <p>-I know that the government works to serve the needs of the people in a community.</p> <p>-Know that the government creates laws.</p> <p>-Describe the characteristics of good citizen.</p> <p>Hold a class presidential race, looking at current government officials (local, state, and federal).</p>	
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	<p><i>- Readers celebrate how much they have grown by helping readers grow by giving them tips and advice about a book using post-its.</i></p> <p>Phonics: <i>-Decode words with short and long vowels? How do I use prefixes and suffixes to decode words? -Show what I have learned about letters and sounds by figuring out words. - Strategies to understand unfamiliar words</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>November</p>	<p>Becoming Experts: Reading Nonfiction <i>- Nonfiction readers grow knowledge by paying attention to details and putting the parts of the text together in their mind. - Nonfiction readers grow knowledge by keeping questions in mind as they read.</i></p> <p><i>-I'm noticing... -I'm learning... -I'm wondering...</i></p>	<p>Informational: Lab Reports and Science Books Writing as Scientists Do <i>-Scientists write in a lab report format by forming a hypothesis, and conducting & recording the experiment. - Scientists ask questions by going through a scientific process; they come up with their own experiments and questions - Scientists share scientific</i></p>	<p>Social Studies: Goods and Services Business Project-The General Store <i>-Understand that wants and needs drive the economy. -Identify examples of businesses in my community (school). -Identify ways I can be a consumer and producer and can explain the concept of supply and demand</i></p>	<p><i>-Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</i></p> <p><i>-Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</i></p>

	<p>- Readers grow knowledge from books by putting what they see and think together and asking “What is this book teaching me?”</p> <p>- Readers preview all the different parts of the book when they take a sneak peak by looking at each part and thinking “How does this book go?”</p> <p>- Readers celebrate the gift of learning something new by anticipating that a book will surprise them and teach them something.</p> <p>Phonics:</p> <p>- Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>-Decode words with short and long vowels</p> <p>Small Guided Reading Groups at the student’s instructional reading level</p>	<p>ideas/conclusions by collecting results and forming new hypotheses</p> <p>- Writers can use a checklist to make sure they include all components of a piece.</p> <p>- Scientists study their results to learn, think write, and experiment more.</p> <p>- Scientists write about experiments by using expert words.</p> <p>Writing to Teach Others About Our Discoveries</p> <p>-Nonfiction writers consider new questions by comparing results and reading more expert materials</p> <p>- Nonfiction writers design and write new experiments by revisiting their experiments and asking, “what am I wondering? What else do I want to find out? What is my plan?”</p> <p>Then they experiment again</p> <p>- Nonfiction writers make their writing more precise by using specific language when editing.</p> <p>Word Work:</p> <p>-Identify verbs.</p>		
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		<p><i>-Identify past tense forms or irregular verbs (sat, hid, told)</i> <i>-Give examples and use past tense of irregular verbs in writing.</i> <i>-Give examples and use past tense of irregular verbs when speaking.</i></p> <p>Handwriting: <i>-Review proper upper & lower case manuscript formation and spacing</i></p>		
<p>December</p>	<p><i>-Readers understand they will learn new vocabulary in nonfiction by anticipating it and jotting it down.</i> <i>-Readers notice and understand keywords by recognizing text features such as boldface words, text boxes, labels, glossaries—the works!</i> <i>-Readers unlock key words by using the whole page and everything they know about the topic to figure out what it probably means.</i> <i>- Readers solve tricky words by playing around with the word, trying it one way and then another.</i></p>	<p>Information Books: Nonfiction Writers are Experts Because They Draw on What They Know Well and Rehearse it to Plan Their Information Books <i>-Nonfiction writers plan and write chapters by rehearsing (talking, sketching, and then teaching people about their topic).</i> <i>- Nonfiction writers integrate scientific information into their writing by studying mentor texts</i> <i>- Nonfiction writers use comparisons by comparing something new to</i></p>	<p>Goods and Services <i>-Identify my wants and needs.</i> <i>-Know what it means to trade or barter for something.</i> <i>-Make good decisions when using my money for spending and saving.</i></p>	<p><i>-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</i></p> <p><i>-Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).</i></p>

	<p>Phonics: -Use prefixes and suffixes to decode words -Know and apply grade-level phonics and word analysis skills in decoding words). Decode regularly spelled two-syllable words with long vowels.</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>something their readers already know well</i></p> <ul style="list-style-type: none"> - Nonfiction writers give their piece meaning by slowing down the writing and focusing on pictures, drawings, and images. - Nonfiction writers grab their reader's attention by using engaging introductions and conclusions - Nonfiction writers edit by rereading to make their writing easier to read (insert capitals, punctuation, and apostrophes where needed). <p>Word Work:</p> <ul style="list-style-type: none"> -Identify adjectives. -Identify adverbs. -Give examples and use adjectives when writing. -Give examples and use adverbs when writing. -Give examples and use adjectives when speaking. -Give examples and use adverbs when speaking. <p>Handwriting:</p> <ul style="list-style-type: none"> -Review proper upper & lower case manuscript formation and spacing 		
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<p>January</p>	<p>MOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p> <ul style="list-style-type: none"> -Readers know how to reread keywords they've just learned by moving more smoothly through the parts to grow even more knowledge about the topic. - Readers become experts on their topic by “talking the talk, walking the walk,” and being able to teach others about it. - Readers know a topic best by reading a bunch of books on that topic. - Readers add to their knowledge of the topic by reading a couple of books on that topic. - Readers think and rethink about how information that seems disconnected across books actually is connected by looking again and trying a different way of naming what’s going on. - Readers find, think, and talk about subtopics in a book by exploring what is the same and what is 	<p>Opinion-Writing About Reading</p> <p>Writers Write Letters to Share Ideas About Reading</p> <ul style="list-style-type: none"> -Writers use conversations as rehearsals for writing. - Writers use conversations as rehearsals for writing. - Writers write with a specific audience in mind. - Writers use checklists to set goals. <p>Writers Often Write About More Than One Part of a Books</p> <ul style="list-style-type: none"> -Writers read closely to generate new writing - Writers gather evidence to support opinions (back up your opinion with facts). - Writers pushing their opinions. <p>Word Work:</p> <ul style="list-style-type: none"> -Identify context clues within a sentence to construct meanings of unknown/multiple meaning words. -Know root words and prefixes help me to determine meaning -Identify second grade root words and their meanings. 	<p>Goods and Services</p> <ul style="list-style-type: none"> -Ask for a loan to start our class business. -Design a multimedia presentation? -Create audio recordings. -Purchase materials & goods <p>Small Business – The General Store Project Celebration</p>	<ul style="list-style-type: none"> -Add up to four 2-digit numbers using strategies based on place value and properties of operations. -Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. -Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. -Explain why addition and subtraction strategies work, using place value and the
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	<p><i>different about each book.</i> - Readers retell the topic (not the book) by using the words they own and all the information they have added together. - Readers teach in ways that get others to learn a lot by marking the parts, thinking about what they want to say, and using their voice to help people listen and learn a lot.</p> <p>Phonics: -Use prefixes and suffixes to decode words -Know and apply grade-level phonics and word analysis skills in decoding wordsc). Decode regularly spelled two-syllable words with long vowels.</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>-Apply knowledge of common root words to solve words with the same root.</i></p> <p>Handwriting: -Review proper upper & lower case manuscript formation and spacing</p>		<p><i>properties of operations.</i></p>
<p>February</p>	<p>Bigger Books Mean Amping Up Reading Power -Readers change their read-aloud voice by rereading aloud or in their head.</p>	<p><i>- Writers prove it!!!! Add Quotes!</i> - Writers compare characters, series, or kinds of books to explain why they think one is better/best.</p>	<p>Science: Weather & Life Cycles Project Weather -I know that light travels from the sun to the earth.</p>	<p><i>-Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</i></p>

	<p>- Nonfiction readers grow knowledge by keeping questions in mind as they read.</p> <p>-I'm noticing...</p> <p>-I'm learning...</p> <p>- Readers grow knowledge from books by putting what they see and think together and asking "What is this book teaching me?"</p> <p>- Readers preview all the different parts of the book when they take a sneak peak by looking at each part and thinking at each part and thinking "How does this book go?"</p> <p>- Readers celebrate the gift of learning something new by anticipating that a book will surprise them and teach them something.</p> <p>- Readers notice when an author has done something special by thinking extra hard to make sure they understand what the author is trying to say</p> <p>- Readers compare two different things by thinking about how they are alike</p> <p>Phonics:</p>	<p>- Writers can give readers signposts and rest stops</p> <p>- Good writers write introductions & conclusions to captivate</p> <p>- Good writers use a checklist to set goals.</p> <p>- When writers meet one goal, they set another. Writers work continuously to get better.</p> <p>- Writers share books in hopes of convincing others to read the books they love.</p> <p>Word Work:</p> <p>-Identify reflexive pronouns.</p> <p>-Give examples and use reflexive pronouns when writing.</p> <p>-Give examples and use reflexive pronouns when speaking</p> <p>-Use commas in greetings and closings of letters</p> <p>Handwriting:</p> <p>-Review proper upper & lower case manuscript formation and spacing</p>	<p>-Classify numbers that are used to describe air temperature, wind speed, and the amount of precipitation.</p> <p>-Identify the weather patterns by the time of day and time of year.</p> <p>-Predict weather trends using weather instruments.</p> <p>-Black History Month Empathy Read Alouds</p>	<p>between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>-Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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	<p><i>-Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b). Know spelling-sound correspondences for additional common vowel teams. c)Decode regularly spelled two syllable words with long vowels.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>March</p>	<p><i>-Readers Notice how the author is playing with language by using two meanings for a phrase (one literal and one idiomatic) by stopping and thinking what would make sense?</i></p> <p><i>- Readers notice special language in a book by thinking about the writer's craft and the special meaning the author wants them to get from the language</i></p> <p><i>- Readers better understand longer books by talking, clarifying, and</i></p>	<p>Poetry: Big Thoughts in Small Packages Seeing with Poets' Eyes <i>-Poets listen for line breaks.</i> <i>- Poets put powerful thoughts in tiny packages.</i> <i>- Poets find poems in the strong feelings and concrete details of life.</i> <i>- Poets edit their poetry.</i></p> <p>Word Work: <i>-Use an apostrophe to form a contraction</i> <i>-Identify simple sentences.</i> <i>-Identify compound sentences.</i></p>	<p>Weather <i>-Identify the types of matter (solid, liquid, gas).</i> <i>-Illustrate how matter changes from a solid to a liquid to a gas and vice versa.</i></p> <p><i>-Measure and weigh water (frozen and liquid) in different containers. I can compare and contrast the results.</i></p>	<p><i>-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</i></p> <p><i>-Estimate lengths using units of inches, feet, centimeters, and meters.</i></p> <p><i>-Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</i></p>

	<p><i>asking questions with same book partners</i></p> <ul style="list-style-type: none"> - Readers understand longer and more complex books by remembering to pause at the end of a chapter to think “what’s the main event that happened in this chapter?” and /or using a post-it note reminder - Readers recognize when they get off track by stopping, re-reading, and answering questions. - Readers can invent ways to solve reading problems (mixing up characters, forgetting what happened, and wondering how things fit together) by using writing to help them tackle confusing parts. - Readers support each other’s reading by giving helpful feedback - Celebration: Readers understand they can be researchers by noticing what they do and how they do it. <p>Phonics: <i>d).Decode words with</i></p>	<p><i>-Rearrange simple sentences into a compound sentence.</i></p> <p>Handwriting:</p> <ul style="list-style-type: none"> -Review proper upper & lower case manuscript formation and spacing 		<p><i>-Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</i></p> <ul style="list-style-type: none"> - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using Published by TE21, Inc. May 2016 3 www.te21.com Unit Standards Major Topics/Concepts drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).
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	<p><i>common prefixes and suffixes e). Identify words with inconsistent but common spelling-sound f)Recognize and read grade appropriate irregularly spelled words.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
April	<p>Series Book Clubs <i>-Readers aim to be experts on a particular series of books by collecting lots of information about the main characters (e.g., previewing the first book in a series and paying close attention to what they learn about them. - Readers learn a lot about a character by thinking about how the character responds to problems. - Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels. - Readers become an expert on characters by thinking about the things</i></p>	<p>Poets Think Carefully About the Words They Choose (precise words) <i>-Poets can insert pattern through repetition in their poems - Poems are moody. - One way poets' make meaning is to compare one thing to another. - Poets really stretch out a comparison.</i></p> <p>Word Work: <i>-Produce simple and complex sentences. -Expand on simple and complex sentences. -Use the meaning of individual words to predict the meaning of a compound word.</i></p> <p>Handwriting:</p>	<p>Life Cycles <i>-Summarize the life cycles of animals: birth, growing up, having a baby, and death. -Compare and contrast life cycles of 2 animals. -Compare and contrast me and my parents. -Know that plants and animals look like their parents. -Compare and contrast different kinds of organisms.</i></p>	<p><i>- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using Published by TE21, Inc. May 2016 3 www.te21.com Unit Standards Major Topics/Concepts drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem). -Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. -Partition circles and</i></p>

	<p><i>they have learned in an effort to understand them better</i></p> <ul style="list-style-type: none"> - Readers predict what a star character will do next by drawing on their knowledge of the star character's behavior. - Readers know and understand their characters even better by studying each character's relationship with others; e.g., How does each character <u>act</u> around other characters? - Class Inquiry: What do authors do to paint a vivid picture with words? - Readers know exactly what is happening in a story, and how, by paying close attention to the precise words that authors use. <p>Phonics:</p> <ul style="list-style-type: none"> -Know and apply grade-level phonics and word analysis skills in decoding words) a)Distinguish long and short vowels when reading regularly spelled one- 	<p><i>-Review proper upper & lower case manuscript formation and spacing</i></p>		<p><i>rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape</i></p>
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	<p><i>syllable words.</i> <i>b) Know spelling-sound correspondences for additional common vowel teams.</i> <i>c) Decode regularly spelled two-syllable words with long vowels.</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>May</p>	<p>EOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p> <p><i>-Readers figure out what the author REALLY MEANS by noticing the ways in which s/he uses words to make even a simple thing be extraordinary</i> <i>- Readers predict how a story will go by using what they know about the other stories in the series</i> <i>- Readers know how a story should sound (i.e., like a storyteller) by listening to and LOOKING at the author's words and the way</i></p>	<p><i>- Poets study a mentor text with poets' eyes.</i> <i>Poets match structures to feelings.</i> <i>-Poets sometimes write from a point of view other than their own.</i> <i>- Revising Poems: Reading aloud to Find Trouble Spots</i></p> <p>Word Work: <i>-Produce simple and complex sentences.</i> <i>-Expand on simple and complex sentences.</i> <i>-Use the meaning of individual words to predict the meaning of a compound word.</i></p>	<p>Weather & Life Cycles <i>-Contribute and collaborate on a group research and writing project</i> <i>-I can work with others on a group project.</i> <i>-Speak using complete sentences using key ideas and details?</i> <i>-Use complete sentences to explain my ideas.</i> <i>-Recount the key ideas from a text read aloud.</i></p> <p>Weather & Life Cycles Project Celebration</p>	<p><i>-Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</i></p> <p><i>-Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape</i></p>

	<p><i>those words are placed on the page; e.g., bold, italics, large type, commas, and periods.</i></p> <ul style="list-style-type: none"> - <i>Class Inquiry: Why did the author choose to end the story this way? Is there an important lesson for us to learn?</i> - <i>Readers share their love of a book or book series by inventing ways to get others to love that book, too; e.g., write nominations, talk about the book, leave notes to the reader, act out parts.</i> - <i>Readers share a book or series of books by preparing a wonderful, thoughtful presentation</i> - <i>Readers share a book or book series by telling important things about the book</i> - <i>Readers debate their opinions they have about their books by reading and rereading to collect evidence to support those opinions</i> - <i>Celebration: Readers strengthen their opinions about their book by using examples from it; say “In</i> 	<p>EOY Writing Assessment</p>		<p>Math Assessment Review & Re-teaching</p> <p>EOY Math Assessment</p> <p>Re-teaching</p>
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<p><i>the book...</i>” or “<i>For example,...</i>”</p> <p>Phonics: <i>-Know and apply grade-level phonics and word analysis skills in decoding words)</i> <i>a)Distinguish long and short vowels when reading regularly spelled one-syllable words.</i> <i>b) Know spelling-sound correspondences for additional common vowel teams.</i> <i>c)Decode regularly spelled two-syllable words with long vowels.</i></p> <p>Small Guided Reading Groups at the student’s instructional reading level</p>			
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Third Grade

	Reading	Writing	Responsive Classroom & Project Work: Social Studies & Science	Math
August	<p>Reading BOG</p> <p>Reading Routines & Building a Reading Life <i>Making a Reading Life</i> **Use the book <u>Stone Fox</u> -Readers make plans to become stronger by</p> <ul style="list-style-type: none"> reflecting on what's easy about reading and what's hard setting reading goals pausing to stop and think about what's working and what is not having several books available at a time so they always have one to read <p>-Readers value reading time by being engaged in their reading -Readers choose just right books by</p> <ul style="list-style-type: none"> using the five finger rule 	<p>BOY Writing Assessment</p> <p>Writing Routines, Launching Writing Workshop, & Narrative: Crafting True Stories <i>Writing Personal Narratives With Independence</i> -Writers generate seed ideas by thinking about turning points in their lives that can include people, places and things.</p> <ul style="list-style-type: none"> Begin to gather seed ideas and generate entries. Brainstorm seed ideas by making lists of people who matter, first times, last times, or times you realized something. <p>-Students begin writing on their topics - Writers write a small moment about someone by</p>	<p>Establishing Our Classroom Community -Hopes and dreams -Rules -Building Empathy -Empathy Read Alouds -Responsive Classroom Read Alouds</p> <p>Science: Plants, Seeds, and Soil Project -Explain the jobs of plant attributes. Roots – absorb nutrients Stems – provide support Leaves – synthesize food Flowers – attract pollinators and produce seeds for reproduction</p>	<p>Building a Math Community & Setting Math Routines</p> <p>-BOY Math Assessment</p> <p>-Guided Discovery -Introducing Math Stations Add and subtract up to and including 1,000.</p> <ul style="list-style-type: none"> Use estimation strategies to assess reasonableness of answers. Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems. Use expanded form to add and subtract whole numbers less than or equal to 1,000. <p>-Use models to find the product of a one-digit whole number by a range 10–90</p>

	<ul style="list-style-type: none"> • <i>being able to hold onto the story (retell, summarize, discuss characters/story elements)</i> • <i>being able to read the text without frustration</i> <p><i>selecting books that are interesting to them</i></p> <p><i>- Readers set goals by</i></p> <ul style="list-style-type: none"> • <i>using what they know about themselves as readers to decide what to practice</i> <p><i>using a reading log</i></p> <p><i>- Readers use systems to find and share books by</i></p> <ul style="list-style-type: none"> • <i>categorizing books into bins</i> • <i>creating baskets of favorites</i> <p><i>creating book buzzes</i></p> <p><i>- Reading partners work together by</i></p> <ul style="list-style-type: none"> • <i>learning about each other as readers</i> <p><i>listening to each other and responding</i></p> <p>Understanding the Story</p> <p><i>-Readers make sense of</i></p>	<p><i>thinking of a person who matters to them</i></p> <p><i>- Writers write a small moment about a place by thinking of a place that matters to them</i></p> <p><i>- Writers let the things around them remind them of their memories by looking around and letting what they see remind them of a story</i></p> <p><i>- Writers improve their writing by looking back and thinking, “Have I grown?” as well as looking forward and asking, “What can I do to improve?”.</i></p> <p><i>- Writers edit as they are writing by thinking about the words they know how to spell.</i></p> <p>Word Study:</p> <p><i>*Spelling Inventory</i></p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting:</p>		<p><i>(e.g., 9 × 80, 5 × 60) using strategies based on multiple of 10 in the range 10–90.</i></p> <p><i>-Solve two-step word problems using addition, & subtraction,</i></p>
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	<p><i>what they're reading by</i></p> <ul style="list-style-type: none">● <i>noticing who's telling the story</i>● <i>asking what's going on</i> <p><i>slowing down and looking carefully at the details</i></p> <p><i>-Readers understand their stories better by</i></p> <ul style="list-style-type: none">● <i>stopping and thinking about the text</i>● <i>reading closely, paying attention to the language used in the story</i>● <i>asking themselves questions about the story</i>● <i>asking themselves who is in this part?</i>● <i>asking themselves what just happened?</i>● <i>asking themselves does what just happened fit with something that already happened or is it new?</i>● <i>Stopping to jot information about a character</i>● <i>asking themselves</i>	<p><i>-Review proper upper & lower case manuscript formation and spacing</i></p>		
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	<p><i>why the author chose to</i></p> <ul style="list-style-type: none"> • <i>making connections to themselves, other texts, and to the world</i> • <i>making a mind picture</i> • <i>using post-its to mark spots that stand out</i> • <i>using post-its to track their thinking</i> <p><i>predicting what will happen next</i></p> <p><i>* Just Right Books</i></p> <p><i>*Introduce Literacy Stations</i></p> <p>Phonics:</p> <p><i>-Review closed and Closed and VCe syllables</i></p> <p><i>-Review identifying syllables</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>September</p>	<p>BOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p>	<p><i>Becoming a Storyteller on the Page</i></p> <ul style="list-style-type: none"> - <i>Writers rehearse by story-telling their story in many different ways</i> - <i>Writers try on different leads for size by studying</i> 	<p>Plants, Seeds, and Soil</p> <ul style="list-style-type: none"> -<i>Explain how environmental conditions determine how well plants survive and grow.</i> -<i>Summarize the distinct stages of the life cycle of seed plants</i> 	<ul style="list-style-type: none"> -<i>Reason with shapes and their attributes.</i> • <i>Recognize examples and non-examples of types of quadrilaterals. Draw examples of quadrilaterals that do not</i>

	<p>- Readers envision by</p> <ul style="list-style-type: none"> • making a mental movie • making note of character expressions and gestures <p>using key details to add to their mental movies</p> <p>- Readers monitor comprehension by</p> <ul style="list-style-type: none"> • paying attention to details • note-taking: collecting information about a text • using post-its to mark spots that stand out <p>using post-its to track their thinking</p> <p>- Readers understand their stories better by</p> <ul style="list-style-type: none"> • making predictions about what might happen later in the story <p>looking for evidence to support their predictions</p> <p>- Readers make higher level predictions by including details about how</p>	<p>the works of authors and then trying out different ways to improve their stories</p> <p>- Writers notice what other authors do to make their writing so powerful and meaningful by studying texts, and identifying what makes that story come alive in their minds</p> <p>- Writers improve their stories by revising. Writers tell the inside story by including thoughts, feelings, and responses to what is happening</p> <p>- Writers begin new paragraphs to help organize their stories by noticing when there is a new subtopic, when time has moved forward, or when a new person is speaking.</p> <p>Writing with New Independence on a Second Piece</p> <p>-Writers take charge of their own writing by thinking back over everything they know how to do and making a work plan for their writing</p> <p>- Writers realize that</p>	<p>-Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.</p> <p>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions.</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d) Explain their own ideas and understanding in light of the discussion.</p>	<p>belong to any of these subcategories.</p> <ul style="list-style-type: none"> • Describe the attributes of rhombuses, rectangles, squares, parallelograms, and trapezoids based on their side lengths, number of parallel sides, and the presence or absence of right angle
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	<p><i>things might happen later in the story</i></p> <ul style="list-style-type: none"> - Readers understand a story better by retelling the big moments in a story across a timeline - Reading partners enhance comprehension by <ul style="list-style-type: none"> ● recounting important events ● conveying the big idea supported by text evidence ● recounting character traits, feelings, and motivations <p><i>using a timeline to retell only the key points of a text</i></p> <ul style="list-style-type: none"> -Readers go from good readers to great readers by working with grit -Readers develop grit by <ul style="list-style-type: none"> ● reading almost every day at school and at home ● reading more than is required of them ● filling out their reading logs truthfully ● reading books in different genres ● reading texts that 	<p><i>revision takes place throughout the writing process by remembering the qualities of good writing that they learned and using those qualities in each of their writing pieces</i></p> <ul style="list-style-type: none"> - Writers elaborate by adding dialogue, action, thoughts and setting details. Writers check to make sure that their details are balanced and that dialogue doesn't overwhelm. - Writers punctuate dialogue by being mindful that when people are talking in the story, they need to capture their exact words and use quotation marks to signal, 'These are the exact words the person said'. <p>Word Study:</p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting:</p>		
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	<p><i>are a little hard setting goals as a reader</i> <i>-. Readers figure out tricky words by</i></p> <ul style="list-style-type: none">• <i>looking at how a word looks and the sounds the letters make</i>• <i>looking at suffixes and prefixes to break the word apart</i>• <i>using synonyms and antonyms</i>• <i>using context clues to think about what word would make sense</i>• <i>reading on and seeing what comes next and then rereading the text</i>• <i>checking in a glossary or a dictionary asking someone</i> <p>Phonics: <i>Review 2 Closed and Closed/VCe</i> <i>Point out that this first syllable is a prefix.</i> <i>con-</i> <i>ex-</i></p>	<p><i>-Review proper upper & lower case manuscript formation and spacing</i></p>		
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	<p><i>in-</i> <i>sub-</i> <i>Im-</i> <i>re-</i></p> <p>-Teach New Closed Prefixes <i>mis-</i> <i>un-</i> <i>dis-</i> <i>en-</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>October</p>	<p>- Readers access figurative language by thinking about what's going on in the story and figuring out what would make sense</p> <p>- Readers become faster and stronger readers by</p> <ul style="list-style-type: none"> ● rereading sentences and paragraphs to make sure they understand ● reading with expression and feeling <p>reading smoothly and with rhythm</p> <p>- Readers understand the story better by</p>	<p>Fixing Up and Fancying Up Our Best Work</p> <p>- When writers finish a piece of writing, they revise in big, important ways by reading their work like a stranger</p> <p>- Writers make their endings powerful by studying endings in mentor texts and focusing on important actions, strong images, and important dialogue.</p> <p>- Writers rely on checklists by reading each item on the list through a different lens and refining their writing as they go</p> <p>- Writers celebrate by</p>	<p>Plants, Seeds, and Soil</p> <p>-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>Plants, Seeds, and Soil Project Celebration</p>	<p>NC Math Check-In</p> <p>-Identify and explain patterns of multiplication on a hundreds board and/or multiplication table. *Understanding the concept, strategies, properties, word problems, patterns, & estimating</p> <p>-Use strategies to solve multiplication problems using factors up to and including 10. Illustrate and explain strategies including arrays, decomposing a factor, and the commutative property.</p> <p>-Use strategies such as arrays</p>

	<ul style="list-style-type: none"> • asking questions like "How could...?" and "Why?" and coming up with possible answers <p>noting questions on post-its and keeping an eye out for answers</p> <p>- Readers raise their level of comprehension by</p> <ul style="list-style-type: none"> • asking deeper questions • asking why did the author do _____ <p>- Celebrate with the end of <i>Stone Fox</i> and all the children have learned as readers.</p> <p>Reading to Learn: Grasping Main Ideas and Text Structures Determining Importance in Expository Texts</p> <p>. Readers prepare to read nonfiction by</p> <ul style="list-style-type: none"> • previewing it • identifying the parts <p>thinking about how the book seems like it will go</p> <p>-Readers preview the text by</p> <ul style="list-style-type: none"> • looking at text 	<p>reading their pieces to an audience/writing partner and answering questions about their piece</p> <p>Word Study:</p> <p>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</p> <p>Handwriting:</p> <p>-Review proper upper & lower case manuscript formation and spacing</p>		<p>and repeated subtraction, to solve division problems with a one digit divisor and a one digit quotient, to find numbers of groups or the number in each group.</p>
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	<p><i>features and asking themselves “what will this text mostly be about?”</i></p> <ul style="list-style-type: none">● <i>asking themselves “what do I already know about the topic?”</i> <p><i>noticing important subtopics</i> <i>- Readers summarize nonfiction text by</i></p> <ul style="list-style-type: none">● <i>pausing along the way to record important information</i>● <i>writing down the details they wish to take in and remember</i>● <i>using the boxes-and-bullets format</i>● <i>focusing on main ideas and supporting details</i>● <i>asking themselves “what did I just read?” after each section of text</i> <p><i>using their palms as a note-taking device (palm is main idea & fingers are supporting details)</i></p>			
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	<p>Phonics: -Review <i>r</i>-Controlled Syllables - Review Vowel Digraph Syllables</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>November</p>	<p><i>- Readers grasp the main ideas in nonfiction texts by</i></p> <ul style="list-style-type: none"> ● <i>reflecting on what they have just read</i> ● <i>using their prior knowledge to anticipate the subcategories</i> ● <i>asking themselves "Which sentence(s) pop out and seem especially big?"</i> <p><i>using "pop-out sentences" to help construct rough outlines of the text</i></p> <p><i>-Readers teach others well by</i></p> <ul style="list-style-type: none"> ● <i>organizing information into points</i> ● <i>using enactments, pictures/diagrams, comparisons to other subjects in</i> 	<p>Informational: The Art of Informational Writing Organizing Information</p> <p><i>- Informational writers rehearse their writing by actually teaching real students. One way they do this is by using their fingers as graphic organizers to structure subtopics</i></p> <p><i>- Informational writers make plans for organizing their work by considering different ways that their book can be structured, perhaps by listing different kinds and then different ways</i></p> <p><i>- Informational writers try on different organizational structures for their books by using boxes and bullets, cause and effect, problem-solution, or compare and</i></p>	<p>Science: Landforms Project</p> <p><i>-Compare the structures of the Earth's surface using models or three-dimensional diagrams.</i></p> <p><i>-Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).</i></p>	<p><i>-Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.</i></p> <p><i>-Use strategies to solve multiplication problems using factors up to and including 10. Illustrate and explain strategies including arrays, decomposing a factor, and the commutative property.</i></p> <p><i>-Demonstrate fluency with multiplication and division.</i></p>

	<p><i>order to help make ideas come to life</i></p> <ul style="list-style-type: none"> • <i>paying close attention to the main ideas and supporting details</i> • <i>learning all they can about their nonfiction texts in order to become experts</i> • <i>using an explaining voice</i> <p><i>using a teaching finger to point out charts, illustrations, and diagrams to help explain</i></p> <p><i>-Readers find the main idea by</i></p> <ul style="list-style-type: none"> • <i>writing down what they think is the main idea in pencil, and revising it as they continue to read</i> <p><i>making their initial main idea (written in pencil) either more specific or more general, based on the new information</i></p> <p><i>- Readers grow by</i></p> <ul style="list-style-type: none"> • <i>analyzing their own reading skills,</i> 	<p><i>contrast, and then noting how the different structures affect the way they think about a topic</i></p> <p><i>- Informational writers convey their message by taking pieces of information and laying them like bricks, one alongside the next, to form a chapter</i></p> <p><i>- Informational writers organize their writing by using a table of contents. They use that same planning strategy to organize each chapter</i></p> <p>Reaching to Write Well</p> <p><i>- Informational writers interest their readers and elaborate on their pieces by making sure their writing contains both facts and ideas, ensuring their texts are accurate by researching, and using resources to find perfect facts or perfect examples that add to their writing</i></p> <p><i>- Writers make connections within and across chapters by using transitional words to glue parts of the text together</i></p>		
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	<p><i>thinking about what they do well and what they could improve upon</i> <i>coming up with clear goals and plans for achieving those goals</i> Lifting the Level of Thinking about Expository Texts <i>-Readers learn from nonfiction by</i></p> <ul style="list-style-type: none"> ● <i>monitoring for significance as they read</i> ● <i>working to find something of interest in the text</i> ● <i>reading with engagement</i> ● <i>reading to grow ideas</i> ● <i>asking themselves thoughtful questions that begin with “How come?” “I wonder?” and “Why?”</i> ● <i>thinking and reflecting on what they are reading</i> <p><i>letting the text spark conversations</i> <i>-Readers of nonfiction</i></p>	<p><i>-Writers balance facts and ideas from the start by making sure that when they state a fact, they follow it by saying a bit more about that fact, describing things in detail, and comparing things that might be unfamiliar to readers with something that’s likely to be familiar</i> <i>-Writers reuse and recycle in the revision process by having the courage to try a portion of their piece again, and using the informational writing checklist to guide their revisions</i> <i>-Writers write powerful introductions by studying mentor texts that:</i></p> <ul style="list-style-type: none"> ● <i>Start with a quote or a bit of excitement</i> ● <i>Go over big topics that will come up in the book</i> ● <i>Talk about the whole thing and not just the parts</i> ● <i>Ask questions to get readers curious</i> <p><i>- Writers stop and take stock by rereading what they’ve done so far and think about any guidelines, checklists, or mentor texts</i></p>		
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	<p><i>remain engaged with the text by</i></p> <ul style="list-style-type: none"> ● <i>paying attention to cool information</i> ● <i>asking questions about the text</i> <p><i>stopping and jotting when new information is learned, when there is a strong image, when something makes them curious, when they meet new words, when they come to the end of a section</i></p> <p>Phonics: <i>-Teach Vowel Digraph Syllables (call these vowel teams)</i> <i>-igh</i> <i>-igh</i> <i>-ie</i> <i>-ei</i> <i>- Review Vowel Diphthong Syllable (call these vowel teams)</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>	<p><i>and ask, "What's working? What do I need to do to make this piece as strong as possible?"</i></p> <ul style="list-style-type: none"> - <i>Writers put themselves in the reader's shoes to clear up confusion by editing their work to make sure their ideas are clear</i> - <i>Writers of informational pieces add text features to make it easier for readers to learn by studying mentor texts and thinking, "What text features will help my reader understand my text best?"</i> - <i>Writers confirm the facts that they have written by quickly looking to other sources to confirm that the facts are true. If they are not, the writer will revise those facts.</i> - <i>Informational writers edit with a laser focus on paragraphs by separating groups of sentences into topics. Writers use paragraphs as super strong punctuation to break apart chunks of writing.</i> <p>Word Study:</p>		
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		<p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p>		
<p>December</p>	<p><i>-Readers prepare to talk about a nonfiction text by</i></p> <ul style="list-style-type: none"> ● <i>reading differently knowing they're going to be in conversations later</i> ● <i>holding conversations in their minds</i> ● <i>locating a big idea and then "talking back" to the idea</i> <p><i>using thought prompts to extend their own thinking about a bit of information</i></p> <p><i>- Readers distinguish their own opinion on a nonfiction text from that of the author by</i></p> <ul style="list-style-type: none"> ● <i>identifying the author's opinion,</i> 	<p>Transferring Learning from Long Projects to Short Ones</p> <p><i>- Nonfiction writers assess their own writing by rereading to see if their drafts match what they had originally planned</i></p> <p><i>- Writers revise by asking themselves questions to determine if their drafts are done</i></p> <p><i>-Information writers create all sorts of information texts by using their skills at structuring and elaborating as well as introducing and closing.</i></p> <p><i>*Share example of a speech- Mary Pope Osborne's speech is on page 144.</i></p>	<p>Landforms</p> <p><i>-Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps</i></p>	<ul style="list-style-type: none"> ● <i>Demonstrate fluency with the division of a whole number where the divisor and quotient are both less than or equal to 10.</i> ● <i>Illustrate and explain using the relationship between multiplication and division.</i>

	<p><i>and then figuring out to what extent they agree with it</i></p> <ul style="list-style-type: none"> <i>determining the author's perspective on the topic</i> <p><i>reading critically, ready to talk back to the author's ideas about a topic and say, "I see this differently"</i></p> <p><i>-Readers determine an author's perspective by</i></p> <ul style="list-style-type: none"> <i>finding clues in the author's word choice (especially when those words make things either especially positive or especially negative)</i> <i>discovering words, phrases, and punctuation that are colored by the author's opinion</i> <p><i>paying attention to descriptive language</i></p> <p><i>-Nonfiction readers lift the level of their conversations by</i></p> <ul style="list-style-type: none"> <i>reflecting on previous talks and thinking about what made one talk good</i> 	<p><i>- Writers make sure that their work is the best that it can be by drawing on everything they have learned about writing informational pieces.</i></p> <p><i>- Writers celebrate by reading their final pieces to younger students and teaching them all that they have learned about informational writing.</i></p> <p>Word Study:</p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting:</p> <p><i>-Begin to introduce cursive handwriting</i></p>		
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	<p><i>versus not as good</i></p> <ul style="list-style-type: none"> ● <i>learning to think well about texts</i> ● <i>getting the speaker to say more and more</i> ● <i>extending parts of the conversation that are focused on interesting or important things</i> ● <i>talking about important ideas and specific details</i> ● <i>switching off speaking and listening</i> ● <i>sparking new ideas as they talk</i> <p><i>citing the text and staying close to the text</i></p> <p>Synthesizing and Growing Ideas in Narrative Nonfiction</p> <p><i>-Readers hold on to meaning in narrative nonfiction by</i></p> <ul style="list-style-type: none"> ● <i>using different ways of reading for different text structures (narrative versus expository)</i> ● <i>identifying the type</i> 			
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	<p><i>of structure a nonfiction text follows and using that information to help them organize their understanding of a text</i></p> <p><i>looking for a main character and story elements— realizing that the pages work together as a story</i></p> <p><i>- Readers use all they know about reading stories to help them read narrative nonfiction by</i></p> <ul style="list-style-type: none"><i>• finding the subject, what he/she wants, and what gets in the way</i><i>• studying the daily actions of the subject, asking “What does this tell me about him/her as a person?”</i> <p><i>pausing at places where the author teaches us background information, asking “What is this part mostly about?”</i></p> <p>Phonics: <i>-Teach other Vowel</i></p>			
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	<p><i>Diphthongs</i></p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>January</p>	<p>MOY mClass Reading Assessments (3 weeks) – data for Guided Reading Groups & Phonics Instruction</p> <p>-Narrative nonfiction readers infer character traits by</p> <ul style="list-style-type: none"> reading closely— realizing it is their job to figure this character out asking “What do the person’s actions, thoughts, and talk show about the person?” thinking about the people and events that influenced the character <p>keeping in mind what the person is known for and how each part of the story will connect with that</p> <p>-Readers summarize narrative nonfiction by</p>	<p>Opinion: Changing the World</p> <p>Launching Work on Persuasive Speeches</p> <p>- Persuasive/opinion writers write pieces that persuade their readers by putting forth an opinion-a thesis statement- and then giving reasons, details, and examples that support that opinion</p> <p>- Persuasive/opinion writers come up with ideas by seeing problems and imagining solutions</p> <p>- Persuasive/opinion writers write bold, brave opinions by paying attention to people, places, things, or ideas that are noteworthy, and help others see them too.</p> <p>- Persuasive/opinion writers consider their audience by addressing them directly. Writers pay special attention to what their</p>	<p>Landforms</p> <p>-Conduct short research projects that build knowledge about a landform (topic).</p> <p>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions.</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d) Explain their own idea sand understanding in light of the</p>	<p>NC Math Check-In</p> <p>-Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>-Represent and solve problems relating three whole numbers involving multiplication and division.</p>

	<ul style="list-style-type: none"> ● recognizing important details that contribute to the overarching storyline ● learning how to synthesize secondary details and storylines into the larger story ● thinking about the notable achievements that play a role in the person becoming famous for that accomplishment <p>reviewing the pages they have read to locate passages that connect to the thread that runs through their text</p> <p>-Readers tackle hard words that complicate meaning by</p> <ul style="list-style-type: none"> ● self-monitoring and realizing when it is okay to breeze past a word and when it is important to stop and tackle the word head-on ● finding a balance between reading fluently and stopping 	<p>audience is thinking, feeling, and wondering</p> <p>- Writer edit as they go by going back and fixing up their writing</p> <p>Raising the Level of Persuasive Writing</p> <p>- Writers crystallize their opinions into clear claims by collecting all the evidence they can to prove their opinions</p> <p>- Writers of persuasive speeches organize their evidence by figuring out different ways to group their evidence and deciding which way makes the most sense</p> <p>- Writers prove their opinions by collecting examples. They “show” why the reader should agree with the opinion by using specific details. Persuasive writers listen to their evidence and make sure it matches the opinion and the reason</p> <p>- Persuasive writers consider their audience by making sure that they put in their most convincing</p>	<p>discussion.</p> <p>-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>Landforms Project Celebration</p>	
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	<p><i>to regain meaning when unfamiliar vocabulary causes them to become confused</i></p> <ul style="list-style-type: none"> ● <i>not getting sidetracked by each and every hard word and therefore losing track of the big ideas in the text</i> ● <i>chunking the word and listening for a word they know and a word that makes sense</i> ● <i>thinking about the story and what is going on</i> ● <i>asking “Does it look/sound like a word I know?”</i> ● <i>trying out different sounds a vowel/consonant make</i> ● <i>using textual clues that help figure out the meaning of hard words</i> <p><i>using context clues to figure out which noun a pronoun represents</i></p>	<p><i>evidence</i></p> <ul style="list-style-type: none"> - <i>Writers use paragraphs to organize their work by remembering to write in chunks to make their opinions as clear as possible</i> - <i>Writers use transition words and phrases to link different parts of their opinion writing by choosing words that sound right and evoke emotion</i> - <i>Writers looking back and look forward to prepare for mini-publication by proofreading using editing checklists and sharing their piece with a partner to gain input on how to improve</i> <p><i>From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</i></p> <ul style="list-style-type: none"> - <i>Writers begin new pieces by coming up with a topic they care about and fast drafting their opinion writing</i> - <i>Writers keep themselves on track by working to meet a deadline by creating a plan for their writing</i> - <i>Opinion writers gather evidence by using personal</i> 		
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	<p><i>-Readers of narrative nonfiction read through different lenses by</i></p> <ul style="list-style-type: none"> ● <i>switching between reading with a lens of story and reading with a lens of information</i> ● <i>understanding that reading through different lenses allows you to see the text differently</i> ● <i>realizing that using the lens of story will teach them about the person’s life, while using the lens of information will teach them about the world—events in history, about what life was like during a time period, or to learn about a topic</i> ● <i>asking themselves “What are the subject’s traits, motivations/needs, what struggles does the subject face?” when using a story lens</i> 	<p><i>stories, short specific examples, and observations</i></p> <p><i>- Opinion writers hook their readers with powerful introductions by relying on several strategies that draw readers into the text, including asking questions, telling a surprising fact, or giving background information</i></p> <p><i>- Writers use what they have learned and apply it to all their writing. Go back and revise to make all of your opinion pieces stronger.</i></p> <p>Handwriting: <i>Proper upper and lower case cursive letter formation</i></p>		
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	<p><i>asking themselves “What topics can I learn about and what main ideas/supporting points can I glean?” when using an information lens</i></p> <p><i>- Readers of narrative nonfiction seek out unifying ideas behind the texts they read by</i></p> <ul style="list-style-type: none"><i>• expecting a story to add up and carry an important idea or message</i><i>• understanding that this type of text is not just made up of true accounts, but rather stories, held together by ideas that are told to affect/change readers</i><i>• asking themselves “What did the main subject learn?”</i><i>• searching for parts that are stretched out and contain the big lessons in the story</i><i>• spending time on points in the story when the main</i>			
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	<p><i>character made a big choice and looking for the lesson attached to that choice</i></p> <p><i>asking themselves "When the character meets challenges, what helps? Is there a life lesson for everyone in this?"</i></p> <p><i>-Readers use strategies they have developed for reading biographies on any text that is narrative nonfiction by</i></p> <ul style="list-style-type: none"><i>• using what they know about understanding fictional characters when they are reading narrative nonfiction</i><i>• understanding that a real-life plant, animal, object, or even group of any of these can be the main character or subject and once the subject is identified, they can start uncovering motivations,</i>			
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	<p><i>struggles, etc.</i> <i>realizing that as long as a text contains a chronology—first this and then that, and then, and next—the text has a narrative at its core</i> <i>-Readers identify when a text is hybrid nonfiction and adjust their reading strategies accordingly by</i></p> <ul style="list-style-type: none"><i>• asking themselves “What mind-work does this part of the text want me to do?”</i><i>• reading text like stories when the parts sound like a narrative</i><i>• reading parts that are expository with a goal to collect main ideas and supporting details</i> <p><i>recognizing when a text structure shifts and responding to those cues by shifting their way of reading the text</i> <i>- Readers become their own reading coaches by</i></p> <ul style="list-style-type: none"><i>• self-assessing what they are doing well</i>			
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	<p><i>and how they can get stronger pushing themselves to keep doing the work necessary to become stronger</i></p> <p>Character Studies: Getting to Know a Character as a Friend <i>-Readers get to know a character by:</i></p> <ul style="list-style-type: none">• <i>noticing the main character's actions and words</i>• <i>studying the character and asking what the character is like</i>• <i>jotting down observations on what a character says and does</i>• <i>drawing on their first observations and asking, "What does this tell me about this character?"</i> <p><i>grounding ideas about the character with evidence from the text</i> <i>-Readers develop theories about a character by:</i></p> <ul style="list-style-type: none">• <i>noticing patterns in</i>			
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	<p><i>the things the character does again and again</i></p> <ul style="list-style-type: none"> • <i>adding to their initial ideas about a character to come up with a big idea or theory about the character</i> <p><i>noticing when a character breaks patterns of behavior</i></p> <p>Phonics: -Review Open Syllables - Review Open Schwa Sound</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>February</p>	<p>- Readers can look deeper into a character by:</p> <ul style="list-style-type: none"> • <i>pushing past initial theories about their characters and asking, "Why is this character this way?"</i> • <i>recording new thinking about a character</i> <p><i>writing long about their character theories with prompts such as, "Could it</i></p>	<p>Cause Groups - Organize the groups based on interest and passion for the cause</p> <ul style="list-style-type: none"> - <i>Writers tackle a cause by asking, "Who can help me solve this problem?" and "Who might be causing this problem?"</i> - <i>Writers convince their readers by becoming informed about a cause (research)</i> - <i>Writers revise in many</i> 	<p>Social Studies: My Community (Mebane) Project</p> <ul style="list-style-type: none"> -<i>Understand how events, individuals and ideas have influenced the history of local and regional communities.</i> -<i>Explain key historical events that occurred in the local community and regions over time.</i> -<i>Black History Month Empathy Read Alouds</i> 	<ul style="list-style-type: none"> -<i>Understand fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; understand that the unit fraction is one of those parts.</i> -<i>Explain that a fraction with a numerator greater than one can be composed by repeatedly adding the unit fraction. Represent fractions with denominators or 2, 3, 4, 6, and 8 with area models and on</i>

<p><i>be that...?” “Maybe...?” and “Why?”</i></p> <p><i>-Readers can predict what a character will do next by:</i></p> <ul style="list-style-type: none"> <i>• taking into account what they already know about a characters and the things he/she tends to do, say, or want again and again</i> <p><i>revisiting predictions as they read on</i></p> <p><i>-Readers set clear goals for themselves by:</i></p> <ul style="list-style-type: none"> <i>• studying their work with a character, asking themselves, “How can I develop even stronger ideas about my character?”</i> <i>• looking at checklists</i> <i>• noticing strengths and weaknesses</i> <p><i>making new reading goals</i></p> <p><i>Following a Character’s Journey</i></p>	<p><i>ways by bringing out emotion, using a convincing tone, hooking the reader by asking a questions, explaining why the topic matters, telling surprising facts, giving background information, trying out different conclusions to leave the reader with a final thought or call to action, and by using the opin writing checklist and goal sheets for editing.</i></p> <p><i>- Writers revise and edit carefully by proofreading their piece to make sure that it is ready to be published</i></p> <p><i>- Writers celebrate by sharing their pieces with an audience</i></p> <p>Word Study:</p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting:</p>		<p><i>a number line.</i></p> <p><i>-Represent equivalent fractions with area and length models by composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.</i></p> <p><i>Compare two fractions with the same numerator or the same denominator by reasoning about their size and using area and length models. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.</i></p>
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	<p><i>- Readers analyze a character by:</i></p> <ul style="list-style-type: none"><i>• understanding that the main character in all stories travels along a story mountain (a character faces a problem that gets bigger and bigger, reaches a turning point, and then the problem is resolved)</i><i>• working in reading clubs and discussing the character with their book club members</i> <p><i>drawing story mountains</i></p> <p><i>-Readers follow a character's journey by:</i></p> <ul style="list-style-type: none"><i>• expecting characters to encounter problems</i><i>• noticing what problems characters face and also how they react to these problems</i> <p><i>anticipating that a character's troubles will grow</i></p>	<p><i>-Proper upper and lower case cursive letter formation and connecting the letters</i></p>		
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	<p>Phonics: <i>Review Final Stable Syllables / Suffixes</i> -es -ed -er -est -ing -le -s</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>March</p>	<p><i>-. Readers create a book club identity by: coming up with a name and a list of norms for how their club will operate</i> <i>-Readers understand the main character's journey by:</i></p> <ul style="list-style-type: none"> • <i>noticing the roles secondary characters play and asking, "Why is this guy in the story? How does he support the main</i> 	<p>Once Upon a Time: Adapting and Writing Fairy Tales Writing in the Footsteps of the Classics <i>-Writers learn how to create adaptations by studying pieces written by others and asking, "What does the author seem to be trying to do when he or she changes some things and not others?"</i> <i>- Writers plan how an adaptation will go by</i></p>	<p>My Community (Mebane) <i>-Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</i> <i>-Exemplify the ideas that were significant in the development of local communities and regions.</i> <i>-Use historical thinking skills to understand the context of events, people and places.</i></p>	<p><i>Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.</i></p> <p><i>-Solve problems involving customary measurement. • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. • Estimate and measure capacity and weight in customary units to a whole</i></p>

	<p><i>character in his journey?”</i></p> <ul style="list-style-type: none"> • <i>paying close attention to how the secondary characters help the main character along on his/her journey</i> • <i>considering what roles secondary characters play: advisor, sidekick (friend), challenger</i> • <i>recognizing that secondary characters can play more than one role</i> <p><i>noticing whether a secondary character’s relationship to the main character is positive or negative</i></p> <p><i>-Readers can track a character’s journey up and down a story mountain by:</i></p> <ul style="list-style-type: none"> • <i>noticing the roles illustrations play in the story</i> • <i>answering the inquiry questions, “Why might authors include</i> 	<p><i>deciding on a change that they think will improve the story, and then they make sure that the change leads to other changes so the whole story fits together</i></p> <ul style="list-style-type: none"> - <i>Writers rehearse their stories to make them stronger by story-telling and acting out the story, so it comes to life</i> - <i>Writers rehearse in the middle of a story as well as at the beginning by focusing on the small moments or scenes, and story telling or acting out each one before writing it down.</i> - <i>Writers of fairy tales use narration, or telling, in important ways by introducing the story, stitching one scene to the next, and ending the story</i> - <i>Writers asses their work by reflecting and knowing that their writing gets better not only by what they do on the page, but what they do off the page. Good writers reread their own writing and judge it by goals that they can use as they continue growing as writers</i> 		<p><i>number: cups, pints, quarts, gallons, ounces, and pounds. • Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.</i></p> <p><i>-Use scaled picture and bar graphs to:</i></p> <ul style="list-style-type: none"> • <i>Collect data by asking a question that yields data in up to four categories.</i> • <i>Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.</i> • <i>Solve one- and two-step “how many more” and “how many less” problems using information from these graphs.</i>
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	<p><i>illustrations?” and “What do pictures contribute or add to stories?”</i></p> <p><i>making connections between illustrations and specific words on a page</i></p> <p><i>- Readers can understand a story climax by:</i></p> <ul style="list-style-type: none"> ● <i>expecting the tension to build to a boiling point</i> ● <i>noticing the escalation before the boiling point</i> ● <i>noticing how a character is tested</i> <p><i>noticing how a character reacts and asking, “Why might this be important to the character’s journey?”</i></p> <p><i>-Readers understand character complexity and story arc by:</i></p> <ul style="list-style-type: none"> ● <i>noticing how the character resolves his/her biggest problems and asking, “What strengths does the character draw on?” and “How does the character change?”</i> 	<p>Follow the Path: Adapting Fairy Tales with Independence</p> <ul style="list-style-type: none"> - <i>Writers plan not only their writing but also their process for making a piece of writing by using a template</i> - <i>Writers add tension to their stories by using repeated refrains</i> - <i>Writers lift the level of what they write by revising and doing a second draft early in the process</i> - <i>Writers add clarity to dialogue between characters by adding action</i> - <i>Writers revise their fairy tales by using figurative language to paint a picture in the reader’s mind</i> - <i>Writers improve their stories by using a variety of sentence types</i> <p>Word Study:</p> <ul style="list-style-type: none"> -<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar</i> 		
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	<p><i>noticing that characters change in noticeable ways to help bring the story to a close</i></p> <p><i>- Readers analyze author's craft by:</i></p> <ul style="list-style-type: none"><i>• thinking about how all the parts of a story fit together to make a whole book</i> <p><i>noticing the choices an author makes and asking, "What does this part do?" and "How does it connect to other parts of the story?"</i></p> <p>Comparing and Contrasting Characters Across Books</p> <p><i>-Readers can think comparatively across books by:</i></p> <ul style="list-style-type: none"><i>• thinking about characters' similarities and differences</i><i>• asking, "In what ways are these characters similar?" "Do they say and do similar things?" "Do they care about similar stuff?" "In what ways are these</i>	<p><i>continuum.</i></p> <p>Handwriting:</p> <p><i>-Proper upper and lower case cursive letter formation, connecting the letters, and spacing</i></p>		
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	<p><i>characters different?"</i></p> <ul style="list-style-type: none">● <i>studying the traits, actions, likes, and dislikes</i>● <i>comparing secondary characters</i><p><i>grounding their thinking in the text and finding evidence to support their comparisons</i></p><p><i>-Readers can compare characters by:</i></p><ul style="list-style-type: none">● <i>noticing the way characters react to their problems</i>● <i>thinking, "How do these characters react to their problems? Are there similarities? Differences?"</i><p><i>comparing characters internal and external problems</i></p><p><i>-Readers can develop debatable ideas about characters across books by:</i></p><ul style="list-style-type: none">● <i>exploring a big question with no one right answer</i>● <i>engaging in mini-</i>			
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	<p><i>arguments to share their ideas</i> <i>supporting their arguments with evidence from the text</i> - Readers can compare books by:</p> <ul style="list-style-type: none"> • <i>exploring the lessons learned by each character</i> <p><i>exploring the themes/messages explored by each author</i></p> <p>Phonics: -Review Final Stable Syllables / Suffixes -es -ed -er -est -ing -le -s</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
April	<p>Research Clubs: Researching a Topic -Nonfiction readers orient themselves to a text set by:</p> <ul style="list-style-type: none"> • <i>looking over their</i> 	<p>Blazing trails: Writing Original Fairy Tales - Fairy tale writers use a magic formula by creating a character with traits and</p>	<p>My Community (Mebane) -Explain change over time through historical narratives. (events, people and places) -Explain how multiple</p>	<p>NC Math Check-In -Find the area of a rectangle with whole-number side lengths by tiling the shape and</p>

	<p><i>resources and organizing them by difficulty</i></p> <ul style="list-style-type: none"> ● <i>reading an easy overview book of their topic skimming the table of contents and illustrations to glean subtopics and then reading across books in one subtopic after another</i> <p><i>- Nonfiction readers engage in cross-text synthesis by:</i></p> <ul style="list-style-type: none"> ● <i>identifying subtopics organizing the information so that related bits go side by side</i> <p><i>- Readers become an expert on a topic by:</i></p> <ul style="list-style-type: none"> ● <i>learning and using the subject's technical vocabulary</i> ● <i>using their expert lingo</i> ● <i>talking with others and taking notes on what their learning, thinking, wondering</i> <p><i>-Readers develop ideas by:</i></p> <ul style="list-style-type: none"> ● <i>studying the subject of research by paying close attention to their subject's traits, motivations, struggles</i> <p><i>taking a bit of information and thinking about it, talking</i></p>	<p><i>wants, trouble and more trouble, and then a resolution</i></p> <ul style="list-style-type: none"> - <i>Writers improve their pieces by drawing on what they already know, and trying something new when need be</i> - <i>Writers tether objects to characters by focusing a character's actions around an object that's important to the character, which makes those actions more meaningful</i> - <i>Writers create mental movies for the reader by using descriptive language for characters, setting, and objects by varying their telling sentences and showing sentences</i> <p><i>-Fairy tale writers revise by rereading. They make sure the magic pops up when the story's trouble pops up</i></p> <ul style="list-style-type: none"> - <i>Writers vary the pace of their writing to guide the reader by slowing down and using more words and sentences and then speeding up moments by taking words and sentences out</i> 	<p><i>perspectives are portrayed through historical narratives.</i></p> <ul style="list-style-type: none"> -<i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i> 	<p><i>counting unit squares.</i></p> <ul style="list-style-type: none"> -<i>Relate area to the operations of multiplication and addition. • Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.</i> -<i>Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.</i>
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	<p><i>about it, and writing about it</i></p> <p><i>- Readers find answers to questions by:</i></p> <ul style="list-style-type: none"><i>• making guesses, using what they do know</i><i>• speculating and looking back to earlier pages using information in the books to help generate possible answers</i> <p><i>-Readers invest themselves in reading projects by:</i></p> <ul style="list-style-type: none"><i>• making the choice to read with zeal as if “digging for treasure”</i><i>• deciding to keep the energy high for themselves and for others</i><i>• making a plan for keeping energy and investment high</i> <p><i>planning to read with enthusiasm</i></p> <p>A Second Cycle of Research</p> <p><i>- Readers set out to study a new topic by:</i></p> <ul style="list-style-type: none"><i>• making a plan for how that study will go</i> <p><i>thinking about all they know how to do and making a</i></p>	<p>Word Study:</p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting:</p> <p><i>-Proper upper and lower case cursive letter formation, connecting the letters, and spacing</i></p>		
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<p><i>plan for the new study on which they are embarking</i></p> <p><i>-Nonfiction readers read with fluency by:</i></p> <ul style="list-style-type: none">● <i>reading with a teacher's voice (an explaining voice)</i>● <i>using their voices to "pop" out key words</i>● <i>showing when they move to a new topic</i>● <i>creating drama and tension</i>● <i>storytelling</i> <p><i>helping listeners to create a mental model</i></p> <p><i>-Readers learn about a subject by:</i></p> <ul style="list-style-type: none">● <i>noticing text structures</i>● <i>using text structures to organize their learning and note-taking</i>● <i>using "Boxes and Bullets" or "Sequential" note-taking depending on the structure of their text</i> <p><i>using their notes to teach each other</i></p> <p><i>- Readers notice how texts</i></p>			
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<p><i>are organized by:</i></p> <ul style="list-style-type: none">● <i>thinking, “How is this structured?”</i>● <i>noticing if they have a “boxes and bullets” structure or are organized sequentially</i>● <i>recognizing that sometimes authors use a compare-and-contrast structure in their nonfiction texts</i> <p><i>identifying key words that can clue readers into a compare/contrast structure (similar, different, another difference, in contrast, etc.)</i> - <i>Readers identify a “cause and effect” structure by:</i></p> <ul style="list-style-type: none">● <i>asking, “What kind of words and phrases signal a cause and effect structure? and “How can we take notes to fit with this structure?”</i> <p><i>recognizing key words (used to, reasons, because of, also, when, then)</i> - <i>Readers investigate vocabulary by:</i></p>			
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	<ul style="list-style-type: none"> • <i>looking between texts to see how they handle vocabulary differently</i> <p><i>using context clues to find a definition</i></p> <p><i>- Readers understand nonfiction by:</i></p> <ul style="list-style-type: none"> • <i>being aware of why an author made particular choices</i> • <i>tackling harder books to learn more about a topic</i> <p>Phonics Review</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
<p>May</p>	<p>EOY mClass Reading Assessments (3 weeks)</p> <p>Synthesizing, Comparing, and Contrasting</p> <p><i>-Nonfiction experts widen their field of focus by :</i></p> <ul style="list-style-type: none"> • <i>seeing patterns</i> • <i>switching from learning about a specific topic to</i> 	<p><i>-Writers notice patterns in writing and make sure their pattern isn't broken by carefully editing</i></p> <p><i>- Writers celebrate by sharing their fairy tale pieces in storytelling circles (small circles that include both authors and audience members)</i></p>	<p><i>-Conduct short research projects that build knowledge about a community history (topic).</i></p> <p><i>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own</i></p>	<p>Math Review & Re-teaching</p> <p>EOG Math Test</p> <p>Re-teaching</p>

	<p><i>learning about a bigger field of knowledge</i> <i>looking across two books to look for patterns and relationships</i> <i>- Readers develop their comparison skills by:</i> <i>using checklists</i> <i>-Readers research the similarities and differences between things by:</i></p> <ul style="list-style-type: none"> ● <i>asking questions and forming theories about their subject (Why? Are others the same? What explains this?)</i> ● <i>trying to answer those questions by thinking, "Could it be that...?"</i> <p><i>making plans to read further to test those theories</i> <i>- Readers think about their research process by:</i></p> <ul style="list-style-type: none"> ● <i>taking stock of where they are</i> ● <i>considering what to do next</i> <p><i>moving forward with a plan</i> <i>- Readers develop</i></p>	<p><i>-Take Fairy Tale Books and Read to K students – Reading Buddies</i></p> <p>Word Study: <i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2nd-3rd grade grammar continuum.</i></p> <p>Handwriting: <i>-Proper upper and lower case cursive letter formation, connecting the letters, and spacing</i></p>	<p><i>clearly.</i> <i>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i> <i>b) Follow agreed-upon rules for discussions.</i> <i>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i> <i>d) Explain their own idea sand understanding in light of the discussion.</i></p> <p><i>-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i></p> <p><i>-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</i></p> <p><i>-With guidance and support</i></p>	
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	<p><i>evidence-based theories by:</i></p> <ul style="list-style-type: none"> ● <i>finding a research question to pursue</i> ● <i>studying all of the evidence they find</i> ● <i>seeking information from many sources, including other researchers</i> <p><i>revising their initial theories as they gather evidence</i> <i>- Readers add to their theories by:</i></p> <p><i>reading around their topic by reading more general information and big theories about their topic</i> <i>-Readers research solutions to real-world problems by:</i></p> <ul style="list-style-type: none"> ● <i>choosing problems in which they are interested</i> ● <i>thinking about all aspects of a problem</i> ● <i>listing some of the questions they might ask</i> ● <i>asking, "How might I go about solving different parts of this problem? What information do I</i> 		<p><i>from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</i></p> <p>My Community (Mebane) Project Celebration</p>	
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	<p><i>need, and where can I get it?"</i></p> <ul style="list-style-type: none">• <i>reading and looking for information that relates to the problem</i> <p><i>sketching a plan of what to do first, next, and last</i></p> <p>NC Reading EOG</p> <p>Small Guided Reading Groups at the student's instructional reading level</p>			
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CSA 6th Grade Math Scope and Sequence

6th Grade Math "I Can" Statements

I can-

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique reasoning of others.
- Model with mathematics
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

August - October

**Formative & summative assessments should be embedded throughout.

Subject: Math	Standards:	Concepts to Integrate/ Goals:	Vocabulary/Resources
Week 1 – Review & Collect Baseline Data (5 days) Unit 1 Ratios	6.RP.1, 6.RP.3a	Concepts to Integrate - apply all to real world application contexts:	Released EOG as BOY Math Assessment Tools 4 NC Teachers: http://tools4ncteachers.com/

<p>Unit 2 – Number Systems</p>	<p>6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4</p>	<ul style="list-style-type: none"> ● Understand ratios ● Create equivalent ratios <p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Use the standard algorithm for division ● Solve problems with GCF and LCM ● Divide fractions ● Perform operations with decimals 	<p>Ixl.com iLearn Math NC DPI Math Wiki: http://maccss.ncdpi.wikispaces.net/Middle%20School</p> <p>NC DPI 6th Grade Lessons for Learning & Tasks: http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade6_smaller.pdf/593180214/CSSMathTasks-Grade6_smaller.pdf</p>
<p>Unit 3 – Unit Rates and Percentages</p>	<p>6.RP.2, 6.RP.3a,b,c,d</p>	<p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Understand unit rates ● Convert measurements with ratios ● Understand percents as rates 	<p>Building the Language of Mathematics for Students: http://maccss.ncdpi.wikispaces.net/MS%20Mathematics</p> <p>Middle School AIG-IRP Resources: http://ncaigirp.ncdpi.wikispaces.net/Mathematics%206-8#6</p>
<p>Begin Unit 4 – Rational Numbers and the Coordinate Plane</p>	<p>6.NS.5, 6.NS.6a,b,c, 6.NS.7a,b,c,d, 6.NS.8, 6.G.3</p>	<p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Explore the number line ● Investigate rational numbers ● Interpret and use absolute 	<p>Achieve the Core: https://achievethecore.org/category/854/mathematics-lessons</p> <p>Calculation Nation:</p>

		<p>value</p> <ul style="list-style-type: none">• Understand the coordinate plane• Use coordinate geometry	<p>https://calculationnation.nctm.org/</p> <p>Enriching Mathematics: https://nrich.maths.org/frontpage</p> <p>Khan Academy: https://www.khanacademy.org/</p> <p>NCTM Illuminations: https://illuminations.nctm.org/</p> <p>Problem Based Learning Modules: http://tools4ncteachers.com/previous-grants-resources/</p> <p>Illustrative Mathematics: https://www.illustrativemathematics.org/</p> <p>SUDDS: https://sudds.ced.ncsu.edu/</p> <p>Turn on CC Math: https://turnonccmath.net/</p> <p>EDC-Implementing the Practices: http://mathpractices.edc.org/</p>
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October - February

****Formative & summative assessments should be embedded throughout.**

Subject: Math	Standards:	Concepts to Integrate/ Goals:	Vocabulary/Resources
Continue w/ Unit 4 – Rational Numbers and the Coordinate Plane	6.NS.5, 6.NS.6a,b,c, 6.NS.7a,b,c,d, 6.NS.8, 6.G.3	<p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Understand unit rates ● Convert measurements with ratios ● Understand percents as rates <p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Explore the number line ● Investigate rational numbers ● Interpret and use absolute value ● Understand the coordinate plane ● Use coordinate geometry <p>Concepts to Integrate - apply all to</p>	<p>Tools 4 NC Teachers: http://tools4ncteachers.com/</p> <p>Ixl.com iLearn Math NC DPI Math Wiki: http://maccss.ncdpi.wikispaces.net/Middle%20School</p> <p>NC DPI 6th Grade Lessons for Learning & Tasks: http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade6_smaller.pdf/593180214/CCSSMathTasks-Grade6_smaller.pdf</p> <p>Building the Language of Mathematics for Students: http://maccss.ncdpi.wikispaces.net</p>

Unit 5 – Algebraic Expressions	6.EE.1, 6.EE.2a,b,c, 6.EE.3, 6.EE.4	<p>real world application contexts:</p> <ul style="list-style-type: none"> ● Use and analyze expressions ● Evaluate expressions ● Create equivalent expressions 	<p>t/MS%20Mathematics</p> <p>Middle School AIG-IRP Resources: http://ncaigirp.ncdpi.wikispaces.net/Mathematics%206-8#6</p>
Unit 6 – Equations and Inequalities	6.EE.2c, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9	<p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Write and solve equations ● Write and solve inequalities ● Explore relationships between two variables 	<p>Achieve the Core: https://achievethecore.org/category/854/mathematics-lessons</p>
Unit 7 – Statistics and Distributions	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5a,b,c,d	<p>Concepts to Integrate - apply all to real world application contexts:</p> <ul style="list-style-type: none"> ● Collect and represent data ● Describe and compare data ● Find and interpret mean and median ● Find and interpret spread 	<p>Calculation Nation: https://calculationnation.nctm.org/</p> <p>Enriching Mathematics: https://nrich.maths.org/frontpage</p> <p>Khan Academy: https://www.khanacademy.org/</p> <p>NCTM Illuminations: https://illuminations.nctm.org/</p> <p>Problem Based Learning Modules: http://tools4ncteachers.com/previous-grants-resources/</p> <p>Illustrative Mathematics:</p>

			https://www.illustrativemathematics.org/ SUDDS: https://sudds.ced.ncsu.edu/ Turn on CC Math: https://turnonccmath.net/ EDC-Implementing the Practices: http://mathpractices.edc.org/
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February - May

****Formative & summative assessments should be embedded throughout.**

Subject: Math	Standards:	Concepts to Integrate/ Goals:	Vocabulary/Resources
Unit 8 - Area, Volume, and Applications	6.G.1, 6.G.2, 6.G.4	Concepts to Integrate - apply all to real world application contexts: <ul style="list-style-type: none"> ● Find area of parallelograms and triangles ● Find area of special polygons ● Use nets to find surface 	Tools 4 NC Teachers: http://tools4ncteachers.com/ Ixl.com iLearn Math NC DPI Math Wiki: http://maccss.ncdpi.wikispaces.net/

		<p>area</p> <ul style="list-style-type: none">• Calculate volume	<p>t/Middle%20School</p> <p>NC DPI 6th Grade Lessons for Learning & Tasks: http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade6_smaller.pdf/593180214/CCSSMathTasks-Grade6_smaller.pdf</p> <p>Building the Language of Mathematics for Students: http://maccss.ncdpi.wikispaces.net/MS%20Mathematics</p> <p>Middle School AIG-IRP Resources: http://ncaigirp.ncdpi.wikispaces.net/Mathematics%206-8#6</p> <p>Achieve the Core: https://achievethecore.org/category/854/mathematics-lessons</p> <p>Calculation Nation: https://calculationnation.nctm.org/</p> <p>Enriching Mathematics: https://nrich.maths.org/frontpage</p>
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			<p>Khan Academy: https://www.khanacademy.org/</p> <p>NCTM Illuminations: https://illuminations.nctm.org/</p> <p>Problem Based Learning Modules: http://tools4ncteachers.com/previous-grants-resources/</p> <p>Illustrative Mathematics: https://www.illustrativemathematics.org/</p> <p>SUDDS: https://sudds.ced.ncsu.edu/</p> <p>Turn on CC Math: https://turnonccmath.net/</p> <p>EDC-Implementing the Practices: http://mathpractices.edc.org/</p>
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2020-2021 District Calendar

August 2020

Su	M	T	W	Th	F	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-5: Teacher Workdays
6: First Day of School

January 2021

Su	M	T	W	Th	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1: No School (Winter Break)
 4: Teacher Workday
 8: End of Q2
18: No School (MLK Day)

September 2020

Su	M	T	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4: 1/2 Early Release for students/
 1/2 day Teacher PD
7: No School (Labor Day)

February 2021

Su	M	T	W	Th	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12: 1/2 Early Release for students/
 1/2 day Teacher PD
15: No School (Presidents Day)

October 2020

Su	M	T	W	Th	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2: Parent-Teacher Conference Day/
 Teacher Workday
 9: 1/2 Early Release for students/
 1/2 day Teacher PD
 9: End of Q1
 12-16: Fall Break/No School

March 2021

Su	M	T	W	Th	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8: Teacher Workday
 20: End of Q3
 25: Parent-Teacher Conference
 Day/Teacher Workday
 26: Teacher PD Workday
29-2: Spring Break/No School

November 2020

Su	M	T	W	Th	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10: 1/2 Early Release for students/
 1/2 day Teacher PD
11: Veteran's Day, Holiday
**25-27: Thanksgiving Holiday/
 No School**

April 2021

Su	M	T	W	Th	F	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

29-2: Spring Break/No School
 30: 1/2 Early Release for students/
 1/2 day Teacher PD

December 2020

Su	M	T	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21: 1/2 Early Release for students/
 1/2 day Teacher PD
22-31: No School (Winter Break)



May 2021

Su	M	T	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

28: 1/2 Early Release for students/
 1/2 day Teacher PD
31: Memorial Day, No School

June 2021

Su	M	T	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

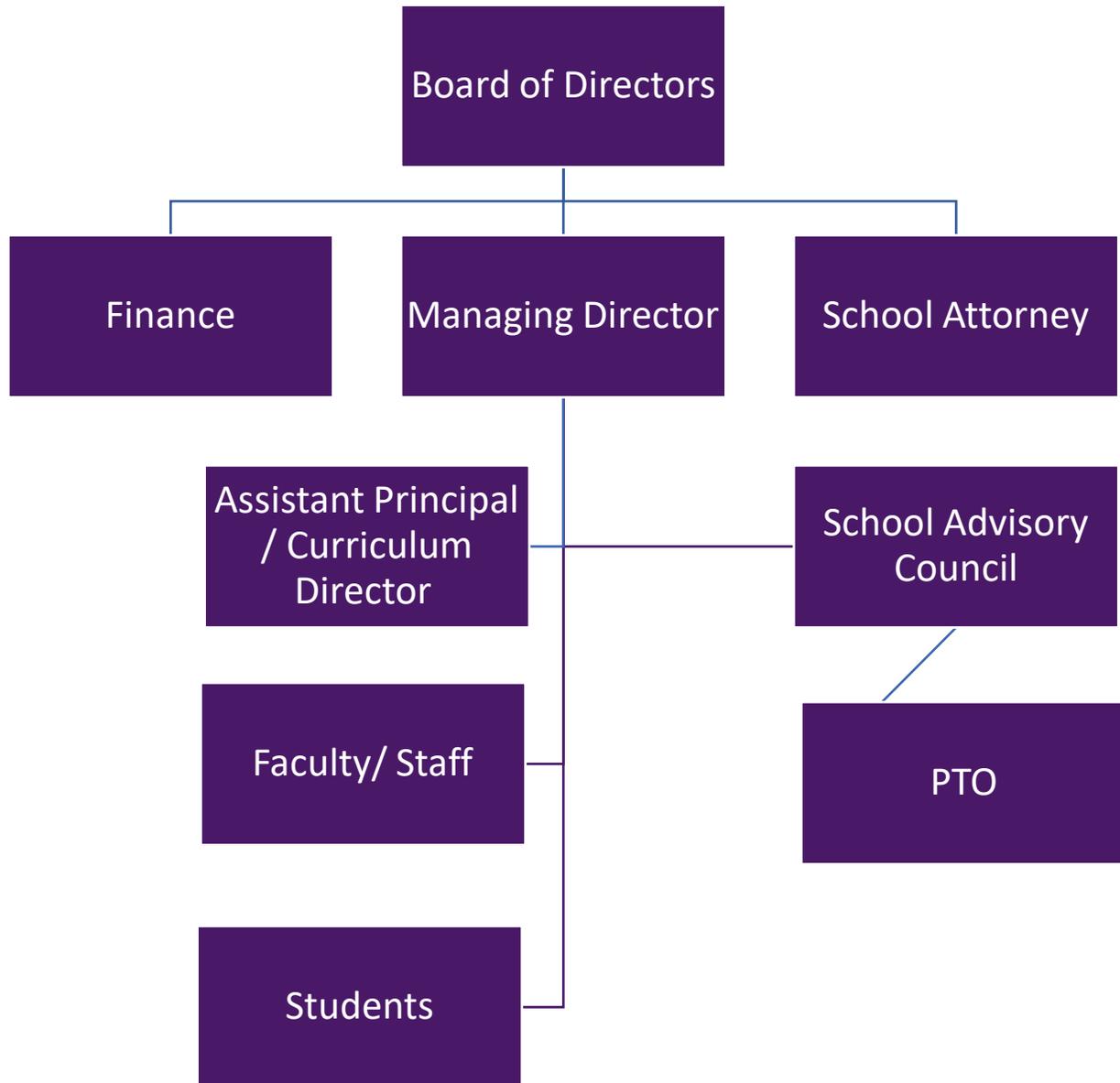
2: 1/2 Early Release for
 Students, Last Day of School,
 End of Q4
 3-4: Teacher PD Workday



Calendar Key

Teacher Workdays
NO SCHOOL
NO SCHOOL
First/Last Day of School

Days Available for Weather make-up in order
 of utilization: Jan 4, Feb 15, Mar 25,26,29,
 June 3



Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alamance Community School

2. Full name: Natalie Mae Wu Turner

Home Address: 310 Hemlock Drive, Durham, NC 27705

Business Name and Address:

Telephone No.: 603-986-9078

E-mail address: nwu.2485@gmail.com

3. Brief educational and employment history.

See attached resume

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

No:

Yes:

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

While discussing Voyager Academy Elementary School with friend and fellow educator Leslie Paynter, I was impressed by the leadership and staff's success, particularly with how they were able to close the achievement gap. In that discussion, Leslie, who has been an educator for over 27 years, told me that helping start a successful charter school was one of her most rewarding professional endeavors. The school's success coupled with Leslie's testimonial, was inspirational. I often feel great concern over the school options I have for my daughter, who is now two. With charter school admission being in such high demand and private school tuition being so costly, I feared homeschooling could end up being our only option. After telling Leslie this, the idea began to form, "What if we started a charter school in the Orange/Alamance county area?" With the recent population growth in Mebane and with it only being 20 minutes from our home, it made sense to research this area for a potential site. While researching Alamance/Burlington school system, we also discovered the NC Report Card data and number of low

performing schools. The challenge was set. With the help of others who have also been involved in the charter school movement, I'm now vested in the goal to give other students and parents, like my daughter and myself, another option and a lifetime of opportunity. Starting a new, soon to be successful charter school is important work that I'm proud to take on.

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

It is the role of a public charter school board member to ensure the mission of the school is continually upheld and to provide measureable objectives for the school's administration. The Board will also provide the lead administrator with measureable goals related to the various aspects of the educational plan and assist in creating action steps to attain these goals.

In addition to these roles, the Board will also have the responsibility to maintain the school's financial budget, procure a facility, hire key personnel, evaluate the lead administrator, monitor programs/services and maintain a safe and secure learning environment. We will also ensure school compliance with all local, state, and federal laws.

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

From 2013-2016, I served on the Orange County Human Relations Commission, an advisory commission to the Board of County Commissioners. We followed Robert's Rules of order to ensure all voices were heard while discussing business and agenda items. By serving on this board, I gained experience that will help make our board meetings efficient, substantive, and productive. Through my work on the Diversity Matters subcommittee and the Executive Committee, I saw the benefit of utilizing effective delegation of committees for discussion of issues that do not require the entire board, and how committees can use the meeting to update everyone quickly and take votes.

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

As an educator, I have a passion for our mission, values and for providing a high quality school for my daughter and other prospective students. This passion will be seen through my commitment to the board. My hope is that my knowledge of laws and government, education and effective training, personnel and human resources principles and procedures, along with the experience I've had training in leadership techniques, emotional intelligence, business management, strategic planning and resources allocation will all with help make me an effective board chair.

School Mission and Program

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

Our primary objective is to develop engaged citizens, to do this we will use interesting, relevant and meaningful problems to guide them to create innovative and thoughtful solutions. We believe providing an atmosphere that promotes respect, teaches self-control, emphasizes empathy, inspires curiosity, nurtures confidence and fosters equity our students will have the ability to excel.

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

Our proposed educational program is a data-driven model of instruction utilizing a variety of core curriculum and materials to promote increased academic achievement. The curriculum is directly aligned to the mission of the school and the NC Stand Course of study.

The school will follow the Responsive Classroom approach as an integral part of the social/emotional curriculum. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness.

To prepare students for academic, personal, and career success we will use Project Based learning. Project based learning uses real-world problem solving to ready students for the challenges they will face in their lives and deepen their critical thinking, creativity, and communication skills.

To reach all students where they are and help support their growth as learners, one method we will employ is the use of Guided Reading. Teachers will work with small groups of students who demonstrate similar reading behaviors to support specific learning goals/targets.

3. What do you believe to be the characteristics of a successful school?
I believe a successful school is one that advances on their mission and increases academic success. Additionally for our board, we would love to see our school produce empathetic students who are ready to thrive and who value equity, two key qualities of engaged citizens.
4. How will you know that the school is succeeding (or not) in its mission?
The Board will continuously assess the progress toward the school's mission and the work being done to achieve it. The school leader and other personnel will provide the board with monthly reports. The Board will know that ACS is working towards their mission statement by reviewing the student achievement reports and comparing them with other LEA schools. The Board will execute changes where necessary and continually assess the program metrics to determine the efficacy of the school's education program.

Governance

1. Describe the role that the board will play in the school's operation.
My understanding is that the board will focus on student achievement as it relates to the mission, act strategically in procuring a facility and in administering programs/services, recruit an exceptional school leader, raise and use resources wisely (maintaining fiduciary responsibility), and fulfill all compliance expectations set by local, state and federal laws.
2. How will you know if the school is successful at the end of the first year of operation?
The Board will review survey data collected each spring as well as academic data to measure the school's success, the board will provide feedback for the creation of a School Improvement Plan aligned to the North Carolina Continuous Improvement Model. Board members will also review student retention and enrollment growth to determine the academic program's effectiveness. The Board of Directors will continually participate in a continuous improvement process to ensure advancement.
3. How will you know at the end of five years of the schools is successful?
As with the spring data reviewed each year, the Board will review the data to measure the school's success after five years. Using this larger pool of data the board will determine the school's effectiveness and growth. It is our belief that over the first five years of operation the achievement gap between students who are economically disadvantaged and those who are not will be closed.
4. What specific steps do you think the charter school Board will need to take to ensure that the school is successful?
In order to ensure that our school is successful we need to manage the school leader and ourselves. By hiring a strong, experienced, highly qualified leader and building an effective, supportive and trusting relationship with that leader we increase our school's ability to succeed. By managing ourselves and seeing that we continually fulfill the role of the Board, we maintain the ability for the school to exist. Specific steps to take to be successful will be to encourage open communication between the Board, the leader and the staff, and hold the school leader accountable to mutually agreed upon expectations. Likewise, the Board will need to establish and maintain great relationships with donors, funders and other stakeholders.

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

It would be my hope that the Board of directors would put into place a few strategies to be proactive about unethical behaviors, like establishing a code of conduct for concerns not covered in the previously established bylaws and promoting a positive and ethical atmosphere. Upon discovery or indication of unethical behavior an investigation would need to take place in order to explore in detail the allegations, examine the evidence in depth, and determine specifically whether action is merited. It would be in the best interest of the Board of directors, and the school at large, to keep the situation from becoming a public debacle if possible.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Natalie Wu Turner, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Community School of Alamance Charter School is true and correct in every respect.

Alamance

Natalie Turner

9/19/18

Signature

Date

Natalie Wu Turner

310 Hemlock Drive, Durham, NC 27705 Phone: 603-986-9078 Natalie.Turner@duke.edu

Professional Experience

Tinkergarten, Durham, NC Leader (in training to start teaching classes October 2018)	07/2018- present
Duke University, Durham, NC Human Resource Representative/Labor Relations	09/2015- 07/2016
Duke University, Durham, NC Human Resource Information Center Specialist	08/2013- 9/2015
Duke University Hospital, Durham, NC Administrative Assistant	08/2008 – 08/2013
Voyager Academy, Durham, NC Computer Technology Teacher / Education Technology Plan Consultant	06/2007 - 08/2008

Education

Western Carolina University, Cullowhee, NC
Master of Science in Human Resources, First Semester Fall 2014

Duke University Continuing Studies, Durham, NC
Certificate in Essentials of Human Resource Management, 2012

Elon University, Elon, NC
Bachelor of Arts in History, Minor in Spanish, 2007

Civic Involvement

Human Relations Commission Orange County, NC <i>- Executive Committee</i>	5/2013-02/2016
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Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alamance Community School

2. Full name: Leslie Hall Paynter

Home Address: 623 Hardscrabble Drive

Hillsborough, NC 27278

Business Name and Address: Voyager Academy Elementary

Telephone No.: 919-812-5213

E-mail address: leslie.paynter@gmail.com

3. Brief educational and employment history.

BA, Elementary Education, UNC-Charlotte

M.Ed., Special Education, UNC-Charlotte

Administration and Supervision Add-on Licensure, North Carolina Central University

2011-Present: Principal, Voyager Academy Elementary

2003-2011: Support Services Coordinator, Duke School

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

No:

Yes:

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

As an educator for over 27 years, helping start a successful charter school has been my most rewarding professional endeavor. My friend, Natalie, an educator who lives in Orange County, is a mother of a 2 year old. We often discuss educational issues, concerns and what school options she will have for her daughter in a couple of years. She was particularly interested in how reading and writing workshop, project based learning, and responsive classroom can work together in a classroom to improve learning, increase engagement, and reduce the achievement gap. An idea began to form, "What if we started a charter school in the Orange/Alamance County area?" We enlisted the opinions and thoughts of others that have also have also been involved in the charter

school movement. After reviewing multiple locations, demographics, high school graduation rates, residents with higher education, etc., we were struck by the NC Report Card data and number of low performing schools in Alamance County with the majority of them being elementary schools.

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

A charter school board is to manage the school leader and itself. The board must have a thorough and intimate knowledge of the school's mission, vision, and values. Charter school boards must ensure that they have proven governance best practices ensuring that all operational programs comply with all terms of its charter, the school meets all statutory and regulatory requirements, the school is financially solvent, and competent. It is the Managing Director's job to carry out the day-to-day operations of the school. An excellent charter school board supports the school leader and holds them accountable to mutually agreed upon expectations. Roles and responsibilities are clearly defined and annual goals are clearly established. The board should focus on building trust and encouraging open communications with the school leader.

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

- Founding Board Member, Board of Directors, Voyager Academy, 2006 – 2011
- Vice Chairman, Board of Directors, Voyager Academy, 2006 – 2011
- Foundation Board Member, Voyager Academy, 2007 - 2011
- Voyager Academy School Improvement Team, 2016 - Present
- Voyager Academy Contracts and Finance Committee, 2016 – 2017
- Ashoka Empathy Initiative Steering Committee, 2015 - Present
- Voyager Academy K-12 AIG Co-Coordinator, 2012 - 2018
- NC Charter Schools Review Board Member, 2013 – 2014
- Voyager Board of Directors Elementary Charter and Curriculum Development, 2010 - 2011
- Voyager Board of Directors High School Charter and Curriculum Development, 2009 - 2010
- Voyager Board of Directors New Member Recruitment and Selection Committee, 2006 – 2011
- Voyager Board of Directors Middle School Charter & Curriculum Development, 2006 - 2007
- Little River PTA Board Member and President, 2004 – 2007

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

Twelve years ago, I was a founding board member of Voyager Academy and helped build the school into one of the leading charter schools in NC with a Project Based Learning focus. With over 27 years as an educator, I have been a general education classroom teacher, a special education teacher, an Exceptional Children's Facilitator, a founding board member of a charter school, and a charter school administrator. For the past 8 years, I have been the elementary principal at Voyager Academy.

School Mission and Program

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

Alamance Community School is committed to helping students in kindergarten through eighth grade become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions. The mission and guiding beliefs of Alamance Community School are derived from the core values and beliefs that I hold dear as an educator of all children. I am committed to helping all students in kindergarten through eighth grade grow and be successful, both academically and socially-emotionally.

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

From writing the charter applications for Voyager Academy, K-12, and also designing and developing the curriculum, I know best instructional practices and teaching for children. Therefore, I was instrumental in writing the educational plan for Alamance Community School. I am committed to meeting the needs of

all students in Alamance County and the surrounding areas. I believe that Project Based Learning, the workshop model for Reading, Writing, and Math, Guided Reading, and Responsive Classroom is the best way to meet the academic and social-emotional needs of all children.

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

A successful school provides a differentiated curriculum taught by high quality educators that meets the individual academic and emotional needs of all students where we can see students making academic and social-emotional gains.. A successful school also creates nurturing, respectful classrooms full of learning, where children are engaged and care about their classroom, their school, their community, and their world. It is a place that embraces and values diversity, and inspires curiosity beyond the school day.

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

We will know the mission of Alamance Community School is fulfilled by:

- Implementing the academic and social/emotional curriculum with fidelity
- Meeting and exceeding the yearly academic goals in the educational plan
- Being fully enrolled each year with a waitlist
- Having a school that is financially solvent

Governance

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

Successful charter school boards manage the school leader and itself. Charter school boards are not to manage the day-to-day operations. The day-to-day operations are to be managed by the Managing Director. Thus, it is important that the charter school board hires a strong instructional leader and manager as the Managing Director. The charter school board must meet regularly to evaluate the school and to recommend improvements when necessary. They should work closely with the Managing Director to ensure that the school is upholding its by-laws and mission with fiduciary responsibility. The charter school board needs to be sure that they have proven governance best practices so that that all operational programs within the school comply with all terms of its charter, the school meets all statutory and regulatory requirements, the school is financially solvent, and competent, and professional staff are hired to carry out the teaching and learning at the school. The charter school board needs to support the school leader, but also hold them accountable to the agreed upon expectations regarding the management of the school.

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

We will know that the school is successful at the end of the first year by meeting and exceeding the goals bulleted below that are outlined in the charter application:

- Enrollment goals - we are fully enrolled and students, parents, and staff want to return and a healthy waitlist
- Academic goals - the students and the school meet all academic goals set in the educational plan
- Social-emotional goals - the students and the school meet all social-emotional goals set in the educational plan
- Financial goals - the school is financially solvent

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

We will know that the school is successful at the end of five years if we have met and exceeded all of the goals that are outlined in the charter application. ACS will be successful if the school is fully enrolled, student attrition is low, staff retention is high, student enrollment continually increases as each grade level is added, educational goals are met, community support is strong, and the budget is balanced. We will know ACS is successful through the effective leadership of the school's administration and that the mission and vision of the school is being met and is visible to all stakeholders. We will also conduct

parent and staff climate surveys to celebrate areas of strength and growth, but also to ensure we focus on areas that need improvement.

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

The board must have formal information sessions for the public to learn about the school, informal conversations with community members to inform them of the school's existence and its mission. The board will need to develop a realistic budget and ensure the school administration operates effectively within it by taking projected student enrollment, projected staff, and school needs into account. The board will also be involved in finding a suitable facility or property to build a facility. The board will provide the framework for monitoring governance, finances, and safety so that the administration and staff are meeting the school's mission. It is imperative that the board sets a high standard of integrity within the community and with all stakeholders in order to build a culture of trust and respect. The original charter school board (the one that starts a school at the very beginning) must WORK! They need to hire a proven, trusted, instructional leader and manager to be the Managing Director. This person is critical to the success of the school.

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

First and foremost, the process to handle unethical board member behavior will be written in the school's bylaws. Any board member who behaves unethically or outside the best interest of the school brings unwanted negative attention to the school and the board. Therefore, it would be my duty to address my concerns with the individual and then bring the concerns to the board chair who would then bring the issue before the board for discussion. A thorough and swift independent investigation would be needed to resolve the issue/concern quickly. If it were proven that a board member acted unethically then the recommendation would be for them to resign or have their membership on the board terminated.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Leslie Hall Paynter, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alamance Community School is true and correct in every respect.

Leslie Hall Paynter
Signature

9/28/18
Date

Leslie Hall Paynter
623 Hardscrabble Drive
Hillsborough, N.C. 27278
leslie.paynter@gmail.com

Education: **North Carolina Central University**, Durham, NC
Administration & Supervision Add-on License, May 2009 (GPA: 4.0)
University of North Carolina-Charlotte, Charlotte, NC
M.Ed., Special Education, 1997
University of North Carolina-Charlotte, Charlotte, NC
BA, Elementary Education, 1990

Professional Licensure: **Administration and Supervision K – 12**
Specific Learning Disabilities K – 12
Elementary Education K – 6

Administration Experience:

2011 - Present **Voyager Academy Elementary**, Durham, NC
Principal
Oversaw the construction and planning of a new school; designed offices and classrooms; interviewed and hired 50+ staff members; purchased all furniture, instructional supplies, and technology; managed all fund-raising; selected and managed all elementary curriculum and assessments, developed the elementary project based learning curriculum and the elementary empathy curriculum; designed the standards based report cards; and conducted all formal and informal observations and evaluations

2003 - 2011 **Duke School**, Durham, NC
Support Services Coordinator (2003 – 2011)
High School Placement Counselor (2009- 2011)
Principal Intern (August, 2008 – May, 2009)

2007 - 2009 **Voyager Academy**, Durham, NC
Exceptional Children's Facilitator

1998 - 2002 **Orange County Schools**, Hillsborough, NC
Exceptional Children's Facilitator, New Hope Elementary

Committees: **Voyager Academy School Improvement Team, 2016 - Present**
Voyager Academy Contracts and Finance Committee, 2016 – 2017
Ashoka Empathy Initiative Steering Committee, 2015 - Present
Voyager Academy K-12 AIG Co-Coordinator, 2012 - 2018
NC Charter Schools Review Board Member, 2013 – 2014
Voyager Board of Directors Elementary Charter and Curriculum Development, 2010 - 2011
Voyager Board of Directors High School Charter and Curriculum Development, 2009 - 2010
Voyager Board of Directors New Member Recruitment and Selection Committee, 2006 – 2011
Voyager Board of Directors Middle School Charter & Curriculum Development, 2006 - 2007

Community Service: **Vice Chairman, Board of Directors, Voyager Academy, 2006 – 2011**
Foundation Board Member, Voyager Academy, 2007 - 2011
Founding Board Member, Board of Directors, Voyager Academy, 2006 – 2011
Little River PTA Board Member and President, 2004 – 2007

Honors: **Ashoka Changemaker School (Voyager Elementary was first school in southeast to be selected)**

Presentations: **NC CEC Conference, 2016: *Building Empathy, Collaboration, & Reflection in Children***
NC Charter School Conference, 2016: *Building Empathy, Collaboration, & Reflection in Children*
NCAGT Conference, 2015: *Critique: A Habit of Mind*
Orange Charter School, NC, 2014 and 2015: *Critique and Project Based Learning*
Rock Hill Public Schools, SC, 2014: *Behavior Management*
NC Charter School Conference, 2014: *Critique and Project Based Learning*
Chapel Hill-Carrboro Public Schools, 2014: *Project Based Learning*
Global Education Conference Keynote Speaker, 2014: *Developing Empathy, Collaboration, and Reflection in Elementary Children*

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Community School of Alamanace

2. Full name: Cynthia Jones

Home Address: 7 Burgeess Ct Hillsborough, NC

Business Name and Address: 4519 N Roxboro St Durham, NC

Telephone No.: 919-475-3872

E-mail address: ctj903@gmail.com

3. Brief educational and employment history. B.A. Communications, Marketing minor

Western Illinois University

State Farm Insurance Company Claims & Marketing

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

Yes: X

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

I previously worked with Leslie Paynter on another charter school board. Serving on a charter school board was a way for me to contribute my thoughts and ideas as a parent with the community.

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

To collaborate with others to bring insight and innovation to elementary aged students to broaden their minds to be successful and active members of their community.

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

I have previously served on the board of a charter school and on the board of a private pre-school/after school program

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

I understand that it takes collaboration and an open mind to work with each board member in determining what is best for a child's success at the school while also maintaining principles and following legal guidelines.

School Mission and Program

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

To enable children to learn by engaging and interacting in the community around that they are valued citizens.

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

Project based learning allows children to learn more about their interactions within society by immersing into realistic assignments.

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

It is a place where all leaders, teachers, staff, students & family members feel valued.

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

By setting up guidelines and goals and reassess if they are not being met.

Governance

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

Oversee the systems and standards to support the school.

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

This will be reflected in a review of the pre-set goals of academic scores, operations and financial stability.

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

Verify growth and improvement from each previous year along with annual review of goals set for academic scores, operations and financial stability

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

Monitor success through open monthly board meetings, closed sessions, school community surveys and be an active board member in school programs and productions.

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

If I felt that a member wasn't acting in the best interest of the school, I would maintain open communication. I would ask that person(s) to elaborate on their position and try to work through it to find a better understanding while maintaining the school's mission.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Cynthia Lynn Jones, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Community School of Alamance Charter School is true and correct in every respect.

Cynthia Lynn Jones
Signature

9/19/2018
Date

Cindy Jones

7 Burgess Court Hillsborough, NC 27278 

919.475.3872 

ctj903@gmail.com 

Leadership/Service

- 2009-PRESENT Boys Scout Troop Committee Member
- 2011-2013 Cub Scout Pack 400 Treasurer
- 2010-2013 Voyager Academy Foundation Board of Directors
- 2009-2013 Voyager Academy Board of Directors: *Secretary 2010-2012*
- 2007-2009 Voyager Academy PTA: *Founding member, Membership Chair, Book Fair Coordinator*
- 2007-2013 North Durham/Bull City Little League Secretary
- 2004-2007 Aldersgate Weekday School Board of Directors: *Secretary 2005-2006, Chair 2007*

Experience

AUGUST 2017-PRESENT

Marketing Associate / Andy Jones State Farm Insurance, Durham, NC

Coordinate online, social media and mailers to current and prospective clients promoting business services.

AUGUST 2013-JUNE 2017

Teacher Associate / Voyager Academy, Durham, NC

Assist in daily classroom instruction and management of elementary students. Duties include small group learning sessions, individual guidance and classroom clerical organization.

NOVEMBER 1992-JUNE 2005

Claim Specialist/State Farm Insurance, Fort Myers, Fl and Durham, NC

Investigate and evaluate serious injuries arising from an auto accident.

Education

AUGUST 1987 – DECEMBER 1990

B.A. Public Communication/Human Relations / Western Illinois University, Macomb, IL

Active in several on-campus organizations to include Student Government Association, Student Alumni Council and Sorority membership.

Activities

With three active sons, I am equally as active from assisting the baseball team with fundraising and travel to chaperoning school field trips. In my free time, I enjoy reading, walking and traveling.

Appendix F:

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Community School of Alamance
2. Full name: Alexandra Joy Christiansen

Home Address: 408 South Third Street, Mebane NC 27302

Business Name and Address: Per diem occupational therapist at Moses H Cone Memorial Hospital (1121 Church St, Greensboro NC 27401) and Duke Regional Hospital (3643 N Roxboro St, Durham NC 27704).

Telephone No.: 571-215-1667

E-mail address: a.christiansen12@gmail.com

3. Brief educational and employment history.
I received my Bachelor of Science in Psychology from Shenandoah University in 2009 and my Doctorate in Occupational Therapy (OTD) from Belmont University in 2012. I have worked as an occupational therapist in inpatient rehabilitation settings, acute care settings, and skilled nursing facilities. The majority of my experience is in inpatient rehabilitation, specifically working with individuals who have sustained spinal cord injuries.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was approached by another board member who works with my spouse at Elon University; she knew of my interest in the Alamance County school system as we recently relocated to Mebane and have a 2-year-old daughter. I wish to serve on the board because of my desire for children in the community to have access to a learning environment that is diverse and facilitates an

educational environment which incorporates real-life scenarios while emphasizing respect and compassion for their peers and members of their community.

6. What is your understanding of the appropriate role of a public charter school board member?
I believe that board members have the responsibility of holding school administration accountable to upholding the mission, values, and educational program of the school. Board members should play an active role in school and administrative development in the early stages as well as critically analyze the school's progress once established to ensure students' success.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I have not served on other boards, in my role as an occupational therapist I have served on a task force committee and assisted in preparation for and discussion with national surveyors to ensure continued accreditation of a specialized, disease-specific program. Doing so requires the ability to identify barriers to meeting goals as well as establishing a realistic plan to address areas of deficiency.
8. Describe the specific knowledge and experience that you would bring to the board.
In my role as a mother, I know what I find to be important in my daughter's education and would advocate for children to receive the tools they need to excel academically as well as become an active member of their community who sees the value in working with others from diverse backgrounds. As an occupational therapist (OT) I feel strongly that all children, regardless of their background or physical/cognitive abilities, should feel empowered in who they are as an individual and know they have value as a member of their school and community. Through my education as an OT, I understand ADA guidelines and the concepts behind Universal Design to allow for a physically-inclusive educational environment in addition to therapeutic activities for children with special needs to allow them to remain in the classroom with their peers. During my final semester of graduate school, I completed a 640-hr residency project identifying assistive technologies, including apps, at use within a local community college for their accommodations department.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Alamance Community School's mission statement endorses the desire to help children become engaged leaders in their community through project-based learning in an environment that values respect and empathy while facilitating curiosity and confidence.
2. What is your understanding of the school's proposed educational program?
The school's educational program is designed around the evidence-based models of responsive classrooms and project-based learning.
3. What do you believe to be the characteristics of a successful school?
Personally, I believe successful schools have the following characteristics: higher academic rankings, well-rounded students with a variety of interests, active participation in service/ community projects, diversity among students and teachers/staff, regular evaluation of the school's performance, current resources and continuing education provided to teachers and other staff members, extracurricular activities designed to develop strong leadership skills.

4. How will you know that the school is succeeding (or not) in its mission?
The governing board will have monthly meetings with administration in reviewing enrollment, academics, finances, community relations, etc. In doing so, regular contact will be maintained to ensure the school is succeeding in its mission and if not, establishing a plan to correct areas of concern.

Governance

1. Describe the role that the board will play in the school's operation.
The board will attend monthly meetings and participate in the school's educational and community programs in addition to reviewing financial budgets and administrative establishment. The board has the role of maintaining accountability within the school environment to ensure its mission is successful.
2. How will you know if the school is successful at the end of the first year of operation?
The school will initially open K-3. At the end of the first year, the school will be successful if it is fully staffed with targeted student enrollment and is incorporating its mission in the classrooms (project based learning, values of respect, empathy, and active community involvement, etc.).
3. How will you know at the end of five years of the schools is successful?
At the end of each year, school achievement reports will be reviewed and compared with other schools as well as identifying student's involvement in community and service-based events to assess the school's success in working towards its mission statement. At the end of 5 years, the school should be enrolled K-8 and see higher academic rankings and levels of community involvement from its students in comparison with other area schools. Longevity among staff members and board members will be another indicator of success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To initially establish the school, the board will need to be highly involved in the development of evidence-based educational programs that align with the school's mission, financial budgets, hiring of school administration, finding a school location and beginning construction. Once the first school year begins, regular monthly meetings to review data re: finances, education programs, community involvement, staff/parent satisfaction.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I felt another board member was acting unethically, I would initially discuss it with them and if the unethical behaviors were not resolved I would approach the board chairman about my concerns. If it was a situation where local, state, and federal laws were broken I would notify the board chairman and authorities.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Alexandra J. Christiansen, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alamance Community Charter School is true and correct in every respect.

Alexandra J. Christiansen

Signature

9-26-18

Date

Alexandra Christiansen, OTR/L

408 S 3rd Street Mebane, NC 27302

571-215-1667

a.christiansen12@gmail.com

EXPERIENCE

Moses H Cone Memorial Hospital in Greensboro, NC

September 2018 - present

Duke Regional Hospital in Durham, NC

July 2018 - present

Vanderbilt Stallworth Rehabilitation Hospital in Nashville TN

August 2012 - June 2018 (Fulltime until June 2016, Per diem June 2016 - June 2018)

Responsibilities and Awards:

- Staff training (2014 - 2018)
- SCI Task Force Co-Chair (2015 - 2016)
- Therapist of the Year (2014)
- OT Student Coordinator (2013 - 2016)

St Thomas Midtown Inpatient Rehabilitation in Nashville TN

June 2016 - June 2018

Inservice: Spinal Cord Injury and Therapy's Role (October 2017)

NHC Place at the Trace in Nashville TN

August 2017 - May 2018

Sumner Regional Medical Center in Gallatin TN

January 2018 - June 2018

PROFESSIONAL ACTIVITIES AND AWARDS

- Spinal Cord Injury and Sexuality (October 2017) - Guest lecturer for OTD, MSOT, and DPT students at Belmont University
- Phi Theta Epsilon (2010-2012)

EDUCATION

Doctorate in Occupational Therapy in May 2012

Belmont University in Nashville, TN

Bachelor of Science in Psychology in May 2009

Shenandoah University in Winchester, VA

CERTIFICATIONS AND MEMBERSHIPS

North Carolina Occupational Therapy License 11915

BLS CPR certification

First Aid certification

Functional Independence Measure certification (Uniform Data System for Medical Rehabilitation)

AOTA membership

REFERENCES

Available upon request

Appendix F:

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Community School of Alamance

2. Full name: Janet M. Cope

Home Address: 2645 Bason Road, Mebane, NC 27302

Business Name and Address: Elon University, Elon, NC, 27244

Telephone No.: 336 278-6355

E-mail address: jcope2@elon.edu

3. Brief educational and employment history.

Education:

University of Massachusetts, Department of Anthropology
Amherst, MA
PhD May 2007
MA May 2003

Springfield College, Department of Occupational Therapy
Springfield, MA
MS, CAS, May, 1994

University of New Hampshire
Durham, NH
BS, May 1980

Employment

Professor, Dept of Physical Therapy Education
Elon University
Elon, NC
2006-present

Hand Therapist, Occupational Therapist

Cone Health / Alamance Region Medical Center, Church St. Clinic
Burlington, NC
December 2006 – June 2017

Human Anatomy Lab Coordinator, Department of Physical Therapy Education
Springfield College
Springfield, MA
2000 – 2006

Hand Therapist, per diem
Performance Rehabilitation
Springfield, MA
2002 – 2003

Clinic Manager, Hand Therapist
1994 – 1996
NovaCare Hand Therapy
Springfield, MA

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

No: x Yes:

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

I was recruited by an Elon University DPT alum's wife who I was familiar with. I am a life-long educator and invested in solid learning opportunities for the students in my community.

6. What is your understanding of the appropriate role of a public charter school board member?
Provide critical feedback as to the direction, mission, goals, and plans to develop the school. Ensure that student and community needs are being addressed throughout the process. Follow the progress of the school critically, routinely reflecting on the mission and progress towards that mission.

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

In 2014, I led a feasibility study committee and now serve as a board member on the Elon University Anatomical Gift Program. I have a solid understanding of the process and the need for critical feedback throughout program development and implementation, as well as the need for regular review.

8. Describe the specific knowledge and experience that you would bring to the board.
I am an educator with teaching experiences throughout the lifespan and with students of a variety of backgrounds, cultures and special skills and needs. I have a broad perspective and a critical eye for important details.

School Mission and Program

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

Committed to providing opportunities for students K-8 grade to develop as engaged citizens through a project-based learning curriculum that encourages empathy, curiosity and confidence.

2. What is your understanding of the school's proposed educational program?
Project Based Learning engaged in the local community
3. What do you believe to be the characteristics of a successful school?
Students and teachers engaged in active learning. Students making strides towards developmental and educational benchmarks. The school is fiscally responsible to ensure appropriate resources for the present and towards the future. Teachers are actively engaged in professional development, that is supported by the school with time and fiscal resources.
Response to issues is timely and thoughtful- with strategies to address concerns of parents, students, teachers and support staff.
4. How will you know that the school is succeeding (or not) in its mission?
Monthly Board of Directors (BoD) meetings with the school administrator and other relevant school personnel to review the mission and assess the progress being made towards the mission.

Governance

1. Describe the role that the board will play in the school's operation.
The BoD will be involved in many aspects of the school. Primary responsibilities include ensuring the mission is upheld and that there are clear and measurable objectives. The board members will assist in developing educational goals that are measurable and will be involved in hiring key personnel, specifically the lead administrator. The BoD will participate in evaluating the lead administrator annually and reviewing the budget monthly to ensure fiscal responsibility.
2. How will you know if the school is successful at the end of the first year of operation?
Measurable progress towards the mission, staffed with highly qualified teachers and support staff, operating within budget, set in an appropriate learning environment. Measurable student goals being met, and strategies in place to address issues.
3. How will you know at the end of five years of the school is successful?
Measurable student progress from the original cohort of students enrolled in grades K-3 as they move through each grade. Hitting established marks for reading, writing, math, project completion, community engagement. Fiscally sound, teachers and support staff are staying put.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Begin with a well-developed, thoughtful, detailed application with feedback from stakeholders. Use educational evidence to establish teaching/learning plans and solid fiscal plans to ensure adequate funding to meet support recommendations. Once the application is approved, assess proposed locations for the school and oversee the hiring of a school administrator with excellent leadership skills and a commitment to both students and teachers growth.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would speak directly to that individual to voice my concerns and if not satisfied with the outcomes I would bring my concerns to the chair of the board and full board as needed. I feel obligated to ensure that any ethical topics are addressed.

Certification

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

Janet M. Gore
Signature

9/22/2018
Date

Janet M. Cope, PhD, OTR/L
Professor of Physical Therapy
Department of Physical Therapy Education
Elon University
Elon, NC 27244-2020

Education:

University of Massachusetts, Department of Anthropology
Amherst, MA
PhD May 2007
MA May 2003

Springfield College, Department of Occupational Therapy
Springfield, MA
MS, CAS, May, 1994

University of New Hampshire
Durham, NH
BS, May 1980

Licensure:

North Carolina Occupational Therapy License #6184

Certification

National Board Certification in OT: Certificate #997007
Massachusetts Teacher Certified, Department of Education

Employment

Professor, Dept of Physical Therapy Education
Elon University
Elon, NC
2006-present

Hand Therapist, Occupational Therapist
Cone Health / Alamance Region Medical Center, Church St. Clinic
Burlington, NC
December 2006 – June 2017

Human Anatomy Lab Coordinator, Department of Physical Therapy Education
Springfield College
Springfield, MA
2000 – 2006

Hand Therapist, per diem
Performance Rehabilitation
Springfield, MA
2002 – 2003

Clinic Manager, Hand Therapist
1994 – 1996
NovaCare Hand Therapy
Springfield, MA

Alamance Community School

Bylaws

ARTICLE I: NAME

The name of the Corporation is Alamance Community School, Inc. (hereinafter the "Corporation" or the "School").

ARTICLE II: PURPOSE

The Corporation is a nonprofit corporation whose purpose is to provide a charter school for the Alamance County, North Carolina area in accordance with the laws, rules and regulations governing charter schools in North Carolina (the "Education Laws").

ARTICLE III: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees" or the "Directors") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE IV: BOARD OF TRUSTEES

A. Powers. The Board will be responsible for setting policy, overseeing operation matters including budgeting, operating procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of 75% of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. The Corporation will seek to have Trustees who represent a cross-section of backgrounds, professions and experiences.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Founding Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Founding Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Founding Trustee shall continue for three (3) additional years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

f. A Trustee who has served a three-year term shall not be eligible for election or appointment to a new term until one year after the expiration of the three-year term.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee at any time by a vote of at least 75% of the other Trustees.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by

the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. Trustees may be elected to fill vacancies by a majority vote of the Trustees then in office.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of March of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. The Board will meet monthly during the school year at an agreed upon time and place.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Open Meetings. The Board will observe the Open Meetings Law (Article 33C of Chapter 143 of the North Carolina General Statutes), including without limitation by giving or providing notice of all "official meetings" (as defined in the Open Meetings Law) in the manner required by law and by providing access to records of Board meetings to the public in the manner required by law.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the board provides a location and means whereby members of the public may listen to the meeting, Trustees may participate in the meeting by use of conference telephone or other electronic means, provided that all Trustees participating in such meeting can hear one another.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board.

3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
 - b. Filling vacancies on the Board or any committee which has the authority of the Board;
 - c. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment

powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion (other than to present factual information or to respond to questions prior to the discussion) and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.

2. Vice Chair. If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b)

keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: CONFLICT OF INTEREST POLICY

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be averse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE XI: OTHER PROVISIONS

A. **Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

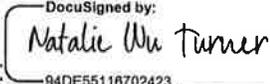
C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Principal/Managing Director, Treasurer, or other Trustee. Such items for amounts of \$2,000.00 or greater must be signed by two of these individuals.

D. **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Nonprofit Corporation Act and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. **Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

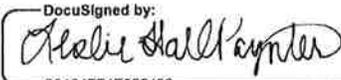
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Name Natalie Wu Turner

Printed: _____

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Date: _____

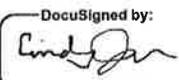
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Name Leslie Paynter

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Date: _____

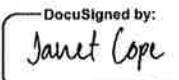
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Name Cindy Jones

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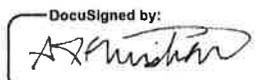
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Name Janet Cope

Printed: _____

Date: 9/28/2018 10:36:03 AM PDT

Signed:  _____
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Name Alex Christiansen

Printed: _____

Date: 9/28/2018 12:14:32 PM PDT

Date: _____

Alamance Community School

Conflict of Interest Policy

SECTION 1.

Full disclosure, by notice in writing, shall be made by the interested parties to the full Board of Directors in all conflicts of interest, including but not limited to the following:

1. A director is related to another director.
2. A director is related to a staff member.
3. A director is also a staff member. (According to the bylaws, staff members who are also board members are not voting members of the Board of Directors.)
4. A staff member in a supervisory capacity is related to another staff member whom he/she supervises.
5. A director or staff member receives payment from the school for any subcontract, goods, or services other than as part of his/her regular job responsibilities or as reimbursement for reasonable expenses incurred as provided in the bylaws and board policy.
6. A director or staff member is a member of the governing body of a contributor to the school or nonprofit running the school.
7. A director or staff member may have personal, financial, professional, or political gain at the expense of the school or its members.

SECTION 2.

Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall be by majority vote without counting the vote of any interested director, even if the disinterested directors are less than a quorum, provided that at least one consenting director is disinterested.

SECTION 3.

An interested director, officer, or staff member shall not participate in any discussion or debate of the Board of Directors, or any committee thereof, in which the subject of

discussion is a contract, transaction, or situation in which there may be a conflict of interest other than to present factual information or to respond to questions prior to the discussion.

SECTION 4.

No director, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his/her knowledge, any of the following has a financial interest in that transaction:

the staff member, officer, or director;

any member of his/her immediate family;

his/her partner;

an organization in which any of the above is an officer, director, or

employee;

a person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

SECTION 5.

In addition, a contract or transaction can be rendered voidable by the Board of Directors if entered without full disclosure of the personal interests of a director, officer or staff members, the existence of any of the above-listed conditions shall likewise render a contract or a transaction void able unless full disclosure of personal interests is made in writing to the Board of Directors and such transaction was approved by the Board in full knowledge of such interest.

SECTION 6.

The disinterested directors are authorized to impose by majority vote other reasonable sanctions as necessary to recover associated costs against a director, officer, or staff member for failure to disclose a conflict of interest as described in Section 1 or for any appearance of a conflict.

SECTION 7.

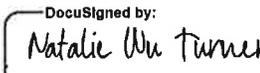
Appeal from sanctions imposed pursuant to Sections 5 and 6 above shall be prescribed by law in those courts of the state NC with jurisdiction over both the parties and the subject matter of the appeal.

SECTION 8.

In the event that the Board of Directors have incurred costs or attorney fees as a result of legal action, litigation, or appeal brought by or on behalf of an interested director or staff member due to a conflict of interest and consequent sanctions and in the event that the Board of Directors prevails in such legal action, litigation, or appeal, the Board shall be entitled to recover all of its costs and attorney fees from the unsuccessful party.

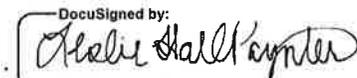
SECTION 9.

A copy of this policy shall be given to all directors, officers, and staff members upon commencement of such person's relationship with the School. Each Board member, officer, and staff member shall sign and date the policy at the beginning of his or her term of service or employment and each year thereafter. Failure to sign does not nullify the policy.

Signed:  _____
84DE55116702423...

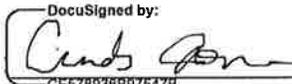
Name Printed: Natalie Wu Turner

Date: 9/27/2018 10:35:39 AM PDT

Signed:  _____
09184FF4E855428...

Name Printed: Leslie Paynter

Date: 9/27/2018 11:37:42 AM PDT

Signed:  _____
CE578936897547B...

Name Printed: cindy Jones

Date: 9/28/2018 8:23:42 AM PDT

Signed: DocuSigned by:
Janet Cope
E724A438098E47B...

Name Janet Cope
Printed: _____

Date: 9/28/2018 4:58:20 PM PDT

Signed: DocuSigned by:
Alex Christiansen
96E36BB7622B46B...

Name Alex Christiansen
Printed: _____

Date: 9/28/2018 5:39:21 PM PDT

ARTICLES OF INCORPORATION ALAMANCE COMMUNITY SCHOOL

(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation ("Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is ALAMANCE COMMUNITY SCHOOL (the "Corporation").

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. §55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

(a) To establish and operate a North Carolina charter school, chartered under Chapter 115C, Article 14A (§115C-218 et seq.; "Charter School Act") of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes. The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the

State of North Carolina, now or hereafter in effect. In furtherance of its purposes, the Corporation shall have the power to receive and

allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors ("Board") to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent

federal

tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

623 Hardscrabble Drive

Hillsborough, N.C. 27278

The mailing address of the initial registered office is

623 Hardscrabble Drive

Hillsborough, N.C. 27278

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

623 Hardscrabble Drive

Hillsborough, N.C. 27278

The name of the initial registered agent of the Corporation at such address is

Natalie Wu Turner

ARTICLE V

The name and address of the incorporators are:

Leslie Hall Paynter

623 Hardscrabble Drive

Hillsborough, N.C. 27278

Natalie Wu Turner

310 Hemlock Drive

Durham, NC 27705

Cindy Jones

7 Burgess Court

Hillsborough, NC 27278

Janet Cope

2645 Bason Road

Mebane NC 27302

Alexandra Joy Christiansen

408 South Third Street

Mebane, NC 27302

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and

empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law (N.C. Gen. Stat. §55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies, and the North Carolina Charter School Act (as these Acts now exist or may hereafter be amended), no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection

granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 19th day of September 2018.

DocuSigned by:
Natalie Wu Turner
84DE55116702473

Natalie Wu Turner
Incorporator



North Carolina Department of The Secretary of State

Invoice Number: 14804055

Billing Information

Alamance Community School
623 Hardscrabble Dr
Hillsborough, NC 27278

Contact: Alamance Community School

Invoice Number: 14804055

Customer Id Number: 200669746

Invoice Date: 9/28/2018

Account Type: Payment upon Delivery

Ship Via: Online

Invoiced Items

Description	Certificate Number	Customer Reference	Qty	Pages	Item Cost	Sub Total	Amount Due
09/28/2018-Articles of Incorporation Alamance Community School (File/Task# C201827100903)							
1210 0511 435100072	103337600		1		\$60.00	\$60.00	Paid
24 Hour Service Surcharge							
1210 0511 435100072	103337601		1		\$100.00	\$100.00	Paid
Electronic Transaction Fee							
2120 0502 437993	103337602		1		\$2.00	\$2.00	Paid

Payment Details

PayPal Credit E-Invoice for \$162.00, VISA Acct XXXXXXXXXXXXXXX4964, TXId: AQ0AFA409AA5

	1	\$162.00	\$162.00	Payment
				\$0.00

Make check payable to:

NC Secretary of State

Online Payment:

<http://www.sosnc.gov/payinvoice>



Scan to pay online.

Include Invoice Number on all remittance and send to:

Secretary of State
PO Box 29622
Raleigh, NC 27626

For information regarding your filing contact:

Customer Service at (919) 814-5400 or toll free at (888) 246-7636

Notice: To avoid an additional assessment of a one-time 10% late penalty and interest of 5% per annum, as mandated by G.S. 147-86.23, the invoice must be paid in full.

There will be a \$25.00 processing fee for all returned checks and ACH returns.

INSURANCE PEOPLE

Below are the estimated annual premiums: **Community School of Alamance**

Property Premium Estimate **\$4,750**

Building	\$4,000,000
Contents	\$500,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$2,005**

Rating Basis:	Students	480
	Faculty	44

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 **\$4,277**

	\$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		\$2,300
Two School Buses		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$10,624
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,800,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$26,757
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

09/24/2018

DocuSigned by:

Natalie Wu Turner

9/27/2018 10:34:1

94DE55116702423

Signature

Date