Appendix A1: Evidence of Need

Meetings with Wayne County community members were held seeking their input and endorsement for the proposed Leadership Academy of Wayne Charter School.

DATE	Name	Response
June 29, 2018	Steve Keen, Former Chairman of Wayne County Commissioners	A meeting with the Former Chairman of the Wayne County Commissioners was held to discuss the possiblity of Leadership Academy of Wayne. Mr. Keen endorsed the idea and cited the significant need which exists in the southern part of the county for school improvement. He recommended a meeting with the current County Commissioners.
July 9, 2018	Joe Daughtery, Member and Past Chairman, Wayne County Commissioners	Mr. Daughtery endorsed the idea of Leadership Academy of Wayne, and especially since the proposed location is in the southern region of the county. He shared the concerns about the students' academic needs and the responsibility of the current commissioners to address the LEA's facility needs especially in the southern region. Leadership Academy of Wayne's location in the southern region would be a positive for the students.
April 23, 2018	Julie Beck, Mt. Olive Chamber of Commerce Executive Director	Ms. Beck endorsed the idea of an option for families in the community and shared the name of a local contact. A discussion was held about possible facilities within the area of Mt. Olive which might be available for retrofitting for the school.
April 23, 2018	Al Southerland, President, Mt. Olive Rotary Club	A meeting with Mr. Southerland included a discussion about charter schools and the proposal being considered for the southern region of Wayne. He discussed the need for opportunity for the students in this part of the county, and some of the stigma within the county when referencing this area. He indicated that prior to the opening of the school, a presentation at some of the Mt. Olive organizations would be possible including Rotary and the Chamber of Commerce.
August 3, 2018	Father John Granados, Senior Priest St. Mary's of the Angels Catholic Church Mt. Olive, NC	A meeting with Father John was held to introduce Leadership Academy of Wayne as a proposed charter school. Father John is Hispanic as are most of his parishioners. He agreed to putting information in the church bulletin for 3 weeks including the Leadershp Academy of Wayne' facebook information. Further, a flyer was provided for the information to be used for translation to the church members.
June 5, 2018	Judith McMillan, Owner, Realtor Berkshire Hathaway, Goldsboro, NC	As one of the largest real estate firms in the area, Ms. McMillan saw value in the proposed charter especially in the southern region of the county . Ms. McMillan emphasized that families buy homes in areas where the schools are high performing. She indicated that houses in the southern region do do not sell as well as a result of the schools' performance records.
June 5, 2018	John Walston, Attorney Goldsboro, NC	Mr. Walston has experience with charter schools in serving as a legal advisor. Mr. Walston acknowledge that improvements are needed for the schools in the southern part of the county. He encouraged the pursuit of the charter.
June 26, 2018	Richard, Cuddington, Pastor, Northeast Church, Mt. Olive, NC	Information about Leadership Academy of Wayne was shared. Mr. Cuddington emphasized the need for better opportunities for the students and families in the area.
June 27, 2018	Rev. Dr. John Hil University of Mt. Olive Board of Trustees	Dr. Hill favored the charter school and its location in the southern part of Wayne County.

Leadership Academy of Wayne Facebook Campaign ran from May 22 to August 16, 2018 to share the idea of the proposed school.

Date	Response to Post	
	English Ad	Spanish Ad
May 22, 2018	200	
May 23, 2018	104	
May 24, 2018	3324	
May 25, 2018	93	
June 11, 2018	425	
July 4, 2018	34	
July 6, 2018	418	
August 16, 201	373	285

Curriculum Map

Reading Mastery Grade K Language

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
1	Follows directions, performs actions, and describes in sentences; Stand up, Sit down	Object Identification: using *a* and a noun; Objects: tree, shoe, dog, cat, boy, girl	Teacher's name, school	*Touching; *Cross-Out Marks; *Coloring			
2	R	Objects: table, hat; R	R	*R			
3	R	Identity Statements: using *a* or *an* and a noun; Objects: hamburger, fish, ball, bottle; R	First name, last name; R	*R			
4	Touch nose, Touch head; R	Objects: flower, chair; R	R	*R			
5	Talking about actions, R	Objects: cup, broom, book, R	R	*R			
6	R	Objects: pencil, ruler; R	R	*Crossing Out Objects; *Matching; *R			
7	R	Objects: chalkboard, door, window, banana, sandwich; R	R	*R			
8	R	Objects: desk, man, woman; R	R	*R			
9	Arm; R	Objects: flag; R	R	*R			
10	Touch ear; R	Objects: cabinet, car; R	R	*R			
11	R	R	R	*R			
12	Touch leg; R	Objects: bookcase, window, bus, horse, bike, computer; R	R	*R			
13	Touch hand	Objects: house, clock; R	R	*R			
14	R	Objects: monkey, shirt; R	*Colors: yellow; R	*R			
15	R	Objects: crayon, door; Yes/no questions and statements; R	R	*R			
16	Yes/no statements; R	R	R	*R			
17	Yes/no questions; Pictures: uses affirmative and negative statements; R	Objects: box, glass; R		First, next; *R			
18	Statements: eating, jumping, sleeping, sitting; R	Objects: wall, floor, eraser; R	*Colors: red; R	R, *R			
19	R	Objects: deer, wagon, turtle; R	R	R, *R			
20	R	Yes/no and not statements; R	R	R, *R			
21	R	R	R	R, *R			Listens to a story and responds to questions; Story: "Polly and the Lion"

Curriculum Map (continued)

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
22	Statements: running, swimming; R	Objects: bird, egg, kite; R	R	R, *R			Review: “Polly and the Lion”
23	Pronouns: I, you; Smiling; R	Objects: chalk, cow; Missing Objects; R	*Colors: blue; R	R, *R			Listens to a poem or nursery rhyme; responds to questions and learns poem or nursery rhyme; Poem: “My Cat, My Dog, My Frog”
24	Pronouns: you, your; R	Opposites: Full/not full; Objects: elephant, balloon; R	R	*Makes a circle; R; *R			Review: “My Cat, My Dog, My Frog”
25	Touch chin, running; R	Objects: jar; R	R	R; *R			Review: “Polly and the Lion”
26	Pronouns: I, my; touch shoe, touch hair, touch mouth; R	Objects: ceiling; R		R; *R			Story: “Dozy, Bring a Hamburger”
27	R	Objects: leaf, sink, telephone; R	City/town/place; R	Prepositions: on; R; *R			Review: “Dozy, Bring a Hamburger”
28	Pronouns: we; eyes; R	Objects: dollar; R	R	R; *R			Review: “My Cat, My Dog, My Frog”
29	Identify object, name parts: head; R	R	R	R; *R			Review: “Polly and the Lion”
30	R	Opposites: wet/not wet; Objects: ducks; R	Part/Whole: table; R	Prepositions: over; R; *R			Review: “Dozy, Bring a Hamburger”
31	R	Objects: sack; R	R	R; *R			Poem: “Painting”
32	Statements: riding; R	R	Part/Whole: pencil; R	R; *R			Review: “Painting” and “My Cat, My Dog, My Frog”
33	Touch elbow, clapping, touch knees; Statements: flying a kite; R	Objects: oars, boat (row); R	R	R; *R			Story: “Oscar the Worm”
34	Touch wrist; R	R	R	R; *R			Review: “Oscar the Worm”
35	Statements: climbing; R	Objects: tiger, toothbrush, axe, apple; R	Days of the week: Sunday, Monday; Part/Whole: toothbrush; R	Prepositions: in front of; R; *R			Review: “My Cat, My Dog, My Frog” and “Painting”
36	Touch neck; R	Objects: giraffe, bear; R	Days of the week: Tuesday; R	R; *Pair Relations; *R			Review: “Polly and the Lion”
37	Pronouns: she; R	Opposites: big/not big; Objects: motorcycle, stove, ship, couch; R	Days of the week: Wednesday; R	Position words: top/bottom; R; *R			Review: “Dozy, Bring a Hamburger”
38	Pronouns: he; R	Objects: fence; R	R	R; *R			Story: “Marvin the Eagle”
39	Touch thumb, touch chair; Statements: washing; R	Objects: dishes; R	*Colors: black; Days of the week: Thursday, Friday; R	Last; R; *Temporal First, Next; *R			Review: “Marvin the Eagle”
40	R	Objects: frog; R	R	R; *R			Review: “Oscar the Worm”
41	R	Opposites: full/empty; Objects: wastebasket; R	Days of the week: Saturday; Part/Whole: elephant; R	R; *R			Poem: “In a Tree”; Review: “My Cat, My Dog, My Frog,” “Painting”
42	Rollerblading; R	Objects: bowl; R	R	R; *Completion: Tracing a dotted line; *R			Review: “In a Tree,” “My Cat, My Dog, My Frog,” “Painting”
43	R	Opposites: big/small; R	R	R; *R		Concept Application, uses concepts to solve problems about pictures: “Which dog will run?”	Review: “Oscar the Worm”

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
44	R	Objects: owl; R	Part/Whole: wagon; R	R; *R		R (CA: "Which frog will jump?")	Story: "Sarah the Toymaker"
45	Pronouns: they; R	Opposites: wet/dry; R	R	R; *R		R (CA: "Which cat will sleep?")	Review: "Sarah the Toymaker"
46	R	R	R	Prepositions: in; Spatial First, Next, Last; R;*R		R	Review: "Dozy, Bring a Hamburger"
47	Touch finger, touch shoulder; R	Objects: pot; R	*Colors: orange; R	R; *R		R	Review: "Marvin the Eagle"
48	R	Objects: stool; R	Part/Whole: tree; R	R; *R		R	Review: "Sarah the Toymaker"
49	Smile; R	Objects: rabbit; R	R	*Spatial First, Next, Last; R; *R		R	Review: "Oscar the Worm"
50	Touch wall; R	Opposites; long/not long; Objects: worm; R	R	R; *R		R	Review: "In a Tree," "My Cat, My Dog, My Frog," "Painting"
51	Pronouns: our; R	Plurals; Objects: ribbon, cage, truck, airplane; R	*Colors: green; R	R; *R	Tells whether objects belong to specified class, makes statements about objects: vehicles	R	Story: "Melissa Hides the Bag of Popcorn"
52	R	Objects: cake, train, boat (motor); R	R	R; *R	R	R	Review: "Melissa Hides the Bag of Popcorn"
53	Touch hips; R	Opposites: long/short; Objects: bone, stick; R	R	R; *R	R	R	Review: "Oscar the Worm"
54	R	Uses singular or plural words to describe pictures; R	R	R; *R	R	R	Review: "Sarah the Toymaker"
55	Present and past tense statements; R	Objects: pig, paper; R	R	R; *R	R	R	Review: "Marvin the Eagle"
56	R	Objects: rock, doll, canoe, taxi; R	*Part/Whole: table; R	*Part/Whole; R; *R	R	Opposites; R	Story: "Curious Carla Gets into Trouble"
57	Prepositions: in back of; R	R	Days of the week: today, tomorrow; R	*Position words: front/back; R; *R	R	R	Story: "Curious Carla Gets into Trouble"
58	R	Opposites: old/not old; Objects: sailboat, tricycle; R	R	In back of; *Position words: top/bottom/middle; R; *R	R	R	Review: "Melissa Hides the Bag of Popcorn"
59	Makes statements in the appropriate tense about pictures; R	Objects: mouse, alligator, umbrella; R	Part/Whole: umbrella; R	R; *R	R	R	Review: Children's Choice
60	Performs two actions and describes them using *and*; R	Plurals: uses words to describe pictures; Opposites: old/young; Objects: coat, football, shovel, rowboat; R	R	R; *R	R	R	Review: "Polly and the Lion"
61	R	Objects: bucket, bread, ladder; R	R	R; *R	Food; R	R	Review: "Dozy, Bring a Hamburger"
62	R	Plurals: uses statements to describe pictures; Objects: carrot, swing, rope; R	Names parts and of what material parts are made; Materials: cloth, paper, plastic, shirt; *Shapes: triangle; *Colors: brown; R	R; *R	R	R	Story: "Dozy Brings the Shovels"

Curriculum Map (continued)

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
63	Touch ankle, touch foot; R	*Opposites: big/small; Objects: lettuce, cheese, orange; R	R	R; *Front; *R	R	R	Review: “Dozy Brings the Shovels”
64	Touch cheek; R	*Opposites: full/empty; Objects: cookie, ant, potato; R	Materials: graphite, wood, rubber; R	R; *R	R	Parts; R	Poem: “What We Saw,” first and second verses
65	Point to ceiling, point to floor; R	Objects: tomato, plates; R	Part/Whole: car; *Shapes: circle; R	R; *R	R	R	Poem: “What We Saw,” first, second, and third verses
66	Touch back, touch chest; R	*Opposites: long/short; R	Materials: leather; R	R; *R	R	R	Poem: “What We Saw,” first, second, third, and fourth verses
67	R	Objects: log, popcorn; R	R	Prepositions: under; R; *R	R	Descriptive terms, plurals; R	Review: “Curious Carla Gets into Trouble”
68	R	Objects: butterfly, goat; R	Part/Whole: flower, *pencil; R	R; *R	R	Classification; R	Story: “Curious Carla Makes Everybody Happy”
69	R	Objects: rug, newspaper, ants, basket; R	*Part/Whole: wagon; R	R; *R	R	R	Review: “Curious Carla Makes Everybody Happy”
70	R	Objects: ice cream, peanut, pancakes, meat, pie, bed, bag (plastic), comb, tablecloth, purse, squirrel; R	R	R; *R	Classification Rules; R	R	Review: Children’s Choice
71	R	Objects: dentist, dental assistant, pitcher, sandal, bag (paper); R	Recognizes and names occupations, describes work: dentist, dental assistant; Recognizes, names, and describes places: city; R	R; *R	Containers, *vehicles; R	R	Poem: “What Did I Do?” first and second verses
72	Point to a boy, point to a girl; R	Objects: jar, bridge, vase; R	Materials: glass; R	R; *R	R	R	Poem: “What Did I Do?” first, second, and third verses
73	R	Objects: farm, drawer, knife, rope, glasses (eye); R	Places: farm; R	R; *R	R	R	Review: “What Did I Do?”
74	Wave; R	Objects: store, coat, pants, dress; R	Places: store; R	R; *R	Clothing; R	R	Story: “Dozy at the Zoo”
75	Point to wall, point to window; R	Objects: sock, sweater, sky, land, clouds, sun, river, suitcase; R	Names and describes natural phenomena: sky, sun, clouds, land; R	R; *R	R	R	Review: “Dozy at the Zoo”
76	Future tense; R	Objects: blocks, nail; R	R	Prepositions: next to; R; *R	R	Prepositions; R	Review: “What We Saw”
77	R	Objects: pie; R	R	R; *R	R	Only; R	Review: “What Did I Do?”
78	R	Objects: baby; R	R	R; *R	R	R	Review: “Curious Carla Gets into Trouble”
79	Touch eyebrow; R	Objects: hammer, salad, cookies, gloves, ice-cream cone, roof; R	Part/Whole: coat; Occupation: firefighter; R	R; *R	R	R	Review: “Curious Carla Makes Everybody Happy”
80	Touch forehead; R	Objects: bathing suit, bush; R	Occupation: teacher; R	R; *R	R	R	Review: “Melissa Hides the Bag of Popcorn”

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Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
81	R	*Opposites: tall/short; Objects: ankle; R	R	R; *R	R	Multiple descriptive terms; R	Story: “Melissa Will Try”
82	R	R	R	R; *R	R	R	Review: “Melissa Will Try”
83	R	Objects: sheep, can, scissors, paper clip, spoon; R	Materials: metal; Places: Earth; *Shapes: rectangle; R	Completes unfinished shapes; R; *R	Animals; R	R	Review: “Marvin the Eagle”
84	Frown; R	Objects: refrigerator, garbage can, coin, wrench; R	R	R; *R	R	R	Review: “Dozy at the Zoo”
85		Objects: belt, lion, barn; R	Materials: leather; Places: forest				Review: Children’s Choice
86	R	R	Part/Whole: body; R	R; *R	R	R	Story: “Dozy Gets a Vehicle”
87	R	Objects: hair, baseball glove, saddle, boot, chicken; R	Places: ocean; R	Prepositions: between; R; *R	R	R	Review: “Dozy Gets a Vehicle”
88	R	Objects: whale, zebra, seal, milk, wool; R	R	R; *R	R	R	Poem: “My Dream,” first and second verses
89	R	Objects: package; R	Materials: concrete; R	Same/Different: repeats action; R; *R	R	R	Poem: “My Dream,” third and fourth verses
90	R	R	*Shapes: square; R	R; *R	R	R	Review: “My Dream”
91	R	R	Part/Whole: house; R	R; *R	R	R	Story: “Melissa on the Ranch”
92	R	R	Months: January, February, March; R	Same/Different: objects that are not identical but have the same name, objects that are the same in more than one way; Some, All, None; R; *R	R	R	Review: “Melissa on the Ranch”
93	R	R	Months: April, May; R	R; *R	R	R	Review: Children’s Choice
94	R	Objects: bugs; R	Places: orchard; R	R; *R	R	R	Review: “What We Saw” and “What Did I Do?”
95	R	R	Occupation: carpenter; R	R; *R	R	R	Review: “Dozy Gets a Vehicle”
96	R	R	Part/Whole: shoe; R	Some, All, None: describes pictures; R; *R	R	R	Review: “Melissa on the Ranch”
97	R	R	Months: June, July, August; R	R; *R	R	R	Story: “Denise Builds a House”
98	R	R	R	R; *R	R	R	Review: “Denise Builds a House”
99	R	R	R	Same/Different: identifies class objects belong in; R; *R	R	R	Review: “Melissa on the Ranch”

Curriculum Map (continued)

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
100	R	R	Months: September, October; R	R; *R	R	Concept applications: same; R	Review: “My Dream”
101	R	Objects: church; R	Part/Whole: nail; *Places: dentist’s office; R	R; *R	Buildings; R	R	Review: “Dozy Gets a Vehicle”
102	R	Objects: theater, gas station, apartment building, school; R	Part/Whole: pin; R	Same/Different: describes objects as same because of function, place, or parts; Describes alternative actions using *or,* possible and other actions using *maybe* or *no*; R; *R	R	R	Review: Children’s Choice
103	Stamp foot; R	Objects: skyscraper; R	R	R; *R	R	R	Story: “Doris Goes to the Store”
104	Blink, pat; R	R	Months: November, December; R	R; *R	R	R	Review: “Doris Goes to the Store”
105	R	R	R	R; *R	R	Every; R	Review: “Denise Builds a House”
106	R	Objects: tire, hose; R	Part/Whole: chair; R	Before/After: applies to pictures; R; *R	R	R	Story: “The Strongest Animal in the Jungle”
107	R	Objects: chimney; R	Occupation: doctor; R	R; *R	R	R	Review: “The Strongest Animal in the Jungle”
108	Snap fingers; R	R	Occupation: nurse; R	R; *R	R	R	Review: “What We Saw” and “What Did I Do?”
109	R	R	People: patient; R	R; *R	R	R	Poem: “My Balloon”
110	Whistle; R	R	Before/After; R	R; *R	R	R	Review: “My Balloon”
111	Sing, yell; R	R	Part/Whole: cabinet, hammer; R	R; *R	Plants; R	Or; R	Review: “The Strongest Animal in the Jungle”
112	R	Objects: medicine, grass, cabbage; R	Part/Whole: saw; R	R; *R	R	R	Review: Children’s Choice
113	R	R	Occupation: police officer; *Colors: pink; R	Same/Different: tells whether teacher’s action is same as or different from own; R; *R	R	R	Review: “Dozy at the Zoo”
114	R	*Opposites: sad, happy; R	*Places: fire station; R	R; *R	R	R	Review: “Dozy Brings the Shovels”
115	R	R	R	R; *R	R	R	Review: “Dozy Gets a Vehicle”
116	Cry; R	R	Places: jungle, *playground; R	R; *R	R	R	Story: “Dozy Paints the House”
117	R	R	People: driver; Part/Whole: broom, belt; *Colors: purple; R	R; *R	R	R	Review: “Dozy Paints the House”
118	R	R	People: passenger; R	Tells how objects are same or different; R; *R	R	R	Review: “The Strongest Animal in the Jungle”

R = Review * = Workbook

Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
119	R	R	R	R; *R	R	R	Review: “Oscar the Worm”
120	R	R	Places: beach; R	R; *R	R	R	Review: Children’s Choice
121	Tense: future; R	Objects: thermometer, tissue, calendar, magazine, notebook, towel; R	Places: ship; R	Where, Who, When, What: answers questions; R; *R	R	R	Story: “Dozy Goes Fishing”
122	R	Objects: drill, pliers, paintbrush, light bulb, mirror; R	Places: grocery store; R	R; *R	Tools; R	R	Review: “Dozy Goes Fishing”
123	R	Opposites: hot, cold; Objects: screwdriver; R	R	R; *R	R	R	Review: “Doris Goes to the Store”
124	R	Objects: envelope, card; R	R	R; *R	R	R	Review: “Curious Carla Gets into Trouble”
125	R	R	Occupation: painter; R	If-Then: responds only if specified condition is fulfilled; R; *R	R	All, part/whole; Absurdities: uses; R	Review: “Curious Carla Makes Everybody Happy”
126	R	Objects: stairs; R	Materials: brick; R	If-Then: applies rule to choose pictures that fulfill the condition; R; *R	R	R	Review: “Denise Builds a House”
127	R	Objects: tractor; R	Locations: names people and things found in a location; farm; R	R; *R	R	Absurdities: parts; R	Review: “Dozy Paints the House”
128	R	Opposites: open, close; R	Seasons: winter, spring, summer, fall; R	R; *R	R	R	Story: “Dozy Goes on a Hike”
129	R	Objects: shelves, grocery cart, cash register, customer, checker (grocery)	Locations: grocery store; R	R; *R	R	R	Review: “Dozy Goes on a Hike”
130	R	Opposites: awake, asleep; R	R	R; *R	*Furniture	R	Review: Children’s Choice
131	R	Comparatives: answers questions using comparatives about relative size of objects; makes complete statements using comparative words; R	Locations: airport; R	R; *R	R	R	Story: “Denise Fixes the Inside of the House”
132	R	Opposites: late, early; Objects: drill (dentist’s), dentist’s chair, dental tools; R	Occupation: pilot; R	R; *R	R	R	Review: “Denise Fixes the Inside of the House”
133	R	Objects: scale, medicine (bottles of), examining table; R	Locations: doctor’s office; R	R; *R	R	R	Review: “Dozy Paints the House”
134	R	Opposites: fast, slow; Objects: bench, doghouse; R	Occupation: lumberjack; R	R; *R	R	R	Review: “The Strongest Animal in the Jungle”
135	R	R	R	R; *R	R	R	Review: Children’s Choice

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Lesson	Actions	Descriptions of Objectives	Information and Background Knowledge	Instructional Words and Problem-Solving Concepts	Classification	Problem-Solving Strategies and Applications	Listening and Comprehension
136	R	Opposites: sick, well; Objects: traffic light; R	Locations: library; R	R; *R	R	Comparatives; R	Review: “Curious Carla Gets into Trouble”
137	R	R	Occupation: librarian; R	R; *R	R	R	Review: “Curious Carla Makes Everybody Happy”
138	R	Objects: chainsaw, bull-dozer; R	Locations: restaurant; R	R; *R	R	R	Review: “Dozy Goes Fishing”
139	R	R	R	R; *R	R	R	Review: “Doris Goes to the Store”
140	R	R	People: customer; R	R; *R	R	R	Review: Children’s Choice
141	R	Opposites: hard, soft; Objects: leopard, snake, parrot; R	Occupation: waiter, R	R; *R	R	R	Story: “Dozy Delivers the Nails”
142	R	R	R	R; *R	R	R	Review: “Dozy Delivers the Nails”
143	R	Objects: runway, airport terminal, hangar, bag-gage cart; R	Signs: stop, no smoking, no dogs allowed, danger, no biking; R	R; *R	R	R	Story: “The Little Blue Bug”
144	R	R	R	R; *R	R	R	Review: “The Little Blue Bug”
145	R	Opposites: clean, dirty; Objects: engine, fire extinguishers, siren, emergency light, fire pole; R	Signs: Exit; R	R; *R	R	R	Story: “Miss Edna Does the Same Thing”
146	R	R	Occupation: mechanic; R	R; *R	R	All, some, none; tense; R	Review: “Miss Edna Does the Same Thing”
147		Opposites: win, lose; Objects: jack, air hose, tools, bookshelves; R	Signs: No swimming; Location: garage; R	R; *R	R	R	Review: “Dozy Delivers the Nails”
148	R	R	R	R; *R	R	R	Review: “The Little Blue Bug”
149	Whisper; R	Opposites: quiet, noisy; Objects: menu, cook, cashier; R	R	R; *R	R	R	Review: “Miss Edna Does the Same Thing”
150	R	R	R	R; *R	R	R	Review: Children’s Choice

Grade 1

	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 1	Opposites: 2	Classification: 1, 3, 4, 8 Listening Comprehension: 5 Recalling Details: 6 Following Directions: 7			
Lesson 2	Where: 2 Days Of Weeks: 3, 6 Opposites: 5	Classification: 1, 4, 10 Listening Comprehension: 7 Recalling Details: 8 Following Directions: 9			
Lesson 3	Where: 2 Days Of Week: 3, 6 Opposites: 5	Classification: 1, 4, 10 Listening Comprehension: 7 Recalling Details: 8 Following Directions: 9			
Lesson 4	Where: 2 Months Of Year: 3 Opposites: 5 Days Of Week: 6 Part/Whole: 9	Classification: 1, 4 Listening Comprehension: 7 Recalling Details: 8 Following Directions: 10			
Lesson 5	Actions: 1 Where/When: 3 Days Of The Week: 4 Months Of The Year: 4 Seasons: 4 Opposites: 5 Yesterday/Today: 6 Part/Whole: 9	Classification: 2, 10 Listening Comprehension: 7 Recalling Details: 8			
Lesson 6	Where: 2 Days Of The Week: 3 Seasons: 3 Months Of The Year: 3 Where/When: 4 Opposites: 6 Yesterday/Today: 7	Classification: 1, 5 Listening Comprehension: 8 Recalling Details: 9			
Lesson 7	Where: 1 Where/When: 2 Occupations: 3 Days Of The Week: 4 Seasons: 4 Months Of The Year: 4 Opposites: 5 Yesterday/Today: 6 Part/Whole: 8	Listening Comprehension: 7 Sequencing: 7 Classification: 9			
Lesson 8	Actions: 1 Where/When: 2 Days Of The Week: 3 Months Of The Year: 3 Seasons: 3 Same/Different: 4 Yesterday/Today: 6	Classification: 5, 9 Recalling Details: 7 Sequencing: 8 Following Directions: 10			
Lesson 9	Actions: 1 Where/When: 3 Opposites: 4 Days Of The Week: 5 Months Of The Year: 5 Seasons: 5 Same/Different: 6 Yesterday/Today: 8 Part/Whole: 11 Location: 12	Classification: 2 Reasoning: 7 Listening Comprehension: 9 Sequencing: 10			
Lesson 10	Actions: 1 Opposites: 3 Days Of The Week: 4 Months Of The Year: 4 Seasons: 4 Same/Different: 5 Yesterday/Today: 6 Location: 9	Classification: 2 Listening Comprehension: 7 Following Directions: 8			

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 11	Actions: 1 Where: 3 Opposites: 4 Months Of The Year: 5 Days Of The Week: 5 Seasons: 6 Same/Different: 6 Yesterday/Today: 7 Location: 10	Classification: 2, 9 Sequencing: 8			
Lesson 12	All/Some/None: 1 Where: 3 Opposites: 4 Days Of The Week: 5 Months Of The Year: 5 Seasons: 5 Same/Different: 6 Yesterday/Today: 7 Part/Whole: 10 Location: 11	Classification: 2 Listening Comprehension: 8 Recalling Details: 9			
Lesson 13	All/Some/None: 1 Opposites: 3 Same/Different: 5 Months Of The Year: 6 Days Of The Week: 6 Seasons: 5 Today/Yesterday: 7 Part/Whole: 9	Classification: 2, 10 Reasoning: 4 Sequencing: 8			
Lesson 14	Actions: 1 Days Of The Week: 2 Months Of The Year: 2 Seasons: 2 Same/Different: 4 When/Where: 6 Location: 9	Sequencing: 3, 7 True/False: 5 Classification: 8			
Lesson 15	Actions: 1 Calendars: 3 Yesterday/Today: 4 Same/Different: 5	True/False: 2 Sequencing: 6 Listening Comprehension: 7 Recalling Details: 8			
Lesson 16	Actions: 1 Same/Different: 3 Materials: 4, 5 Calendars: 7 Yesterday/Today: 8 Part/Whole: 10 Location: 11	Sequencing: 2, 9 True/False: 6			
Lesson 17	Actions: 1 When: 2 Materials: 4, 5 Same/Different: 6 Opposites: 7 Calendars: 10 Part/Whole: 13	Reasoning: 3 Sequencing: 8, 11 True/False: 9 Character Extrapolation: 12 Following Directions: 14			
Lesson 18	Actions: 1 Materials: 2 Opposites: 3 When: 4 Calendars: 6 Location: 10	Only: 5 Sequencing: 7, 8 Listening Comprehension: 8 Asking Questions: 9			
Lesson 19	Actions: 1 Materials: 2 Opposites: 3 Yesterday/Today: 6 Calendars: 7	Only: 4 Sequencing: 5, 8 Listening Comprehension: 8			
Lesson 20	Actions: 1 Materials: 2 When: 3 Opposites: 4 Calendars: 5, 7 Who/Where/When: 6 Part/Whole: 10	Sequencing: 8 Asking Questions: 9			
Lesson 21	Actions: 1 Materials: 4 Opposites: 5 Who/Where/When: 7 Calendars: 8 Part/Whole: 12	Reasoning: 2 Only: 3 Classification: 6 Listening Comprehension: 9 Recalling Details: 10 Asking Questions: 11			

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 22	All/Some/None: 1 When: 2 Calendars: 4 Materials: 6 Opposites: 7 Part/Whole: 11	Classification: 3 Only: 5 Listening Comprehension: 8 Sequencing: 9 Asking Questions: 10			
Lesson 23	Actions: 1 Opposites: 3 Calendars: 6 Yesterday/Today: 7 Location: 10	Only: 2 Reasoning: 4 Classification: 5 Sequencing: 8 Asking Questions: 9			
Lesson 24	Materials: 1, 6 Calendars: 2 Opposites: 4	Classification: 3 Who/Where/When: 5 Sequencing: 7			
Lesson 25	Opposites: 4 Calendars: 6 Location: 10	Asking Questions: 1 Only: 2 Who/Where/When: 3 Classification: 5 Listening Comprehension: 7 Recalling Details: 8 Asking Questions: 9			
Lesson 26	Calendars: 2 Yesterday/Today/ Tomorrow: 3 Opposites: 6 Part/Whole: 9	Only: 1 Asking Questions: 4, 8 Classification: 5 Sequencing: 7			
Lesson 27	Actions: 1 Calendars: 3 Opposites: 6 Yesterday/Today/ Tomorrow: 7 Location: 10	Only: 2 Who/Where/When/What: 4 Asking Questions: 5, 9 Sequencing: 8			
Lesson 28	Actions: 1 Calendars: 3 Opposites: 4 Yesterday/Today/ Tomorrow: 6 Asking Questions: 9 Classification: 10	Who/Where/When/What: 2 Classification: 5 Listening Comprehension: 7 Recalling Details: 8	Verb Tense: 1		
Lesson 29	Actions: 1 Calendars: 2 Opposites: 4 Yesterday/Today/ Tomorrow: 7	Classification: 3 Sequencing: 5, 8 Only: 6 Asking Questions: 9 Classification: 10	Verb Tense: 1		
Lesson 30	Actions: 1 Materials: 2 Opposites: 3 Today/Tomorrow/ Future: 4 Part/Whole: 9	Classification: 5 Asking Questions: 6, 8 Recalling Details: 7			
Lesson 31	Today/Tomorrow/ Future: 3 Part/Whole: 9	Classification: 1, 5 Opposites: 2 Who/When/What/Why: 4 Recalling Details: 6 Sequencing: 7 Asking Questions: 8			
Lesson 32	Today/Tomorrow/ Future: 3 From/To: 8 Location: 9	Classification: 1, 2, 5 Who/When/Why: 4 Asking Questions: 6 Sequencing: 7			
Lesson 33	Today/Tomorrow/ Future: 5	Classification: 1, 4 Who/What/Why: 2 Asking Questions: 3 Listening Comprehension: 6 Sequencing: 7			
Lesson 34	Today/Tomorrow/ Future: 3 Actions: 5 From/To: 7 Part/Whole: 8	Classification: 1, 2 What/Where/Why: 4 Sequencing: 5 Listening Comprehension: 6 Recalling Details: 6			
Lesson 35	Actions: 1 Today/Tomorrow/ Future: 2 Materials: 5 From/To: 7	Sequencing: 1, 6 Who/What/Why: 3 Classification: 4 Asking Questions: 8			

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 36	Calendar: 3 Materials: 5 Today/Tomorrow/ Future: 7 From/To: 9	Classification: 1 Who/How/Why: 2 Classification: 4 Why/When/Where: 6 Sequencing: 8 Asking Questions: 10			
Lesson 37	Actions: 1 From/To: 2 Calendar: 4 Opposites: 5 Today/Tomorrow/ Future: 7	Why/When/Where: 3 Who/How/Why/Where: 6 Sequencing: 8			
Lesson 38	Calendars: 4 Today/Tomorrow/ Future: 7 Materials: 10	Classification: 1, 11 When/Where: 2 Deduction: 3, 5 Asking Questions: 6 Listening Comprehension: 8 Sequencing: 9 All/Some: 11			
Lesson 39	Opposites: 3 Today/Tomorrow/ Future: 4 From/To: 7 Materials: 8	Classification: 1 Deduction: 2 Sequencing: 5		Dramatic Activity: 6	
Lesson 40	Opposites: 4 Today/Tomorrow/ Future: 6 From/To: 8	Classification: 1, 7 Deduction: 2 Who/How/Why: 3 Why/Where: 5		Dramatic Activity: 9	
Lesson 41	Definitions: 1 From/To: 2 Things/Actions: 3 Today/ Tomorrow/ Future: 5 Part/Whole: 10	Classification: 1, 4, 9 True/False: 6 Recalling Details: 7 Sequencing: 8			
Lesson 42	Actions: 1 Definitions: 2 Today/Tomorrow/ Future: 4 From/To: 5 Things/Actions: 6, 7	Classification: 2, 3 True/False: 8			Data Collection: 9
Lesson 43	Actions: 1 Definitions: 2 Today/Tomorrow/ Future: 3 From/To: 10	Classification: 2, 6, 9 True/False: 4 Listening Comprehension: 7 Recalling Details: 8	Verb Tense: 5 Address: 8		
Lesson 44	Actions: 1 Today/Tomorrow/ Future: 3 From/To: 4, 9 Things/Actions: 5 Part/Whole: 10	Classification: 2 True/False: 6 Listening Comprehension: 7 Recalling Details: 8			
Lesson 45	Actions: 1 Things/Actions: 2, 6 Today/Tomorrow/ Future: 4	Who/What/When/Where/ Why: 3 Classification: 5, 10 True/False: 7 Listening Comprehension: 8 Recalling Details: 9 Following Directions: 11			
Lesson 46	Today/Tomorrow/ Future: 2 Things/Actions: 4 Opposites: 6	Classification: 3 Who/What/When/Where/ Why: 5 Sequencing: 8	Verb Tense: 1		Maps: 7 Cardinal Directions: 7
Lesson 47	Actions: 1 Today/Tomorrow/ Future: 2 Description: 4 Things/Actions: 7, 8 From/To: 12 Materials: 13	Classification: 3 Who/What/When/Where/ Why: 5 Reasoning: 6 Listening Comprehension: 10 Recalling Details: 10 Sequencing: 11			Maps: 9 Cardinal Directions: 9
Lesson 48	Actions: 1 From/To: 2 Today/Tomorrow/ Future: 4 Things/Actions: 5, 6 Description: 8 Materials: 13	Classification: 7, 12 Who/What/When/Where/ Why: 9 Sequencing: 11	Verb Tense: 3		Maps: 10 Cardinal Directions: 10

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 49	Actions: 1 Today/Tomorrow/ Future: 3 Description: 4 Things/Actions: 5 Materials: 6 Analogies: 11 Locations: 12	Classification: 2 True/False: 7 Listening Comprehension: 9 Recalling Details: 10 Following Directions: 12			Maps: 8 Cardinal Directions: 8
Lesson 50	Actions: 1 Things/Actions: 3 Description: 4 Materials: 5, 11 Opposites: 6 Today/Tomorrow/ Future: 7 Analogies: 10	Classification: 2			Maps: 8 Cardinal Directions: 8 Data Collection: 9
Lesson 51	Actions: 1 Description: 2 Materials: 3, 4 Today/Tomorrow/ Future: 5		Verb Tense: 6	Sentences: 8	Maps: 7 Cardinal Directions: 7
Lesson 52	Actions: 1 Description: 3 Things/Actions: 4 Today/Tomorrow/ Future: 5 Analogies: 10	Classification: 2, 9 Listening Comprehension: 7 Recalling Details: 8			Maps: 6 Cardinal Directions: 6
Lesson 53	Actions: 1 Things/Actions: 2 Materials: 3 Today/Tomorrow/ Future: 6	True/False: 4 Classification: 5		Sentences: 8	Maps: 7 Cardinal Directions: 7
Lesson 54	Actions: 1 Materials: 2 Things/Actions: 3 Today/Tomorrow/ Future: 4 Materials: 8	Listening Comprehension: 5 Recalling Details: 6			Maps: 7 Cardinal Directions: 7
Lesson 55	Things/Actions: 1 Materials: 3 Opposites: 4 Today/Tomorrow/ Future: 5	Classification: 2		Sentences: 6	
Lesson 56	Things/Actions: 1 Opposites: 2 Calendars: 3 Materials: 5 Today/Tomorrow/ Future: 6 Locations: 9	True/False: 4 Listening Comprehension: 7			Maps: 8 Cardinal Directions: 8
Lesson 57	Description: 1 Opposites: 3 Calendars: 4 Things/Actions: 5 Materials: 6 Analogies: 9	True/False: 2 Character Extrapolation: 7 Classification: 8			
Lesson 58	Things/Actions: 1 Description: 2, 5 Opposites: 3 Calendars: 4 Locations: 9	Listening Comprehension: 6		Days Of The Week: 7	Maps: 8 Cardinal Direction: 8
Lesson 59	Things/Actions: 1 Actions: 3 Description: 5 Calendars: 6 Opposites: 7	Main Ideas: 4 Listening Comprehension: 8	Verb Tense: 2	Days Of The Week: 9	
Lesson 60	Description: 1, 3 Opposites: 4 Calendars: 5	Classification: 2 Listening Comprehension: 6		Dramatic Activity: 7 Days Of The Week: 8	
Lesson 61	Description: 1 Opposites: 4 Calendars: 5 Analogies: 8	True/False: 2 Who/What/Where/When/ Why: 3 Classification: 7		Sentences: 6	

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 62	Things/Actions: 1 Description: 2 Opposites: 4 Calendars: 5 Analogies: 9	Who/What/Where/When/ Why: 3 Listening Comprehension: 6 Story Completion: 6 Recalling Details: 7			Maps: 8 Cardinal Directions: 8
Lesson 63	Actions: 1 Description: 3 Opposites: 4 Calendars: 5 Part/Whole: 8	Main Ideas: 2 Listening Comprehension: 6 Story Completion: 6 Classification: 7			
Lesson 64	Opposites: 2 Description: 3, 4 Calendars: 5	Classification: 1		Sentences: 6	
Lesson 65	Opposites: 1 Description: 3 Calendars: 5 Analogies: 6 Materials: 10	Main Ideas: 2 Classification: 4 Listening Comprehension: 7		Months Of The Year: 8	Maps: 9 Cardinal Directions: 9
Lesson 66	Description: 1 Analogies: 2 Opposites: 3 Calendars: 4	Listening Comprehension: 5 Recalling Details: 5		Months Of The Year: 6	
Lesson 67	Opposites: 1 Description: 2 Calendars: 3 Analogies: 5	Main Ideas: 4 Sequencing: 6		Dramatic Activity: 7	
Lesson 68	Opposites: 1, 3 Things/Actions: 2 Calendars: 4 Analogies: 5, 9	Listening Comprehension: 6 Classification: 8		Months Of The Year: 7	
Lesson 69	Actions: 1 Things/Actions: 2 Calendars: 3 Opposites: 4 Description: 5 Analogies: 6	Sequencing: 1 Recalling Details: 8		Dramatic Activity: 7	
Lesson 70	Analogies: 1, 8 Opposites: 3 Calendars: 4 Actions: 5	Main Ideas: 2 Character Extrapolation: 6 Classification: 7			
Lesson 71	Analogies: 1 Calendars: 2 Description: 3, 4 Materials: 8	Classification: 5 Sequencing: 6			Maps: 7 Cardinal Directions: 7
Lesson 72	Analogies: 1 Opposites: 2 Calendars: 3 Description: 4 Things/Actions: 6 Materials: 9	Why/When/Where: 5 Character Extrapolation: 7 Classification: 8			
Lesson 73	Description: 1 Analogies: 2 Calendars: 3 Things/Actions: 4	Classification: 5		Sentences: 6	
Lesson 74	Analogies: 1 Calendars: 3 Actions: 4 Things/Actions: 5 Materials: 9	True/False: 2 Who/What/When/Where/ Why: 6 Classification: 8		Sentences: 7	
Lesson 75	Analogies: 1 Calendars: 4, 6 Description: 5 Part/Whole: 9	Classification: 2, 8 True/False: 3		Sentences: 7	
Lesson 76	Calendars: 3 Description: 4 Analogies: 5, 10 Materials: 6	True/False: 1 Who/What/When/Where/ Why: 2 Reasoning: 7 Classification: 9		Sentences: 8	
Lesson 77	Materials: 1 Synonyms: 2, 6 Calendars: 3 Analogies: 4 Same/Different: 5 Description: 7	True/False: 8 Listening Comprehension: 9 Story Completion: 9 Recalling Details: 11		Dramatic Activity: 10	

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 78	Things/Actions: 1 Calendars: 2 Analogies: 3 Synonyms: 4 Same/Different: 5 Description: 7	True/False: 6		Sentences: 8	
Lesson 79	Analogies: 1 Calendars: 2 Description: 3 Synonyms: 4 Materials: 5 Same/Different: 6	Classification: 7 Reasoning: 8 Listening Comprehension: 9 Sequencing: 11		Dramatic Activity: 10	
Lesson 80	Analogies: 1 Description: 2 Calendars: 3 Synonyms: 4 Materials: 5 Analogies: 9	Reasoning: 6 Classification: 8		Sentences: 7	
Lesson 81	Description: 1, 7 Analogies: 2, 10 Calendars: 4 Things/Actions: 5 Synonyms: 6	Reasoning: 3 Classification: 9		Sentences: 8	
Lesson 82	Analogies: 1, 5 Calendars: 2 Description: 4	Listening Comprehension: 6 Recalling Details: 6 Classification: 7			Maps: 3 Cardinal Directions: 3
Lesson 83	Analogies: 1, 10 Calendars: 3, 7 Synonyms: 5 Things/Actions: 6	Asking Questions: 2 Classification: 9		Sentences: 8	Maps: 4 Cardinal Directions: 4
Lesson 84	Calendars: 1, 2 Analogies: 3 Synonyms: 4	Classification: 7		Sentences: 5	Maps: 6 Cardinal Directions: 6
Lesson 85	Synonyms: 1 Description: 2 Calendars: 3	Who/What/When/Where/ Why: 5, 7 Asking Questions: 6 Reasoning: 8 Classification: 9 Listening Comprehension: 10 Sequencing: 10			Maps: 4 Cardinal Directions: 4
Lesson 86	Analogies: 1 Calendars: 2 Things/Actions: 3 Synonyms: 4 Synonyms/Opposites: 5 Description: 7 Materials: 11	Asking Questions: 5 Who/What/When/Where/ Why: 8 Classification: 10		Sentences: 9	
Lesson 87	Analogies: 1 Description: 2 Calendars: 3 Synonyms: 5	Asking Questions: 4		Sentences: 6	Data Collection: 7
Lesson 88	Analogies: 1 Calendars: 3 Description: 4 Synonyms: 5	Classification: 2, 7		Sentences: 6	
Lesson 89	Description: 2 Synonyms: 3 Calendars: 4 Materials: 6 Analogies: 9	Classification: 1, 10 Who/What/When/Where/ Why: 5 Reasoning: 7		Sentences: 8	
Lesson 90	Synonyms: 1 Description: 2 Analogies: 4 Calendars: 5	Asking Questions: 3 Classification: 8		Sentences: 6	Maps: 7 Cardinal Directions: 7
Lesson 91	Synonyms/Opposites: 1 Description: 2 Synonyms: 3 Analogies: 4 Calendars: 6	Who/What/When/Where/ Why: 5 Asking Questions: 8		Sentences: 7	
Lesson 92	Calendars: 3 Description: 4 Synonyms: 5	Who/What/When/Where/ Why: 1 Asking Questions: 2, 7		Sentences: 6	
Lesson 93	Analogies: 1, 4 Calendars: 2 Descriptions: 3, 5	Classification: 8		Sentences: 6	Maps: 7 Cardinal Directions: 7

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 94	Description: 1 Synonyms: 2 Analogies: 4	Asking Questions: 3 Who/What/When/Where/ Why: 5 If-Then: 6		Sentences: 7	
Lesson 95	Analogies: 1 Description: 2 Synonyms/Opposites: 5 Materials: 8	Main Ideas: 3 Who/What/When/Where/ Why: 4 If-Then: 6 Classification: 7			
Lesson 96	Analogies: 1 Description: 2, 6 Synonyms/Opposites: 3	Main Ideas: 4 Asking Questions: 5 Character Extrapolation: 8		Sentences: 7	
Lesson 97	Synonyms: 1 Description: 3 Synonyms/Opposites: 4 Analogies: 5	Reasoning: 2 Asking Questions: 6 Classification: 7			
Lesson 98	Synonyms/Opposites: 1 Opposites: 3 Analogies: 4, 9 Description: 6	Main Ideas: 2	Verb Tense: 5	Sentences: 7	Maps: 8 Cardinal Directions: 8
Lesson 99	Description: 1 Synonyms: 2 Calendars: 3 Analogies: 4	Asking Questions: 5 Who/What/When/Where/ Why: 6 If-Then: 7		Sentences: 8	
Lesson 100	Opposites: 1 Analogies: 2 Description: 3 Synonyms: 4	Reasoning: 5 If-Then: 6		Sentences: 7	
Lesson 101	Analogies: 1 Opposites: 2 Description: 4 Synonyms: 5	Reasoning: 6 Classification: 9	Verb Tense: 3	Sentences: 7	Maps: 8 Cardinal Directions: 8
Lesson 102	Analogies: 1 Opposite: 2 Synonyms: 3 Materials: 4	Classification: 7	Verb Tense: 5	Sentences: 6	Maps: 8 Cardinal Directions: 8
Lesson 103	Analogies: 1, 7 Opposites: 2 Description: 4 Synonyms: 5	Classification: 3, 8		Sentences: 6	
Lesson 104	Analogies: 2 Opposites: 3	Who/What/When/Where/ Why: 4 Classification: 5, 8		Sentences: 6	Maps: 1, 7 Cardinal Directions: 1, 7
Lesson 105	Analogies: 1 Description: 4 Synonyms: 5	Main Ideas: 2 Classification: 3 Asking Questions: 7		Sentences: 6	
Lesson 106	Analogies: 1, 7 Opposites: 2 Description: 3 Synonyms/Opposites: 4 Calendars: 5 Materials: 8			Sentences: 6	
Lesson 107	Description: 2 Opposites: 3 Synonyms/Opposites: 5 Analogies: 7	Classification: 1, 8 Asking Questions: 4		Sentences: 6	
Lesson 108	Analogies: 1 Materials: 2 Description: 3 Opposites: 5	Reasoning: 4 Classification: 8		Sentences: 6	Maps: 7 Cardinal Directions: 7
Lesson 109	Analogies: 1 Opposites: 2 Description: 5	Asking Questions: 4 If-Then: 6	Verb Tenses: 3	Sentences: 7	
Lesson 110	Synonyms: 1 Description: 4 Analogies: 5	Reasoning: 2 Classification: 7	Verb Tenses: 3	Sentences: 6	Maps: 8 Cardinal Directions: 8
Lesson 111	Synonyms: 1, 2 Calendars: 3 Opposites: 4 Analogies: 8	Reasoning: 5 Classification: 7		Sentences: 6	

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	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 112	Synonyms: 1 Description: 3, 5 Opposites: 7	Who/What/When/Where/ Why: 2 Classification: 8	Verb Tenses: 4	Sentences: 6	
Lesson 113	Opposites: 1, 3, 8 Actions: 2 Synonyms: 5 Analogies: 7	Asking Questions: 4		Sentences: 6	
Lesson 114	Synonyms: 1 Materials: 2 Description: 3 Calendars: 5	Main Ideas: 4 If-Then: 6		Sentences: 7	
Lesson 115	Opposites: 1 Synonyms: 3 Description: 4	Reasoning: 2 Listening Comprehension: 5 Recalling Details: 5			
Lesson 116	Opposites: 2, 8 Description: 3 Synonyms: 4, 5	If-Then: 1 Classification: 7		Sentences: 6	
Lesson 117	Synonyms: 2 Description: 3 Opposites: 4 Calendars: 5	If-Then: 1 Classification: 7		Sentences: 6	Maps: 8 Cardinal Directions: 8
Lesson 118	Synonyms: 3 Description: 4	Asking Questions: 1 Main Ideas: 2 If-Then: 5 Character Extrapolation: 6		Sentences: 7	
Lesson 119	Opposites: 1 Synonyms: 3 Description: 4, 5 Analogies: 9	If-Then: 6 Classification: 8	Verb Tenses: 2	Sentences: 7	
Lesson 120	Contractions: 3 Opposites: 4 Description: 5	Who/What/When/Where/ Why: 1 Reasoning: 2 Asking Questions: 7	Contractions: 3	Sentences: 6	
Lesson 121	Opposites: 3, 6 Contractions: 4 Analogies: 7	Asking Questions: 2	Verb Tenses: 1	Sentences: 5	
Lesson 122	Synonyms/Opposites: 1 Opposites: 4 Contractions: 5	Main Ideas: 3 Classification: 7	Verb Tenses: 2 Contractions: 5	Sentences: 6	Maps: 8 Cardinal Directions: 8
Lesson 123	Description: 2 Synonyms: 3 Contractions: 4 Opposites: 5	Character Extrapolation: 7	Verb Tenses: 1 Contractions: 4	Sentences: 6	
Lesson 124	Contractions: 1 Description: 3 Calendars: 4 Analogies: 7	Classification: 6	Contractions: 1 Verb Tenses: 2	Sentences: 5	
Lesson 125	Description: 2 Opposites: 3, 6	Main Ideas: 1 Reasoning: 4 Classification: 7		Sentences: 5	
Lesson 126	Contractions: 1 Actions: 2 Description: 3, 4 Opposites: 6		Contractions: 1	Sentences: 5	Maps: 7 Cardinal Directions: 7
Lesson 127	Contractions: 1 Description: 2	Asking Questions: 3 Who/What/When/Where/ Why: 4 Reasoning: 5 Listening Comprehension: 6 Story Completion: 6, 7 Recalling Details: 7	Contractions: 1		
Lesson 128	Description: 2 Contractions: 3 Opposites: 7	Reasoning: 4 Main Ideas: 5	Verb Tenses: 1 Contractions: 3	Sentences: 6	Maps: 8 Cardinal Directions: 8
Lesson 129	Synonyms/Opposites: 3 Description: 4 Contractions: 5 Analogies: 7	Main Ideas: 1 Reasoning: 2 Classification: 8	Contractions: 5	Sentences: 6	
Lesson 130	Contractions: 1 Actions: 2 Opposites: 4 Descriptions: 5		Contractions: 1 Verb Tenses: 3	Writing Stories About Characters: 6	

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Grade 2

Scope and Sequence Chart

	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 1	Left, right: 2	Classification: 3, 4 Sequence: 5 Listening comprehension: 7 Recalling details: 8		Sentences: 6	
Lesson 2	Left, right: 2	True, false: 3, 7 Sequence: 4 Classification: 5 Listening comprehension: 6 Recalling details: 8		Sentences: 1	
Lesson 3	Left, right: 1	True, false: 2 Classification: 3 Listening comprehension: 5 Recalling details: 6		Sentences: 4	
Lesson 4		True, false: 2 Classification: 3 Listening comprehension: 4 Recalling details: 5		Sentences: 1	
Lesson 5	Left, right: 5	True, false: 3 Classification: 4 Listening comprehension: 6 Recalling details: 7		Sentences: 1	Cardinal directions: 2
Lesson 6		Classification: 3 Listening comprehension: 4	Correcting word usage errors: 5, 6	Sentences: 2	Cardinal directions: 1
Lesson 7		Classification: 2 Listening comprehension: 4	Correcting word usage errors: 5	Sentences: 3	Cardinal directions: 1
Lesson 8		If-then reasoning: 3 Deduction: 5 Listening comprehension: 6 Recalling details: 7	Correcting word usage errors: 4	Sentences: 2	Cardinal directions: 1
Lesson 9	Left, right: 4	If-then reasoning: 3 Deduction: 5 Listening comprehension: 6 Recalling details: 7		Sentences: 2	Cardinal directions: 1
Lesson 10	Left, right: 2	Listening comprehension: 3		Sentences: 1	
Lesson 11	Seasons: 4	Deduction: 2 Listening comprehension: 5 Recalling details: 6		Sentences: 3	Cardinal directions: 1
Lesson 12	Seasons: 1	Deduction: 3 Listening comprehension: 5	Correcting word usage errors: 6	Sentences: 4	Maps: 2
Lesson 13	Seasons: 1	Deduction: 3 Listening comprehension: 5	Correcting word usage errors: 6	Sentences: 4	Maps: 2
Lesson 14		Deduction: 4 Listening comprehension: 5 Recalling details: 6		Sentences: 1	Cardinal directions: 2 Maps: 3
Lesson 15	Initial letter substitution: 5	Deduction: 2 Listening comprehension: 4		Sentences: 3	Maps: 1

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Lesson 16		Listening comprehension: 4 True, false: 5		Sentences: 1	Cardinal directions: 2 Maps: 3
Lesson 17		Deduction: 2 Listening comprehension: 3 Comparisons: 4		Sentences: 1	
Lesson 18		Listening comprehension: 3 Comparisons: 4		Sentences: 1	Mazes directions: 2
Lesson 19		Listening comprehension: 3 Comparisons: 4		Sentences: 1	Maze directions: 2
Lesson 20		Listening directions: 3		Sentences: 1	Maps: 2
Lesson 21				Story sentences: 1	
Lesson 22	To, from: 2	Classification: 3 Deduction: 4 Listening comprehension: 5		Sentences: 1	
Lesson 23	To, from: 1	Classification: 3 Listening comprehension: 4		Sentences: 5	Maps: 2
Lesson 24		Classification, subclass: 2 Listening comprehension: 3	Correcting word usage errors: 4	Sentences: 1	
Lesson 25	To, from: 1	Listening comprehension: 2 Deduction: 3			Maps: 1
Lesson 26				Story sentences: 1	
Lesson 27	To, from: 1	Sequencing: 2 Classification, subclass: 3 Listening comprehension: 4		Fictional story: 5	Maps: 1
Lesson 28		Sequencing: 1 Deduction: 2		Fictional story: 3 Story presentation: 3	
Lesson 29		Deduction: 1 Listening comprehension: 3		Writing deductions: 1	Maps: 2, 4
Lesson 30	To, from: 2	Deduction: 2 Listening comprehension: 3		Sentences: 1	Maps: 2
Lesson 31				Story sentences: 1	
Lesson 32		Classification: 3 Listening comprehension: 4			Alphabetical order: 1 Maps: 2, 5
Lesson 33		Classification: 3 Listening comprehension: 4			Alphabetical order: 1 Maps: 2
Lesson 34		Classification: 1 Sequencing: 3 Listening comprehension: 4	Pronoun referents: 5	Sentences: 6	Maps: 2
Lesson 35		Classification: 3 Listening comprehension: 4	Pronoun referents: 5		Alphabetical order: 1 Maps: 2
Lesson 36		Following written directions: 3 Listening comprehension: 4	Pronoun referents: 5		Alphabetical order: 1 Maps: 2, 3
Lesson 37		Following written directions: 2 Deduction: 3 Listening comprehension: 5	Pronoun referents: 4	Story sentences: 1	

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Lesson 38		Listening comprehension: 4 Deduction: 5	Pronoun referents: 3		Alphabetical order: 1 Maps: 2
Lesson 39		Deduction: 2, 5 Listening comprehension: 4	Pronoun referents: 3		Alphabetical order: 1
Lesson 40		Sequencing: 2 Classification: 2 Listening comprehension: 3		Sentences: 1	Maps: 2
Lesson 41		Listening comprehension: 4 Recalling details: 5	Pronoun referents: 3	Sentences: 1	Maps: 2
Lesson 42		Listening comprehension: 3 Recalling details: 4	Pronoun referents: 2	Sentences: 1	
Lesson 43		Listening comprehension: 3	Pronoun referents: 4	Story sentences: 1	Maps: 2
Lesson 44		Deduction: 2 Listening comprehension: 3 Recalling Details: 4		Sentences: 1	
Lesson 45		Deduction: 4 Listening comprehension: 5	Pronoun referents: 3	Sentences: 1, 2	
Lesson 46		Listening comprehension: 4 Sequencing: 5		Story sentences: 1, 3	Maps: 2
Lesson 47		Listening comprehension: 4	Pronoun referents: 3	Sentences: 2 Dramatic activity: 5	Maps: 1
Lesson 48		Listening comprehension: 3	Correcting word usage errors: 4	Sentences: 1, 2	
Lesson 49		Listening comprehension: 2	Correcting word usage errors: 3	Sentences: 1 Story sentences: 4	
Lesson 50		Listening comprehension: 3		Sentences: 1	Maps: 2
Lesson 51		Sequencing: 2 Listening comprehension: 4 Deduction: 5	Pronoun referents: 3	Sentences: 1, 2 Deductive sentences: 5	
Lesson 52		Sequencing: 1 Listening comprehension: 2 Deduction: 3		Sentences: 1 Deductive sentences: 3	
Lesson 53		Sequencing: 2 Deduction: 3 Listening comprehension: 4 Recalling details: 5		Letter writing: 1 Sentences: 2 Deductive writing: 3	
Lesson 54		Listening comprehension: 4	Pronoun referents: 3	Letter writing: 1 Dramatic activity: 5	Maps: 2
Lesson 55		Deduction: 3 Listening comprehension: 4 Character extrapolation: 5		Letter writing: 1	Maps: 2
Lesson 56		Deduction: 1 Main idea: 2 Listening comprehension: 3	Pronoun referents: 4		
Lesson 57		Main idea: 1, 2 Listening comprehension: 3 Deduction: 5		Sentences: 2 Write an ending to a story: 4	
Lesson 58		Main idea: 1		Sentences: 1 Write an ending to a story: 2	

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Lesson 59		Main idea: 1 Listening comprehension: 2		Sentences: 1 Write an ending to a story: 2	
Lesson 60		Main idea: 1 Deduction: 2	Correcting word usage errors: 2	Sentences: 1 Write an ending to a story: 3	
Lesson 61		Listening comprehension: 3	Pronoun referents: 4	Sentences: 2	Maps: 1
Lesson 62		Listening comprehension: 4	Pronoun referents: 5	Sentences: 1	Maps: 2, 3
Lesson 63	After: 1	Sequencing: 1 Listening comprehension: 3		Sentences: 2	Maps: 4
Lesson 64		Main idea: 1 Listening comprehension: 2 Recalling details: 3		Sentences: 1 Letter writing: 4	Maps: 3
Lesson 65		Main idea: 1 Listening comprehension: 2 Recalling details: 3		Sentences: 1 Letter writing: 4	
Lesson 66		Main idea: 1 Deductions: 5 Listening Comprehension: 6	Subject of sentence: 2, 4 Capitalization: 3 Sentence punctuation: 3		
Lesson 67		Deduction: 6 Listening Comprehension: 7	Subject of sentence: 2, 3, 5		
Lesson 68		Deduction: 4 Main idea: 6 Listening Comprehension: 7	Subject of sentence: 2, 3, 5 Capitalization: 4		
Lesson 69	Suffix –ed: 2	Deduction: 3 Main idea: 5 Listening Comprehension: 7	Subject of sentence: 4, 6 Punctuation: 5		
Lesson 70	Suffix-ed: 2	Deduction: 4 Listening Comprehension: 7	Predicate of sentence: 5 Subject of sentence: 6 Irregular Verbs: 3		
Lesson 71		Deduction: 5 Main idea: 6, 7 Listening Comprehension: 8	Irregular verbs: 2 Verb tense: 3 Subject/predicate: 4	Editing: 3	
Lesson 72		Main idea: 5, 6 Listening Comprehension: 7	Subject/predicate: 2 Verb tense: 3 Pronouns: 4	Editing: 3	
Lesson 73		Deduction: 5 Main idea: 7 Listening Comprehension: 8	Subject/predicate: 2 Pronouns: 3 Verb tense: 4 Irregular verb: 6	Editing: 4	
Lesson 74		Main idea: 5 Listening Comprehension: 6	Pronouns: 2 Verb tense: 3 Subject/predicate: 4	Editing: 3	
Lesson 75		Main idea: 2 Listening Comprehension: 3	Irregular verbs: 4 Subject/predicate: 4 Verb tense: 4	Editing: 4	
Lesson 76		Main idea: 6, 7 Listening Comprehension: 8	Irregular verbs: 2 Subject/predicate: 3 Pronouns: 4 Verb tense: 5	Editing: 5	
Lesson 77		Deduction: 5 Main idea: 6, 7 Listening Comprehension: 8	Subject/predicate: 2 Irregular verbs: 3 Pronouns: 4		

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Lesson 78		Main idea: 6, 7 Listening Comprehension: 8	Verb tense: 2 Subject/predicate: 3 Pronouns: 4 Irregular verbs: 5	Editing: 2	
Lesson 79		Main idea: 6, 7 Listening Comprehension: 8	Pronouns: 2 Subject/predicate: 3 Verb tense: 4 Irregular verbs: 5	Editing: 4	
Lesson 80		Classification: 5 Main idea: 6 Listening Comprehension: 8	Pronouns: 2 Verb tense: 3 Subject/predicate: 4	Editing: 3 Paragraph copying: 7	
Lesson 81		Classification: 6 Main idea: 7 Listening Comprehension: 8	Verb tense: 2 Subject/predicate: 3 Pronouns: 4 Capitalization: 5 Punctuation: 5	Editing: 2 Paragraph copying: 5	
Lesson 82		Classification: 4 Main Idea: 6, 7 Listening Comprehension: 8	Pronouns: 2 Subject/Predicate: 3 Capitalization: 3, 5 Punctuation: 3, 5	Editing: 3 Paragraph copying: 5	
Lesson 83		Classification: 4 Main idea: 4, 6	Subject/Predicate: 2 Capitalization: 2 Punctuation: 2 Verb tense: 3	Editing: 2, 3 Paragraph copying: 5	
Lesson 84		Main idea: 5 Classification: 5 Listening Comprehension: 7	Subject/predicate: 2 Capitalization: 3, 6 Punctuation: 3, 6 Verb tense: 4	Editing: 3, 4 Paragraph writing: 6	
Lesson 85		Main idea: 3 Listening Comprehension: 3	Capitalization: 2, 3 Punctuation: 2, 3 Pronouns: 3 Past Time: 3 Clarity: 3	Paragraph writing: 2 Editing: 3	
Lesson 86		Main idea: 5	Capitalization: 2, 6 Punctuation: 2, 6 Subject/predicate: 3 Verb tense: 4 Irregular verbs: 4	Editing: 2 Paragraph writing: 6	
Lesson 87		Main idea: 6	Capitalization: 2, 7 Punctuation: 2, 7 Subject/Predicate: 3 Verb tense: 4 Irregular verbs: 5	Editing: 2, 4 Paragraph writing: 7	
Lesson 88		Main idea: 5, 7	Subject/Predicate: 2 Capitalization: 3, 6 Punctuation: 3, 6 Irregular verbs: 4 Verb tense: 4	Editing: 3 Paragraph writing: 6	
Lesson 89		Main idea: 5, 7	Capitalization: 2, 6 Punctuation: 2, 6 Subject/predicate: 3 Pronouns: 4	Editing: 2 Paragraph writing: 6	
Lesson 90		Main idea: 7	Capitalization: 2, 6 Punctuation: 2, 6 Pronouns: 3 Verb tense: 4 Irregular verbs: 4 Subject/predicate: 5	Editing: 2 Paragraph writing: 6	
Lesson 91			Capitalization: 2 Punctuation: 2 Verb tense: 3 Irregular verbs: 3 Pronouns: 4 Subject/predicate: 6	Editing: 2 Paragraph writing: 5 Sentences: 7	
Lesson 92		Main idea: 6	Subject/predicate: 2 Verb tense: 3 Irregular verbs: 3 Pronouns: 4	Sentences: 5 Paragraph writing: 7	

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Lesson 93		Main idea: 6	Capitalization: 2, 7 Punctuation: 2, 7 Subject/predicate: 3 Pronouns: 4 Verb tense: 5 Irregular verbs: 5	Editing: 2 Paragraph writing: 7	
Lesson 94		Main idea: 5	Capitalization: 2, 4, 7 Punctuation: 2, 6 Pronouns: 3 Verb tense: 6 Irregular verbs: 6	Editing: 2 Paragraph writing: 7	
Lesson 95	Prepositions: 2	Main idea: 2, 4	Verb tense: 3 Irregular verbs: 3 Subject/predicate: 4 Capitalization: 4 Punctuation: 4 Pronouns: 4	Editing: 4	
Lesson 96	Prepositions: 4	Main idea: 4	Capitalization: 1, 2 Punctuation: 2 Run-on sentences: 2 Verb tense: 3 Irregular verbs: 3 Subject/predicate: 5	Editing: 2 Paragraph writing: 6	
Lesson 97		Main idea: 5	Capitalization: 2, 4 Pronouns: 3 Punctuation: 4 Run-on sentences: 4 Subject/predicate: 6	Editing: 4, 5 Paragraph writing: 5	
Lesson 98			Capitalization: 2, 4 Pronouns: 3 Punctuation: 4 Subject/predicate: 5 Verb tense: 6 Irregular verbs: 6	Editing: 4 Revising for clarity: 7	
Lesson 99			Subject/predicate: 2 Capitalization: 3, 5 Punctuation: 3 Pronouns: 4	Editing: 3 Revising for clarity: 6, 7 Sentences: 8	
Lesson 100			Capitalization: 2 Pronouns: 3 Verb tense: 4 Irregular verbs: 4 Subject/predicate: 6	Editing: 3 Revising for clarity: 6, 7 Sentences: 8	
Lesson 101			Capitalization: 2, 5 Verb tense: 3 Irregular verbs: 3 Pronouns: 4 Punctuation: 5	Editing: 2 Revising for clarity: 4 Paragraph writing: 6	
Lesson 102			Capitalization: 2 Pronouns: 4 Verb tense: 5 Irregular verbs: 5	Editing: 2, 3 Revising for clarity: 4 Sentences: 6 Paragraph writing: 7	
Lesson 103		Supporting facts: 5	Subject/predicate: 2 Capitalization: 3 Verb tense: 4 Irregular verbs: 4	Editing: 3 Paragraph writing: 6	
Lesson 104		Main idea: 5	Capitalization: 2 Punctuation: 2 Run-on sentences: 3 Pronouns: 4	Editing: 2, 3 Revising for clarity: 4 Sentences: 6 Paragraph writing: 7	
Lesson 105			Run-on sentence: 2 Verbs: 3 Predicates: 3 Capitalization: 4 Pronouns: 4 Subject/predicate: 4	Editing: 2	
Lesson 106			Pronouns: 1 Run-on sentences: 2 Verbs: 3, 4 Subject/Predicate: 4 Capitalization: 5	Editing: 2, 5 Paragraph writing: 6	

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Lesson 107			Subject/predicate: 2 Run-on sentences: 3 Verb tense: 4 Irregular verbs: 4 Pronouns: 5	Editing: 3 Paragraph writing: 6	
Lesson 108		Main ideas: 5	Subject/predicate: 2 Run-on sentence: 3 Pronouns: 4, 5	Editing: 3 Paragraph writing: 6	
Lesson 109		Main ideas: 5	Run-on sentences: 2 Verbs: 3 Possessives: 4	Sentences: 5 Paragraph writing: 6	
Lesson 110		Main ideas: 5	Run-on sentences: 2 Verbs: 3 Possessives: 4 Compound predicate: 6	Sentences: 5 Paragraph writing: 7	

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Grade 3

Scope and Sequence Chart

	1	2	3	4	5	6
Vocabulary						
Model Vocabulary Sentence			1			
Review				1	1, 6	1
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	1.1			2.1	2.1	2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	1.2	1.1				2.2
Compound Words						
Multi-syllable Words					2.2	
Proper Nouns						
Words with Underlined Parts			2.2		2.2	
Names of the Months						
Mixed Words/Review	1.3, 1.4	1.2	2.1	2.2	2.3	2.3
Informal Assessment	IT	IT	IT	IT	IT	IT2.1
Selection Vocabulary	1.1, 1.4	1.1	2.1, 2.2	2.1	2.1	2.1–2.3
Fluency Read wordlists accurately, fluently	1.1–1.4	1.1, 1.2	2.1, 2.2	2.1, 2.2	2.1–2.3	
Comprehension and Background						
Read Decodable Text	2	2	3	3	3	3
Comprehension						
Recall Facts/Rules	2, 3	2, 3	3, 4	3, 6	3, 6	3, 6
Study Skills						
Interpret Chart/Graph/Visual Aid	2	2, 3	3, 4	3, 6	3	3, 6
Compare/Contrast						
Informal Assessment						
Ongoing Comprehension Check	2, IT	2, IT	3, IT	3, IT	3, IT	3, IT
Story Reading						
Read/Reread Decodable Text	4	4	5	4	4	4
Teacher models fluency/expression		6	4	7		
Comprehension						
Predict/Confirm Prediction	4, 6, IW	4			4, IW	4
Recall Facts/Rules	4, 6, IW	4, 6, IW	5, 7, IW	6	4, 6, IW	6, IW
Note Details	4, 6	4, 6, IW	5, 7, IW	4, 6	4, 6, IW	4, 6, IW
Visualize						
Make Connections	4	4				
Draw Inferences	4			4	4	
Draw Conclusions	4	4	5	4, 6	4	4, 6
Activate Prior Knowledge						6, IW
Determine Character Emotion, Motivation				4		
Compare/Contrast						
Make Judgments				6		
Understanding Dialogue						
Sequencing						
Using Context to Confirm Meaning	6		7			
Study Skills						
Interpret Chart/Graph/Visual Aid				6	6	
Expanded Activity						6, IW
Informal Assessment						
Ongoing Comprehension Check	4, IW	4, IW	5, IW	4, IW	4, IW	4, IW
Ongoing Decoding Accuracy	4, IT	4, IT	5, IT	4, 6, IT	4, 6, IT	4, 5, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	5	5	6	5	5	5
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck	Workcheck	Workcheck	Workcheck
Special Project						
Fact Game						
Formal Assessment						
Individual Fluency Checkout (name?)						
Mastery Test						
Spelling						
Patterns	1.1	2.1	3.1, 3.2	4.1, 4.2		
Homonyms	1.2	2.2				6.2
Sentence	1.3	2.3	3.3	4.3		6.3
Test					5	
Word Introduction						6.1
Review						
Phonemic Segmentation						

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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7	8	9	10	11	12	13	14	15
					1			
						1	1, 6	1, 5
		1.1		1.1	2.1	2.1		2.1
1.1				1.4		2.3		2.2, 2.4
				1.2		2.2		
	1.1				2.2			
		1.3						
1.1		1.2			2.2	2.2	2.1	
				1.3				
1.2	1.2			1.5	2.3, 2.4	2.4, 2.5	2.2, 2.3	2.3
IT		IT		IT	IT	IT	IT	
		1.1		1.1	2.1, 2.2	2.1, 2.2, 2.3, 2.5	2.1, 2.2	2.1, 2.2, 2.4
1.1, 1.2	1.1, 1.2	1.1–1.3		1.1–1.5	2.1–2.4	2.1–2.5	2.1–2.3	2.1–2.4
2	2	2		2	3	3	3	3
2, 5	2, 5	2, 5		2, 5	3, 6	6	3, 6	3, IW
2, 5	2, 5	2, 5		2	3	3	3	3, IW
	5					3		
2, IT	2, IT	2, IT		2, IT	3, IT	3, IT	3, IT	3, IT
3	3	3		3	4	4	4	4
3	3	3, 5						4
3, IW	3, IW	5, IW		3, 5, IW	3, 4, IW	4, 6, IW	4, 6, IW	4, 6, IW
3, 5, IW	3, 5	3, 5, IW		3, 5	4, 6, IW	4, 6	4, IW	4, 6
							4	4
5	3			3				
3					4		4	4
3, IW	3, IW	3		3, IW	3, 4, 6, IW	4, 6	4, 6, IW	4, IW
3, IW	3, IW	IW		3, 5, IW		IW	4, IW	4, IW
	3	5, IW				4		4
	5, IW	3, IW		3	IW	4, 6		4
3					4	6	4	
				3				
5	3, IW							5
								5
3, 5, IW	5, IW	3, 5, IW		3, 5 IW	IW	4, 6, IW	IW	IW
3, IW	3, IW	3, IW		3, IW	4, IW	4, IW	4, IW	4, IW
3, 5, IT	3, 5, IT	3, 5, IT		3, 5, IT	4, 6, IT	4, IT	4, IT	4, 5, IT
4	4	4		4	5	5	5	
Workcheck	Workcheck	Workcheck		Workcheck	Workcheck	Workcheck	Workcheck, Activity	Workcheck
			after Lesson 10		after Lesson 12			
			1					
			2					5
			3					
7.1	8.2	9.1, 9.2		11.1	12.1	13.1, 13.2	14.1	
7.2								
7.3	8.3			11.2				
			10					15
	8.1							
		9.3		11.3	12.3	13.3	14.3	
					12.2		14.2	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	16	17	18	19	20	21
Vocabulary						
Model Vocabulary Sentence	1					1
Review		1	1, 6	1, 5		
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	2.1	2.1				2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	2.2, 2.3					2.2
Compound Words						
Multi-syllable Words						
Proper Nouns						
Words with Underlined Parts				2.1		
Mixed Words/Review	2.4	2.2	2.1	2.2		2.3
Informal Assessment	IT	IT		IT		IT
Selection Vocabulary	2.1, 2.2	2.1		2.1		2.1–2.3
Fluency Read wordlists accurately, fluently	2.1–2.4	2.1, 2.2	2.1	2.1, 2.2		2.1–2.3
Comprehension and Background						
Read Decodable Text	3		3			3
Comprehension						
Recall Facts/Rules	3, IW		3, IW			3, IW
Make Inferences						
Study Skills						
Interpret Chart/Graph/Visual Aid			3, IW			3, IW
Compare/Contrast	IW					
Informal Assessment						
Ongoing Comprehension Check	3, IT		3, IT			3, IT
Story Reading						
Read/Reread Decodable Text	4	3	4	3		4
Teacher models fluency/expression		3	4	3		
Comprehension						
Predict/Confirm Prediction		3		3		4
Recall Facts/Rules	4, IW	3, IW	4, IW	IW		4, IW
Note Details	4, 6	3, IW	4, IW	3, IW		4, IW
Visualize		3	4	3		
Make Connections		3	4			
Draw Inferences	4	3	4	3		4
Draw Conclusions	4, IW	3, IW	3, IW	3, IW		4, IW
Activate Prior Knowledge	IW	3, IW	4, IW	3, IW		4, IW
Identify Cause/Effect						IW
Determine Character Emotion, Motivation	4		4	3		4
Compare/Contrast	IW	IW	4	3		
Make Judgments			4			
Understanding Dialogue						
Sequencing	6	5	IW	3, IW		
Story Structure						
Using Context to Confirm Meaning			4	3		
Study Skills						
Interpret Chart/Graph/Visual Aid	4, IW	3, IW	4, IW	3, IW		4, IW
Informal Assessment						
Ongoing Comprehension Check	4, IW	3, IW	4, IW	3, IW		4, IW
Ongoing Decoding Accuracy	4, IT	3, IT	4, IT	3, IT		4, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	5	4	5	4		5
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck	Workcheck		Workcheck, Activity
Special Project						
Fact Game					1	
Formal Assessment						
Individual Fluency Checkout					2	
Mastery Test					3	
Out-of-Program Mastery Test						
Spelling						
Patterns	16.1	17.1	18.2	19.2		21.1
Homonyms		17.2				21.2
Sentence	16.2					
Test					20	
Word Introduction						
Review	16.3	17.3	18.3	19.3		21.3
Phonemic Segmentation						
Affixes			18.1	19.1		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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22	23	24	25	26	27	28	29	30
			1				1	
1	1	1		1	1	1		
2.1	2.1		2.1	2.1			2.1	
2.2			2.4	2.4				
			2.5			2.1		
		2.1		2.2, 2.3	2.1	2.2		
		2.2						
2.3	1.1, 2.3	2.3	2.2, 2.3		2.2	2.3	2.2–2.4	
IT	IT	IT	IT	IT	IT	IT	IT	
2.1	2.1, 2.2	2.2	2.1, 2.3, IW	2.1	2.2, IW	2.2, 2.3, IW	2.1, 2.2, 2.3	
2.1–2.3	2.1–2.3	2.1–2.3	2.1–2.5	2.1–2.4	2.1, 2.2	2.1–2.3	2.1–2.4	
3		3			3			
					3, IW			
3, IW		3, IW						
					3			
3, IW		3, IW						
3, IT		3, IT			3, IT			
4	3	4	3	3	4	3	3	
4								
4	4		3	3		3	3	
4, IW	3, IW	4, IW	IW	3, IW	4, IW	3, IW	IW	
4, IW	3, IW	4, IW	3, IW	3, IW	4, IW	3, IW	3, IW	
		4	3		4	3		
4			3	3	4	3	3	
4, IW	3, IW	4	3	3, IW	4	3, IW	3, IW	
4, IW	3, IW	IW	3, IW	3, IW	IW	IW	IW	
	IW		IW		IW		IW	
4		4		3			3, IW	
4	3	IW						
						3		
		4	3					
		IW	3, IW	IW		IW	IW	
4		4				3		
4		4		3			3	
4, IW	3, IW	4, IW	3, IW	3, IW	4, IW	IW	3, IW	
4, IW	3, IT	4, IW	3, IW	3, IW	4, IW	3, IW	3, IW	
4, IT	3, IT	4, IT	3, IT	3, IT	4, IT	3, IT	3, IT	
5	4	5		4	5	4	4	
Workcheck, Activity	Workcheck, Activity	Workcheck, Activity	Workcheck, Activity	Workcheck	Workcheck	Workcheck	Workcheck	
after Lesson 22								
								1
			4					
								2
								3
22.1, 22.2	23.1, 23.2	24.1, 24.2		26.1, 26.2	27.1, 27.2	28.1	29.1, 29.2	
			25					30
22.3	23.3	24.3		26.3	27.3	28.3	29.3	
						28.2		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	31	32	33	34	35	36
Vocabulary						
Model Vocabulary Sentence			2			1
Review	1	1	1	1	1	2
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words		2.1		2.1	2.1	3.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	2.2				2.3	
Compound Words					2.2	
Multi-syllable Words	2.1		3.1	2.2		3.2
Words with Underlined Parts						
Mixed Words/Review	2.3	2.2–2.4	3.2, 3.3	2.3	2.4	3.3, 3.4
Informal Assessment	IT	IT	IT	IT	IT	IT
Selection Vocabulary		2.1, 2.2	3.1–3.3	2.1–2.3	2.1, 2.3	3.1, 3.2
Fluency Read wordlists accurately, fluently	2.1–2.3	2.1–2.4	3.1–3.3	2.1–2.3	2.1–2.4	3.1–3.4
Comprehension and Background						
Read Decodable Text			4	3		4
Comprehension						
Recall Facts/Rules			4, IW	3		4, IW
Study Skills						
Interpret Chart/Graph/Visual Aid			4, IW			
Informal Assessment						
Ongoing Comprehension Check			4, IT	3, IT		4, it
Story Reading						
Read/Reread Decodable Text	3	3	5	4	3	5
Teacher models fluency/expression	3		5	3, 4		
Comprehension						
Predict/Confirm Prediction	3	3			3	5
Recall Facts/Rules	IW	IW	5, IW	4, IW	IW	5, IW
Note Details	3, IW	3, IW	5, IW	4, IW	3, IW	5, IW
Visualize	3		5			5
Make Connections	3					
Draw Inferences		3	5	4	3	5
Draw Conclusions	3, IW	3, IW	5, IW	4, IW	3, IW	5, IW
Activate Prior Knowledge	3, IW	IW	5, IW	4, IW	3, IW	5, IW
Identify Cause/Effect	IW			IW	IW	
Determine Character Emotion, Motivation	3	3	5		3	
Compare/Contrast						
Make Judgments	3	3			3	
Understanding Dialogue				4	3	5
Sequencing	IW		IW		IW	
Story Structure				4	3	
Using Context to Confirm Meaning		3	5			5
Study Skills						
Interpret Chart/Graph/Visual Aid	3, IW	3, IW	5, IW	IW	3, IW	5, IW
Study Item						
Informal Assessment						
Ongoing Comprehension Check	3, IW	3, IW	5, IW	4, IW	3, IW	5, IW
Ongoing Decoding Accuracy	3, IT	3, IT	5, IT	4, IT	3, 4, IT	5, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	4	4	6	5		6
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck, Activity	Workcheck	Workcheck	Workcheck, Activity
Special Project					after Lesson 35	
Fact Game						
Formal Assessment						
Individual Fluency Checkout					4	
Mastery Test						
Spelling						
Patterns	31.1, 31.2	32.1, 32.2	33.1, 33.2	34.1		
Sentence						36.1
Test					35	
Review	31.3	32.3	33.3	34.3		36.3
Reading Vocabulary						
Affixes						
Spelling Rules				34.2		36.2

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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37	38	39	40	41	42	43	44	45
		1				1		
1	1	2		1	1, IW	2, IW	1, IW	1, IW
	2.1	3.1		2.1			2.3	2.1
2.3				2.3, 2.4	2.3		2.2	
2.2				2.2			2.1	
2.1		3.2			2.1, 2.2	3.1		
					2.1, 2.2	3.1	2.1	
2.4	2.2	3.3		2.5	2.4	3.2, 3.3		2.2, 2.3
IT	IT	IT		IT	IT	IT	IT	IT
2.1, 2.3	2.1	3.1, 3.2		2.1, 2.4	2.1, 2.2, 2.3	3.1	2.3	2.1
2.1–2.4	2.1, 2.2	2.1–2.3		2.1–2.5	2.1–2.4	3.1–3.3	2.1–2.3	2.1–2.3
3	3	4		3	3	4	3	3
					3	4	3	
				3		4		3
3, IW	3, IW	4, IW		3, IW	3, IW	4	IW	3, IW
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	3, IW	3, IW
	3							3
3				3	3	4	3	
3		4		3	3	4	3	
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	3, IW	3, IW
3, IW	IW	IW		IW	3, IW	4, IW	3, IW	3, IW
IW	IW	IW		IW	3	4	IW	3, IW
		4			3	4		3
					3		3, IW	
3	3	4		3		4	3	
					3		4	3
3	IW	IW		IW		4, IW	3, IW	IW
	3	4		3				
IW	IW	IW		IW	3, IW	4, IW	3, IW	3, IW
5, IW	5, IW						5, IW	
3, IW	3, IW	4, IT		3, IW	3, IW	4, IW	3, IW	3, IW
				3, IT	3, IT	4, IT	3, IT	3, IT
4	4	5		4	4	5	4	
Workcheck	Workcheck	Workcheck		Workcheck, Activity	Workcheck	Workcheck	Workcheck	Workcheck, Activity
			1					
			2					4
			3					
37.1	38.1, 38.2	39.1		41.1	42.1	43.1		
			40					45
37.3	38.3	39.3			42.3	43.3	44.3	
				41.3				
		39.2		41.2	42.2	43.2	44.1, 44.2	
37.2								

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	46	47	48	49	50	51
Vocabulary						
Model Vocabulary Sentence	1			1		
Review	2, IW	1, IW	1, IW	2, IW		1, IW
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	3.1	2.3	2.1			2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	3.3	2.2		3.2		2.3
Compound Words		2.1				
Multi-syllable Words	3.2			3.1		2.2
Words with Underlined Parts		2.1		3.1		2.2
Planet Names						
Numbers						
Mixed Words/Review	3.4		2.2	3.3, 3.4		2.4
Informal Assessment	IT	IT	IT	IT		IT
Selection Vocabulary	3.1	2.3	2.1	3.2		2.1
Fluency Read wordlists accurately, fluently	3.1–3.4	2.1–2.3	2.1, 2.2	3.1–3.4		2.1–2.4
Comprehension and Background						
Read Decodable Text						
Comprehension						
Recall Facts/Rules						
Make Inferences						
Study Skills						
Interpret Chart/Graph/Visual Aid						
Compare/Contrast						
Globe						
Fact Review						
Informal Assessment						
Ongoing Comprehension Check						
Story Reading						
Read/Reread Decodable Text	4	3	3	4		3
Teacher models fluency/expression	4	3		4		
Comprehension						
Predict/Confirm Prediction	4			4		3
Recall Facts/Rules	4, IW	IW	3, IW	4, IW		IW
Note Details	4, IW	3, IW	3, IW	4, IW		3, IW
Visualize		3		4		
Make Connections	4					
Draw Inferences		3	3, IW	4		3
Draw Conclusions	4, IW	3, IW	3, IW	4, IW		3, IW
Activate Prior Knowledge	4, IW	IW	3, IW	4, IW		
Identify Cause/Effect		IW	IW	IW		
Determine Character Emotion, Motivation			3			
Compare/Contrast			IW	IW		IW
Make Judgments		3		4		3
Understanding Dialogue	4			4		
Reality/Fantasy						
Sequencing		3, IW	3	IW		IW
Story Structure		3				
Using Context to Confirm Meaning	4		3			
Study Skills						
Interpret Chart/Graph/Visual Aid	4, IW	3, IW	3, IW	IW		IW
Study Item						5, IW
Informal Assessment						
Ongoing Comprehension Check	4, IW	3, IW	3, IW	4, IW		3, IW
Ongoing Decoding Accuracy	4, IT	3, IT	3, IT	4, IT		3, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	5	4	4	5		4
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck	Workcheck		Workcheck
Special Project						
Fact Game					1	
Formal Assessment						
Individual Fluency Checkout					2	
Mastery Test					3	
Spelling						
Patterns						
Sentence	46.1	47.1, 47.2	48.1	49.1		
Test					50	
Word Introduction						
Review	46.3	47.3	48.3	49.3		51.3
Affixes	46.2			49.2		51.2
Word Parts						51.1
Spelling Rules		48.2				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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52	53	54	55	56	57	58	59	60
	1			1			1	
1, IW	2, IW	1, IW	1, IW	2, IW	1, IW	1, IW	2, IW	
2.1	3.1	2.1	2.1		2.2	2.1	3.1	
	3.2		2.3	3.2, 3.3	2.3	2.2	3.2, 3.3	
						2.1		
2.3		2.5	2.2	3.1	2.2			
2.3				3.1	2.2			
	3.3							
		2.2						
2.2, 2.4	3.4	2.3, 2.4		3.4	2.1, 2.4, 2.5	2.3	3.4, 3.5	
IT	IT	IT	IT	IT	IT	IT	IT	
2.1, 2.3	3.1, 3.2	2.3	2.1	IW	2.2	2.1, 2.2	3.1	
2.1–2.4	3.1–3.4	2.1–2.5	2.1–2.3	3.1–3.4	2.1–2.4	2.1–2.4	3.1–3.5	
3	4	3		4		3		
3, IW	4, IW	3, IW		4, IW		3, IW		
						3		
3, IW	4, IW	3, IW		4, IW				
3, IW								
			3	5				
				7				
3, IT	4, IT	3, IT	3, IT	4, IT		3, IT		
4	5	4	4	6	3	4	4	
					3			
					3	4		
IW	5, IW	4, IW	4, IW	IW	3, IW	4, IW	4, IW	
4, IW	5, IW	4, IW	4, IW	6, IW	3, IW	4, IW	4, IW	
					3		4, IW	
4					3			
4			4	6	3	4		
IW	IW	4, IW	4, IW	6, IW	3, IW	4, IW	4, IW	
4, IW	5, IW	4	4, IW	6, IW	3, IW	IW	4, IW	
				IW				
	5							
IW		4, IW	4, IW			IW	IW	
4					3			
	5							
	5		4					
IW			4					
			4					
			4		3		4	
				IW	3, IW	4, IW	4, IW	
4, IW	5, IW	4, IW						
4, IW	5, IW	4, IW	4, IW	6, IW	3, IW	4, IW	4, IW	
4, IT	5, IT	4, IT	4, 5, IT	6, IT	3, IT	4, IT	4, IT	
5	6	5		8	4	5	5	
Workcheck	Workcheck, Activity	Workcheck	Workcheck	Workcheck, Activity	Workcheck	Workcheck	Workcheck	
after Lesson 52								
								1
			5					2
								3
				56.1	57.1	58.1		
			55					60
							59.1	
52.3	53.3	54.3		56.3	57.3	58.3	59.3	
51.2	52.2	53.2	54.2					
51.1	52.1	53.1	54.1	56.2	57.2	58.2	59.2	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	61	62	63	64	65	66
Vocabulary						
Model Vocabulary Sentence				1		
Review	2, IW	1, IW	1, IW		1	1, IW
Word Attack/Reading Words						
Decoding and Word Analysis						
Sounds/Sound Combinations						2.2
Modeled Words	3.1	2.1	2.1	2.2	2.1	2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	3.2	2.2		2.3		
Compound Words			2.2			
Multi-syllable Words		2.1		2.1		
Words with Underlined Parts			2.2			
Mixed Words/Review	3.3	2.3, 2.4	2.3			2.3, 2.4
Informal Assessment	IT	IT	IT	IT		IT
Selection Vocabulary	3.1, 3.2	2.1	2.1	2.2	2.1	2.1
Fluency Read wordlists accurately, fluently	3.1–3.3	2.1–2.4	2.1–2.3	2.1–2.3	2.1	2.1–2.4
Comprehension and Background						
Read Decodable Text		3				
Comprehension						
Recall Facts/Rules		3, IW				
Study Skills						
Interpret Chart/Graph/Visual Aid						
Fact Review	1, IT			3, IT		
Informal Assessment						
Ongoing Comprehension Check		3, IT				
Story Reading						
Read/Reread Decodable Text	4	4	3	4	3	3
Teacher models fluency/expression				4	5	3
Comprehension						
Predict/Confirm Prediction					4	
Recall Facts/Rules	4, IW	4, IW	IW	IW	3, IW	
Note Details	4, IW	4, IW	3, IW	4, IW	3, IW	3, IW
Visualize	4	4				
Make Connections		4	3			3
Draw Inferences	4	4	3	4		3
Draw Conclusions	4, IW	IW	3, IW	4, IW	3, IW	3, IW
Activate Prior Knowledge	4, IW	4, IW	IW	4, IW	3, IW	3, IW
Identify Cause/Effect	IW	IW		IW		
Determine Character Emotion, Motivation					3	3
Compare/Contrast	IW	IW	IW	IW	3	IW
Make Judgments		4		4		
Understanding Dialogue						3
Sequencing		IW	IW		IW	
Story Structure						3
Using Context to Confirm Meaning						3
Study Skills						
Interpret Chart/Graph/Visual Aid	4, IW	IW	3, IW	IW	3, IW	
Expanded Activity					5, IW	
Informal Assessment						
Ongoing Comprehension Check	4, IW	4, IW	3, IW	4, IW	3, IW	3, IW
Ongoing Decoding Accuracy	4, IT	4, IT	3, IT	4, IT	3, 4, IT	3, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	5	5	4	5		4
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck, Activity	Workcheck	Workcheck	Workcheck, Activity	Workcheck	Workcheck
Special Project						after Lesson 66
Formal Assessment						
Individual Fluency Checkout					4	
Mastery Test						
Spelling						
Patterns						66.1
Sentence	61.1	62.1	63.1	64.1		
Test					65	
Review		62.3	63.3	64.3		66.3
Reading Vocabulary	61.3					
Affixes		62.2				66.2
Word Parts	61.2		63.2	64.2		
Vowels and Consonants						
Spelling Rules						

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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67	68	69	70
2			
1, IW	1, IW	1, IW	
3.1	2.1		
3.2		2.1	
		2.2	
		2.2	
3.3, 3.4	2.2	2.3	
IT	IT	IT	
3.1	2.1		
3.1–3.4	2.1, 2.2	2.1–2.3	
5		3	
IW		3, IW	
5, IW			
4			
5, IT		3, IT	
6	3	4	
	3	4	
6	3		
6, IW	3, IW	4, IW	
6	3		
6	3	4	
6, IW	3, IW	4, IW	
IW		4, IW	
	3	4	
6	3	4	
IW	IW		
		4	
	3		
		4	
6		4	
6, IW		4	
6, IW	3, IW	4, IW	
6, IT	3, IT	4, IT	
7	4	5	
Workcheck	Workcheck	Workcheck, Activity	
			1
			20
67.1			
			70
66.3	67.3	68.3	69.3
66.2	67.2	68.2	
			69.2
		68.1	69.1

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	71	72	73	74	75	76
Vocabulary						
Model Vocabulary Sentence	2			2		
Review	1, IW	1, IW	1, IW	1, IW	1, IW	1, IW
Word Attack/Reading Words						
Decoding and Word Analysis						
Sounds/Sound Combinations						
Modeled Words	3.1	2.1	2.1			2.1
Compound Words						
Multi-syllable Words		2.2				
Words with Underlined Parts		2.2		3.2		
Mixed Words/Review	3.2	2.3	2.2	3.1, 3.3		
Informal Assessment	IT	IT	IT	IT		IT
Selection Vocabulary	3.1	2.1–2.3	2.1, 2.2	3.1	2.1	2.1
Fluency Read wordlists accurately, fluently	3.1, 3.2	2.1–2.3	2.1, 2.2	3.1–2.3	2.1	2.1
Comprehension and Background						
Read Decodable Text	4					
Comprehension						
Recall Facts/Rules	4, IW					
Study Skills						
Interpret Chart/Graph/Visual Aid	4					
Compare/Contrast						
Fact Review		3, IT				
Informal Assessment						
Ongoing Comprehension Check	4, IT					
Story Reading						
Read/Reread Decodable Text	5	4	3	4	3	3
Teacher models fluency/expression				4	3	
Comprehension						
Predict/Confirm Prediction	5	4	3	4	3	
Recall Facts/Rules	IW	IW	3, IW	4, IW	3, IW	
Note Details	5, IW	4, IW	3, IW	4, IW	3, IW	3, IW
Visualize	5	4	3			
Make Connections		4	3	4		3
Draw Inferences	5	4	3	4	3	3, 1W
Draw Conclusions	5, IW	4, IW	3, IW	4, IW	3, IW	3, IW
Activate Prior Knowledge	IW	4, IW	3, IW	IW	3	3, 1W
Identify Cause/Effect			3, IW	IW		
Determine Character Emotion, Motivation		IW			3	3
Compare/Contrast			3			
Make Judgments	5		3	4	3	
Understanding Dialogue	5	4				
Reality/Fantasy	5	IW	3, IW		IW	1W
Sequencing				4		
Story Structure	5	4	3	4	3	
Using Context to Confirm Meaning						
Study Skills						
Interpret Chart/Graph/Visual Aid	5, IW		3, IW	4, IW	3, IW	1W
Study Item				6		
Crossword puzzle					4	5
Informal Assessment						
Ongoing Comprehension Check	5, IW	4, IW	3, IW	4, IW	3, IW	3, 1W
Ongoing Decoding Accuracy	5, IT	4, IT	3, IT	4, IT	3, 5, IT	3, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	6	5	4	5		4
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck	Workcheck, Activity	Workcheck	Workcheck
Special Project						
Fact Game						
Formal Assessment						
Individual Fluency Checkout					5	
Mastery Test						
Spelling						
Patterns		72.2				
Sentence						
Test					75	
Word Introduction						
Review	71.3	72.3	73.3			76.3
Reading Vocabulary						
Affixes	71.2			74.2		
Word Parts			73.2			76.2
Vowels and Consonants						
Spelling Rules	71.1	72.1	73.1	74.1		76.1

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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77	78	79	80	81	82	83	84	85
	1					1		
1, IW		1, IW		1, IW	1, IW		1, IW	1, IW
	2.1							
				2.1	2.1		2.1	2.1
2.1						2.1		
2.1				2.2	2.2	2.1	2.2	
2.2	2.2	2.1			2.3	2.2		2.2, 2.3
IT	IT			IT	IT	IT	IT	IT
2.1, 2.2	2.1, 2.2	2.1		2.1, 2.2	2.1, 2.2		2.1, 2.2	2.1, 2.2
				2.1, 2.2	2.1–2.3	2.1, 2.2	2.1, 2.2	2.1–2.3
		3						
							3	
		3, IW						
		3					3, 1W	
		3, IW						
							3, 1W	
						3		
		3, IT				3, IT	3, IT	
3	3	4		3	3	4	4	3
				3		4		
3	3				3	4	4	3
3, IW	3, IW	IW		3, IW	3, IW	4, IW	4, IW	3, IW
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	4, IW	3, IW
	3	4		3	3		4	3
	3			3		4		3
3, IW	3, IW	4, IW		3	3	4	4	3
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	4, IW	3, IW
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	4, IW	3, IW
3, IW	3	4		3, IW	3, IW	4, IW	IW	
		IW			IW	IW	IW	IW
	3			3, IW	3		4	
					IW	IW	IW	IW
3	3	4			3	4		3
3	3			3				
	3	4, IW			IW		IW	
		4		3				
				3	3			3
	3, IW			IW	3, IW	4, IW	IW	IW
5								
3, IW	3, IW	4, IW		3, IW	3, IW	4, IW	4, IW	3, IW
3, IT	3, IT	4, IT	2	3, IT	3, IT	4, IT	4, IT	3, 4, IT
4	4	5		4	4	5	5	
Workcheck	Workcheck	Workcheck		Workcheck	Workcheck, Activity	Workcheck	Workcheck	Workcheck
							after Lesson 84	
			1					
			2					4
			3					
				81.1	82.1	83.1	84.1	
			80					85
77.2								
77.3	78.3	79.3			82.3	83.3		
				81.3				
	78.2	79.2				83.2	84.2	
				81.2	82.2			
77.1	78.1	79.1						

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	86	87	88	89	90	91
Vocabulary						
Model Vocabulary Sentence	2					1
Review	1, IW	1, IW	1, IW	1, IW		
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	3.1	2.1	2.1	2.1		2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*		2.2		2.2		2.2
Compound Words						
Multi-syllable Words						
Words with Underlined Parts	3.2			2.3		
Mixed Words/Review	3.3	2.3, 2.4	2.2	2.4		2.3, 2.4
Informal Assessment	IT	IT	IT	IT		IT
Selection Vocabulary	3.1, 3.2	2.1, 2.2	2.1, 2.2	2.1		2.1, 2.4
Fluency Read wordlists accurately, fluently	3.1–3.3	2.1–2.4	2.1, 2.2	2.1–2.4		2.1–2.4
Comprehension and Background						
Read Decodable Text	4			4		3
Comprehension						
Recall Facts/Rules	4, IW			4, IW		3, IW
Study Skills						
Interpret Chart/Graph/Visual Aid	4, IW			4		3, IW
Compare/Contrast	4, IW					
Fact Review		3		3, IT		
Informal Assessment						
Ongoing Comprehension Check	4, IT	3, IT		3, 4, IT		3, IT
Story Reading						
Read/Reread Decodable Text	5	4	3	5		4
Teacher models fluency/expression	5	4				
Comprehension						
Predict/Confirm Prediction	5			5		4
Recall Facts/Rules	5, IW	4, IW	IW	5, IW		4, IW
Note Details	5, IW	4, IW	3, IW	5, IW		4, IW
Visualize		4				
Make Connections			3			
Draw Inferences	5	4	3	5		4
Draw Conclusions	5, IW	4, IW	3	5, IW		
Activate Prior Knowledge	5, IW	IW	3, IW	5, IW		IW
Identify Cause/Effect						
Determine Character Emotion, Motivation	5, IW	4		5		
Compare/Contrast	IW	4	3, IW	5, IW		4
Make Judgments			3			
Understanding Dialogue						
Sequencing			IW	5		
Story Structure				5		
Using Context to Confirm Meaning	5	4	3			
Study Skills						
Interpret Chart/Graph/Visual Aid	IW	4, IW	3, IW	IW		4, IW
Informal Assessment						
Ongoing Comprehension Check	5, IW	4, IW	3, IW	5, IW		4, IW
Ongoing Decoding Accuracy	5, IT	4, IT	3, IT	5, IT	2	4, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	6	5	4	6		5
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck, Activity	Workcheck, Activity	Workcheck, Activity	Workcheck, Activity		Workcheck
Special Project						
Fact Game					1	
Formal Assessment						
Individual Fluency Checkout					2	
Mastery Test					3	
Spelling						
Sentence			88.1			91.2
Test					90	
Word Introduction		87.1				
Review	86.3	87.3	88.3	89.3		91.3
Phonemic Segmentation						
Affixes			88.2			
Word Parts	86.1	87.2		89.1		
Vowels and Consonants	86.2			89.2		
Spelling Rules						91.1

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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92	93	94	95	96	97	98	99	100
			1					
1	1, IW	1, IW		1	1, IW	1, IW		
2.1	2.1	2.1	2.1	2.1		2.1	1.1	
2.2		2.2	2.2	2.2		2.2		
					2.1			
		2.3						
	2.2						1.2	
2.3	2.3	2.4	2.3	2.3, 2.41	2.2, 2.3		1.3	
IT	IT	IT	IT	IT	IT	IT	IT	
2.1	2.1–2.3	2.1	2.1	2.1	2.2, 2.3	2.1, 2.2	1.1–1.3	
2.1–2.3	2.1–2.3	2.1–2.4	2.1–2.4	2.1–2.4	2.1–2.3	2.1, 2.2	1.1–1.3	
3			3	3		3		
3, IW			3, IW	3, IW		3, IW		
3, IW								
3, IT			3, IT	3, IT		3, IT		
4	3	3	4	4	3	4	2	
					3			
4	3	3		4	3		2	
4	3	3, IW	IW	4, IW	3, IW	4, IW	2, IW	
4, IW	3, IW	3, IW	4, IW	4, IW	3, IW	4, IW	2, IW	
		3		4, IW	3	4		
IW	3, IW	3, IW	4, IW	4, IW	3, IW	4, IW	2, IW	
4, IW	IW	3, IW	4, IW	IW	IW	4	2, IW	
						IW		
		IW		4				
		3						
4	3	3		4	3		2	
							2	
		3		4		4		
				4				
4, IW	3, IW	3, IW	4, IW	4, IW	3, IW	4, IW	IW	
4, IW	3, IW	3, IW	4, IW	4, IW	3, IW	4, IW	2, IW	
4, IT	3, IT	3, IT	4, 5, IT	4, IT	3, IT	4, IT	2, IT	2
5	4	4		5	4	5	3	
Workcheck	Workcheck	Workcheck, Activity	Workcheck	WorkchecK	WorkchecK	WorkchecK	WorkchecK	
								after Lesson 100
								1
			5					2
								3
				96.2				
			95					100
92.3	93.3	94.3		96.3	97.3		99.3	
						98.2		
92.2	93.2	94.2			97.2		99.2	
92.1	93.1	94.1		96.1	97.1	98.1	99.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	101	102	103	104	105	106
Vocabulary						
Model Vocabulary Sentence		1				1
Review			1	2, IW	1, IW	
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	1.1	2.1	2.1	3.1	2.1	2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*	1.2					
Multi-syllable Words		2.2				
Words with Underlined Parts	1.3					
Mixed Words/Review						
Informal Assessment	IT	IT				
Selection Vocabulary	1.1	2.1, 2.2	2.1	3.1	2.1	2.1
Fluency Read wordlists accurately, fluently	1.1–1.3	2.1, 2.2	2.1	3.1	2.1	2.1
Comprehension and Background						
Read Decodable Text		4				
Comprehension						
Recall Facts/Rules		4, IW				
Fact Review		3		1, IT	4, IT	
Informal Assessment						
Ongoing Comprehension Check		4, IT				
Story Reading						
Read/Reread Decodable Text	2	5	3	4	3	3
Teacher models fluency/expression			3			
Comprehension						
Predict/Confirm Prediction		5	3		3	
Recall Facts/Rules	2, IW	5, IW	3, IW	4, IW	3, IW	3, IW
Note Details	2, IW	5, IW	3, IW	4, IW	3, IW	3, IW
Visualize						
Make Connections	2			4, IW		
Draw Inferences			3	4	3	
Draw Conclusions	2, IW	5, IW	3, IW		3, IW	3, IW
Activate Prior Knowledge	2, IW	5, IW	3, IW	4, IW	3, IW	3, IW
Identify Cause/Effect				4, IW		
Determine Character Emotion, Motivation	2	5		4		3
Compare/Contrast	2, IW	5	3, IW			
Make Judgments	2		3	4		
Understanding Dialogue			3	4		
Sequencing					3	3, IW
Using Context to Confirm Meaning						
Study Skills						
Interpret Chart/Graph/Visual Aid		5				
Informal Assessment						
Ongoing Comprehension Check	2, IW	5, IW	3, IW	4, IW	3, IW	3, IW
Ongoing Decoding Accuracy	2, IT	5, IT	3, IT	4, IT	3, 5, IT	3, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	3	6	4	5		4
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck	Workcheck	Workcheck	Workcheck, Activity	Workcheck
Special Project						after Lesson 106
Fact Game						
Formal Assessment						
Individual Fluency Checkout					5	
Mastery Test						
Spelling						
Sentence			103.2	104.2		106.2
Test					105	
Word Introduction						
Review		102.3	103.3	104.3		106.3
Reading Vocabulary	101.3					
Affixes						
Word Parts	101.2	102.2				
Spelling Rules	101.1	102.1	103.1	104.1		106.1

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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107	108	109	110	111	112	113	114	115
				1			1	
2, IW	1, IW	1, IW			1, IW	2, IW	2, IW	1, IW
	2.1	2.1		2.1	2.1	3.1		2.1
				2.2				
							3.1	2.2
3.1							3.1	
					2.2		3.2	
				IT	IT		IT	IT
3.1		2.1		2.1	2.1	3.1	3.2	2.1, 2.2
3.1	2.1	2.1		2.1, 2.2	2.1, 2.2	3.1	3.1, 3.2	2.1, 2.2
1, IT						1, IT		
4	3	3		3	3	4	4	3
		3		3				
4	3	3		3	3		4	
4, IW	3, IW	3, IW		3, IW	3, IW		4, IW	3, IW
4, IW	3, IW	3, IW		3, IW	3, IW	4, IW	4, IW	3, IW
		3				4	4	
					3			
4	3	3		3		4		
4, IW	3, IW	3, IW		3, IW	3, IW	4, IW	4, IW	3, IW
4, IW	3, IW	3, IW			3, IW	4, IW		3, IW
				3, IW	IW	IW		3, IW
						4, IW		
		3		3, IW			4, IW	3, IW
4	4	3			3		4	
		3			3	4		3
				3				
				3, IW				3, IW
4, IW	3, IW	3, IW		3, IW	3, IW	4, IW	4, IW	3, IW
4, IT	3, IT	3, IT	2	3, IT	3, IT	4, IT	4, IT	3, 4, IT
5	4	4		4	4	5	5	
Workcheck	Workcheck	Workcheck		Workcheck	Workcheck	Workcheck	Workcheck	Workcheck
				after Lesson 111				
			1					
			2					4
			3					
107.2		109.1			112.2		114.2	
			110					115
	108.1					113.1		
107.3	108.3	109.3		111.3	112.3	113.3	114.3	
		109.2		111.1	112.1			
	108.2			111.2		113.2		
107.1							114.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	116	117	118	119	120	121
Vocabulary						
Model Vocabulary Sentence		1				
Review	1, IW	2, IW	1, IW	1, IW		1, IW
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	2.1	3.1		2.1		2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*			2.2			
Compound Words			2.1			
Multi-syllable Words	2.2	3.2				2.2
Words with Underlined Parts			2.1			2.2
Mixed Words/Review	2.3		2.3			2.3
Informal Assessment	IT	IT	IT			IT
Selection Vocabulary	2.1	3.1	2.2	2.1		2.1
Fluency Read wordlists accurately, fluently	2.1–2.3	3.1, 3.2	2.1–2.3	2.1		2.1–2.3
Comprehension and Background						
Read Decodable Text						
Comprehension						
Recall Facts/Rules						
Study Skills						
Interpret Chart/Graph/Visual Aid						
Fact Review						3
Informal Assessment						
Ongoing Comprehension Check						
Story Reading						
Read/Reread Decodable Text	3	4	3	3		4
Teacher models fluency/expression						
Comprehension						
Predict/Confirm Prediction	3		3			4
Recall Facts/Rules	3, IW	4, IW	3, IW	3, IW		4, IW
Note Details	3, IW	4, IW	3, IW	3, IW		4, IW
Visualize	3	4				
Make Connections			3			
Draw Inferences	3	4				4
Draw Conclusions	3, IW	4, IW	3, IW	3, IW		4, IW
Activate Prior Knowledge		4, IW	3, IW	3, IW		4, IW
Identify Cause/Effect		IW	IW	IW		
Determine Character Emotion, Motivation		4				
Compare/Contrast		IW	IW	IW		
Make Judgments	3					4
Understanding Dialogue	3					
Sequencing						
Using Context to Confirm Meaning				3		
Study Skills						
Interpret Chart/Graph/Visual Aid	3, IW	4, IW	IW	3, IW		4
Informal Assessment						
Ongoing Comprehension Check	3, IW	4, IW	3, IW	3, IW		4, IW
Ongoing Decoding Accuracy	3, IT	4, IT	3, IT	3, IT		4, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	4	5	4	4		5
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck, Activity	Workcheck	Workcheck, Activity		Workcheck
Special Project	after Lesson 116					
Fact Game					1	
Formal Assessment						
Individual Fluency Checkout					2	
Out-of-Program Mastery Test					3	
Spelling						
Sentence	116.2	117.2	118.2	119.2		121.2
Test					120	
Word Introduction						
Review		117.3	118.3	119.3		121.3
Reading Vocabulary	116.3					
Word Parts				119.1		
Compounds						121.2
Spelling Rules	116.1	117.1	118.1			

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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122	123	124	125	126	127	128	129	130
1					1			
	1, IW	1, IW	1, IW			1, IW	1, IW	
2.1	2.1	2.2	2.1	1.2	2.1		2.1	
	2.2						2.3	
		2.1	2.2			2.1	2.2	
							2.2	
2.2			2.3	1.1				
IT	IT	IT	IT	IT			IT	
2.1	2.1	2.2	2.1	1.2	2.1	2.1	2.1	
2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1–2.3	1.1, 1.2	2.1	2.1	2.1–2.3	
			3	2			3	
			IW	2			3, IW	
			3	2			3, IW	
	5							
			3, IT	2, IT			3, IT	
3	3	3	4	3	3	3	4	
3	3							
	3	3			3	3	4	
3, IW	3, IW	3, IW	4, IW	3, IW	3, IW	3, IW	IW	
3, IW	3, IW	3, IW	4, IW	3, IW	3, IW	3, IW	4, IW	
	3	3	4		3	3		
3	3		4, IW		3	3	4	
3, IW	3, IW	3, IW	4, IW	3, IW	3, IW	3, IW	4, IW	
3, IW	3, IW	IW	4, IW	3, IW	3, IW	3, IW		
3		3	4		3, IW			
						3	4	
3			4			3		
	3				3	3	4	
3							4	
						3		
		3						
3, IW	3, IW	3, IW	4, IW	3, IW	3, IW			
3, IW	3, IW	3, IW	4, IW	3, IW	3, IW	3, IW	4, IW	
3, IT	3, IT	3, IT	4, 5, IT	3, IT	3, IT	3, IT	4, IT	2
4	4	4		4	4	4	5	
Workcheck, Activity	Workcheck, Activity	Workcheck, Activity	Workcheck	Workcheck, Activity	Workcheck	Workcheck	Workcheck, Activity	
								1
			5					2
								3
			125					130
							129.1	
122.3	123	124.3		126.3	127.3	128	129.3	
122.1				126.1	127.1		129.2	
122.2		124.2		126.2	127.2			
		124.1						

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Scope and Sequence Chart

	131	132	133	134	135	136
Vocabulary						
Model Vocabulary Sentence		1				
Review	1, IW		1, IW	1, IW	1, IW	
Word Attack/Reading Words						
Decoding and Word Analysis						
Modeled Words	2.1	2.1	2.1	2.1	2.1	2.1
Words with Endings: *–ed, –ly, –er, –y, –ing, –s*		2.2				
Compound Words	2.2					
Words with Underlined Parts	2.2					
Mixed Words/Review	2.3	2.3	2.2	2.2, 2.3	2.2	
Informal Assessment	IT	IT	IT	IT	IT	
Selection Vocabulary	2.1	2.1	2.1	2.1	2.1	2.1
Fluency Read wordlists accurately, fluently	2.1–2.3	2.1–2.3	2.1, 2.2	2.1–2.3	2.1, 2.2	2.1
Comprehension and Background						
Read Decodable Text			3		3	
Comprehension						
Recall Facts/Rules			3, IW		3, IW	
Study Skills						
Interpret Chart/Graph/Visual Aid			3, IW		3, IW	
Fact Review						1, IT
Informal Assessment						
Ongoing Comprehension Check			3, IT		3, IT	
Story Reading						
Read/Reread Decodable Text	3	3	4	3	4	3
Teacher models fluency/expression						
Comprehension						
Predict/Confirm Prediction		3		3		
Recall Facts/Rules	3, IW	3, IW	4, IW	3, IW	4, IW	
Note Details	3, IW	3, IW	4, IW	3, IW	4, IW	3, IW
Visualize		3		3	4, IW	
Make Connections	3		4	3	4, IW	
Draw Inferences	3			3	4, IW	
Draw Conclusions	3, IW	IW	4, IW	3	4, IW	3
Activate Prior Knowledge	3, IW	3, IW	4, IW	3, IW	4, IW	3, IW
Identify Cause/Effect	3, IW	3, IW	4, IW	3	4, IW	
Determine Character Emotion, Motivation					4	3
Compare/Contrast	3, IW	3, IW	4, IW	3, IW		
Make Judgments		3		3	4	
Understanding Dialogue						
Reality/Fantasy						
Story Structure						
Using Context to Confirm Meaning						
Study Skills						
Interpret Chart/Graph/Visual Aid	3, IW	3, IW	4, IW	3, IW	IW	
Informal Assessment						
Ongoing Comprehension Check	3, IW	3, IW	4, IW	3, IW	4, IW	3, IW
Ongoing Decoding Accuracy	3, IT	3, IT	4, IT	3, IT	4, 5, IT	3, IT
Poem						
Paired Practice for Fluency						
Ongoing practice to build fluency	4	4	5	4		4
Independent Work / Workcheck						
Ongoing Informal Assessment	Workcheck	Workcheck, Activity	Workcheck, Activity	Workcheck	Workcheck	Workcheck
Special Project						
Fact Game						
Formal Assessment						
Individual Fluency Checkout					5	
Mastery Test						
Spelling						
Sentence						
Test					135	
Review	131.3	132.3	133	134.3		136.3
Word Parts	131.1	132.2		134.1, 134.2		136.1, 136.2
Compounds	131.2	132.2				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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137	138	139	140
	1.2	1.1	
1.1			
	1.1		
	1.1		
1.2			
IT	IT		
	1.2	1.1	
1.1, 1.2	1.1, 1.2	1.1	
2	2	2	
2			
	2, IW	2, IW	
2, IW	2, IW	2, IW	
2	2	2	
2	2		
2	2	2	
2, IW	2, IW	2, IW	
	2, IW	2, IW	
	2, IW		
	2		
	2, IW	2, IW	
	2		
		2	
2	2	2	
		2	
	2, IW	2, IW	
2, IW	2, IW	2, IW	
2, IT	2, IT	2, IT	2
3	3	3	
Workcheck	Workcheck	Workcheck	
			after Lesson 140
			1
			2
			3
137.1		139.1	
			140
137.3	138	139.3	
137.2		139.2	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1) IT = Individual Turns) IW = Independent Work

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Grade 4

Scope and Sequence Chart

	1	2	3	4	5
Vocabulary					
Model Vocabulary Sentence					
Review					
Word Attack/Reading Words					
Decoding and Word Analysis					
Sounds/Sound Combinations					
Modeled Words	3	1	1		1
Words with endings, *ed, ly, er, y, ing, s*		3	2, 6	2	4
Compound Words	4	2		1	
Multi-syllable words					
Mixed Words/Review			2, 4	3	3, 4
Informal Assessment					
Selection Vocabulary	5	4	3		5
Fluency Read wordlists accurately, fluently	3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4, 5, 6
Comprehension and Background					
Read decodable text					
Comprehension					
Recall facts/rules					
Make inferences					
Study Skills					
Interpret chart/graph/visual aid					
Informal Assessment					
Ongoing comprehension check					
Story Reading					
Read/reread decodable text	6, 7, 8	5, 6, 7	7, 8, 9	5, 6, 7	8, 9, 10
Teacher models fluency/expression	6	5	7	5	8
Comprehension					
Predict/Confirm Prediction	6.2, 7.3		8, IW	IW	
Recall facts/rules	6, 7, 8, IW	5, 6, 7, IW	7, 8, 9, IW	5, 6, 7, IW	9, 10, IW
Note details	6, 7, IW	5, 6, 7, IW	7, 8, 9, IW	5, 6, 7, IW	9, 10, IW
Visualize	IW	IW	IW	IW	
Make Connections			8, IW	6, IW	9, IW
Draw inferences	6, 7, 8, IW	6, 7, IW	7, 8, 9, IW	5, 6, 7, IW	8, 9, 10, IW
Draw conclusions			9, IW	7, IW	10, IW
Activate Prior Knowledge	7, 8, IW	5, 6, 7	7, 8, IW	6, IW	8, 9, IW
Identify Cause/Effect	7, 8	5, 6	8, 9, IW	5, 6, 7	8, 9, 10, IW
Determine Character Emotion, Motivation	6, 7, 8, IW	5, 6, 7, IW	8, 9, IW	6, 7, IW	8, 9, 10, IW
Compare/Contrast					
Make Judgments	7, 8	6	7, 8	IW	
Main Idea					
Study Skills					
Interpret chart/graph/visual aid	IW	IW	IW	IW	IW
Informal Assessment					
Ongoing comprehension check	6, 7, 8, IW	5, 6, 7, IW	7, 8, 9, IW	5, 6, 7, IW	8, 9, 10, IW
Ongoing decoding accuracy	6, 7	5, 6	7, 8	5, 6	8, 9
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	11, 12	10, 11	12	10	13
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					
Spelling					
Word Parts	1.3			4.1	
Affixes	1.1	2.1	3.1		5.1
Vowels and Consonants					5.2
Spelling Rules					
Sentence					
Review		2.3	3.3	4.3	5.3
Test					
Patterns					
Contractions					
Word Introduction	1.2	2.2	3.2	4.2	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	6	7	8	9	10
Vocabulary					
Model Vocabulary Sentence					
Review	3, 4	3	4	3	4
Word Attack/Reading Words					
Decoding and Word Analysis					
Sounds/Sound Combinations					
Modeled Words		1, 2	1	1	1
Words with endings, *ed, ly, er, y, ing, s*	1, 5, IW	3			2
Compound Words					
Multi-syllable words					
Mixed Words/Review	2, 3, 4	4, 5	2, 3, 4, 6	2, 3, 6	3, 4, 6, 7
Informal Assessment					
Selection Vocabulary		4	5	4, 5	5
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
Comprehension and Background					
Read decodable text	6, 7	7			
Comprehension					
Recall facts/rules	6	7			
Make inferences					
Study Skills					
Interpret chart/graph/visual aid		7.2			
Informal Assessment					
Ongoing comprehension check	6, 7	7			
Story Reading					
Read/reread decodable text	8, 9, 10	8, 9, 10	8, 9, 10	8, 9, 10	9, 10, 11
Teacher models fluency/expression	8	8, 9	8, 9.2, 9.3	8, 9.4	9, 10.1
Comprehension					
Predict/Confirm Prediction	8.2	8	8	8	
Recall facts/rules	8, 9, 10, IW	8, 9, 10, IW	9, 10, IW	8, 9, 10, IW	9, 10, 11
Note details	8, 9, 10, IW	8, 9, 10, IW	9, 10, IW	8, 9, 10, IW	9, 10, 11
Visualize	IW	IW	IW	IW	
Make Connections	10	10, IW	9.2	9.5, IW	10.4
Draw inferences	8, 10, IW	9.1, 10, IW	8, 9.4	8, 10	11, IW
Draw conclusions	8.2	8	10.2, 10.3	10	
Activate Prior Knowledge	8, 10		8, IW	9.2	10.4, 11.3
Identify Cause/Effect	8, 9.3	8, 9.2, 10,	8.2		
Determine Character Emotion, Motivation	10	9.1, IW		10.3	9, 11.3
Compare/Contrast			10.3, IW	IW	
Make Judgments					
Main Idea	8.1	8.2	8.2	8	
Study Skills					
Interpret chart/graph/visual aid	9.2	IW	IW	9.3	
Informal Assessment					
Ongoing comprehension check	8, 9, 10, IW	7, 8, 9, 10, IW	8, 9, 10, IW	8, 9, 10, IW	9, 10, 11, IW
Ongoing decoding accuracy	6, 8, 9	7, 8, 9	8, 9	8, 9	9, 10
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	13	13	13	13	14
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 10 Mastery Test
Spelling Test					Lesson 10 Test
Spelling					
Word Parts	6.3				
Affixes	6.1	7.1	8.1		
Vowels and Consonants	6.2				
Spelling Rules		7.3	8.3	9.2	
Sentence					
Review				9.3	
Test					10
Patterns					
Contractions					
Word Introduction		7.2	8.2	9.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	11	12	13	14	15
Vocabulary					
Model Vocabulary Sentence					
Review		4	3	5	4
Word Attack/Reading Words					
Decoding and Word Analysis					
Sounds/Sound Combinations					
Modeled Words	1	1	1		
Words with endings, *ed, ly, er, y, ing, s*	2			2	1
Compound Words					
Multi-syllable words					
Mixed Words/Review	4	2, 3, 4, 6	2, 3, 5	1, 3, 4, 5, 6	2, 3, 4, 6
Informal Assessment					
Selection Vocabulary	3	5	4		5
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
Comprehension and Background					
Read decodable text					
Comprehension					
Recall facts/rules					
Make inferences					
Study Skills					
Interpret chart/graph/visual aid					
Informal Assessment					
Ongoing comprehension check					
Story Reading					
Read/reread decodable text	6, 7, 9	9, 10, 11	8, 9, 10	8, 9, 10	8, 9, 10
Teacher models fluency/expression	6, 7.3	9	8	8	8
Comprehension					
Predict/Confirm Prediction			9.3		8, 9.4
Recall facts/rules	6, 7	9, 10, 11	8, 9, 10	8, 9, 10	8, 9, 10
Note details	6, 7, IW	9, 10, 11	8, 9, 10, IW	8, 9, 10, IW	8, 9, 10
Visualize		IW			
Make Connections		IW	8		9.3, IW
Draw inferences		10.3, 10.4, IW	9.3	8, 9, 10.3	9.2, 9.3, 10.3
Draw conclusions		IW			9, IW
Activate Prior Knowledge	IW	IW	8, 9	9, 10.3, IW	9.2, 9.3,
Identify Cause/Effect	7.2	10.3	10	9.3, 9.4, 10	8, 9.4
Determine Character Emotion, Motivation				10	8, 9.4
Compare/Contrast	7.3, IW			9.3	
Make Judgments	7.3, IW	10.4		10.3, IW	9.3, 10.3, IW
Main Idea					IW
Study Skills					
Interpret chart/graph/visual aid	IW	IW		IW	
Informal Assessment					
Ongoing comprehension check	6, 7, IW	9, 10, 11, IW	8, 9, 10, IW	8, 9, 10, IW	8, 9, 10, IW
Ongoing decoding accuracy	6, 7	9, 10	8, 9	8, 9	8, 9
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	10	13	12	12	12
Formal Assessment					
Individual Fluency Checkout	9				
Mastery Test					
Spelling Test					
Spelling					
Word Parts			13.3	14.2	15.2
Affixes		12.2	13.2		15.1
Vowels and Consonants					
Spelling Rules	11.2				
Sentence					
Review	11.3	12.3		14.3	15.3
Test					
Patterns					
Contractions					
Word Introduction	11.1	12.1	13.1	14.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	16	17	18	19	20
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1	1	1	
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words	2				1
Mixed Words/Review	1, 3	2	2	2, 3	2, 3
Vocabulary					
New Vocabulary	4	4	4	5	
Vocabulary Preview	5				
Vocabulary from Context	6				
Vocabulary Review		3, IW	3, IW	4, IW	4, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	7, 8	5, 6, 7	5, 6, 7	6, 7, 8	5, 6, 7
Teacher models fluency/expression	7	5	5	6	5
Comprehension					
Predict/Confirm Prediction	IW	7.3	6.3, IW		6.2, IW
Recall facts/rules	7, 8, 9	6, 7	5, 6, 7	6, 7, 8	5, 6, 7
Note details	7, 8, 9, IW	6, 7, IW	5, 6, 7, IW	6, 7, 8, IW	5, 6, 7
Visualize	IW			IW	6.2, IW
Make Connections	9			IW	6.2
Draw inferences	7, 8	5, 6	6.3, 7.4	7.2, 7.3	5, 6.2
Draw conclusions		IW		7.2	
Activate Prior Knowledge	9	6.3	5, 6	6, 7.2	
Identify Cause/Effect	8.2				
Determine Character Emotion, Motivation					
Compare/Contrast		7.3		7.2, IW	
Make Judgments	8.3	IW			
Main Idea			IW		
Study Skills					
Interpret chart/graph/visual aid	9		IW		
Informal Assessment					IW
Ongoing comprehension check	7, 8, 9, IW	5, 6, 7, IW	5, 6, 7, IW	6, 7, 8, IW	5, 6, 7, IW
Ongoing decoding accuracy	7, 8	5, 6	5, 6	6, 7	5, 6
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	11	9	9	10	9
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 20 Mastery Test
Spelling Test					Lesson 20 Test
Spelling					
Word Parts	16.2	17.2	18.2		
Affixes	16.1	17.1	18.1		
Vowels and Consonants				19.2	
Spelling Rules					
Sentence					
Review	16.3	17.3	18.3	19.3	
Test					20
Patterns					
Contractions					
Word Introduction				19.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	21	22	23	24	25
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1		1
Words with endings, *ed, ly, er, y, ing, s*	2			1	2
Compound Words					
Mixed Words/Review	3	2	2, 3	2	
Vocabulary					
New Vocabulary	4	4	4, 5	4	3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	3		3, IW	
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	5, 6, 7	5, 6, 7	6, 7, 8	5, 6, 7	4, 5, 6
Teacher models fluency/expression	5	5	6	5	4
Comprehension					
Predict/Confirm Prediction	IW	5.2, 6.2		5	
Recall facts/rules	6, IW	6, IW	7, 8, IW	5, 6, 7, IW	4, 5, IW
Note details	5, 6, 7, IW	6, 7, IW	6, 7, 8, IW	5, 6, 7, IW	4, 5, IW
Visualize	IW	IW			5.2
Make Connections		IW	IW		
Draw inferences	6	6, IW	6, 8.4	5	4, 6
Draw conclusions			7.2, IW		5.3, IW
Activate Prior Knowledge		5.1	7	5	4, 5
Identify Cause/Effect					
Determine Character Emotion, Motivation	7			7.4	
Compare/Contrast		6.1			
Make Judgments	6.1, IW	6, IW	7.2, IW		6
Main Idea					
Study Skills					
Interpret chart/graph/visual aid			IW	IW	
Informal Assessment					
Ongoing comprehension check	5, 6, 7, IW	5, 6, 7, IW	6, 7, 8, IW	5, 6, 7, IW	4, 5, 6, IW
Ongoing decoding accuracy	5, 6	5, 6	6, 7	5, 6	4, 5
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	10	9	10	9	8
Formal Assessment					
Individual Fluency Checkout	9				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	21.3		23.3		25.2
Affixes	21.1				
Vowels and Consonants		22.1			25.1
Spelling Rules	21.2	22.2	23.2	24.2	
Sentence					
Review		22.3		24.3	25.3
Test					
Patterns					
Contractions					
Word Introduction			23.1	24.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	26	27	28	29	30
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1	1		1
Words with endings, *ed, ly, er, y, ing, s*	1	2	2		
Compound Words					
Mixed Words/Review				1,	2,
Vocabulary					
New Vocabulary	2	3	4	3	3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review			3, IW	2, IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 3	1, 2, 3, 4	1, 2, 3	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	3, 4, 5	4, 5, 6	5, 6, 7	4, 5, 6	4, 5, 6
Teacher models fluency/expression	3	4	5	4	4
Comprehension					
Predict/Confirm Prediction		IW	6, IW		5
Recall facts/rules	3, 4, 5, IW	4, 5, 6, IW	5, 6, 7, IW	4, 5, 6, IW	4, 5, 6, IW
Note details	3, 4, IW	5, 6, IW	6, 7, IW	4, 5, 6, IW	4, 5, 6, IW
Visualize	IW		6.2	IW	
Make Connections		IW	IW		7, IW
Draw inferences	5	5, IW	7.3	5, IW	6
Draw conclusions				6	
Activate Prior Knowledge	IW	5	6.2, 7.4	4, 6	7
Identify Cause/Effect			6.3	5, IW	
Determine Character Emotion, Motivation	3	IW		IW	6, IW
Compare/Contrast					
Make Judgments	4, 5, IW	IW	5, IW	6	7
Main Idea					
Study Skills					
Interpret chart/graph/visual aid	IW		IW		IW
Informal Assessment					
Ongoing comprehension check	3, 4, 5, IW	4, 5, 6	5, 6, 7	5, 6, 7	4, 5, 6, 7
Ongoing decoding accuracy	3, 4	4, 5	5, 6	5, 6	4, 5
Paired Practice for Fluency					
Ongoing practice to build fluency					
Independent Work / Workcheck					
Ongoing Informal Assessment	8	8	9	8	9
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 30 Mastery Test
Spelling Test					Lesson 30 Test
Spelling					
Word Parts			28.2	29.2	
Affixes		27.2		29.1	
Vowels and Consonants	26.1				
Spelling Rules	26.2	27.1	28.1		
Sentence					
Review	26.3	27.3	28.3	29.3	
Test					30
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	31	32	33	34	35
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words				1	1
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review	IW	1	1	2	2
Vocabulary					
New Vocabulary		3	2	3	4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review		2, IW	IW	IW	3, IW
Fluency Read wordlists accurately, fluently		1, 2, 3	1, 2	1, 2, 3	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	1, 2	6, 7	4, 5	4, 5	5, 6
Teacher models fluency/expression	2				
Comprehension					
Predict/Confirm Prediction				4	5
Recall facts/rules	1, 2	6, 7, IW	4, 5, IW	4, 5, IW	5, 6, IW
Note details		6, 7, IW	4, 5, IW	4, 5, IW	5, 6, IW
Visualize	2, IW	6		4	
Make Connections		IW			
Draw inferences	2	IW	4, IW	4, IW	5, 6
Draw conclusions			5		
Activate Prior Knowledge		6	5	4	5
Identify Cause/Effect					
Determine Character Emotion, Motivation		IW	IW		6
Compare/Contrast		7		IW	
Make Judgments		6, IW	4	4	
Main Idea					
Study Skills					
Interpret chart/graph/visual aid				4, IW	IW
Informal Assessment					
Ongoing comprehension check	2	6, 7	4, 5	4, 5	5, 6
Ongoing decoding accuracy	2	6	5	4	5
Paired Practice for Fluency					
Ongoing practice to build fluency		8	6	6	7
Independent Work / Workcheck					
Ongoing Informal Assessment	5	10	8	8	9
Formal Assessment					
Individual Fluency Checkout	4				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	31.2	32.2		34.1	35.1
Affixes	31.1				
Vowels and Consonants			33.1		
Spelling Rules		32.1		34.2	35.2
Sentence					
Review	31.3	32.3	33.3	34.3	35.3
Test					
Patterns					
Contractions					
Word Introduction			33.2		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	36	37	38	39	40
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1		1
Words with endings, *ed, ly, er, y, ing, s*				1	2
Compound Words					
Mixed Words/Review	2	2	2	2, 3	3
Vocabulary					
New Vocabulary	4	4	3	5	5
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	3, IW	3, IW		4, IW	3, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3		
Story Reading/Comprehension					
Read/reread decodable text	5, 6	5, 6	4, 5	6, 7	
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		IW			6.4
Recall facts/rules	5, 6, IW	5, 6, IW	4, 5, IW	6, 7, IW	6, 7, IW
Note details	5, 6, IW	5, 6, IW	4,5, IW	6, 7, IW	6, 7, IW
Visualize		IW		6	6
Make Connections	IW	IW		7, IW	IW
Draw inferences	5, 6	5, 6, IW	4, 5	6	7, IW
Draw conclusions					
Activate Prior Knowledge	5	6	IW		
Identify Cause/Effect	5, 6		4, IW	6.3	
Determine Character Emotion, Motivation	IW	IW	4,5	IW	6, IW
Compare/Contrast				7, IW	6
Make Judgments	IW	IW	4, IW	IW	
Main Idea					
Study Skills					
Interpret chart/graph/visual aid	IW	IW	IW	6, IW	
Informal Assessment					
Ongoing comprehension check	5, 6, IW	5, 6, IW	4, 5, IW	6, 7, IW	6, 7, IW
Ongoing decoding accuracy	5	5	4	6	6
Paired Practice for Fluency					
Ongoing practice to build fluency	7	7	6	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	9	9	8	10	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 40 Mastery Test
Spelling Test					Lesson 40 Test
Spelling					
Word Parts	36.1	37.1		39.1	
Affixes					
Vowels and Consonants					
Spelling Rules	36.2	37.2	38.2	39.2	
Sentence					
Review	36.3	37.3	38.3	39.3	
Test					40
Patterns					
Contractions					
Word Introduction			38.1		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	41	42	43	44	45
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	
Words with endings, *ed, ly, er, y, ing, s*		3	2		1
Compound Words					
Mixed Words/Review	2, 3, 4	2	3	2	2
Vocabulary					
New Vocabulary	5		4	3	4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	4, IW	IW		3, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	6, 7, 8	6, 7	5, 6, 7	5, 6	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction			6.4, IW		
Recall facts/rules	7, 8, IW	6, 7, IW	5, 6, 7, IW	5, 6, IW	6, 7, IW
Note details	7, 8, IW	6, 7, IW	5, 6, 7, IW	5, 6, IW	6, 7, IW
Visualize	IW				6, 7, IW
Make Connections	IW	IW			6, IW
Draw inferences	7.3	6.3, 7	5.2, 6	IW	IW
Draw conclusions					
Activate Prior Knowledge	7	6.4	5, 6		
Identify Cause/Effect					6, 7
Determine Character Emotion, Motivation	7.3		7.4	IW	
Compare/Contrast	IW	7	IW	IW	IW
Make Judgments		IW	IW	5, IW	
Main Idea	6	5, 6.4			
Study Skills					
Interpret chart/graph/visual aid					6
Informal Assessment					
Ongoing comprehension check	6, 7, 8, IW	5, 6, 7, IW	5, 6, 7, IW	5, 6, IW	6, 7, IW
Ongoing decoding accuracy	7	6	5, 6	5	6
Paired Practice for Fluency					
Ongoing practice to build fluency		8	8	7	8
Independent Work / Workcheck					
Ongoing Informal Assessment	11	10	10	9	10
Formal Assessment					
Individual Fluency Checkout	10				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	41.2		43.2	44.2	45.2
Affixes					
Vowels and Consonants	41.1				
Spelling Rules					
Sentence		42.1	43.1	44.1	45.1
Review	41.3	42.3	43.3	44.3	45.3
Test					
Patterns					
Contractions					
Word Introduction		42.2			

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	46	47	48	49	50
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words			1	1	
Words with endings, *ed, ly, er, y, ing, s*			2	2	1
Compound Words		1			
Mixed Words/Review		2			
Vocabulary					
New Vocabulary	1	4	4	4, 5	2
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	3, IW	3, IW	3, IW	IW
Fluency Read wordlists accurately, fluently	1	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2
Story Reading/Comprehension					
Read/reread decodable text	2, 3	5, 6, 7	6, 7	7, 8	4, 5
Teacher models fluency/expression		6.2			
Comprehension					
Predict/Confirm Prediction				IW	
Recall facts/rules	3, 5, IW	5, 6, 7, IW	6, 7, IW	7, 8, IW	4, 5, IW
Note details	3, 5, IW	5, 6, 7, IW	6, 7, IW	7, 8, IW	4, 5, IW
Visualize	2, IW	6			
Make Connections	2, 3, IW				
Draw inferences	2, IW	5, 6, IW	6, 7.2	8	4, IW
Draw conclusions					
Activate Prior Knowledge	3.4, IW	5, 6	6	7, 8	4
Identify Cause/Effect					
Determine Character Emotion, Motivation	3, IW		6	7	5
Compare/Contrast					4.3
Make Judgments		5, 6	IW	7, IW	IW
Main Idea			5	6, IW	3, IW
Study Skills					
Interpret chart/graph/visual aid	2	5, IW	IW		
Informal Assessment					
Ongoing comprehension check	2, 3, 5, IW	5, 6, 7, IW	6, 7, IW	7, 8, IW	4, 5, IW
Ongoing decoding accuracy	2	5, 6	6	7	4
Paired Practice for Fluency					
Ongoing practice to build fluency	4	8	8	9	6
Independent Work / Workcheck					
Ongoing Informal Assessment	7	10	10	11	8
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 50 Mastery Test
Spelling Test					Lesson 50 Test
Spelling					
Word Parts	46.2	47.2		49.2	
Affixes			48.1	49.1	
Vowels and Consonants					
Spelling Rules		47.1			
Sentence		47.3	48.2		
Review	46.3		48.3	49.3	
Test					50
Patterns					
Contractions					
Word Introduction	46.1				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	51	52	53	54	55
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings, *ed, ly, er, y, ing, s*				2	2
Compound Words			2		
Mixed Words/Review		2			3
Vocabulary					
New Vocabulary	2		3		4
Vocabulary Preview		4	4		
Vocabulary from Context		5	5		
Vocabulary Review	IW	3, IW	IW	3, IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	3, 4	6, 7	7, 8	5, 6	6, 7
Teacher models fluency/expression	3, 4				
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules		6, 7, IW	7, 8, IW	5, 6, IW	6, 7, IW
Note details	4, IW	6, 7, IW	7, 8, IW	5, 6, IW	6, 7, IW
Visualize	3				
Make Connections	4	IW		IW	IW
Draw inferences	3, 4, IW	6	7	5, IW	6
Draw conclusions					
Activate Prior Knowledge	3, 4	6.2, 6.4	7		
Identify Cause/Effect					
Determine Character Emotion, Motivation					IW
Compare/Contrast	IW		IW	5	
Make Judgments		6.3, IW		IW	
Main Idea	IW	6.2, IW	6, 7.1, IW	4, IW	5, IW
Study Skills					
Interpret chart/graph/visual aid					
Informal Assessment					
Ongoing comprehension check	3, 4, IW	6, 7, IW	7, 8, IW	5, 6, IW	6, 7, IW
Ongoing decoding accuracy		6	7	7	6
Paired Practice for Fluency					
Ongoing practice to build fluency		8	9	7	8
Independent Work / Workcheck					
Ongoing Informal Assessment	7	10	11	9	10
Formal Assessment					
Individual Fluency Checkout	6				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	51.2	52.1, 52.2	53.1	54.2	55.2
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence			53.2		
Review	51.3	52.3	53.3	54.3	55.3
Test					
Patterns					
Contractions				54.1	55.1
Word Introduction	51.1				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	56	57	58	59	60
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1			1
Words with endings, *ed, ly, er, y, ing, s*				2	3
Compound Words				3	
Mixed Words/Review	2			1	2, 4
Vocabulary					
New Vocabulary	4	3	2	4	5
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	3, IW	2, IW	1, IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 3	1, 2	1, 2, 3, 4	1, 2, 3, 4, 5
Story Reading/Comprehension					
Read/reread decodable text	5, 6	4, 5	3, 4	6, 7	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	5, 6, IW	4, 5, IW	3, 4, IW	6, 7, IW	6, 7, IW
Note details	5, 6, IW	4, 5, IW	3, 4, IW	6, 7, IW	6, 7, IW
Visualize					
Make Connections		IW	3, IW		
Draw inferences	5, 6, IW		3, IW	5.2	6
Draw conclusions					
Activate Prior Knowledge	5	4.3	IW	IW	6.1, 6.2
Identify Cause/Effect	IW				6, 7, IW
Determine Character Emotion, Motivation	5.2		3.2		
Compare/Contrast					
Make Judgments	IW	4	3.3	IW	
Main Idea	IW	IW	IW	5, IW	IW
Study Skills					
Interpret chart/graph/visual aid	IW	IW			
Informal Assessment					
Ongoing comprehension check	5, 6, IW	4, 5, IW	3, 4, IW	5, 6, 7, IW	6, 7, IW
Ongoing decoding accuracy	5	4	3	6	6
Paired Practice for Fluency					
Ongoing practice to build fluency	7	6	5	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	9	8	7	10	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 60 Mastery Test
Spelling Test					Lesson 60 Test
Spelling					
Word Parts		57.2		59.2	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence	56.1	57.1	58.1, 58.3	59.1	
Review	56.3	57.3		59.3	
Test					60
Patterns					
Contractions	56.2		58.2		
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	61	62	63	64	65
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1	1	1
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review	2	1, 2		2	2
Vocabulary					
New Vocabulary	3	4	3	4	4
Vocabulary Preview				5	
Vocabulary from Context				6	
Vocabulary Review	IW	3, IW	2, IW	3, IW	3, IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	4, 5, 6	5, 6, 7	4, 5	7, 8	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	4, 5, 6, IW	5, 6, 7, IW	4, 5, IW	7, 8, IW	5, 6, IW
Note details	4, 5, 6, IW	5, 6, 7, IW	4, 5, IW	7, 8, IW	5, 6, IW
Visualize					
Make Connections	6, IW	6			IW
Draw inferences	5	6, 7	IW		5, IW
Draw conclusions					
Activate Prior Knowledge	4		4.3, IW	8.4	
Identify Cause/Effect					
Determine Character Emotion, Motivation	6, IW	7.2	4.2	7.2, 8.3, IW	
Compare/Contrast			4, IW		
Make Judgments		IW			
Main Idea					
Study Skills					
Interpret chart/graph/visual aid	IW	IW			5, IW
Informal Assessment					
Ongoing comprehension check	5, 6, 7, IW	5, 6, 7, IW	4, 5, IW	7, 8, IW	5, 6, IW
Ongoing decoding accuracy	5, 6	5, 6	4	7	5
Paired Practice for Fluency					
Ongoing practice to build fluency		8	6	9	7
Independent Work / Workcheck					
Ongoing Informal Assessment	9	10	8	11	9
Formal Assessment					
Individual Fluency Checkout	8				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	61.2			64.2	65.2
Affixes		62.2			
Vowels and Consonants					
Spelling Rules			63.2		
Sentence	61.1	62.1	63.1	64.1	65.1
Review	61.3	62.3	63.3	64.3	65.3
Test					
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	66	67	68	69	70
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words			1	1	1
Words with endings, *ed, ly, er, y, ing, s*			2		2
Compound Words		1			
Mixed Words/Review		2	3	2	3
Vocabulary					
New Vocabulary	2		4		4
Vocabulary Preview		3	5		
Vocabulary from Context		4	6		
Vocabulary Review	1, IW	IW	IW	3, 4, IW	
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 3	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	3, 4	5, 6, 7	7, 8	5, 6	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction			8	IW	5.3
Recall facts/rules	3, 4, 6, IW	5, 6, 7, IW	7, 8, IW	5, 6, IW	5.2, 6, 7, IW
Note details	3, 4, 6, IW	6, 7, IW	8, IW	6, IW	6, IW
Visualize					5.2
Make Connections	IW			IW	7, IW
Draw inferences	3.2, 3.3, IW	7.3, IW	7.2	5.2, 6	5
Draw conclusions					
Activate Prior Knowledge		5, IW	IW		
Identify Cause/Effect					
Determine Character Emotion, Motivation	IW	6.2		5.2, 6	5.2, 6.4, 7
Compare/Contrast		5.1	IW	IW	
Make Judgments	3.3, IW	5, IW	7.2, IW	6, IW	IW
Main Idea	IW				7
Study Skills					
Interpret chart/graph/visual aid	3	5, IW		IW	
Informal Assessment					
Ongoing comprehension check	3, 4	5, 6, 7	7, 8	5, 6	5, 6, 7
Ongoing decoding accuracy	3	5, 6	7	5	5
Paired Practice for Fluency					
Ongoing practice to build fluency	5	8	9	7	8
Independent Work / Workcheck					
Ongoing Informal Assessment	8	10	11	9	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 70 Mastery Test
Spelling Test					Lesson 70 Test
Spelling					
Word Parts	66.2	67.2	68.2	69.2	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence		67.1		69.1	
Review	66.3	67.3	68.3	69.3	
Test					70
Patterns					
Contractions					
Word Introduction	66.1		68.1		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	71	72	73	74	75
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	3, 4, 5	1	1	1	1
Words with endings, *ed, ly, er, y, ing, s*	1		2		
Compound Words	2	2			
Mixed Words/Review		3			
Vocabulary					
New Vocabulary	5	4	4	3	
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	3, IW	2, IW	2, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	6, 7	6, 7	6, 7	5, 6	3, 4, 5
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction				5.1	4.3
Recall facts/rules	6, 7, IW	6, 7, IW	6, 7, IW	5, 6, IW	3.3, 5, IW
Note details	6, 7, IW	6, 7, IW	6, 7, IW	5, 6, IW	3, 5, IW
Visualize					
Make Connections	IW	IW			
Draw inferences		6.2, 6.3	6.2	5.2, 6	
Draw conclusions					IW
Activate Prior Knowledge				IW	5.3
Identify Cause/Effect					
Determine Character Emotion, Motivation		6.4			4.2, IW
Compare/Contrast	6.3, IW			IW	3.3, 4.3, 5.3
Make Judgments	6.2, 7	6.3, 7, IW	6.2, IW	5.2, 6, IW	3.3, 4.2
Main Idea		5, IW	5, IW	4, IW	IW
Study Skills					
Interpret chart/graph/visual aid	6.1, IW				3
Informal Assessment					
Ongoing comprehension check	6, 7, IW	6, 7, IW	6, 7, IW	5, 6	3, 4, 5
Ongoing decoding accuracy	6	6	6	5	3, 4
Paired Practice for Fluency					
Ongoing practice to build fluency		8	8	7	6
Independent Work / Workcheck					
Ongoing Informal Assessment	10	10	10	9	8
Formal Assessment					
Individual Fluency Checkout	9				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	71.2		73.2	74.2	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence	71.1	72.1, 72.2	73.1	74.1	75.2
Review	71.3	72.3	73.3	74.3	75.3
Test					
Patterns					
Contractions					
Word Introduction					75.1

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	76	77	78	79	80
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1		
Words with endings, *ed, ly, er, y, ing, s*		1			1
Compound Words	2			1	
Mixed Words/Review	3	2	2		
Vocabulary					
New Vocabulary			4		1
Vocabulary Preview	5	4			
Vocabulary from Context	6	5			
Vocabulary Review	4, IW	3, IW	3, IW	2, IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	7, 8, 9	6, 7	5, 6	3, 4	3, 4
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		6, IW			
Recall facts/rules	7, 8, 9, IW	6, 7, IW	6, IW	3, 4, IW	3, 4, IW
Note details	8, 9, IW	6, 7, IW	6, IW	3, 4, IW	3, 4, IW
Visualize					
Make Connections	IW				
Draw inferences	8.3	7	5, 6, IW		3
Draw conclusions					4
Activate Prior Knowledge	7, 8.2, IW	IW	IW	IW	
Identify Cause/Effect					
Determine Character Emotion, Motivation		IW	5	3, IW	IW
Compare/Contrast	IW			4	
Make Judgments	8.3	6	5.3, IW	3, IW	3, IW
Main Idea	IW	IW	IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid					
Informal Assessment					
Ongoing comprehension check	8, 9, IW	6, 7, IW	5, 6, IW	3, 4, IW	3, 4, IW
Ongoing decoding accuracy	8	6	5	3	3
Paired Practice for Fluency					
Ongoing practice to build fluency	10	8	7	5	5
Independent Work / Workcheck					
Ongoing Informal Assessment	12	10	9	7	7
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 80 Mastery Test
Spelling Test					Lesson 80 Test
Spelling					
Word Parts	76.2	77.2	78.2	79.2	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence			78.1		
Review	76.3	77.3	78.3	79.3	
Test					80
Patterns					
Contractions					
Word Introduction	76.1	77.1		79.1	

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	81	82	83	84	85
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1	1	
Words with endings, *ed, ly, er, y, ing, s*				2	
Compound Words					
Mixed Words/Review			2		1
Vocabulary					
New Vocabulary	2	2	3	4	
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	1, IW	IW	3, IW	2, IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2	1, 2, 3	1, 2, 3, 4	1, 2
Story Reading/Comprehension					
Read/reread decodable text	4, 5, 6, 7	4, 5, 6	4, 5, 6	5, 6	34
Teacher models fluency/expression	4, 5	4			
Comprehension					
Predict/Confirm Prediction	IW				
Recall facts/rules	4, 5, IW	3, 4, 5, IW	4, 5, 6, IW	5, 6, IW	3, 4, IW
Note details	4, 5, IW	4, 5, IW	4, 5, 6, IW	5, 6, IW	3, 4, IW
Visualize					
Make Connections			6, IW	IW	IW
Draw inferences	4, 5, 6, 7	4, 5, 6			3, 4, IW
Draw conclusions					
Activate Prior Knowledge	4, 5, 7, IW		IW	IW	IW
Identify Cause/Effect		5	IW		
Determine Character Emotion, Motivation	6, 7, IW	4			
Compare/Contrast				5.2, IW	
Make Judgments	6, 7, IW	6	5	5, IW	IW
Main Idea	IW	IW	IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid	IW		4		
Informal Assessment					
Ongoing comprehension check	4, 5, 6, 7, IW	4, 5, 6, IW	4, 5, 6, IW	5, 6, IW	3, 4, IW
Ongoing decoding accuracy	4, 5	4	4, 5	5	3
Paired Practice for Fluency					
Ongoing practice to build fluency		7	7	7	5
Independent Work / Workcheck					
Ongoing Informal Assessment	10	9	9	9	7
Formal Assessment					
Individual Fluency Checkout	9				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	81.2	82.2	83.2		85.2
Affixes	81.1	82.1			
Vowels and Consonants					
Spelling Rules					
Sentence			83.1	84.1, 84.2	85.1
Review	81.3	82.3	83.3	84.3	85.3
Test					
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	86	87	88	89	90
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1		
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review		2	2	1, 2	1, 2
Vocabulary					
New Vocabulary	2	4	4	4	4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	3, IW	3	3, IW	3, IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	3, 4	5, 6	5, 6	5, 6	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	3, 4, IW	5, 6, IW	5, 6, IW	5, 6, IW	5, 6, IW
Note details	3, 4, IW	5, 6, IW	5, 6, IW	5, 6, IW	5, 6, IW
Visualize					
Make Connections	IW		IW		IW
Draw inferences	3	5	5.2, 5.3, 6, IW	5, 6, IW	5
Draw conclusions					
Activate Prior Knowledge	IW		IW	IW	6, IW
Identify Cause/Effect					
Determine Character Emotion, Motivation			5.1, IW		
Compare/Contrast		6, IW		5.2, IW	
Make Judgments		5, IW			IW
Main Idea		IW	IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid		IW		IW	
Informal Assessment					
Ongoing comprehension check	3, 4, IW	5, 6, IW	5, 6, IW	5, 6, IW	5, 6, IW
Ongoing decoding accuracy	3	5	5	5	5
Paired Practice for Fluency					
Ongoing practice to build fluency	5	7	7	7	7
Independent Work / Workcheck					
Ongoing Informal Assessment	7	9	9	9	9
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 90 Mastery Test
Spelling Test					Lesson 90 Test
Spelling					
Word Parts			88.1	89.1	
Affixes		87.1			
Vowels and Consonants					
Spelling Rules					
Sentence	86.1, 86.2	87.2	88.2	89.2	
Review	86.3	87.3	88.3	89.3	
Test					90
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	91	92	93	94	95
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1			1, 3
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words					2
Mixed Words/Review	1		1		
Vocabulary					
New Vocabulary	3	3	3	2	4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	2, IW	2, IW	2	1, IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3	1, 2, 3	1, 2	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	4, 5	4, 5	4, 5	3, 4	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	4, 5, IW	4, 5, IW	4, 5, IW	3, 4, IW	5, 6, IW
Note details	4, 5, IW	4, 5, IW	4, 5, IW	3, 4, IW	5, 6, IW
Visualize				IW	
Make Connections	IW		4, IW	3.3, IW	5.3
Draw inferences	4.2, 4.3, IW	4.2, 5	4	3.2	5.2, 5.4, 6, IW
Draw conclusions					
Activate Prior Knowledge	4.1, 4.2	5	4, 5		5.2
Identify Cause/Effect					
Determine Character Emotion, Motivation				IW	
Compare/Contrast	5, IW		4.3, 5	3, IW	5.2, 6, IW
Make Judgments	4.3	4.2, IW			
Main Idea	IW	IW		IW	
Study Skills					
Interpret chart/graph/visual aid	4.2, IW		4.3, IW		IW
Informal Assessment					
Ongoing comprehension check	4, 5, IW	4, 5, IW	4, 5, IW	3, 4, IW	5, 6, IW
Ongoing decoding accuracy	4	4	4	3	5
Paired Practice for Fluency					
Ongoing practice to build fluency		6	6	5	7
Independent Work / Workcheck					
Ongoing Informal Assessment	8	8	8	7	9
Formal Assessment					
Individual Fluency Checkout	7				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	91.2	92.2	93.2	94.2	95.2
Affixes					
Vowels and Consonants	91.1				
Spelling Rules					
Sentence		92.1	93.1	94.1	95.1
Review	91.3	92.3	93.3	94.3	95.3
Test					
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	96	97	98	99	100
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1			1
Words with endings, *ed, ly, er, y, ing, s*		2	1	1	
Compound Words					
Mixed Words/Review	2	3	2	2	2
Vocabulary					
New Vocabulary					
Vocabulary Preview	4, 5	5, 6	4, 5	4, 5	3, 4
Vocabulary from Context					
Vocabulary Review	3, IW	4, IW	3, IW	3, IW	5, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
Story Reading/Comprehension					
Read/reread decodable text	6, 7	7, 8, 9	6, 7, 8	6, 7	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	7				
Recall facts/rules	6, 7, IW	8, 9, IW	7, 8, IW	6, 7, IW	6, 7, IW
Note details	6, 7, IW	8, 9, IW	7, 8, IW	6, 7, IW	6, 7, IW
Visualize					
Make Connections	IW	IW			IW
Draw inferences	6, 7, IW	8, 9, IW		6.2, 6.3, IW	6.2, 6.3
Draw conclusions					
Activate Prior Knowledge	6				6.2, IW
Identify Cause/Effect					
Determine Character Emotion, Motivation	7, IW				
Compare/Contrast	6.2	8.1, IW	IW		IW
Make Judgments			8	6.3	6.3
Main Idea		7, IW	6, IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid					
Informal Assessment					
Ongoing comprehension check	6, 7, IW	8, 9, IW	7, 8, IW	6, 7, IW	6, 7, IW
Ongoing decoding accuracy	6	8	7	6	6
Paired Practice for Fluency					
Ongoing practice to build fluency	8	10	9	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	10	12	11	10	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 100 Mastery Test
Spelling Assessment					Lesson 100 Test
Spelling					
Word Parts		97.1, 97.2		99.1, 99.2	
Affixes	96.1				
Vowels and Consonants					
Spelling Rules					
Sentence	96.2		98.2		
Review	96.3	97.3	98.3	99.3	
Test					100
Patterns					
Contractions					
Word Introduction			98.1		

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	101	102	103	104	105
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1		
Words with endings, *ed, ly, er, y, ing, s*		1			
Compound Words					1
Mixed Words/Review			2	1, 2	2
Vocabulary					
New Vocabulary					
Vocabulary Preview	2, 3	2, 3	3, 4	3, 4	3, 4
Vocabulary from Context					
Vocabulary Review	IW	4, IW	5, IW	5, IW	5, IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 4	1, 2, 3, 5	1, 2, 3, 5	1, 2, 3, 5
Story Reading/Comprehension					
Read/reread decodable text	4, 5	5, 6, 7	6, 7, 8	6, 7	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					6.1
Recall facts/rules	4.2, 4.3, 5, IW	6, 7, IW	7, 8, IW	6, 7, IW	6, 7, IW
Note details	4.2, 4.3, 5, IW	6, 7, IW	7, 8, IW	6, 7, IW	6, 7, IW
Visualize					
Make Connections	4.3, IW		IW	IW	
Draw inferences	4.1, 4.2, 5	6.2, IW	IW	6, 7, IW	6.3, 7, IW
Draw conclusions					
Activate Prior Knowledge		5, IW	6, IW	IW	IW
Identify Cause/Effect					
Determine Character Emotion, Motivation		7		7, IW	
Compare/Contrast				IW	
Make Judgments	4.2, IW	6.2, IW	IW		IW
Main Idea	IW	5, IW	6, IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid		5	6, IW		
Informal Assessment					
Ongoing comprehension check	4, 5, IW	6, 7, IW	7, 8, IW	6, 7, IW	6, 7, IW
Ongoing decoding accuracy	4	6	7	6	6
Paired Practice for Fluency					
Ongoing practice to build fluency		8	9	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	8	10	11	10	10
Formal Assessment					
Individual Fluency Checkout	7				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	101.2	102.2		104.2	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence		102.1	103.1, 103.2	104.1	105.1, 105.2
Review	101.3	102.3	103.3	104.3	105.3
Test					
Patterns					
Contractions					
Word Introduction	101.1				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	106	107	108	109	110
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1		1	1
Words with endings, *ed, ly, er, y, ing, s*					
Compound Words	2		1	2	
Mixed Words/Review				3	2
Vocabulary					
New Vocabulary					
Vocabulary Preview	3, 4	2, 3	2, 3	4, 5	3, 4
Vocabulary from Context					
Vocabulary Review	5, IW	4, IW	4, IW	6, IW	5, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 5	1, 2, 4	1, 2, 4	1, 2, 3, 4, 6	1, 2, 3, 5
Story Reading/Comprehension					
Read/reread decodable text	6, 7	5, 6	5, 6	7, 8	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					7
Recall facts/rules	6, 7, IW	5, 6, IW	5, 6, IW	7, 8, IW	6, 7, IW
Note details	6, 7, IW	5, 6, IW	5, 6, IW	7, 8, IW	6, 7, IW
Visualize					
Make Connections		IW	IW	IW	
Draw inferences	6, 7	5, 6, IW	5.3, 6, IW	7, IW	6, 7, IW
Draw conclusions	7	5.4, 6, IW			
Activate Prior Knowledge	6, IW			IW	IW
Identify Cause/Effect					
Determine Character Emotion, Motivation	6, IW	5.3, IW	5.2, IW	7, 8, IW	6.1, 7, IW
Compare/Contrast					
Make Judgments	7, IW	IW	IW		IW
Main Idea	IW	IW	IW	IW	
Study Skills					
Interpret chart/graph/visual aid	IW		IW	IW	
Informal Assessment					
Ongoing comprehension check	6, 7, IW	5, 6, IW	5, 6, IW	7, 8, IW	6, 7, IW
Ongoing decoding accuracy	6	5	5	7	6
Paired Practice for Fluency					
Ongoing practice to build fluency	8	7	7	9	8
Independent Work / Workcheck					
Ongoing Informal Assessment	10	9	9	11	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 110 Mastery Test
Spelling Test					Lesson 110 Test
Spelling					
Word Parts	106.2		108.1, 108.2	109.1	
Affixes		107.1			
Vowels and Consonants					
Spelling Rules					
Sentence		107.2		109.2	
Review	106.3	107.3	108.3	109.3	
Test					110
Patterns					
Contractions					
Word Introduction	106.1				

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	111	112	113	114	115
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words				1	
Words with endings, *ed, ly, er, y, ing, s*		1	2		1
Compound Words			1	2	
Mixed Words/Review				3	
Vocabulary					
New Vocabulary					
Vocabulary Preview	1, 2	2, 3	3, 4	4, 5	2, 3
Vocabulary from Context					
Vocabulary Review	3, IW	4 , IW	5, IW	6, IW	4, IW
Fluency Read wordlists accurately, fluently	1, 3	1, 2, 4	1, 2, 3, 5	1, 2, 3, 4, 6	1, 2, 4
Story Reading/Comprehension					
Read/reread decodable text	4, 5	5, 6	6, 7	7, 8	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	4.3		7	7.2, 8	5.2, 5.3
Recall facts/rules	4.3, 5, IW	5, 6, IW	6, 7, IW	7, 8, IW	5, 6, IW
Note details	5, IW	5, 6, IW	6, 7, IW	7.2, 8, IW	6, IW
Visualize					
Make Connections	4.3	IW	IW		IW
Draw inferences	4, IW	6, IW	6, 7, IW	7.2	5.2, 6
Draw conclusions			6.3		
Activate Prior Knowledge		IW	IW	IW	
Identify Cause/Effect					
Determine Character Emotion, Motivation	4, 5, IW		7, IW	7.1, 8, IW	6, IW
Compare/Contrast					
Make Judgments		5	6.2, 6.3	8, IW	6, IW
Main Idea	IW		IW		IW
Study Skills					
Interpret chart/graph/visual aid	IW				IW
Informal Assessment					
Ongoing comprehension check	4, 5, IW	5, 6, IW	6, 7, IW	7, 8, IW	5, 6, IW
Ongoing decoding accuracy	4	5	6	7	5
Paired Practice for Fluency					
Ongoing practice to build fluency		7	8	9	7
Independent Work / Workcheck					
Ongoing Informal Assessment	8	9	10	11	9
Formal Assessment					
Individual Fluency Checkout	7				
Mastery Test					
Spelling Test					
Spelling					
Word Parts	111.1, 111.2		113.1	114.1	115.1
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence		112.2	113.2	114.2	115.2
Review	111.3	112.3	113.3	114.3	115.3
Test					
Patterns					
Contractions					
Word Introduction		112.1			

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	116	117	118	119	120
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1			
Words with endings, *ed, ly, er, y, ing, s*	1	2	1	1	1
Compound Words					
Mixed Words/Review		3	2	2	2
Vocabulary					
New Vocabulary					
Vocabulary Preview	2, 3	4, 5	3, 4		
Vocabulary from Context					
Vocabulary Review	4, IW	6, IW	5, IW	3, IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 4	1, 2, 3, 4, 6	1, 2, 3, 5	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 6	7, 8	6, 7	4, 5	3, 4
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	5.2			4, 5, IW	
Recall facts/rules	5, 6, IW	7, 8, IW	6, 7, IW	4.1, 5, IW	3, 4, IW
Note details	5.2, 6, IW	7, 8, IW	6, 7, IW	5, IW	3, 4, IW
Visualize					
Make Connections	IW			IW	IW
Draw inferences	5.2, IW	8		4, 5, IW	
Draw conclusions			7	4.2	
Activate Prior Knowledge		IW	7, IW		
Identify Cause/Effect					
Determine Character Emotion, Motivation	5, 6, IW	7.2, 8, IW	6, 7, IW	5, IW	3, 4, IW
Compare/Contrast	5.1	IW			
Make Judgments	5.1, IW	8	7, IW	4	
Main Idea		IW		IW	IW
Study Skills					
Interpret chart/graph/visual aid		IW		IW	IW
Informal Assessment					
Ongoing comprehension check	5, 6, IW	7, 8, IW	6, 7, IW	4, 5, IW	3, 4, IW
Ongoing decoding accuracy	5	7	6	4	3
Paired Practice for Fluency					
Ongoing practice to build fluency	7	9	8	6	5
Independent Work / Workcheck					
Ongoing Informal Assessment	9	11	10	8	7
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					Lesson 120 Mastery Test
Spelling Test					Lesson 120 Test
Spelling					
Word Parts	116.1	117.1	118.1	119.1	
Affixes					
Vowels and Consonants					
Spelling Rules					
Sentence	116.2	117.2	118.2	119.2	
Review	116.3	117.3	118.3	119.3	
Test					120
Patterns					
Contractions					
Word Introduction					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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Grade 5

Scope and Sequence Chart

	1	2	3	4	5
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	3, 4	1, 2	1, 2	1	1
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review	5	3	3	2, 3	2, 3
Vocabulary					
New Vocabulary	6, 7	4, 5	4, 5	4, 5	4, 5
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Story Reading/Comprehension					
Read/reread decodable text	8, 9, 10	6, 7	6, 7	6, 7	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		6.3			
Recall facts/rules	8, 9, 10, IW	6, 7, IW	6, 7, IW	6, 7, IW	6, 7, IW
Note details	8, 9, 10, 12, IW	6, 7, 9, IW	6, 7, IW	6, 7, IW	6, 7, IW
Visualize					
Make Connections	8.3, 12		9	9	7
Draw inferences	9.2, 9.3, 9.4	7	6		7
Draw conclusions	10, IW	6.4, IW	8, 9		7
Activate Prior Knowledge	8.2, 9.2, 9.4	6.3, 9	6.1, 6.3	6	7, 9
Identify Cause/Effect			7, IW		IW
Determine Character, Emotion, Motivation	9.3, 10, IW	IW	7, IW	7, IW	7
Compare/Contrast				IW	
Make Judgments	10, IW	6.4	7, 9	9	7, 9, IW
Main Idea	8				
Sequencing	IW	6.2, IW	IW		
Study Skills					
Interpret chart/graph/visual aid			IW	6, IW	6, IW
Informal Assessment					
Ongoing comprehension check	8, 9, 10, IW	6, 7, IW	6, 7, IW	6, 7	6, 7
Ongoing decoding accuracy	8, 9	6	6	6	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words		1	1, 2	1, 2	
Word Parts	2	1	1	1	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	7	5	5	5	5
Morphemic Analysis	4	2	2		1
Spelling Strategies					
Word Origins					
Review	5	3	3	2, 3	2, 3
Paired Practice for Fluency					
Ongoing practice to build fluency	11	8	8	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	14, 15	11, 12	11	11	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	6	7	8	9	10
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review	2	2	2		2
Vocabulary					
New Vocabulary	3, 4	3, 4	3, 4	2, 3	3, 4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3	1, 2, 3	1, 2	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	5, 6	5, 6	5, 6	4, 5	5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		5, 6, IW		4, 5	
Recall facts/rules	5, 6, IW	5, 6, IW	5, 6, IW	4, 5, IW	5, 6, IW
Note details	5, 6, IW	5, 6, IW	5, 6, IW	4, 5, IW	5, 6, IW
Visualize				IW	
Make Connections	8	8	5, 8	7, IW	8
Draw inferences	5.3	6	5, 6, 8		5.2, 6
Draw conclusions			6, 8	4.3, 5	6
Activate Prior Knowledge	6	6	5.2, 6	IW	8
Identify Cause/Effect		6			
Determine Character, Emotion, Motivation	8, IW	5.2, 5.3, IW	8, IW		5, 6
Compare/Contrast					
Make Judgments	5.3, IW	5.2	6, 8, IW	4, 5, IW	5, 6, IW
Main Idea					
Sequencing		IW	IW		
Figurative Language			5		
Study Skills					
Interpret chart/graph/visual aid	5, IW	5.1	5.3, IW	IW	IW
Informal Assessment					
Ongoing comprehension check	5, 6, IW	5, 6, IW	5, 6, IW	4, 5, IW	5, 6, IW
Ongoing decoding accuracy	5	5	5	4	5
Spelling					
Phonograms					
Word Families					
Multisyllabic Words					
Word Parts	1	1, 2	1	2	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	3	4	3	4
Morphemic Analysis			1	1	
Spelling Strategies					
Word Origins					
Review	2	2	2		2
Paired Practice for Fluency					
Ongoing practice to build fluency	7	7	7	6	7
Independent Work / Workcheck					
Ongoing Informal Assessment	10	10	10	9	10
Formal Assessment					
Individual Fluency Checkout					Lesson 10 Mastery Test
Mastery Test					Lesson 10 Mastery Test
Spelling Test					Lesson 10 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	11	12	13	14	15
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1	1	1
Words with endings: *ed, ly, er, y, ing, s*	1, 3	1, 2	1	2, 3	
Compound Words		1			
Mixed Words/Review	2	1	2	2	2
Vocabulary					
New Vocabulary	3, 4	2, 3	3, 4	3, 4	3, 4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1, 2, 3	1, 2, 3	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	5, 6	4, 5	5, 6	5, 6	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		4.2			7
Recall facts/rules	5, 6, IW	4, 5, IW	5, 6, IW	5, 6, IW	6, 7, IW
Note details	5, 6, IW	4, 5, IW	5, 6, IW	5, 6, IW	6, 7, IW
Visualize					
Make Connections	IW				
Draw inferences	6	4.2, 5	5, 6	5.2	6, 7
Draw conclusions			IW	5.2	5.1
Activate Prior Knowledge	6, IW	5	5, 6, IW	6	
Identify Cause/Effect					
Determine Character, Emotion, Motivation	IW	5, IW	5, 6, IW	IW	IW
Compare/Contrast	5, IW			5.3, 6	6.2, IW
Make Judgments	6, IW	4, 5, IW	5, 6, IW	5.3	6, IW
Main Idea					5
Sequencing	IW		5.1	IW	5
Study Skills					
Interpret chart/graph/visual aid		IW	IW		IW
Informal Assessment					
Ongoing comprehension check	5, 6, IW	4, 5, IW	5, 6, IW	5, 6, IW	6, 7, IW
Ongoing decoding accuracy	5	4	5	5	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1, 3	3	3	4	4
Word Parts			1	1	1
Spelling Rules		1	2	2	2
Homonyms					
Antonyms					
Synonyms	4	3	4	4	4
Morphemic Analysis					1
Spelling Strategies					
Word Origins					
Review	2	1	2	2	2
Paired Practice for Fluency					
Ongoing practice to build fluency	7	6	7	7	8
Independent Work / Workcheck					
Ongoing Informal Assessment	9	8	9	9	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 293 2/17/07 12:08:24 PM

	16	17	18	19	20
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1				
Words with endings: *ed, ly, er, y, ing, s*	2, 3				
Compound Words			1		
Mixed Words/Review	2	1	1	1	
Vocabulary					
New Vocabulary	3, 4	2, 3, 4	2	2, 3	
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	4, IW	
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1	1, 2, 3	
Story Reading/Comprehension					
Read/reread decodable text	6, 7	5, 6	3, 4	6, 7	2, 3
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		5.1		6	
Recall facts/rules	6, 7, IW	5, 6, IW	3, 4, IW	6, 7, IW	2, 3, IW
Note details	6, 7, IW	6, IW	3, 4, IW	6, 7, IW	2, 3, IW
Visualize					
Make Connections					3.5, IW
Draw inferences		6.4, IW		7	
Draw conclusions	6.1, 7	5, 6.5	3, 4	6.2, 7	2
Activate Prior Knowledge	6.1	4, 6.4	2, 3		
Identify Cause/Effect			4		
Determine Character, Emotion, Motivation	6, 7, IW	5.2	3	IW	3.5, IW
Compare/Contrast	6.2, IW	6.5	3	7	
Make Judgments	6.2, 7, IW	6.4, IW	IW	7, IW	2, 3.4
Main Idea	5, IW	IW	IW	IW	IW
Sequencing	5, IW	IW			IW
Study Skills					
Interpret chart/graph/visual aid			IW		
Outlining				5, IW	1, IW
Informal Assessment					
Ongoing comprehension check	6, 7, IW	5, 6, IW	3, 4, IW	6, 7, IW	2, 3, IW
Ongoing decoding accuracy	6	5	3	6	2
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1				
Word Parts					
Spelling Rules				2	
Homonyms					
Antonyms					
Synonyms	4	3		3, 4	
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review	2		1	3	
Paired Practice for Fluency					
Ongoing practice to build fluency	8	7	5	8	4
Independent Work / Workcheck					
Ongoing Informal Assessment	10	9	7	10	6
Formal Assessment					
Individual Fluency Checkout					Lesson 20 Mastery Test
Mastery Test					Lesson 20 Mastery Test
Spelling Test					Lesson 20 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 294 2/17/07 12:08:25 PM

	21	22	23	24	25
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1, 3		1		1, 2
Words with endings: *ed, ly, er, y, ing, s*		2	1		
Compound Words	1, 2	1	1		
Mixed Words/Review	2	1	1	1	
Vocabulary					
New Vocabulary		2, 3	2, 3	2, 3	3, 4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review		IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1, 2	1, 2	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	6, 7	4, 5	5, 6	4, 5	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		5, IIW		5, IW	
Recall facts/rules	5, 6, 7, IW	5, IW	4, 6, IW	5, IW	7, IW
Note details	6, 7, IW	5, IW	6, IW	5, IW	7, IW
Visualize				IW	
Make Connections	6.1, IW		IW		8, IW
Draw inferences	6.3	5	6	5	7, 8
Draw conclusions	6.3	5	6	5	
Activate Prior Knowledge	6.1, IW	IW	6, IW		IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	IW	IW	IW	5, IW	
Compare/Contrast	6.3, 7				7, 8
Make Judgments	6.3, IW	5, IW	6, IW	5	7, 8, IW
Main Idea			IW	IW	
Sequencing	7		IW		
Identify relevant information	5, IW	IW	4, IW	IW	5, IW
Contradictions					
Make deductions	7				8
Study Skills					
Interpret chart/graph/visual aid	3, 4		IW		
Outlining	IW	IW			IW
Informal Assessment					
Ongoing comprehension check	5, 6, 7, IW	5, IW	6, IW	5, IW	7, 8
Ongoing decoding accuracy	6	4	5	4	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1		3	3	2, 3
Word Parts	1	1	1, 2	1, 2	1, 2
Spelling Rules			3	3	
Homonyms					
Antonyms					
Synonyms		3	3	3	4
Morphemic Analysis		12			1
Spelling Strategies					
Word Origins					
Review	2	1	1	1	1
Paired Practice for Fluency					
Ongoing practice to build fluency	8	6	7	6	9
Independent Work / Workcheck					
Ongoing Informal Assessment	10	8	9	8	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 295 2/17/07 12:08:26 PM

	26	27	28	29	30
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*			2		
Compound Words					
Mixed Words/Review	2	2	2	2	
Vocabulary					
New Vocabulary	3, 4	3, 4	3, 4	3, 4	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 7, 8	7, 8	6, 7	5, 7, 8	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	8, IW	IW		IW	
Recall facts/rules	5, 6, 8, IW	5, 6, 8, IW	5, 7, IW	5, 6, 7, 8, IW	4, 7, IW
Note details	5, 6, 8, IW	6, 8, IW	7, IW	5, 6, 7, 8, IW	4, 7, IW
Visualize					
Make Connections	IW	IW		IW	
Draw inferences	8			7	7, IW
Draw conclusions	8			7	7
Activate Prior Knowledge			IW	5	
Identify Cause/Effect				7	
Determine Character, Emotion, Motivation		IW	IW	7, IW	
Compare/Contrast			7		5, IW
Make Judgments		8, IW	IW	7, IW	IW
Main Idea		IW	9, IW		
Sequencing					
Identify Relevant Information	IW	5, IW	9, IW	IW	IW
Contradictions					
Make Deductions					
Study Skills					
Interpret chart/graph/visual aid	5, IW			5	
Outlining	IW				IW
Informal Assessment					
Ongoing comprehension check	5, 8, IW	8, IW	7, IW	5, 7, 8, IW	7, IW
Ongoing decoding accuracy	7	7	6	7	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	2, 3	2	2	1, 2	1, 2
Word Parts	1, 2	1, 2	1, 2	1, 2	1
Spelling Rules		1			
Homonyms					
Antonyms					
Synonyms	4	4	4	4	4
Morphemic Analysis	1, 2	1, 2	1, 2	1	1
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	9	9	8	9	8
Independent Work / Workcheck					
Ongoing Informal Assessment	11	11	10	11	10
Formal Assessment					
Fluency: Rate/Accuracy					Lesson 30 Mastery Test
Mastery Test					Lesson 30 Mastery Test
Spelling Test					Lesson 30 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 296 2/17/07 12:08:28 PM

	31	32	33	34	35
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*			1		2
Compound Words	2				
Mixed Words/Review	2	2	2		
Vocabulary					
New Vocabulary	3, 4	3, 4	3, 4	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3	1, 2, 3	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 7, 8	7, 8	7, 8	6, 7	5, 7, 8
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	8				
Recall facts/rules	5, 6, IW	6, 8, IW	6, 8, IW	5, 7, IW	5, 6, 8
Note details	5, 6, IW	8, IW	6, 8, IW	5, 7, IW	5, 6, 8
Visualize					
Make Connections	IW	IW			5
Draw inferences		IW	8	7	
Draw conclusions					8
Activate Prior Knowledge	IW	IW	IW	IW	5, IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	IW	IW		7, IW	
Compare/Contrast			8, IW		IW
Make Judgments	8.2, IW		IW		
Main Idea		IW			IW
Sequencing				IW	IW
Identify relevant information			IW		IW
Contradictions		5, IW	5, IW	4, IW	4, IW
Make Deductions	8.2				
Figurative Language			8		
Study Skills					
Interpret chart/graph/visual aid					
Outlining	IW			IW	
Informal Assessment					
Ongoing comprehension check	5, 8, IW	8, IW	8, IW	7, IW	5, 8, IW
Ongoing decoding accuracy	7	7	7	6	5, 60
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	3	1, 3	1	1, 2	
Word Parts	1	1, 3	1	1, 2	
Spelling Rules		1			1
Homonyms					
Antonyms					
Synonyms	4	4	4	4	4
Morphemic Analysis	1	2	1, 2	2	2
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	9	9	9	8	9
Independent Work / Workcheck					
Ongoing Informal Assessment	11	11	11	10	11
Formal Assessment					
Individual Fluency Checkout (name?)					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 297 2/17/07 12:08:29 PM

	36	37	38	39	40
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words	1, 2	2		2	
Mixed Words/Review	2				
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1, 2	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	7, 8	5, 7, 8	6, 7	6, 7	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	6, 8, IW	5, 6, 8, IW	5, 7, IW	5, 7, IW	5, 7, IW
Note details	8, IW	5, 6, 8, IW	5, 7, IW	5, 7, IW	5, 7, IW
Visualize					
Make Connections		IW		7, IW	IW
Draw inferences	8	8	7		
Draw conclusions	8	8	7	7	7
Activate Prior Knowledge	8, IW	5, 6		IW	IW
Identify Cause/Effect				IW	
Determine Character, Emotion, Motivation		8, IW	7, IW	7, IW	7, IW
Compare/Contrast		5, IW		4	4, 7, IW
Make Judgments	8, IW		7, IW	7, IW	7, IW
Main Idea					
Sequencing			IW		
Identify relevant information			IW		
Contradictions	5, IW	4, IW	4, IW	IW	IW
Make Deductions					
Figurative Language				4	4
Study Skills					
Interpret chart/graph/visual aid	IW	6			
Outlining			IW		
Informal Assessment					
Ongoing comprehension check	8, IW	5, 8, IW	7, IW	7, IW	7, IW
Ongoing decoding accuracy	7	7	6	6	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1, 2	1		1,2	1, 2
Word Parts		2	2	2	2
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	3	3	3	3
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	9	9	8	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	11	11	10	10	10
Formal Assessment					
Individual Fluency Checkout (name?)					Lesson 40 Mastery Test
Mastery Test					Lesson 40 Mastery Test
Spelling Test					Lesson 40 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 298 2/17/07 12:08:30 PM

	41	42	43	44	45
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words			1		1
Words with endings: *ed, ly, er, y, ing, s*	1		3	2	
Compound Words					
Mixed Words/Review	1	1	2	1	
Vocabulary					
New Vocabulary		2, 3	3, 4	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	2, IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2	1, 2, 3	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	4, 5	5, 6	7, 8	5, 6	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					7, IW
Recall facts/rules	3, 5, IW	4, 6, IW	6, 8, IW	6, IW	5, 7, IW
Note details	3, 5, IW	4, 6, IW	6, 8, IW	6, IW	5, 7, IW
Visualize					
Make Connections	IW	6, IW	8, IW	6, IW	IW
Draw inferences	5	6, IW	8, IW	6, IW	7
Draw conclusions	5				
Activate Prior Knowledge			8		
Identify Cause/Effect					
Determine Character, Emotion, Motivation	5, IW	6, IW	8, IW	6, IW	7, IW
Compare/Contrast			8, IW	6, IW	7, IW
Make Judgments	5, IW	6, IW	6, 8	6, IW	7, IW
Main Idea	IW				
Sequencing					
Identify relevant information			IW		
Contradictions	IW	IW			IW
Make Deductions					
Figurative Language	IW	IW	5, IW	IW	4, IW
Study Skills					
Interpret chart/graph/visual aid					
Outlining					
Informal Assessment					
Ongoing comprehension check	5, IW	6, IW	8, IW	6, IW	7, IW
Ongoing decoding accuracy	4	5	7	5	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	2	2	1	1	1, 2
Word Parts	1	1	1	1	1, 2
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	2	3	4	3	3
Morphemic Analysis				1, 2	
Spelling Strategies					2
Word Origins					
Review	2			3	
Paired Practice for Fluency					
Ongoing practice to build fluency	6	7	9	7	8
Independent Work / Workcheck					
Ongoing Informal Assessment	8	9	11	9	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 299 2/17/07 12:08:31 PM

	46	47	48	49	50
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1			
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review	1		1	1	1
Vocabulary					
New Vocabulary	2, 3	2, 3	2, 3		2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	2, IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2	1, 2	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	6, 7	6, 7	6, 7	5, 6	6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	7, IW		IW	6, IW	
Recall facts/rules	5, 7, IW	5, 7, IW	5, 7, IW	4, 6, IW	5, 7, IW
Note details	5, 7, IW	5, 7, IW	5, 7, IW	4, 6, IW	5, 7, IW
Visualize					
Make Connections	IW	IW	7, IW		7, IW
Draw inferences	7, IW	7, IW	7, IW	6, IW	7, IW
Draw conclusions					8, IW
Activate Prior Knowledge					
Identify Cause/Effect					8
Determine Character, Emotion, Motivation	IW	7, IW	7, IW	6, IW	7, 8, IW
Compare/Contrast					
Make Judgments	7, IW	7, IW	7, IW	IW	7, 8
Main Idea				IW	
Sequencing	IW				
Identify relevant information		IW			
Contradictions					
Make Deductions		IW			8
Figurative Language	4, IW	4, IW	4, IW	3, IW	4, IW
Study Skills					
Interpret chart/graph/visual aid					
Outlining	IW				
Informal Assessment					
Ongoing comprehension check	7, IW	7, IW	7, IW	6, IW	7, 8, IW
Ongoing decoding accuracy	6	6	6	5	6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1	2	2	
Word Parts	1	1	1, 2		2
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	3	3	3	2	3
Morphemic Analysis	1	1	1		
Spelling Strategies				2	
Word Origins					
Review				1, 2	
Paired Practice for Fluency					
Ongoing practice to build fluency	8	8	8	7	9
Independent Work / Workcheck					
Ongoing Informal Assessment	10	10	10	9	11
Formal Assessment					
Individual Fluency Checkout					Lesson 50 Mastery Test
Mastery Test					Lesson 50 Mastery Test
Spelling Test					Lesson 50 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 300 2/17/07 12:08:32 PM

	51	52	53	54	55
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1	1		1
Words with endings: *ed, ly, er, y, ing, s*					2
Compound Words					
Mixed Words/Review	1		2	1	2
Vocabulary					
New Vocabulary	2, 3	2, 3	3, 4	2, 3	3, 4
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2	1, 2, 3	1, 2	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	5	6, 8, 9	6, 7	6, 7	7, 8
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction			7, IW	7, IW	7.3, 8, IW
Recall facts/rules	5	7, 6, 9, IW	5, 7, IW	5, 7, IW	6, 7, 8, IW
Note details		7, 6, 9, IW	5, 7, IW	5, 7, IW	6, 7, 8, IW
Visualize	IW				
Make Connections	6	6, 9, IW	7	IW	
Draw inferences	5, 6, IW	9	7	7, IW	7, 8
Draw conclusions	6		7, IW	4	5
Activate Prior Knowledge	5	6, IW		IW	7.3, IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	6	9, IW	7	7, IW	8, IW
Compare/Contrast	5, 6, IW	6, IW		IW	8, IW
Make Judgments	5, 6, IW	9, IW	7, IW	7, IW	8
Main Idea					
Sequencing					
Identify relevant information					7.2
Contradictions					
Make Deductions				4	5, IW
Figurative Language	4, 5, 6, IW	4, IW	IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid					7.2
Outlining					
Informal Assessment					
Ongoing comprehension check	5, 6, IW	6, 9, IW	7, IW	7, IW	7, 8, IW
Ongoing decoding accuracy	5	8	6	6	7
Spelling					
Phonograms					
Word Families					
Multisyllabic Words		1	1	2	1
Word Parts		1	1	2	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	3	3	3	3	4
Morphemic Analysis		1			1
Spelling Strategies					2
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency		10	8	8	9
Independent Work / Workcheck					
Ongoing Informal Assessment	9	12	10	10	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 301 2/17/07 12:08:33 PM

	56	57	58	59	60
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1		1	
Words with endings: *ed, ly, er, y, ing, s*			1		1
Compound Words					1
Mixed Words/Review	2	2	1	1	1
Vocabulary					
New Vocabulary	3, 4	3, 4	2, 3	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review	IW	IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3	1, 2	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	8, 9	7, 8	6, 7	6, 7	5
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		8, IW			5.1
Recall facts/rules	7, 9, IW	6, 8, IW	5, 7, IW	5, 7, 8	
Note details	7, 9, IW	6, 8, IW	5, 7, IW	5, 7, 8	5, 6
Visualize					
Make Connections		IW	IW	8, IW	IW
Draw inferences	6, 9, IW	5, IW	IW	6, 7, IW	5.2, 8, IW
Draw conclusions	5		4		IW
Activate Prior Knowledge				IW	5, 6
Identify Cause/Effect			IW		
Determine Character, Emotion, Motivation	9, IW	8, IW	7, 8, IW	7, IW	5.2
Compare/Contrast	9, IW	IW		7, 8	6, IW
Make Judgments	9, IW		7, IW	7, IW	5.2, 6, IW
Main Idea					
Sequencing	IW				
Identify relevant information					
Contradictions					4
Make Deductions	5, 6, IW	5, IW	4, IW		
Figurative Language		IW	IW	4, 7, IW	4, 5, 6, IW
Study Skills					
Interpret chart/graph/visual aid					
Outlining			IW		
Informal Assessment					
Ongoing comprehension check	9, IW	8, IW	7, IW	7, 8, IW	5, 6, IW
Ongoing decoding accuracy	8	7	6	6	5
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1		1		1
Word Parts	1		1		
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	4	4	3	3
Morphemic Analysis					
Spelling Strategies					
Word Origins					3
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	10	9	8	9	
Independent Work / Workcheck					
Ongoing Informal Assessment	12	11	10	11	8
Formal Assessment					
Individual Fluency Checkout					Lesson 60 Mastery Test
Mastery Test					Lesson 60 Mastery Test
Spelling Test					Lesson 60 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 302 2/17/07 12:08:34 PM

	61	62	63	64	65
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1			
Words with endings: *ed, ly, er, y, ing, s*				1	1
Compound Words					1
Mixed Words/Review	2		1	1	1
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context					
Vocabulary Review		IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1, 2	1, 2	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 7, 8	5, 6	5, 6	5, 7, 8	4, 6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		6, IW			
Recall facts/rules	6, 7, 8, IW	4, 6, IW	4, 6, IW	6, 5, 8, IW	5, 7, IW
Note details	6, 7, 8, IW	4, 6, IW	4, 6, IW	6, 5, 8, IW	5, 7, IW
Visualize					
Make Connections	7.1, 8			IW	IW
Draw inferences		6	6, IW		7, IW
Draw conclusions	7.2		IW	4, 8	7
Activate Prior Knowledge	7.1	IW	IW	IW	
Identify Cause/Effect				IW	
Determine Character, Emotion, Motivation	7.2, 8, IW	6	6, IW	8, IW	7
Compare/Contrast			IW		
Make Judgments	8	IW	6, IW	IW	7, IW
Main Idea				IW	
Sequencing					
Identify relevant information	IW				4
Contradictions					7, IW
Make Deductions	IW	IW		4, IW	
Figurative Language	IW	IW	IW		
Study Skills					
Interpret chart/graph/visual aid	7.2, 7.3, IW			5	
Outlining					
Informal Assessment					
Ongoing comprehension check	7, 8, IW	6, IW	6, IW	5, 8, IW	7, IW
Ongoing decoding accuracy	5, 7	5	5	5, 7	4, 6
Spelling					
Phonograms	1				
Word Families					
Multisyllabic Words	2			1, 2	1
Word Parts	1	1			
Spelling Rules			1	1	
Homonyms				2	
Antonyms					
Synonyms	4	3	3	3	3
Morphemic Analysis	1	1			2
Spelling Strategies			2		
Word Origins					
Review	4			3	3
Paired Practice for Fluency					
Ongoing practice to build fluency	9	7	7	9	8
Independent Work / Workcheck					
Ongoing Informal Assessment	11	9	9	11	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 303 2/17/07 12:08:35 PM

	66	67	68	69	70
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words					
Words with endings, *ed,,ly, er, y, ing, s*					
Compound Words					
Mixed Words/Review					
Vocabulary					
New Vocabulary	1	1	1	1	1
Vocabulary Preview					
Vocabulary from Context	2	2	2	2	2
Vocabulary Review	2, IW	2, IW	2, IW	2, IW	2, IW
Fluency Read wordlists accurately, fluently	2	2	2	2	2
Story Reading/Comprehension					
Read/reread decodable text	3, 5, 6	4, 5	4, 5	3, 5, 6	3, 5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	6			6	IW
Recall facts/rules	4, 6, IW	3, 5, IW	3, 5, IW	4, 6, IW	4, 6, IW
Note details	4, 6, IW	3, 5, IW	3, 5, IW	4, 6, IW	4, 6, IW
Visualize					
Make Connections	3, IW				
Draw inferences	6, IW	5, IW	5, IW		6, IW
Draw conclusions					6
Activate Prior Knowledge	6, IW		IW	6	IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	6, IW	5, IW	5, IW	6, IW	6, IW
Compare/Contrast		5, IW	5, IW		6
Make Judgments	6, IW	5	5, IW	6, IW	IW
Main Idea					
Sequencing					
Identify relevant information				3	3
Contradictions					
Make Deductions					
Figurative Language		IW		IW	6, IW
Study Skills					
Interpret chart/graph/visual aid	IW				IW
Outlining					
Informal Assessment					
Ongoing comprehension check	6, IW	5, IW	5, IW	6, IW	6, IW
Ongoing decoding accuracy	3, 5	4	4	3, 5	3, 5
Spelling					
Phonograms					
Word Families					
Multisyllabic Words					
Word Parts					
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	1, 2	1, 2	1, 2	1, 2	1, 2
Morphemic Analysis				2	
Spelling Strategies			2		
Word Origins					
Review	2	2	2	2	2
Paired Practice for Fluency					
Ongoing practice to build fluency	7	6	6	7	7
Independent Work / Workcheck					
Ongoing Informal Assessment	9	8	8	9	9
Formal Assessment					
Individual Fluency Checkout					Lesson 7 Mastery Test
Mastery Test					Lesson 70 Mastery Test
Spelling Test					Lesson 70 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 304 2/17/07 12:08:36 PM

	71	72	73	74	75
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words				1	1
Words with endings: *ed, ly, er, y, ing, s*	2	2			
Compound Words					
Mixed Words/Review				2	2
Vocabulary					
New Vocabulary	1	1	1	3	3
Vocabulary Preview					
Vocabulary from Context	2	2	2	4	5
Vocabulary Review	2, IW	2, IW	2, IW	IW	4, IW
Fluency Read wordlists accurately, fluently	2	2	2	1, 2	1, 2, 4
Story Reading/Comprehension					
Read/reread decodable text	3, 5, 6	3, 5, 6	4, 5	4, 5, 6, 7	5, 6, 7
Teacher models fluency/expression				6	7, 8
Comprehension					
Predict/Confirm Prediction			5, IW		6
Recall facts/rules	6, IW	6, IW	5, IW	5, 6, IW	6, IW
Note details	6, IW	6, IW	5, IW	5, 6, IW	7, IW
Visualize					
Make Connections	3, IW	3, IW		IW	
Draw inferences	6, IW	6, IW		5, IW	6, 7, IW
Draw conclusions	6		5, IW	6	IW
Activate Prior Knowledge		IW	5.1	IW	IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	6, IW		5	6, IW	7
Compare/Contrast			5, IW		7, IW
Make Judgments		6, IW	5, IW	6.3	6, 7, IW
Main Idea	3	3			
Sequencing	IW				IW
Identify relevant information				6, IW	
Contradictions		IW			
Make Deductions					
Figurative Language	IW	IW		5, 6, 7, IW	6, 7, IW
Study Skills					
Interpret chart/graph/visual aid			IW	IW	
Outlining					
Informal Assessment					
Ongoing comprehension check	6, IW	6, IW	5, IW	5, 6, IW	6, 7, IW
Ongoing decoding accuracy	3, 5	3, 5	4	4, 5, 6, 7	5, 6, 7
Spelling					
Phonograms					
Word Families					
Multisyllabic Words					
Word Parts				1	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	1, 2	1, 2	1, 2	3	3, 4
Morphemic Analysis				1	1
Spelling Strategies					2
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	7	7	6	8	9
Independent Work / Workcheck					
Ongoing Informal Assessment	9	9	8	10	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 305 2/17/07 12:08:37 PM

	76	77	78	79	80
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1			
Words with endings: *ed, ly, er, y, ing, s*	1	2			
Compound Words					
Mixed Words/Review	2	2			
Vocabulary					
New Vocabulary	3	3			
Vocabulary Preview					
Vocabulary from Context	4	4		1	
Vocabulary Review	IW	4		IW	IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 4			
Story Reading/Comprehension					
Read/reread decodable text	4, 6, 8, 9	6, 7	1, 2	1, 3, 4	1, 3, 4
Teacher models fluency/expression	5				
Comprehension					
Predict/Confirm Prediction		7.2		4, IW	
Recall facts/rules	7, 6, 9, IW	5, 7, IW	1, 2, IW	2, 4, IW	2, 4, IW
Note details	7, 6, 9, IW	5, 7, IW	1, 2, IW	2, 4, IW	1, 2, 4, IW
Visualize					
Make Connections	6				IW
Draw inferences	6, 9, IW	7, IW	2, IW		
Draw conclusions	6	7	2	4	4.1
Activate Prior Knowledge	6			IW	
Identify Cause/Effect					
Determine Character, Emotion, Motivation	6, 9, IW		2, IW	4, IW	4, IW
Compare/Contrast	9, IW				
Make Judgments		IW	2, IW	4, IW	4, IW
Main Idea					1
Sequencing					
Identify relevant information	9	IW			
Contradictions					
Make Deductions					
Figurative Language		IW	IW		
Study Skills					
Interpret chart/graph/visual aid	6, IW		IW	IW	IW
Outlining					1
Informal Assessment					
Ongoing comprehension check	6, 9, IW	7, IW	2, IW	4, IW	4, IW
Ongoing decoding accuracy	4, 8	6	1	1, 3	3, 3
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1				
Word Parts	1	1			
Spelling Rules					
Homonyms					
Antonyms					
Synonyms					
Morphemic Analysis	3	3, 4			
Spelling Strategies					
Word Origins					
Review		4			
Paired Practice for Fluency					
Ongoing practice to build fluency	10	8	3	5	5
Independent Work / Workcheck					
Ongoing Informal Assessment	12	10	5	7	7
Formal Assessment					
Individual Fluency Checkout (name?)					Lesson 80 Mastery Test
Mastery Test					Lesson 80 Mastery Test
Spelling Test					Lesson 80 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 306 2/17/07 12:08:38 PM

	81	82	83	84	85
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	
Words with endings: *ed, ly, er, y, ing, s*	3	2	1	1, 2, 3	1
Compound Words					
Mixed Words/Review				2	1
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3	3, 4	
Vocabulary Preview					
Vocabulary from Context					2
Vocabulary Review		IW	IW	IW	2, IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2	1, 2	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 7, 8	4, 6, 7	5, 7	5, 7	3, 4
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	5, 6, 8, IW	4, 7, 8, IW	4, 5, 6, IW	5, 6, IW	3, 4, 5, IW
Note details	6, 8, IW	4, 5, 7, 8, IW	4, 5, 6, IW	5, 6, IW	4, 5, IW
Visualize					
Make Connections	IW	8, IW			IW
Draw inferences	8, IW	7, IW			
Draw conclusions		8	6	6	5
Activate Prior Knowledge					IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	8, IW	7, IW	6, IW	6	5, IW
Compare/Contrast					
Make Judgments		7, 8, IW	6, IW	6, IW	5, 6, IW
Main Idea					
Sequencing	8, IW	IW	IW	IW	
Identify relevant information					
Contradictions					IW
Make Deductions				6, IW	
Figurative Language	8			IW	
Study Skills					
Interpret chart/graph/visual aid					
Outlining	IW	IW	IW	IW	
Informal Assessment					
Ongoing comprehension check	8, IW	7, 8, IW	6, IW	6, IW	5, IW
Ongoing decoding accuracy	5, 7	4, 6	5, 7	5, 7	3, 4
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	2, 3	2	1	2, 3	1
Word Parts	1	1	1	1	
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	3	3	4	2
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review	4				
Paired Practice for Fluency					
Ongoing practice to build fluency	9	9			
Independent Work / Workcheck					
Ongoing Informal Assessment	11	11	9	9	8
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 307 2/17/07 12:08:39 PM

	86	87	88	89	90
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words				1	2
Mixed Words/Review					
Vocabulary					
New Vocabulary	2, 3	3, 4	2, 3	2, 3	2, 3
Vocabulary Preview					
Vocabulary from Context	4	5	4	4	4
Vocabulary Review	4, IW	5, IW	4, IW	4, IW	4, IW
Fluency Read wordlists accurately, fluently	1, 2, 4	1, 2, 3, 5	1, 2, 4	1, 2, 4	1, 2, 4
Story Reading/Comprehension					
Read/reread decodable text	5, 6	6, 7	5, 7, 8	5, 6, 7	5, 7, 8
Teacher models fluency/expression	6.4, 6.5				
Comprehension					
Predict/Confirm Prediction		7			
Recall facts/rules	5, 6	7, 8, IW	6, 8, IW	6, 7, IW	6, 8, IW
Note details	6	7, 8, IW	6, 8, IW	6, 7, IW	6, 8, IW
Visualize					
Make Connections	IW		IW	IW	IW
Draw inferences	6, IW				
Draw conclusions		8		6	
Activate Prior Knowledge	IW	7, 8, IW	IW	6, IW	
Identify Cause/Effect				6	
Determine Character, Emotion, Motivation				IW	
Compare/Contrast		8, IW	8, IW	6, 7, IW	8, IW
Make Judgments	6	7, 8, IW	8, IW	6, 7, IW	8, IW
Main Idea					
Sequencing		IW			
Identify relevant information					
Contradictions					
Make Deductions					
Figurative Language	6, IW		IW		
Literary Devices			5, IW	5, IW	5, IW
Study Skills					
Interpret chart/graph/visual aid		6, 7, IW	IW	6, IW	IW
Outlining					
Informal Assessment					
Ongoing comprehension check	6, IW	7, 8, IW	8, IW	6, 7, IW	8, IW
Ongoing decoding accuracy	5, 6	6, 7	5, 7	5, 6	5, 7
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1	1		1, 2
Word Parts	1	1	1	1	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	3, 4	4	3	3	3
Morphemic Analysis					
Spelling Strategies	2				
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	7	9	9	8	9
Independent Work / Workcheck					
Ongoing Informal Assessment	9	11	11	10	11
Formal Assessment					
Individual Fluency Checkout (name?)					Lesson 90 Mastery Test
Mastery Test					Lesson 90 Mastery Test
Spelling Assessment					Lesson 90 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 308 2/17/07 12:08:40 PM

	91	92	93	94	95
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1	1	1	1	1
Words with endings: *ed, ly, er, y, ing, s*				2	
Compound Words				2	2
Mixed Words/Review	2	2	2	2	2
Vocabulary					
New Vocabulary	3, 4	3, 4	3, 4	3, 4	3, 4
Vocabulary Preview					
Vocabulary from Context		5			
Vocabulary Review	IW	5, IW	IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 3, 5	1, 2, 3	1, 2, 3	1, 2, 3
Story Reading/Comprehension					
Read/reread decodable text	5, 8, 9	6, 7, 9, 10	5, 7, 8	5, 7, 8	5, 7, 8
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					
Recall facts/rules	7, 9, IW	8, 7, 10, IW	6, 8, IW	6, 8, IW	6, 8, IW
Note details	7, 9, IW	8, 7, 10, IW	6, 8, IW	6, 8, IW	6, 8, IW
Visualize					
Make Connections				IW	
Draw inferences	9			8	8
Draw conclusions	9	7.1	8	8	8
Activate Prior Knowledge	IW				
Identify Cause/Effect					
Determine Character Emotion, Motivation	9, IW	10	8, IW	8, IW	8, IW
Compare/Contrast		7.2, 10			
Make Judgments	9, IW	7.1	8, IW	8, IW	IW
Main Idea					
Sequencing					
Identify relevant information					
Contradictions	5				
Make Deductions					
Figurative Language	IW			8, IW	
Literary Devices			IW		
Logic				5, IW	5, IW
Study Skills					
Interpret chart/graph/visual aid	5, 6, IW	6, IW	5, IW	IW	IW
Outlining					
Informal Assessment					
Ongoing comprehension check	9, IW	7, 10, IW	8, IW	8, IW	8, IW
Ongoing decoding accuracy	5, 8	6, 7, 9	5, 7	5, 7	5, 7
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	2	1	2	3	3
Word Parts	1	1	1	1	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	4, 5	4	4	4
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	10	11	9	9	9
Independent Work / Workcheck					
Ongoing Informal Assessment	12	13	11	11	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 309 2/17/07 12:08:41 PM

	96	97	98	99	100
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words		1		1	
Words with endings: *ed, ly, er, y, ing, s*	1	2	1, 2	2	
Compound Words					
Mixed Words/Review	1	2	1	2	1
Vocabulary					
New Vocabulary	2, 3	3, 4	2, 3	3, 4	
Vocabulary Preview					
Vocabulary from Context		5	4	5	5
Vocabulary Review	IW	5, IW	4, IW	5, IW	2, IW
Fluency Read wordlists accurately, fluently	1, 2	1, 2, 3, 5	1, 2, 4	1, 2, 3, 5	1, 2
Story Reading/Comprehension					
Read/reread decodable text	5, 6	6, 8, 9	5, 7, 8	5, 8, 9	3, 5, 6
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction					7
Recall facts/rules	4, 6, IW	7, 6, 9, IW	6, 8, IW	7, 9, IW	4, 6, 7, IW
Note details	4, 6, IW	7, 6, 9, IW	6, 8, IW	7, 9, IW	4, 6, 7, IW
Visualize					
Make Connections	IW				
Draw inferences					
Draw conclusions	6	9, IW	5, 8	5, 9	6, 7, 8
Activate Prior Knowledge				IW	
Identify Cause/Effect					
Determine Character, Emotion, Motivation	6, IW	9, IW	8, IW	9	6, IW
Compare/Contrast		6			
Make Judgments	6, IW	6, 9, IW	8, IW	9, IW	6, 7, IW
Main Idea					
Sequencing				IW	
Identify relevant information					
Contradictions					3
Make Deductions					
Figurative Language	IW			IW	
Literary Devices	IW				
Logic	IW	IW	5, IW	6, IW	IW
Study Skills					
Interpret chart/graph/visual aid	IW	IW	IW		3, IW
Outlining					
Informal Assessment					
Ongoing comprehension check	6, IW	6, 9, IW	8, IW	9, IW	6, 7, IW
Ongoing decoding accuracy	5	6, 8	5, 7	5, 8	3, 5
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1	1, 2		
Word Parts	1	1	1	1	
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	3	3, 5	3, 4	4, 5.3	2.3
Morphemic Analysis		2			
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	7	10	9	10	8
Independent Work / Workcheck					
Ongoing Informal Assessment	9	12	11	12	10
Formal Assessment					
Individual Fluency Checkout					Lesson 100 Mastery Test
Mastery Test					Lesson 100 Mastery Test
Spelling Test					Lesson 100 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

RMS-5-R_TPBA_Obj_291-314.indd 310 2/17/07 12:08:42 PM

	101	102	103	104	105
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1			1	
Words with endings: *ed, ly, er, y, ing, s*	1				
Compound Words		2			
Mixed Words/Review	2	1	1	2	1
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3	3, 4	2, 3
Vocabulary Preview					
Vocabulary from Context	5	4	4		
Vocabulary Review	5, IW	4, IW	4, IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 5	1, 2, 4	1, 2, 4	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	6, 8, 9	5, 7, 8	6, 7	6, 7	4, 6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction			7, IW		7, IW
Recall facts/rules	7, 9, IW	6, 8, IW	5, 7, IW	5, 7, IW	5, 7, IW
Note details	7, 9, IW	6, 8, IW	5, 7, IW	5, 7, IW	5, 7, IW
Visualize					
Make Connections		IW			IW
Draw inferences		8, IW	7, IW	7, IW	7, IW
Draw conclusions	9, IW	5, 8			
Activate Prior Knowledge		IW	7, IW		
Identify Cause/Effect					4, IW
Determine Character, Emotion, Motivation	9, IW	8, IW		7, IW	7, IW
Compare/Contrast					
Make Judgments	9, IW	8, IW	IW	IW	4
Main Idea					
Sequencing		IW	IW		
Identify relevant information					
Contradictions	6				
Make Deductions					
Figurative Language			7, IW	7, IW	7, IW
Literary Devices			IW		
Logic	IW	5, IW	IW	IW	4, IW
Study Skills					
Interpret chart/graph/visual aid	6, IW	IW			IW
Outlining					
Informal Assessment					
Ongoing comprehension check	9, IW	8, IW	7, IW	7, IW	7, IW
Ongoing decoding accuracy	6, 8	5, 7	6	6	4, 6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1	1	1, 2	1, 2
Word Parts	1	1, 2	1	1, 2	1, 2
Spelling Rules			1	1	1
Homonyms					
Antonyms					
Synonyms	3, 5	3, 4	4	4	3
Morphemic Analysis		1			
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	10	9	8	8	8
Independent Work / Workcheck					
Ongoing Informal Assessment	12	11	10	10	10
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	106	107	108	109	110
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1	1	1
Words with endings: *ed, ly, er, y, ing, s*	1, 2		1, 2		
Compound Words					1
Mixed Words/Review	2	1		2	
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3	3, 4	2, 3
Vocabulary Preview					
Vocabulary from Context	5	4	4		
Vocabulary Review	5, IW	4, IW	4, IW	IW	IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 5	1, 2, 4	1, 2, 4	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	6, 8, 9	6, 7	5, 7, 8	5, 7, 8	4, 6, 7
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction	6.2	7			
Recall facts/rules	7, 6, 9, IW	5, 7, IW	6, 8, IW	6, 8, IW	5, 7, IW
Note details	7, 6, 9, IW	5, 7, IW	6, 8, IW	6, 8, IW	5, 7, IW
Visualize					
Make Connections	IW	IW	IW		IW
Draw inferences				8, IW	
Draw conclusions	9		5, 8	5, 8	4, 7
Activate Prior Knowledge					
Identify Cause/Effect					
Determine Character, Emotion, Motivation	9, IW	7, IW	8		
Compare/Contrast	9	7, IW			
Make Judgments		7, IW	8, IW		4, 7, IW
Main Idea					
Sequencing				IW	7
Identify relevant information					
Contradictions	IW				
Make Deductions					
Figurative Language	9	IW	IW		
Literary Devices			IW		
Logic	IW	IW	5, IW	5, IW	4, IW
Study Skills					
Interpret chart/graph/visual aid				IW	
Outlining					
Informal Assessment					
Ongoing comprehension check	6, 9, IW	7, IW	8, IW	8, IW	7, IW
Ongoing decoding accuracy	6, 8	6	5, 7	5, 7	4, 6
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1, 2	1, 2	1, 2		1
Word Parts	1, 2	1, 2	1, 2	1, 2	
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4, 5	3, 4	3, 4	4	3
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review					
Paired Practice for Fluency					
Ongoing practice to build fluency	10	8	9	9	8
Independent Work / Workcheck					
Ongoing Informal Assessment	12	10	11	11	10
Formal Assessment					
Individual Fluency Checkout					Lesson 110 Mastery Test
Mastery Test					Lesson 110 Mastery Test
Spelling Test					Lesson 110 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	111	112	113	114	115
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1		1	1	1
Words with endings: *ed, ly, er, y, ing, s*					
Compound Words		1		1	2
Mixed Words/Review	2	1	2		2
Vocabulary					
New Vocabulary	3, 4	2, 3	3, 4	2, 3	3, 4
Vocabulary Preview					
Vocabulary from Context		4, 5	6	4	5
Vocabulary Review	IW	4, IW	5, IW	4, IW	5, IW
Fluency Read wordlists accurately, fluently	1, 2, 3	1, 2, 4	1, 2, 3, 5	1, 2, 4	1, 2, 3, 5
Story Reading/Comprehension					
Read/reread decodable text	5, 7, 8	5, 7, 8	6, 8, 9	6, 7	7, 8
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction		8, IW			
Recall facts/rules	6, 8, IW	6, 8, IW	7, 9, IW	5, 7, IW	6, 8, IW
Note details	6, 8, IW	6, 8, IW	7, 9, IW	5, 7, IW	6, 8, IW
Visualize					
Make Connections	8, IW				IW
Draw inferences	8	8, IW	IW		8, IW
Draw conclusions	5, 8	8	6		8
Activate Prior Knowledge	8			7, IW	IW
Identify Cause/Effect					
Determine Character, Emotion, Motivation	8, IW	8, IW	9, IW	7, IW	8, IW
Compare/Contrast					
Make Judgments	5, 8, IW	8, IW	9, IW		8, IW
Main Idea					
Sequencing		IW	9	IW	
Identify relevant information					
Contradictions					
Make Deductions					
Figurative Language					8, IW
Literary Devices	IW				
Logic	5, IW	5, IW	6, IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid					IW
Outlining					
Informal Assessment					
Ongoing comprehension check	8, IW	8, IW	9, IW	7, IW	8, IW
Ongoing decoding accuracy	5, 7	5, 7	6, 8	6	7
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1	2	2	1
Word Parts	1	1	2	2	
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4	3, 4	4, 5	3, 4	4, 5
Morphemic Analysis					2
Spelling Strategies					
Word Origins					
Review			5	4	5
Paired Practice for Fluency					
Ongoing practice to build fluency	9	9	10	8	9
Independent Work / Workcheck					
Ongoing Informal Assessment	11	11	12	10	11
Formal Assessment					
Individual Fluency Checkout					
Mastery Test					
Spelling Test					

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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	116	117	118	119	120
Word Attack/Vocabulary					
Word Attack/Word Analysis					
Modeled Words	1			1	
Words with endings: *ed, ly, er, y, ing, s*	2				
Compound Words			1		
Mixed Words/Review	2	1	1	2	1
Vocabulary					
New Vocabulary	3, 4	2, 3	2, 3		
Vocabulary Preview					
Vocabulary from Context	5			3	2
Vocabulary Review	5, IW	IW	IW	3, IW	2, IW
Fluency Read wordlists accurately, fluently	1, 2, 3, 5	1, 2	1, 2	1, 2, 3	1, 2
Story Reading/Comprehension					
Read/reread decodable text	6, 8, 9	4, 6, 7	5, 6	5, 6	4, 5
Teacher models fluency/expression					
Comprehension					
Predict/Confirm Prediction				6	5, 6, IW
Recall facts/rules	7, 9, IW	5, 7, IW	4, 6, IW	4, 6, IW	3, 5, 6, IW
Note details	7, 9, IW	5, 7, IW	4, 6, IW	4, 6, IW	3, 5, 6, IW
Visualize					
Make Connections	IW				6
Draw inferences	9, IW	7, IW			5, IW
Draw conclusions	6, 9	4, 7	6	6	5, 6
Activate Prior Knowledge		IW	IW		
Identify Cause/Effect					
Determine Character, Emotion, Motivation	9, IW	7, IW	6, IW	6, IW	6, IW
Compare/Contrast			IW		6
Make Judgments	IW	7, IW	6, IW	6, IW	5, 6, IW
Main Idea					
Sequencing		IW			
Identify relevant information					
Contradictions					
Make Deductions					
Figurative Language					5, IW
Literary Devices			IW		
Logic	6, IW	4, IW	IW	IW	IW
Study Skills					
Interpret chart/graph/visual aid					
Outlining	IW				IW
Informal Assessment					
Ongoing comprehension check	9, IW	7, IW	6, IW	6, IW	5, 6, IW
Ongoing decoding accuracy	6, 8	4, 6	5	5	4
Spelling					
Phonograms					
Word Families					
Multisyllabic Words	1	1		1	1
Word Parts	1	1		1	1
Spelling Rules					
Homonyms					
Antonyms					
Synonyms	4, 5	3	3	3	2
Morphemic Analysis					
Spelling Strategies					
Word Origins					
Review					2
Paired Practice for Fluency					
Ongoing practice to build fluency	10	8	7	7	7
Independent Work / Workcheck					
Ongoing Informal Assessment	12	10	9	9	9
Formal Assessment					
Individual Fluency Checkout (name?)					Lesson 120 Mastery Test
Mastery Test					Lesson 120 Mastery Test
Spelling Test					Lesson 120 Test

Key: (for Teachers) Ex 2.1 = Exercise 2, Column 1 IT = Individual Turns IW = Independent Work

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English: Grade 6

I. Writing, Grammar, and Usage

Teachers: Students should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. In sixth grade, it is appropriate to emphasize revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. Continue imaginative writing but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, essays that explain a process, and descriptive essays. Note also the requirement below for writing persuasive essays, a research essay, and a standard business letter.

A. WRITING AND RESEARCH

- Learn strategies and conventions for writing a persuasive essay, with attention to
  - defining a thesis (that is, a central proposition, a main idea)
  - supporting the thesis with evidence, examples, and reasoning
  - distinguishing evidence from opinion
  - anticipating and answering counter-arguments
  - maintaining a reasonable tone
- Write a research essay, with attention to
  - asking open-ended questions
  - gathering relevant data through library and field research
  - summarizing, paraphrasing, and quoting accurately when taking notes
  - defining a thesis
  - organizing with an outline
  - integrating quotations from sources
  - acknowledging sources and avoiding plagiarism
  - preparing a bibliography
- Write a standard business letter.

B. SPEAKING AND LISTENING

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

C. GRAMMAR AND USAGE

- Understand what a complete sentence is, and
  - identify subject and predicate
  - identify independent and dependent clauses
  - correct fragments and run-ons
- Identify different sentence types, and write for variety by using
  - simple sentences
  - compound sentences
  - complex sentences
  - compound-complex sentences
- Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with *and, but,* or *or* to separate the sentences that form a compound sentence.
- Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.

- Recognize the following troublesome verbs and how to use them correctly:
  - sit, set
  - rise, raise
  - lie, lay
- Correctly use the following:
  - good / well
  - between / among
  - bring / take
  - accept / except
  - fewer / less
  - like / as
  - affect / effect
  - who / whom
  - imply / infer
  - principle / principal
  - their / there / they're

D. SPELLING

- Review spelling rules for use of *ie* and *ei;* for adding prefixes and suffixes
- Continue work with spelling, with special attention to commonly misspelled words, including:

Note: More commonly misspelled words are listed in grades 7 and 8.

acquaintance	develop	naturally	separate
amateur	embarrassed	occurrence	similar
analyze	exaggerate	parallel	sophomore
answer	exercise	peasant	substitute
athlete	fulfill	philosopher	success
Britain	gymnasium	possess	suspicion
characteristic	hypocrite	privilege	tragedy
committee	innocence	receipt	woman
conscious	interrupt	recommendation	writing
cooperate	license	repetition	
criticize	marriage	restaurant	
dependent	minimum	rhythm	

E. VOCABULARY

Teachers: Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Note: More Latin and Greek words and roots are listed in grades 7 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

Latin/Greek Word	*Meaning*	*Examples*
annus [L]	year	annual, anniversary
ante [L]	before	antebellum, antecedent
aqua [L]	water	aquarium
astron [G]	star	astronaut, astronomy
bi [L]	two	bisect, bipartisan
bios [G]	life	biology, biography
centum [L]	hundred	cent, percent
decem [L]	ten	decade, decimal
dico, dictum [L]	say, thing said	dictation, dictionary
duo [G, L]	two	duplicate
ge [G]	earth	geology, geography
hydor [G]	water	hydrant, hydroelecrtric
magnus [L]	large, great	magnificent, magnify
mega [G]	large, great	megaphone, megalomania
mikros [G]	small	microscope, microfilm
minus [L]	smaller	diminish, minor
monos [G]	single	monologue, monarch, monopoly

omnis [L]	all	omnipotent, omniscient
phileo [G]	to love	philosophy, philanthropist
phone [G]	sound, voice	phonograph, telephone
photo [from G *phos]*	light	photograph, photocopy
poly [G]	many	polygon
post [L]	after	posthumous, posterity
pre [L]	before	predict, prepare
primus [L]	first	primary, primitive
protos [G]	first	prototype, protozoa
psyche[G]	soul, mind	psychology
quartus [L]	fourth	quadrant, quarter
tele [G]	at a distance	telephone, television, telepathy
thermos [G]	heat	thermometer, thermostat
tri [G, L]	three	trilogy, triangle
unus [L]	one	unanimous, unilateral
video, visum [L]	see, seen	evident, visual
vita [L]	life	vitality, vitamin

II. Poetry

A. POEMS

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight, and, upon occasion, the subject of close attention. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

See also World History 6: Romanticism, *re* "Apostrophe to the Ocean" and "I Wandered Lonely as a Cloud."

All the world's a stage [from *As You Like It*] (William Shakespeare)
Apostrophe to the Ocean [from *Childe Harold's Pilgrimage*, Canto 4, Nos. 178-184] (George Gordon Byron)
I Wandered Lonely as a Cloud (William Wordsworth)
If (Rudyard Kipling)
Mother to Son (Langston Hughes)
Lift Ev'ry Voice and Sing (James Weldon Johnson)
A narrow fellow in the grass (Emily Dickinson)
A Psalm of Life (Henry Wadsworth Longfellow)
The Raven (Edgar Allan Poe)
A Song of Greatness (a Chippewa song, trans. Mary Austin)
Stopping by Woods on a Snowy Evening (Robert Frost)
Sympathy (Paul Laurence Dunbar)
There is no frigate like a book (Emily Dickinson)
The Walloping Window-blind (Charles E. Carryl)
Woman Work (Maya Angelou)

B. TERMS

meter
iamb
couplet
rhyme scheme
free verse

III. Fiction and Drama

Teachers: *The Iliad, The Odyssey,* and *Julius Caesar* are available in editions adapted for young readers.

See also World History 6: Ancient Greece, *re The Iliad* and *The Odyssey.*

See also World History 6: Ancient Rome, *re Julius Caesar.*

See also World History 6: Ancient Greece and Rome. Students who are not familiar with classical myths specified in grades 2 and 3 of the *Core Knowledge Sequence* should read those selections as well.

A. STORIES

The Iliad and *The Odyssey* (Homer)
The Prince and the Pauper (Mark Twain)

B. DRAMA

Julius Caesar (William Shakespeare)

C. CLASSICAL MYTHOLOGY

Apollo and Daphne
Orpheus and Eurydice
Narcissus and Echo
Pygmalion and Galatea

D. LITERARY TERMS

- Epic
- Literal and figurative language (review from grade 5)
  - imagery
  - metaphor and simile
  - symbol
  - personification

IV. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

All for one and one for all.
All's well that ends well.
Bee in your bonnet
The best-laid plans of mice and men oft go awry.
A bird in the hand is worth two in the bush.
Bite the dust
Catch-as-catch-can
Don't cut off your nose to spite your face.
Don't lock the stable door after the horse is stolen.
Don't look a gift horse in the mouth.
Eat humble pie
A fool and his money are soon parted.
A friend in need is a friend indeed.
Give the devil his due.
Good fences make good neighbors.
He who hesitates is lost.
He who laughs last laughs best.
Hitch your wagon to a star.
If wishes were horses, beggars would ride.
The leopard doesn't change his spots.
Little strokes fell great oaks.
Money is the root of all evil.
Necessity is the mother of invention.
It's never over till it's over.
Nose out of joint
Nothing will come of nothing.
Once bitten, twice shy.
On tenterhooks
Pot calling the kettle black
Procrastination is the thief of time.
The proof of the pudding is in the eating.
RIP
The road to hell is paved with good intentions.
Rome wasn't built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.
Tempest in a teapot
Tenderfoot
There's more than one way to skin a cat.
Touché!
Truth is stranger than fiction.

English: Grade 7

See also English 6 for more guidelines on writing persuasive essays.

I. Writing, Grammar, and Usage

Teachers: Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. WRITING AND RESEARCH

- Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
- Write research essays, with attention to
  - asking open-ended questions
  - gathering relevant data through library and field research
  - summarizing, paraphrasing, and quoting accurately when taking notes
  - defining a thesis (that is, a central proposition, a main idea)
  - organizing with an outline
  - integrating quotations from sources
  - acknowledging sources and avoiding plagiarism
  - preparing a bibliography

B. SPEAKING AND LISTENING

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

C. GRAMMAR

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

<u>Parts of the Sentence</u>

- Prepositional phrases
  - Identify as adjectival or adverbial
  - Identify word(s) modified by the prepositional phrase
  - Object of preposition (note that pronouns are in objective case)
  - Punctuation of prepositional phrases
- Subject and verb
  - Find complete subject and complete predicate
  - Identify simple subject and simple verb (after eliminating prepositional phrases):
    - in statements
    - in questions
    - in commands (you understood)
    - with there and here
  - Auxiliary verbs
  - Noun of direct address
  - Subject-verb agreement:
    - with compound subjects
    - with compound subjects joined by *or*
    - with indefinite pronouns (for example, everyone, anyone, some, all)

- Complements
  - Find direct and indirect objects
  - Review linking vs. action verbs
  - Predicate nominative
  - Predicate adjective
- Appositives
  - Identify and tell which noun is renamed
  - Use of commas with appositive phrases
- Participles
  - Identify past, present participles
  - Identify participial phrases
  - Find the noun modified
  - Commas with participial phrases
- Gerunds and gerund phrases
  - Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)
- Infinitives and infinitive phrases
  - Adjective and adverb: find the word it modifies
  - Noun: tell its use in the sentence

Clauses

- Review: sentences classified by structure
  - Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
- Review independent (main) v. dependent (subordinate) clauses
- Kinds of dependent clauses
  - Adjective clauses
    - Identify and tell noun modified
    - Introductory words: relative pronouns, relative adverbs (where, when)
    - Implied "that"
    - Commas with nonrestrictive (nonessential) adjective clause
  - Adverb clauses
    - Identify and tell the word(s) modified
    - Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where)
    - Comma after introductory adverbial clause
  - Noun clauses
    - Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)

D. SPELLING

Note: More commonly misspelled words are listed in grades 6 and 8.

- Continue work with spelling, with special attention to commonly misspelled words, including:

achievement	despise	muscular	scholar
address	doesn't	occasionally	shepherd
analysis	environment	offense	sincerely
anonymous	excellent	particularly	sponsor
argument	existence	persuade	succeed
beginning	grammar	politician	surprise
business	hypocrisy	prejudice	tendency
college	immediately	probably	thorough
conscience	interpret	recognize	truly
control	knowledge	remembrance	women
criticism	lieutenant	responsibility	written
definite	medieval	rhyme	
description	muscle	sacrifice	

E. VOCABULARY

Teachers: Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Note: More Latin and Greek words and roots are listed in grades 6 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

Latin/Greek Word	*Meaning*	*Examples*
ab [L]	away from	abnormal, absent
ad [L]	to, forward	advocate, advance
amo [L]	love	amiable, amorous
audio [L]	hear	audience, inaudible
auto [G]	self	automobile, autocrat
bene [L]	good/well	beneficial, benefit
circum [L]	around	circulate, circumference
celer [L]	swift	accelerate
chronos [G]	time	chronological
cresco [L]	grow	increase, decrease
cum [L]	with	compose, accommodate
curro [L]	run	current, cursive, course
demos [G]	people	democracy, epidemic
erro [L]	wander, stray	error, erratic
ex [L]	from, out of	exclaim, exhaust
extra [L]	outside	extravagant, extraordinary
facio [L]	make	effect, affect
fero [L]	bring, bear	confer, defer
fragilis [L]	breakable	fragile, fragment
finis [L]	end	confine, finality
homos [G]	same	homogenous
hyper [G]	over, beyond	hypertension, hyperactive
hypo [G]	under, beneath	hypodermic, hypothesis
jacio [L]	throw	eject, interject
judex [L]	a judge	judge, prejudice
juro [L]	swear	jury, perjury
makros [G]	long	macrocosm
malus [L]	bad	malady, malice
manus [L]	hand	manufacture, manuscript
morphe [G]	form	metamorphosis, amorphous
neos [G]	new	neophyte
pan [G]	all	panorama, panacea
pedis [L]	foot	pedal, biped
polis [G]	city	metropolis
pro [L]	before, for	proceed, propose, prodigy
pseudos [G]	a lie	pseudonym
re [L]	back, again	react, reply, revise
scribo[L]	write	scribble, inscribe
sentio [L]	feel (with senses)	sensation, sensual, sentry
sequor [L]	follow	subsequent, sequel
solvo [L]	loosen	solution, dissolve, solvent
specto [L]	look at	inspect, speculate, perspective
strictus [L]	drawn tight	strict, constricted
sub [L]	under	subdue, subject, subtract
super [L]	above	superficial, superlative, supreme
syn [G]	together	synchronize, synthesis
tendo [L]	stretch	tension, intense, detention
teneo [L]	hold, keep	contain, content, maintain
trans [L]	across	transfer, transcontinental
valeo [L]	be strong	prevail, valiant
venio [L]	come	event, advent
voco [L]	call	vocal, voice, vociferous
volvo [L]	revolve	evolve, revolution
zoon, zoe [G]	animal, life	zoology, protozoa

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

See also History 7: World War I, *re* Wilfred Owen; and, America in the Twenties, Harlem Renaissance, *re* Langston Hughes and Countee Cullen.

A. POEMS

Annabel Lee (Edgar Allan Poe)
Because I could not stop for Death (Emily Dickinson)
The Charge of the Light Brigade (Alfred Lord Tennyson)
The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
The Cremation of Sam McGee (Robert Service)
Dulce et Decorum Est (Wilfred Owen)
Fire and Ice; Nothing Gold Can Stay (Robert Frost)
Heritage (Countee Cullen)
Macavity: The Mystery Cat (T.S. Eliot)
The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)
This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

B. ELEMENTS OF POETRY

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
- Stanzas and refrains
- Forms
  - ballad
  - sonnet
  - lyric
  - narrative
  - limerick
  - haiku
- Types of rhyme: end, internal, slant, eye

III. Fiction, Nonfiction, and Drama

A. SHORT STORIES

"The Gift of the Magi" (O. Henry)
"The Necklace" (Guy de Maupassant)
"The Secret Life of Walter Mitty" (James Thurber)
"The Tell-Tale Heart"; "The Purloined Letter" (Edgar Allan Poe)

B. NOVELS / NOVELLAS

The Call of the Wild (Jack London)
Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)

C. ELEMENTS OF FICTION

- Review aspects of plot and setting
- Theme
- Point of view in narration
  - omniscient narrator
  - unreliable narrator
  - third person limited
  - first person
- Conflict: external and internal
- Suspense and climax

D. ESSAYS AND SPEECHES

"Shooting an Elephant" (George Orwell)
"The Night the Bed Fell" (James Thurber)
"Declaration of War on Japan" (Franklin D. Roosevelt)

See also History 7: World War II, *re* Roosevelt's "Declaration of War" and Anne Frank's *Diary of a Young Girl.*

E. AUTOBIOGRAPHY

Diary of a Young Girl (Anne Frank)

F. DRAMA

- *Cyrano de Bergerac* (Edmond Rostand)
- Elements of drama
  - Tragedy and comedy (review)
  - Aspects of conflict, suspense, and characterization
  - Soliloquies and asides

G. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

IV. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.

Note: In eighth grade, students will learn French phrases commonly used in English speech and writing.

ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]
bona fides - good faith; sincere, involving no deceit or fraud
carpe diem - seize the day, enjoy the present
caveat emptor - let the buyer beware, buy at your own risk
de facto - in reality, actually existing
in extremis - in extreme circumstances, especially at the point of death
in medias res - in the midst of things
in toto - altogether, entirely
modus operandi - a method of procedure
modus vivendi - a way of living, getting along
persona non grata - an unacceptable or unwelcome person
prima facie - at first view, apparently; self-evident
pro bono publico - for the public good
pro forma - for the sake of form, carried out as a matter of formality
quid pro quo - something given or received in exchange for something else
requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]
sic transit gloria mundi - thus passes away the glory of the world
sine qua non - something absolutely indispensable [literally, "without which not"]
sub rosa - secretly

English: Grade 8

See also English 6 for more guidelines on writing persuasive essays.

I. Writing, Grammar, and Usage

Teachers: Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. WRITING AND RESEARCH

- Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.
- Write research essays, with attention to
  - asking open-ended questions
  - gathering relevant data through library and field research
  - summarizing, paraphrasing, and quoting accurately when taking notes
  - defining a thesis (that is, a central proposition, a main idea)
  - organizing with an outline
  - integrating quotations from sources
  - acknowledging sources and avoiding plagiarism
  - preparing a bibliography

B. SPEAKING AND LISTENING

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

C. GRAMMAR

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

<u>Punctuation</u>

- Review punctuation based on sentence structure, including
  - semi-colons
  - commas with phrases and clauses
- Review other punctuation, including
  - punctuation of quotations, dialogue
  - use of parentheses
  - hyphens
  - dashes
  - colons
  - italics
  - apostrophes

<u>Misplaced modifiers</u>

- Phrases and clauses go as near as possible to the word(s) they modify.
  - Dangling modifiers
  - Two-way modifiers

Parallelism

- Parallelism is expressing ideas of equal importance using the same grammatical constructions.
- Kinds of parallelism
  - coordinate (using coordinating conjunctions *and, but, or, nor, yet*)
  - compared/contrasted
  - correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also)
- Correcting faulty parallelism
  - repeating words (articles, prepositions, pronouns) to maintain parallelism
  - completing parallel construction
  - revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)

Sentence variety

- Review sentences classified by structure: simple, compound, complex, compound-complex.
- Varying sentence length and structure to avoid monotony
- Varying sentence openings

D. SPELLING

Note: More commonly misspelled words are listed in grades 6 and 7.

- Continue work with spelling, with special attention to commonly misspelled words, including:

absence	counterfeit	guarantee	permanence
accommodate	courageous	hygiene	physician
analysis	curiosity	independence	prairie
attendance	defendant	laboratory	sergeant
believe	dessert	library	souvenir
bureau	desperate	lightning	straight
capitol	dissatisfied	maintenance	technique
colonel	extraordinary	mileage	temporary
committee	fascinating	necessary	vacuum
correspondence	foreign	occurrence	whether

E. VOCABULARY

Teachers: Students should know the meaning of these Latin and Greek words and be able to give examples of English words that are based on them.

Note: More Latin and Greek words and roots are listed in grades 6 and 7. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

Latin /Greek Word	*Meaning*	*Examples*
aequus [L]	equal	equal, equation
ago, acta [L]	do, things done	agent, enact, transact
anthropos [G]	man, human being	anthropology, misanthrope
ars [L]	art	artist, artifact
brevis [L]	short	brevity, abbreviate
canto [L]	sing	chant, cantor
caput [L]	head	captain, decapitate
clino [L]	to lean, bend	incline, decline
cognito [L]	know	cognizant, recognize
copia [L]	plenty	copy, copious
credo [L]	believe	credible, incredulous
culpa [L]	blame	culpable, culprit
dominus [L]	a lord, master	dominate, dominion
duco [L]	lead	abduct, introduce
fido [L]	to trust, believe	confide, infidel
fundo, fusum [L]	pour, thing poured	effusive, transfusion
genus [L]	kind, origin	generic, congenital

holos [G]	whole	holistic, catholic
jungo [L]	join	junction, conjugal
lego, lectum [L]	read, thing read	intellect, legible
locus [L]	a place	local, dislocate
loquor [L]	speak	eloquent, loquacious
medius [L]	middle	mediate, mediocrity
missio [L]	a sending	emissary, mission
morior [L]	die	mortal
nego [L]	deny	negate
nihil [L]	nothing	nihilism, annihilate
occido [L]	kill	homicide, suicide
pathos[G]	suffering, feeling	sympathy, apathy
pendo [L]	weigh, hang	depend, pendant
per [L]	through	perceive, persist, persevere
phobos [G]	fear	phobia, claustrophobia
plenus [L]	full	plenty, plenary
positum [L]	placed	position, opposite
porto [L]	carry	transport, export
possum [L]	be able	possible, potent
pugno [L]	to fight	impugn, pugnacious
punctum [L]	point	punctual, punctuation
rego [L]	to rule	regular, regency
sanguis [L]	blood	sanguine
satis [L]	enough	satisfy
scio [L]	know	science, conscious
solus [L]	alone	solo, desolate
sonus [L]	a sound	unison, consonant
sophos [G]	wise	philosophy, sophomore
spiritus [L]	breath	inspire, spirit
totus [L]	whole	totalitarianism
tractum [L]	drawn, pulled	distract, tractor
usus [L]	use	abuse, utensil
vacuus [L]	empty	evacuate, vacuum
verbum [L]	word	verbal
verto [L]	turn	avert, convert, anniversary
via [L]	way, road	deviate, viaduct

II. Poetry

A. POEMS

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

Buffalo Bill's (e.e. cummings)
Chicago (Carl Sandburg)
Do Not Go Gentle into That Good Night (Dylan Thomas)
How do I love thee? (Elizabeth Barrett Browning)
How They Brought the Good News From Ghent to Aix (Robert Browning)
I dwell in possibility; Apparently with no surprise (Emily Dickinson)
The Lake Isle of Innisfree (William B. Yeats)
Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth)
Mending Wall; The Gift Outright (Robert Frost)
Mr. Flood's Party (Edward Arlington Robinson)
Polonius's speech from *Hamlet*, "Neither a borrower nor a lender be . . ." (William Shakespeare)
Ozymandias (Percy Bysshe Shelley)
Sonnet 18, "Shall I compare thee. . ." (William Shakespeare)
Spring and Fall (Gerald Manley Hopkins)

A Supermarket in California (Allen Ginsberg)
Theme for English B (Langston Hughes)
We Real Cool (Gwendolyn Brooks)

B. ELEMENTS OF POETRY

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
- Review:
  - forms: ballad, sonnet, lyric, narrative, limerick, haiku
  - stanzas and refrains
  - types of rhyme: end, internal, slant, eye
  - metaphor and simile
    - extended and mixed metaphors
  - imagery, symbol, personification
  - allusion

III. Fiction, Nonfiction, and Drama

A. SHORT STORIES

"The Bet" (Anton Chekov)
"Dr. Heidegger's Experiment" (Nathaniel Hawthorne)
"God Sees the Truth But Waits" (Leo Tolstoy)
"An Honest Thief" (Fyodor Dostoyevsky)
"The Open Boat" (Stephen Crane)

B. NOVELS

Animal Farm (George Orwell)
The Good Earth (Pearl S. Buck)

C. ELEMENTS OF FICTION

- Review:
  - plot and setting
  - theme
  - point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person
  - conflict: external and internal
  - suspense and climax
- Characterization
  - as delineated through a character's thoughts, words, and deeds; through the narrator's description; and through what other characters say
  - flat and round; static and dynamic
  - motivation
  - protagonist and antagonist
- Tone and diction

D. ESSAYS AND SPEECHES

"Ask not what your country can do for you" (John F. Kennedy's Inaugural Address)
"I have a dream"; "Letter from Birmingham Jail" (Martin Luther King, Jr.)
"Death of a Pig" (E. B. White)
"The Marginal World" (Rachel Carson)

Note: See also History 8: The Kennedy Years, *re* J. F. Kennedy; The Civil Rights Movement, *re* M. L. King, Jr.; and, Emergence of Environmentalism, *re* Rachel Carson.

E. AUTOBIOGRAPHY

Selections (such as chapters 2 and 16) from *I Know Why the Caged Bird Sings* (Maya Angelou)

F. DRAMA

- *Twelfth Night* (William Shakespeare)
- Elements of Drama
  - Review:
    - tragedy and comedy
    - aspects of conflict, suspense, and characterization
    - soliloquies and asides
  - Farce and satire
  - Aspects of performance and staging
    - actors and directors
    - sets, costumes, props, lighting, music
    - presence of an audience

G. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody

IV. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following French words and phrases that are commonly used in English speech and writing.

au revoir - goodbye, until we see each other again
avant-garde - a group developing new or experimental concepts, a vanguard
bête noire - a person or thing especially dreaded and avoided [literally, "black beast"]
c'est la vie - that's life, that's how things happen
carte blanche - full discretionary power [literally, "blank page"]
cause célèbre - a very controversial issue that generates fervent public debate [literally, a "celebrated case"]
coup de grâce - a decisive finishing blow
coup d'état - overthrow of a government by a group
déjà vu - something overly familiar [literally, "already seen"]
enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, "terrible child"]
fait accompli - an accomplished fact, presumably irreversible
faux pas - a social blunder [literally, "false step"]
Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr.
merci - thank you
pièce de résistance - the principal part of the meal, a showpiece item
raison d'être - reason for being
savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, "to know (how) to do"]
tête-à-tête - private conversation between two people [literally, "head to head"]

H = Holiday
WD = Teacher Workday
ED = Early Dismissal for Scholars
IT = Interim Testing

LEADERSHIP ACADEMY OF WAYNE
2020-2021 SCHOOL CALENDAR

"Leading All the Way"

First Day / Last Day

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	**3**	**4**
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

						1
2	3	4	5	6	7	8
9	**WD**	**WD**	**WD**	**WD**	**WD**	15
16	**WD**	**WD**	**WD**	**WD**	**WD**	22
23	**24**	25	26	27	28	29
30	31					

SEPTEMBER

		1	2	3	4	5
6	**H**	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

				1	2	3
4	5	6	7	8	9	10
11	**H**	13	14	15	16	17
18	19	20	21	22	**IT**	24
25	**WD**	27	28	29	**ED**	31

NOVEMBER

1	2	3	4	5	6	7
8	9	10	**H**	12	13	14
15	16	17	18	19	20	21
22	23	24	**H**	**H**	**H**	28
29	30					

DECEMBER

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	**ED**	19
20	**H**	**H**	**H**	**H**	**H**	26
27	**H**	**H**	**H**	**H**		

JULY
Jul 4 ……Holiday

AUGUST
Aug 10-21……Teacher Workdays
Aug 24 ……First Day of School
Aug 20……..…Open House

SEPTEMBER
Sept 7 ……..…… Holiday

OCTOBER
Oct 12 ... ……..…...Teacher Workday
Oct 23 ...……..End of Semester

NOVEMBER
Nov 11 ……..…Holiday
Nov 25-27 ..……Holiday

DECEMBER
Dec 18 ……..Early Dismissal
Dec 21-31 ……... Holiday

JANUARY
Jan 1 ….…… Holiday
Jan 15 …..…….. End of Semester
Jan 18 …..……..…….. Holiday
Jan 19 .....…..……..… Teacher Workday

FEBRUARY
Feb 15 ……..……..…… Holiday

MARCH
Mar 19 …….. End of Semester Period
Mar 26 ……..…… Teacher Workday
Mar 29-April 5 …..……..…Holiday

APRIL
Apr 1-5 ……..……..…….. Holiday

MAY
May 31 ……...Holiday

JUNE
Jun 4 ….……Last Day of School

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	**IT**	16
17	**H**	**WD**	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	**H**	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	**IT**	20
21	22	23	24	25	**WD**	27
28	**H**	**H**	**H**			

APRIL

				H	**H**	3
H	**H**	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	14	25	26	27	28	29
30	**H**					

JUNE

		1	**IT**	3	**4**	5
6	**WD**	**WD**	**WD**	**WD**	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

BYLAWS

ARTICLE I: Name, Offices and Agent

1.1. Name. The name of the non-profit corporation is Leadership Academy of Wayne, Inc. (Corporation), duly authorized under the statutes of the State of North Carolina.

1.2. Offices. The principal office of the Corporation and such other offices as it may establish shall be located at such place(s) either within or without North Carolina, as may be designated by the Board of Directors. The registered office of the Corporation may be, but need not be, identical to the principal office. The Corporation shall continuously maintain in North Carolina a registered office at such place as may be designated by the Board of Directors.

1.3. Agent. The Corporation shall continuously maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

ARTICLE II: Purposes

2.1. IRC Section 501(c)(3) Purposes. The Corporation is organized for charitable and educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Code.

2.2. Statement of Purpose. The purpose of the Corporation is to establish and govern charter schools under North Carolina charter school legislation and to pursue the advancement of education. Moreover, Leadership Academy of Wayne's purpose is to provide an alternative choice in public education for the parents in and around Wayne County, NC. Leadership Academy of Wayne focuses on the student through the lens of leadership while accelerating learning through a direct instruction model focused on college and career readiness.

2.2a. Leadership Academy of Wayne's Mission. The mission of Leadership Academy of Wayne is to develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. ~ "Leading all the way!"

ARTICLE III: Members

3.1. General. The Corporation shall have no members, certificate holders, or stakeholders. All functions and affairs of the Corporation shall be directed entirely by the Board of Directors.

ARTICLE IV: Board of Directors

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4.1. General Powers. The activities, affairs and business of the Corporation shall be governed and directed by the Board of Directors.

4.2. Number, Qualifications, and Election.

4.2a. The number of Directors constituting the Board of Directors shall be no less than five and no more than nine.

4.2b. A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. The Board shall strive for membership that consists of at least 2 members of the parent body and 3 members from the greater community while maintaining compliance with 115C-218.15 (e) requiring that a majority of the board members reside within the State. It is desirable that board membership be diverse in expertise, background, ethnicity, and gender. Board members shall be in compliance with law and state policy.

4.2c. The CEO (or senior Officer/School Leader in the event there is no CEO) shall serve as a non voting member of the board until his or her successor in such office is appointed/installed, at which time the newly appointed/installed CEO shall automatically succeed to the position of non voting member of the board.

4.2d. Except as set forth in Article IV. 4.5, Board Members shall be elected at the Annual Meeting, which will be held in June of each school year unless modified by the Board. The Board shall adopt a policy setting forth the election procedures for all Board Members.

4.3. Term.

The corporation shall have three classes of voting board members. The classes of board members will be determined by a drawing of lots at the first annual meeting of the first year the charter school is open. At this meeting, one-third of the board members will be determined to be Class One Members, one-third of the board members will be determined to be Class Two Members. and one-third of the board members will be determined to be Class Three Members.

Class One Board Members will serve a one-year term which will be the initial year of the school's operation. After one year, Class One Board Members can be replaced or re-elected.
Class Two Board Members will serve a two-year term from the initial year of the school's operation. After two years, Class Two Board Members can be replaced or re-elected.
Class Three Board Members will serve a three-year term from the initial year of the school's operation. After three years, Class Three Board Members can be replaced or re-elected.

No board member of any class can serve more than six consecutive years on the Board of Directors.

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4.4. Duties. The Board of Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Directors shall stand in a fiduciary relation to the Corporation and shall discharge the duties of the respective positions in good faith, with the diligence and care which reasonably prudent person would exercise in similar circumstances and like positions.

4.5. Resignation, Removal and Vacancies. A Director may resign at any time by giving notice in writing to the Chair or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chair or Secretary. Directors may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the Board of Directors by death, resignation, removal, disqualification, and/or for any other reason, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director set forth in the bylaws and policy. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor. Any Board Member who accumulated three unexcused absences per year from scheduled meetings shall be deemed to have resigned unless the Board votes to retain the Board Member.

4.6. Compensation. Directors shall serve without compensation for their services to the Board, except pursuant to a contract or for travel and related expenses as may be authorized by the Board.

4.7. Certain Director Liability. A Director shall be subject to the liabilities imposed by law upon the Board of a non-profit corporation. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the Articles of Incorporation, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and based on generally accepted principles of sound accounting practice used by the Chair or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

4.8. Non-voting Members. The CEO (or senior Officer/School Leader in the event there is no CEO) shall serve as a non-voting member of the board until his or her successor in such office is appointed/installed, at which time the newly appointed/installed CEO shall automatically succeed to the position of non-voting member of the board.

ARTICLE V: Officers

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5.1. Designation of Officers. Officers of the Board of Directors shall include the Chair, Vice-Chair, Secretary, and Treasurer. The Board shall designate and fill other offices as needed. Any two offices except for the office of the Chair may be held by one person. No officer shall sign or execute any document in more than one capacity.

5.2. Election and Term. The Board of Directors shall elect officers from among its own members. The officers shall serve for a term of one year during the fiscal year after their election, or until their successors are elected. Such election may be held at any meeting of the Board of Directors. The officers shall serve no more than two consecutive terms.

5.3. Resignation, Removal and Vacancies. An officer may resign at any time by giving notice in writing to the Board of Directors. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Board. Officers may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the offices by death, resignation, removal, disqualification, and/or for any other reason, the remaining Board of Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. An officer who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

5.4. Compensation. Officers shall serve without compensation for their services to the Board, except pursuant to a contract or for travel and related expenses as may be authorized by the Board.

5.5. Chair. The Board shall elect the Chair from among its own members using the same procedure to elect a Director. The Chair shall be the principal person charged with supervising, organizing and managing business meetings of the Board. The Chair shall conduct and preside over Board meetings. He/she shall sign any deeds, mortgages, bonds, contracts, checks or other instruments which may be lawfully executed on behalf of the Corporation. The Chair does not have the authority of voting unless there is a vote that results in a tie; The Chair then votes to break the tie. The Chair may be removed, with or without cause, by a majority vote of the Board.

5.6. Vice-Chair. The Board shall elect the Vice-Chair from among its own members using the same procedure to elect a Director. At the request of the Chair, or in absence of the Chair, the Vice-Chair shall perform all the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice- Chair may be removed, with or without cause, by a majority vote of the Board.

5.7. Secretary. The Board shall elect the Secretary from among its own members using the same procedure to elect a Director. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law. The Secretary shall be the custodian of statements, books, records, reports, certificates, and other documents of the Corporation. He/she shall sign such instruments as may require his/her signature. The Secretary shall maintain a current record of all Directors of the Corporation, showing their respective addresses, telephone numbers, email addresses, and any other means of

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contact, and such book shall be open for inspection as prescribed by law. The Secretary may be removed, with or without cause, by a majority vote of the Board.

5.8. Treasurer. The Board shall elect the Treasurer from among its own members using the same procedure to elect a Director. The Treasurer shall have primary responsibility of budget oversight as well as serve as chair of the audit committee. The Treasurer will render at least monthly to the Board an account of all transactions and financial conditions of the Corporation. The Treasurer will be authorized to sign checks. The Treasurer may be removed, with or without cause, by a majority vote of the Board.

ARTICLE VI: Committees

6.1. General. The Board shall appoint committees as needed. These committees shall function under direction from the Board of Directors. The Board shall nominate and elect the chair of each appointed committee. The committee chair shall nominate members for each committee, and membership on the committees shall not be restricted to the Directors of the Board and may include staff, parents, guardians, and relatives of students at Leadership Academy of Wayne. Committees shall meet and conduct business between Board meetings and make reports and recommendations at Board meetings. Each Director shall serve on at least one standing committee. The roles and responsibilities of each committee shall be established and formally approved by the Board of Directors.

ARTICLE VII: Board Meetings

7.1. Regular Meetings. Regular meetings, including annual board retreats, of the Board of Directors shall be held at least monthly at such time and place as designated by the Board and in accordance with North Carolina law and regulations governing charter schools. The Board shall inform the public about the meetings using any feasible means of communication as permitted by law and as set forth below.

7.2. Special Meetings. Special meetings of the Board of Directors may be called by the Chair or any two Directors. The meetings shall be held at such time and place as designated by the Board. The Board shall inform the public about the meetings, as soon as practical under the circumstances, using any feasible means of communication as permitted by law.

7.3. Notice of Meetings. Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least seven days prior thereto and in compliance with the law. Notice of any special meeting of the Board of Directors shall be given at least two days prior thereto and in compliance with the law. All notices shall be delivered by any feasible means of communication as permitted by law. Directors shall be required to notify the Chair of their inability to attend any meeting at least twenty-four hours prior to meeting time.

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7.4. Quorum. The presence of the majority of the current Board of Directors having voting authority at a meeting shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present. Participation by means of a conference telephone or similar communications equipment shall be deemed present at the meeting.

7.5. Voting. If a quorum is present when a vote is taken, the action of a majority of the Directors is the action of the Board of Directors. Voting by proxy is not permitted. If any Director abstains from voting on a particular motion before the Board due to a conflict of interest, then the remainder of the Directors shall still constitute a quorum for that particular vote and a majority of those voting Directors shall be required to approve the motion. The Chair of the Board does not vote unless there is a need for a tie-breaking vote.

7.6. Open Meetings Law. The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as described in the North Carolina Open Meetings Law, currently codified at Article 33C of Chapter 43 and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with those open meetings laws.

7.7. Board Meeting Procedures/Conduct.

7.7a. Except where there may be a conflict with the Articles of Incorporation or Bylaws, the Board shall use Robert's Rules of Order as a guideline for conducting all meetings. Additionally, all members of the Board of Directors are expected to conduct themselves in a manner appropriate to the expectations of Leadership Academy of Wayne students, employees, and community members by demonstrating the highest caliber of individual excellence, character and positive leadership.

7.7b. The Chairman of the Board (if any), or in their absence, the Vice Chairman or any director selected by the directors present, shall preside at meetings of the Board of Directors. The Secretary of the Board, or in their absence, any person appointed by the presiding officer shall act as Secretary of the Board. Board members may participate in a meeting via conference telephone or similar communications equipment, so long as all members participating in the meeting can hear one another. Such participation constitutes personal presence at the meeting.

7.8. Waiver Notice. Notice does not have to be given to any director who indicates, before or after the meeting, either a consent to the holding of the meeting, or an approval of the meeting's minutes, or who attends the meeting without protesting the lack of notice prior to the beginning of the meeting. All such indications, consents, and approvals shall be included in the minutes to the meeting to which they pertain.

ARTICLE VIII: Financial Provisions

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8.1. Third-Party Contracts. No third-party contracts shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a contract or contracts, such authority may be general or confined to specific transactions.

8.2. Loans. No loans shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a loan, such authority may be general or confined to specific transactions.

8.3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by two officers or agents of the Corporation and in such other manner as shall be determined by the Board of Directors.

8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depository or depositories as shall be determined by the Board of Directors.

8.5. Gifts. The Board or any agent may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the benefit or perpetuation of the educational purposes of the Corporation.

8.6. Audits. The Board shall retain an independent auditor who is either approved by the North Carolina Local Government Commission, a Municipal Accountant or a Certified Public Accountant, and who has expertise in accounting for tax-exempt organizations to conduct an annual audit of the Corporation's finances. The Corporation shall adhere to the auditing and reporting procedures and requirements adopted by the North Carolina State Board of Education for charter schools.

8.7. Bond. At the direction of the Board, any officer or agent of the Corporation shall be bonded, and the Corporation shall pay the expense of procuring any such bond.

8.8. Further Financial Policies. The Board shall adopt financial policies separate from these bylaws that shall include authorization(s) and procedures for financial transactions set forth in this Article.

8.9. Insurance. The Board of Directors shall direct the CEO to obtain liability and all other forms of insurance considered to be necessary and prudent as protection against possible claims.

ARTICLE IX: General Provisions

9.1. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 of each year and conclude on June 30 of each year.

9.2. Books and Records.

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9.2a. The Corporation shall keep complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors. All of the Corporation's records shall be maintained in written form or in another form capable of conversion into written form within a reasonable time. The Corporation shall keep at its principal office in written form or in another form capable of conversion into written form: (a) a copy of the Corporation's Articles of Incorporation and the Bylaws as amended to date; (b) a record of its Directors, indicating their names, physical and email addresses, and telephone numbers, dates of election to the Board and to office(s), if applicable; (c) a record of its committees and committee members, including the specific task for which each committee was formed and members' names, physical and email addresses and telephone numbers; (d) minutes of all Board and committee meetings, indicating the time and place of such meetings, names of those present and the proceedings thereof; and (e) adequate and correct books and records, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

9.2b. Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents and to inspect the physical properties of the Corporation.

9.3. Indemnification.

9.3a. The Corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an officer, director, or employee of the corporation against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding in which he or she may become involved by reason of his or her service in such capacity; provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that such action was in the best interests of the corporation; and further provided that any compromise or settlement payment shall be approved by a majority vote of a quorum of directors who are not at that time parties to the proceeding.

9.3b. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of persons entitled to indemnification hereunder. The right of indemnification under this Article shall be in addition to and not exclusive of all other rights to which any person may be entitled.

9.3c. No amendment or repeal of the provisions of this Article which adversely affects the right of an indemnified person under this Article shall apply to such person with respect to those acts or omissions which occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted by or was made with the written consent of such indemnified person.

9.4. Conflict of Interest. The Board of Directors shall comply with all conflict of interest

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laws governing non-profits and charter schools in North Carolina. And, the Board of Directors shall approve a Conflict of Interest Policy in compliance with North Carolina law governing non-profits and charter schools.

9.5. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, 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 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, 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 provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

9.6. Distribution Upon Dissolution. Upon the 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 exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

9.7. Non-Discrimination Policy. The Corporation shall not discriminate on the basis of race, religious preference, national or ethnic origin, disability, gender, sexual orientation, creed, ancestry, age, marital status, military status, political affiliation or belief, and any other legally protected categories, in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students as authorized on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of North Carolina.

9.8. Advisory Board. The Corporation may establish an Advisory Board, without governing power or authority, to serve as a resource at the direction and pleasure of the Board of Directors by providing advice, assistance, expertise, and support to the Board of Directors for the advancement and promotion of the mission and vision of the

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Corporation. The Board of Directors may appoint a Chair of the Advisory Board who may be authorized to serve as an ex officio, non-voting member of the Board of Directors.

9.9. Bylaw Amendments. The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting of the Board of Directors upon approval of two-thirds (⅔) vote of the Directors. New or amended Bylaws may not contain any provision which conflicts with law or with the Articles of Incorporation for this Corporation.

9.10. North Carolina Law Governs. If any section of these Bylaws conflict with North Carolina law, that section of the Bylaws shall be superseded by the applicable North Carolina law. This shall in no way invalidate any other portion of these Bylaws.

9.11. Seal. The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

Certificate of Secretary

I certify that:

1. I am the Secretary of_____, a North Carolina corporation.

2. The attached Bylaws are the bylaws of the corporation approved by the Board of Directors on_____ at a meeting duly held.

Dated: _____

Signature, Secretary

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NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

LEADERSHIP ACADEMY OF WAYNE

the original of which was filed in this office on the 12th day of September, 2018.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 12th day of September, 2018.

Elaine F. Marshall

Secretary of State

SOSID: 1750045
Date Filed: 9/12/2018 11:31:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2018 243 00251

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Leadership Academy of Wayne.

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

3. The name of the initial registered agent is: Kenneth E. Benton.

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

   Number and Street: 1939 Aman Dairy Road

   City: Dunn State: NC Zip Code: 28334 County: Sampson

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

   Number and Street or PO Box: P.O. Box 10744

   City: Goldsboro State: NC Zip Code: 27532 County: Wayne

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

Name	Address
Kenneth E. Benton	1939 Aman Dairy Road Dunn, NC 28334
Marilyn C. Benton	1939 Aman Dairy Road Dunn, NC 28334
Todd F. Forgette	10508 Abberly Village Lane Suite 640 Fredericksburg, VA 22407

6. (Check either "a" or "b" below.)

   a ☐ The corporation will have members.

   b ☑ The corporation will not have members.

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

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

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

Principal Office Telephone Number: 919 395 5336

Number and Street: 1939 Aman Dairy Road

City: Dunn State: NC Zip Code: 28334 County: Sampson

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

Number and Street or PO Box: P.O. Box 10744

City: Goldsboro State: NC Zip Code: 27532 County: Wayne

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

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

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

This is the 31 day of August ,20 18.

Leadership Academy of Wayne
Incorporator Business Entity Name

Kenneth E. Benton
Signature of Incorporator

Kenneth E. Benton
Type or print Incorporator's name and title, if any

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

BUSINESS REGISTRATION DIVISION P. O. BOX 29622 RALEIGH, NC 27626-0622
(Revised August, 2017) *Form N-01*

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

☐ religious,

☐ charitable,

☑ educational,

☐ testing for public safety,

☑ scientific,

☑ literary,

☐ fostering national or international amateur sports competition, and/or

☐ prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, 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 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, 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 provisions 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.

Distributions Upon Dissolution

Upon the 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 exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Commercial
PROPERTY & CASUALTY
INSURANCE PROPOSAL
Prepared for

Leadership Academy of Wayne

September 18, 2018

Presented by : Joe Pardue

HUB INTERNATIONAL
P. O. Box 939
Burlington, NC 27216-0939
Phone:336-228-0541
Fax:336-226-6772

CUSTOMER SERVICE TEAM

The following information is provided to direct you to the appropriate person in our office who can best answer your questions, make changes to your account, or to assist you in any other area.

ACCOUNT EXECUTIVE

Joe Pardue
P. 336-494-2503
C. 336-263-6805
joe.pardue@hubinternational.com

Your Account Executive is responsible for coverages, marketing and overall handling of your account.

ACCOUNT MANAGER

Dana Baker
P. 336-494-2518
dana.baker@hubinternational.com

Your Account Manager is responsible for the day to day service issues to your policies such as making changes on policies, billing, certificates of insurance, and auto ID cards.

CLAIMS

Cheryl Robertson	P. 336-494-2542	cheryl.robertson@hubinternational.com
Kay McDaries	P. 336-494-2532	kay.mcdaries@hubinternational.com

OUR OFFICE HOURS ARE
8:30 AM TO 5:00 PM MONDAY - FRIDAY
TELEPHONE: 336-228-0541 FAX: 336-226-6772
1137 SOUTH CHURCH STREET
P.O. BOX 939
BURLINGTON, NC 27215
TOLL FREE: 800-832-7549

About This Indication

This proposal is a brief description of insurance coverages and is not to be accepted as a complete explanation of policy terms. Only the insurance policy language will govern the extent and limits of the coverage provided.

The enclosed proposal and recommendations (if any) are based on information received from you by our agency and summarizes the present/proposed insurance protection for your property, casualty, and any other applicable coverages. This is not an insurance policy. It is intended only to summarize your present/proposed coverage.

We are open to suggestions you may have regarding policy coverages and limits with respect to your individual business needs. We ask that you refer to policy wordings for exclusions and limitations to the insurance coverages.

September 18, 2018

Leadership Academy of Wayne

PROPERTY

COMPANY: **SELECTIVE INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

INSURED LOCATION: **TDB – Southern Wayne County**

Coverage Summary:

0	Building Insurance
250,000	Business Personal Property
1,000	Deductible
550,000	Business Income
72 Hours	Deductible

ESTIMATED ANNUAL PREMIUM: $ 1,179

NOTE: Property Coverage Does not Include Any Building Coverage

THE CONTENTS ARE WRITTEN ON A "RISKS OF DIRECT PHYSICAL LOSS" AND "REPLACEMENT COST" BASIS. STANDARD EXCLUSIONS APPLY. SEE ATTACHED EXCLUSION PAGE.

ELITEPAC COMMERCIAL PROPERTY
Property Extension

This is a summary of the various coverages and causes of loss provided by this endorsement. No coverage is provided by this summary. Only the provisions of Sections I, II, III determine the scope of your insurance protection.

DESCRIPTION	COVERAGE AMOUNT
Additional Costs	$25,000
Additional Property Covered:	
The cost of excavations, grading, backfilling or filling	Included in BLDG Limit
Foundations of buildings, structures, machinery or boilers	Included in BLDG Limit
Personal property while airborne or waterborne	Included in BLDG Limit
Underground pipes, flues or drains	Included in BLDG Limit
Arson, Theft and Vandalism Rewards	$25,000
Automated External Defibrillators	$10,000
Back Up of Sewer, Drain or Sump – Direct Damage	$100,000
Brands and Labels	Included in BPP Limit
Building Owner – Tenant Move Back Expenses	$25,000
Business Income	$550,000 per location
Business Income/Extra Expense Related Additional Coverages:	
Auto Physical Damage Business Income	$25,000
Back Up of Sewer, Drain or Sump – Business Income	$100,000
Building Owner – Lessor's Leasehold Interest	$25,000
Contractual Penalty	$25,000
Denial of Service	$25,000
Dependent Properties	$100,000
Emergency Vacating Expense	$25,000
Extended Period of Indemnity	180 Days
Food Contamination Shutdown	$25,000
Increased Realty Tax Assessment	$25,000
Ingress or Egress	$50,000
Newly Acquired Locations – Business Income	$250,000
Pollutant Clean-up and Removal – Business Income	$25,000
Project R & D Documentation and Prototypes Business Income	Included in BI Limit
Transit Business Income	$25,000
Unnamed Premises – Business Income	$10,000
Utility Services – Time Element	$25,000
Violent Event Extra Expense	$50,000 any one policy year
Business Personal Property Seasonal Increase	10%
Change of Temperature and Humidity	Incldued
Claim Expenses	$25,000
Consequential Loss to Stock	Included in Valuation
Debris Removal – Additional Limit	$250,000
Deductible (Waiver of multiple property deductibles)	Included
Deferred Payments	$25,000
Fire Department Service Charge	$25,000
Fire Extinguishing Equipment	Actual Loss Sustained

DESCRIPTION	COVERAGE AMOUNT
Inland Marine Related Coverages:	
Accounts Receivable	**$100,000**
Communication Equipment	**$100,000**
Electronic Information Systems (aka Computer Equipment & Electronic Data)	**$100,000**
Fine Arts	**$25,000**
Installation Property	**$25,000**
Mobile Equipment	**$25,000**
Personal Effects – Within the Coverage Territory	**$5,000 Per Person/$25,000 Per Occ**
Property Effects – Outside the Coverage Territory	**$5,000 Per Person/$25,000 Per Occ**
Property in Transit – Within the Coverage Territory	**$100,000**
Property in Transit – Outside the Coverage Territory	**$10,000**
Refrigerated Property – In Transit	**$25,000**
Salesperson's Samples – Within the Coverage Territory	**$25,000**
Salesperson's Samples – Outside the Coverage Territory	**$10,000**
Tools and Equipment	**$10,000**
Valuable Papers and Records	**$100,000**
Lock Replacement	**$10,000**
Marring and Scratching	**Included**
Members' and Guests' Property	**$1,000 Per Person/$25,000 Per Occ**
Newly Acquired or Constructed Property – Building per location	**$1,000,000**
Newly Acquired or Constructed Property – Business Personal Prop per location	**$500,000**
Non-Owned Detached Tailers	**$10,000**
Ordinance or Law Coverage:	
Coverage A – Undamaged parts of a Building	**Included in the Bldg Limit**
Coverage B – Demolition Cost	**$500,000**
Coverage C – Increased Cost of Construction	**$500,000**
Coverage D – Tenants' Improvements and Betterments	**$25,000**
Outdoor Property	**$350,000**
Outdoor Trees, Shrubs and Plants ($2,500 any one item)	**$25,000**
Personal Effects of Students	**$5,000 per student/$100,000 occurrence**
Personal Property at Unnamed Premises – Within the Coverage Territory	**$100,000**
Personal Property at Unnamed Premises – Outside the Coverage Territory	**$10,000**
Personal Property of Others	**Included in BPP Limit**
Pollutant Clean-up and Removal	**$50,000**
Premises Boundary Increased Distance	**1,500 Feet**
Preservation of Property	**90 Days**
Replacement Cost Valuation for Personal Property of Others	**Included**
Roof Protection	**$500 per roof/$1,000 policy year**
Selling Price Valuation	**Included**
Specified Appurtenant Structures	**$100,000 – Public Use/$1,000 BPP**
Spoilage	**$50,000**
Tenant Building and Business Personal Property Coverage Required by Lease	**$25,000**
Tenant's Building Glass Liability	**Included in BPP Limit**
Tenant Leasehold Improvements	**$25,000**
Tenant Lease Assessment	**$5,000**
Theft Damage to Building	**Included in BPP Limit**
Theft Limitation Amendments:	
Furs	**$5,000**
Patterns, Dies, Molds and Forms	**Included in BPP Limit**
Precious Metals	**$10,000**
Underground Fiber Optic Cable	**$10,000 Occ/$50,000 Policy Year**
Utility Service – Direct Damage	**$50,000**

PROPERTY ONLY EXCLUSIONS

POLICY COVERS DIRECT PHYSICAL LOSS EXCEPT:

1. **Earth Movement or Earthquake**
2. **Government Action - (except as ordered by government to prevent spread of fire)**
3. **Nuclear Hazard**
4. **Power Failure (caused away from premises)**
5. **War and Military Action**
6. **Flood**
7. **Breakage of Fragile Articles**
8. **Settling, Cracking, Shrinkage, Bulging or Expansion**
9. **Consequential Loss, Delay, Loss of Use, Loss of Market**
10. **Disappearance of Property (inventory shortage)**
11. **Dishonest Acts by the Insured or Employees.**
12. **Exposed Property**
13. **False Pretense**
14. **Frozen Plumbing in an unoccupied building if the heat is not maintained or the pipes are not drained.**
15. **Maintenance Type of Losses:**

    a. **Wear & Tear**
    b. **Rust, Corrosion, Decay, Hidden or Latent Defect**
    c. **Smog**
    d. **Settling, Cracking, Shrinking**
    e. **Insects, Birds, Rodents**
    f. **Mechanical Breakdown**
    g. **Dampness or Dryness**
    h. **Marring, scratching**

16. **Smoke, Vapor, Gas From Industrial or Agricultural Operation**
17. **Seepage or Leakage**
18. **Unauthorized Transfer of Property**

THIS IS A SUMMARY ONLY. **You should refer to your policy for the exact wording of the exclusions.**

Insurance Indication

Leadership Academy of Wayne

CRIME

COMPANY: **SELECTIVE INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2018 TO AUGUST 1, 2019**

Coverage Summary:

$	100,000	Employee Theft
	100,000	Forgery and Alteration
	25,000	Money & Securities – Inside the Premises
	25,000	Money & Securities – Outside the Premises
	1,000	Deductible

ESTIMATED ANNUAL PREMIUM: **$ 387**

EXCESS CRIME **(TRAVELERS)**

$150,000 **Excess Crime Limit**

ESTIMATED ANNUAL PREMIUM: **$ 186**

Insurance Indication

GENERAL LIABILITY

COMPANY: **SELECTIVE INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

Coverage Summary:

$	1,000,000	Each Occurrence Limit
	1,000,000	Personal & Advertising Injury Limit
	3,000,000	Products/Completed Operations Aggregate Limit
	3,000,000	General Aggregate Limit
	1,000,000	Fire Legal Liability Limit
	10,000	Medical Expense Limit
	1,000,000	Employee Benefits Liability
	1,000,000	Abuse and Molestation Occurrence Limit
	1,000,000	Abuse and Molestation Aggregate Limit

ESTIMATED ANNUAL PREMIUM: **$ 5,165**

Premium Basis:

Parks or Playground	**1**
School Faculty	**40**
Elementary School Students	**480**

Insurance Indication

Leadership Academy of Wayne

SCHOOL BOARD LEGAL LIABILITY

COMPANY: **GREENWICH INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

Coverage Summary:

$	1,000,000	Educators Legal Liability
	1,000,000	Employment Practices Liability
	2,000,000	Policy Aggregate
	100,000	Defense Reimbursement Payments
	300,000	Defense Reimbursement Payments Aggregate
	2,500	Deductible

ESTIMATED ANNUAL PREMIUM: **$ 6,545**

Insurance Indication

Leadership Academy of Wayne

BUSINESS AUTO POLICY

COMPANY: **SELECTIVE INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

Coverage Summary:

$ 1,000,000 Hired/non-owned Auto Liability Limit

ESTIMATED ANNUAL PREMIUM: $ 250

NOTE: Policy does not provide coverage for any buses or vehicles. We can provide coverage once vehicles are purchased.

Insurance Indication

Leadership Academy of Wayne

WORKER'S COMPENSATION POLICY

COMPANY: **ACCIDENT FUND INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

Employer's Liability Limits:

$	500,000	Bodily Injury by Accident – Each Accident
	500,000	Bodily Injury by Disease – Policy Limit
	500,000	Bodily Injury by Disease – Each Employee

Class Code	Description	Payroll
8868	School Professionals	$ 1,250,000
7380	Drivers – NOC	If Any
9101	School – All Other	50,000

TOTAL ESTIMATED PREMIUM: **$5,475**

Insurance Indication

Leadership Academy of Wayne

UMBRELLA POLICY

COMPANY: **SELECTIVE INSURANCE COMPANY**

POLICY PERIOD: **AUGUST 1, 2020 TO AUGUST 1, 2021**

Coverage Summary:

Occurrence Limit**:** $ 1,000,000

Aggregate Limit: $ 1,000,000

ANNUAL PREMIUM: **$1,200**

Leadership Academy of Wayne

PREMIUM SUMMARY

	Proposed Premium
PROPERTY	$ 1,179
CRIME	387
EXCESS CRIME	186
GENERAL LIABILITY (Includes Abuse and Molestation)	5,165
SCHOOL BOARD LEGAL LIABILITY	6,545
BUSINESS AUTO	250
WORKER'S COMPENSATION	5,475
UMBRELLA	1,200
ESTIMATED ANNUAL PREMIUM:	$ 20,387

COVERAGE CONSIDERATIONS:

- **Fiduciary Liability**
- **Pollution**
- **Flood & Earthquake**
- **Cyber/Privacy Liability**
- **Higher Umbrella Limits**

NOTE: These coverage's are currently not provided by your insurance program

HUB INTERNATIONAL CONSUMER PRIVACY POLICY AND PRACTICES

FACTS	WHAT DOES HUB INTERNATIONAL LIMITED ("HUB") DO WITH YOUR PERSONAL INFORMATION?

Why?	Financial companies choose how they share your personal information. Federal law gives consumers and clients the right to limit some but not all sharing. Federal law also requires us to tell you how we collect, share, and protect your personal information. Please read this notice carefully to understand what we do.
What?	The types of personal information we collect and share depend on the product or service you have with us. This information can include: • your name, address and social security number. • your payment history and claims information. • passive tracking information from our website or the Internet, including information obtained through the use of Internet "cookies." • information from other reporting agencies and state and federal government agencies, such as state motor vehicle departments. • information from other sources, such as your employer, information clearinghouses, medical or health care providers and/or other third parties. • your health, medical conditions or treatment. • your log-in information when you log into our website. When you are no longer our customer, we continue to share your information as described in this policy. If you use our website, we may collect information about the browser you are using. Our web server may store your IP address and domain. We might track the pages you visit. We might look at what site you came from, or what site you visit when you leave us. We collect this information using tracking tools described in this policy.
How?	All financial companies need to share customers' personal information to run their everyday business. In the section below, we list the reasons financial companies can share their customers' personal information; the reasons HUB chooses to share; and whether you can limit this sharing.

Reasons we can share your personal information	**Does Hub share?**	**Can you limit this sharing?**
For our everyday business purposes – such as to maintain your account(s), report to credit bureaus, to process or service requested or authorized transactions, to secure quotations for insurance, to obtain insurance coverage or to report or process claims.	Yes	No

We may also disclose your health, medical conditions or treatment information as necessary to process or service requested or authorized transactions or as otherwise permitted or required by law.		
To in order to comply with the law – to respond to court orders, legal investigations or subpoenas. We may also share if a government agency requests. We may also share if an investigatory body requests. We may also disclose your information as required by the Fair Credit Reporting Act.	Yes	No
For our marketing purposes – to offer our products and services to you.	Yes	No
For joint marketing with other financial companies	Yes	No
For our affiliates' everyday business purposes – information about your transactions and experiences, to process or service requested or authorized transactions, such as to secure quotations for insurance, obtain insurance coverage or to report or process claims.	Yes	No
For our affiliates' everyday business practices – information about your creditworthiness.	Yes	Yes
For our affiliates to market to you	Yes	Yes
For nonaffiliates to market to you	Yes	Yes

To Limit Our Sharing	If you are a new customer, we can begin sharing your information 30 days from the date we sent this notice. When you are no longer our customer, we continue to share your information as described in this notice. You can, however, contact us at any time to limit our sharing. You can opt out of receiving marketing emails by following the instructions in any marketing emails or text messages you receive. You can also opt-out by sending us an email at InformationCompliance@hubinternational.com or completing our on-line client opt-out form. To request changes to or to review your information, or to have your personal information deleted, please send us an email at InformationCompliance@hubinternational.com. You may also write to our Chief Legal Officer at the address shown at the bottom of this policy. If you do not wish to allow our website to use cookies, you may configure your browser to block them. Please understand that blocking cookies may reduce the functions and services our website makes available to you. Please refer to the specific instructions for your browser if you would like to block or screen cookies. You can choose not to provide personal information while on our website; however, if you do not provide us with information, some website features may not work. You can also choose to configure browser not to accept

	cookies. If you do so, however, some parts of our website may not work.

Questions?	Call 877.402.6601 or go to www.hubinternational.com.

Who we are	
Who is providing this notice?	This notice is provided by Hub and its subsidiaries and operating divisions, including those listed below: • Hub International Group Northeast Inc. • Hub International Gulf South • Hub International Insurance Services Inc. • Hub International Midwest Limited • Hub International Mountain States Limited • Hub International New England, LLC • Hub International Northeast Limited • Hub International Northwest LLC • Hub International Southeast • Hub International Southwest • Hub International Texas, Inc. • Hub International Transportation Insurance Services Inc. • Hub International West Holdings Limited • Burnham Stewart Reinsurance, Ltd. • Brewer & Lord Insurance Advisers, LLC • Claims Administration Corporation • Flynn Insurance Agency • Impact Select Group, Inc. • Obenchain Insurance, Inc. • Program Brokerage Corporation • Rigg Insurance Managers Inc. • Sander A. Kessler & Associates, Inc. • The Feitelberg Company of Rhode Island, LLC • Voluntary Benefits Services Inc. • Wm. Rigg Co.

What we do	
How does HUB protect my personal information?	To protect your personal information from unauthorized access and use, we use security measures that comply with federal law. These measures include computer safeguards and secured files and buildings. We restrict access to such information to those employees or service providers who need to know such information in order to provide the requested services or products. For those who access our website, the Internet is not 100% secure and we cannot promise that your use of our website will be completely safe. We encourage you to use caution while on the Internet.

What we do	
How does HUB collect my personal information?	We collect your personal information, for example: • When you submit an application or other completed forms that we receive from you. • Through your transactions with us, our affiliates or other third parties. • On our website or the Internet, including information obtained through the use of Internet "cookies." • From consumer or other reporting agencies and state and federal government agencies, such as state motor vehicle departments. • From other sources, such as your employer, information clearinghouses, medical or health care providers and/or other third parties. • Through co-branded areas on our website, which may use passive tracking to recognize you as a customer. This cookie will restrict your ability to access other insurance brokers or other businesses that would otherwise be made available to you on the co-branded areas. We also collect your personal information from others, such as credit bureaus, affiliates or other companies.
How does HUB use my information?	• To respond to your questions and requests. • To improve our website and update our email lists. For example, we might use cookies or your IP address to track new or past website visitors. We may also use tracking tools to see what areas of our website are the most interesting to our visitors. • To communicate with you about our relationship. • For other business purposes. For example, we may use your email address to inform you about our products or services.
Why can't I limit all sharing?	Federal law gives you the right to limit only: • Sharing for affiliates' everyday business purposes – information about your creditworthiness. • Affiliates from using your information to market to you. • Sharing for nonaffiliates to market to you. State laws and individual companies may give you additional rights to limit sharing. See below for more on your rights under state law.
What if there is more than one insured on a policy?	This policy describes our privacy practices for both current and former customers. If there is more than one person insured under a policy, this policy will be sent only to the named insured on that policy, but applies to all insureds.

What we do	
What if I access your website from outside the United States?	If you are located outside of the United States, please be aware that information you provide to us may be sent to the United States. By using our website and giving us your information, you agree to such transfer. You also understand that the U.S. may not provide the same level of protections as the laws of your country.

Definitions	
Affiliates	Companies related by common ownership or control. They can be financial and nonfinancial companies. • Affiliates include the family of insurance brokerage and other financial services companies owned by HUB.
Nonaffiliates	Companies not related by common ownership or control. They can be financial and nonfinancial companies.
Joint Marketing	A formal agreement between nonaffiliated financial companies that together market financial products or services to you. • Our joint marketing partners include categories of companies such as insurance companies or banks.

Other important information
Our website contains links to third party sites. If you click on one of those links, you will be taken to websites we do not control. This policy does not apply to the information practices of those sites. You should read the privacy policy of those other websites carefully. We are not responsible for those third party sites. Links to outside sites do not constitute or imply endorsement by us of the linked site or any material displayed on those sites.
The websites on which this policy appears are not intended for children under 13; however, if you are a parent or legal guardian and believe that your child under 13 has provided us with personally identifiable information, please email us at InformationCompliance@hubinternational.com. If you want to write, use the address shown at the bottom of this policy. Please mark your inquiries to the attention of "COPPA - Information Request" and include your email address and phone number.
From time to time we may change our privacy practices. The latest version of this policy will be posted on our website at the page it has historically appeared. Sometimes there may be a material change to this policy that we wish to apply retroactively. If so, we will notify you and obtain your consent to the extent required by law.

Other important information

If you have additional questions you can call us at 877.402.6601, fax us at 866.296.8248, or reach us by email at InformationCompliance@hubinternational.com. You can write to us at:

Chief Legal Officer
Hub International Limited
55 East Jackson Boulevard, Floor 14A
Chicago, IL 60604

Please include your name, address, telephone number and email address whenever you contact us, including by email. This helps us handle your request correctly.

HOW WE GET PAID

HUB International takes pride in the services our brokerages provide to you, our client, for insurance and risk management programs. For our efforts we are compensated in a variety of ways, primarily in the form of commissions and contingency amounts paid by insurance companies and, in some cases, fees paid by clients or third parties. The means by which we are compensated are described below.

Commission income - Commission, normally calculated as a percentage of the premium paid to the insurer for the specific policy, is paid to us by the insurer to distribute and service your insurance policy. Our commission is included in the premium paid by you. The individuals at HUB International who place and service your insurance may be paid compensation that varies directly with the commissions we receive.

Contingency income - We also receive income through contingency arrangements with most insurers. They are called “contingent” because to qualify for payment we normally need to meet certain criteria, usually measured on an annual basis. Contingency arrangements vary, but payment under these agreements is normally the result of growing the business by attracting new customers, helping the insurance company gather and assess underwriting information and/or working to renew the policies of existing insureds. There is currently no meaningful method to determine the exact impact that any particular insurance policy has on contingency arrangements. However, brokers tend to receive higher contingency payments when they grow their business and retain clients through better service. In other words, the amount of earned contingency income depends on the overall size and/or profitability of all of a group of accounts, as opposed to the placement or profitability of any particular insurance policy. For this reason, the individuals involved in placing or servicing insurance are rarely, if ever, compensated directly for the contingent income that we receive.

Supplemental Commissions - Some insurance companies have recently replaced contingent commissions with supplemental commissions. These commissions, in fixed amounts, are established annually in advance based on historical performance measured by criteria comparable to those by which contingent commissions are calculated. We refer to these commissions as guaranteed supplemental commissions, or “GSCs”.

Fees paid by clients - On occasion, with more complex business insurance programs and where additional resources, products or services are appropriate, a fee may be negotiated for placement of insurance coverage or additional services. Fees charged for the placement of insurance will be outlined in a proposal and approved, usually in writing, prior to the insurer binding coverage. On occasion, we may receive both commissions *and* client-paid fees for placing insurance, which generally will be disclosed in writing to you in advance. In certain circumstances clients pay us mutually agreed-upon fees for additional services, such as third party administration of employee benefits or workers’ compensation programs.

Wholesale Operations - We own wholesale insurance brokerages in both the U.S and Canada. These are intermediaries through which other brokers, typically retail brokers that have a relationship and deal directly with their clients, place coverage. Our own retail brokers may place client policies through HUB-owned wholesale brokers. In such cases, both the HUB retail broker and the HUB wholesale broker will earn commissions, and they are included in the client's premium payment. Ordinarily wholesale brokers, whether owned by HUB International or not, are included in the transaction because they offer products 7that are particularly suitable to a client's needs that are not available through normal insurance brokerage retail channels.

Other Compensation and Benefits - We may receive revenue or further benefits from our insurance brokerage activities in other ways, including, but not limited to, from insurance company promotional events, payments from insurers for promotional marketing and/or employee training and development, fees or a percentage of the interest paid to us for the administration of premium finance contracts, interest paid to us by financial institutions earned on fiduciary or trust accounts in which we hold your premium payments pending remittance to the insurance company, and fees paid to us for policy and/or claims administration and/or loss control services that we provide.

Related Party Transactions - In limited circumstances, our subsidiaries or employees may have interests in insurers and reinsurers with whom policies are placed. We own a reinsurance broker that arranges reinsurance for carriers. It is possible that coverage placed by our retail brokers could be reinsured pursuant to placements made by our reinsurance subsidiary. Ownership of a reinsurance broker also creates an additional, mutually beneficial dimension to our relationships with insurance companies.

Customer Centric Carriers - We have access to the products and services of hundreds of insurers. However, we believe our ability to provide the best combination of products, service, value and ongoing access to capacity is enhanced by focusing on a manageable number of carrier relationships. These strategic relationships include many of the most respected national and regional insurance companies in the insurance industry (the "Strategic Carriers"). Although we will continue to access our other insurance company relationships where appropriate, we expect that many of our clients' insurance needs may be met through the Strategic Carriers. The Strategic Carriers may pay us enhanced compensation, which we intend to use in part to invest in initiatives to improve our ability to serve our customers' and to optimize their insurance buying experience. A portion of any enhanced compensation from our Strategic Carriers may be used to incentivize our employees to prioritize, investigate and access the products and services of our Strategic Carriers for the purpose of consolidating the number of insurance markets we deal with, while at the same time addressing the needs of our clients. More information regarding our Strategic Carrier relationships is available upon request from your HUB International insurance advisor or by visiting our website at www.HUBinternational.com.

Our goal is to be your insurance brokerage of choice. We know you have many brokerages to choose from, so to earn your confidence, we hold ourselves to the highest standard of service, a standard reflected in our written Client Commitment - we call it the "*The HUB Advantage*." We hope you will review the principles embodied in *The HUB Advantage*, a copy of which is attached for your convenience. You should also feel free to visit our website at www.HUBinternational.com for more information regarding HUB International and how we do business.

Please also feel free to ask any questions about our compensation generally, or as to your specific insurance proposal or placement, by contacting your HUB broker or customer service

representative directly, or by calling our client hotline at 1-866-857-4073.

We want you to choose a HUB International broker to be your insurance advisor – and we intend to make your decision an educated one.

Vacant Buildings

If the building where loss or damage occurs has been vacant for more than 60 consecutive days before that loss or damage, we will:

A. Not pay for any loss or damage caused by any of the following, even if they are Covered Causes of Loss:

(1) Vandalism;
(2) Sprinkler leakage, unless you have protected the system against freezing;
(3) Building glass breakage;
(4) Water damage;
(5) Theft; or
(6) Attempted theft

B. Reduce the amount we would otherwise pay for the loss or damage by 15%.

A building is vacant when it does not contain enough business personal property to conduct customary operations.

Buildings under construction are not considered vacant.

Appendix O: Evidence of Need

On September 5, 2018, the NC Innovation School District released information regarding the qualifying schools based on performance. Brogden Middle, a middle school serving members of the targeted population, was included in the 14 qualifying schools for this year.

Qualifying Schools Announced for Possible Inclusion in the NC Innovative School District

FOR IMMEDIATE RELEASE September 5, 2018

(Raleigh, NC)— Dr. Eric Hall, Deputy State Superintendent of Innovation and founding Superintendent of the North Carolina Innovative School District (ISD), announced today the names of the qualifying low-performing, schools in the state and those that will be considered for inclusion in the ISD for the 2019-20 school year. The qualifying list, which includes both rural and urban schools, is determined by school performance data provided by the North Carolina Department of Public Instruction's Accountability Division.

Last year, 48 schools were on the qualifying list compared to 14 this year. Of the 14, six are rural schools and eight are urban schools. The number of low-performing districts—districts with over 50% of their school considered low-performing—decreased from 11 to seven. "These reductions show that school systems across the state are taking strategic steps to improve student growth and achievement in their district," Dr. Hall commented. "It is important to note that schools that adopted one of the state's established reform models were removed from the qualifying list. It is our hope that these interventions will be successful and lead to improved student outcomes," Dr. Hall added.

The following criteria was used to identify qualifying schools:

- School performance score was in the lowest 5% of all schools in the prior year (2017/2018 school year)
- Includes all or part of grades K-5
- Did not exceed growth in at least one of the prior three school years and did not meet growth in at least one of the prior three school years
- Did not adopt one of the state's established reform models for the immediate prior year

Qualifying (Low-Performing) Schools

1. Ashley Academy – Forsyth County Schools
2. Brogden Middle – Wayne County Public Schools

3. Carver Heights Elementary – Wayne County Public Schools
4. Eno Valley Elementary – Durham Public Schools
5. Fairview Elementary – Guilford County Schools
6. Forest Park Elementary – Forsyth County Schools
7. Gaston Middle – Northampton County Schools
8. Hall-Woodward Elementary – Forsyth County Schools
9. Hillcrest Elementary – Alamance Burlington Schools
10. Kimberly Park Elementary – Forsyth County Schools
11. Renaissance West STEAM Academy – Charlotte Mecklenburg Schools
12. Stocks Elementary – Edgecombe County Public Schools
13. Vandalia Elementary – Guilford County Schools

The ISD narrowed down the list of 14 qualifying schools to a list of schools under final consideration by removing:

- All schools rated as a "D" in the 2017-2018 school year
- All schools rated "F" but met growth in 2017-2018
- All schools who have met academic growth in both 2015-2016 and 2016-2017 *and* earned a "D" rating for those same years

Qualifying Schools Under Consideration for Transfer into the ISD

*Rura*l

1. Carver Heights Elementary – Wayne County Public Schools
2. Gaston Middle – Northampton County Schools
3. Hillcrest Elementary – Alamance Burlington Schools
4. Williford Elementary – Nash-Rocky Mount Schools

Urban

1. Fairview Elementary – Guilford County Schools
2. Hall-Woodward Elementary – Forsyth County Schools

The ISD will now begin the task of selecting two to four schools for transfer into the ISD for the 2019-2020 school year. Dr. Hall explained, "Once we make final selections from the list of schools under consideration, we will begin partnering with local communities and districts to examine how we can work together to create innovative conditions that will help students improve their academic growth and achievement." Additionally, the ISD superintendent will work with families and local partners to identify and match qualified operators to run the selected schools under contract with the State Board of Education for a period of five years. At the end of the contract, the schools will be transitioned back to the control and management of the local

school district, unless other options are agreed upon by the local school board, the ISD Superintendent and approved by the State Board of Education.

About the NC Innovative School District (ISD)

Established in 2016 through legislation enacted to improve student outcomes in low-performing schools across North Carolina, the ISD works in partnership with local communities to design and implement strategies for school improvement, creating innovative conditions for accelerating student growth and achievement. For more information, visit **www.innovativeschooldistrict.org.**

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INNOVATIVE SCHOOL DISTRICT
Education Building MSC 6312
Raleigh, NC 27699-6312
innovativeschooldistrict.org

Media Contact
David Prickett
919.807.4006
dave.prickett@dpi.nc.gov

Appendix O: Federal Tax I.D.

Leadership Academy of Wayne will apply for a Federal Tax I.D. upon approval of the application.

Appendix O Evidence of Need

The Goldsboro News Argus ran this article from a local board meeting regarding budgeting for class size cuts at the lowest performing schools in the county. Three of the schools are located in the southern region of Wayne County: Brogden Primary, Carver Elementary, and Spring Creek.

Goldsboro News-Argus
News where you live

Board speeds some class size cuts

- By Joey Pitchford Feb 27, 2018

The Wayne County Board of Education voted to quickly reduce class sizes at five low-performing elementary schools -- without plans on how to fund it -- at its meeting Monday night, a decision which one board member called politically motivated but others hailed as long overdue action.

The vote came during a discussion on the results of the board's Student Assignment Committee meeting Feb. 8, which included a recommendation that schools be considered "appropriately populated" if they are between 90 and 105 percent full. Board member Raymond Smith said that low-performing schools in Wayne County have a high prevalence of lateral entry teachers, who are not typically licensed, and that the board needed to focus on prioritizing assigning certified teachers to low-performing elementary schools.

Smith then made a motion that the board implement the class size restrictions originally mandated by the General Assembly in House Bill 90 -- a maximum of 18 students per class in kindergarten, 16 in first grade, and 17 in second and third grades -- at the five low-performing elementary schools by the start of the 2018-2019 school year. The motion also included prioritizing those schools when placing licensed teachers.

The five low-performing elementary schools in Wayne County Public Schools are Brogden Primary, Carver Elementary, Carver Heights Elementary, Eastern Wayne Elementary and Spring Creek Elementary.

After several procedural votes to add the motion to the agenda, board member Jennifer Strickland raised concerns about the fast-paced nature of the proposal. With no indication that Wayne County Public Schools has the money to complete the project, and no information about where else the money to lower the class sizes would come from, Strickland said that ordering school staff to figure out how to accomplish class size reductions by the next school year was more political grandstanding than responsible governance.

"This is a sad attempt by the members of the [Student Assignment] committee who are running for re-election to get the paper to run a headline saying they're the only ones doing anything about this," she said. "This should not be political."

The committee is made up of board members Smith, Richard Pridgen and Len Henderson. Pridgen is up for re-election to the board this year, while Smith has filed for the N.C. House of Representatives District 21 seat now held by the retiring Larry Bell. Strickland and board member Chris West are also up for re-election.

Smith denied the idea that the motion had any political underpinnings. Rather, he said, it is simply time to do something about an issue which has been looming over the board for months. Smith called on the Wayne County Board of Commissioners to commit to funding the project.

"I don't understand how we as a Board of Education can sit here and not take an action which would benefit our low-performing schools, he said.

"We've got to do something. We talk and talk and talk, it's time to do something," he said. "We had the joint meeting with the commissioners, and they had a lot to say about education. Let's see if they're willing to put their money where their mouth is."

Pridgen said that in order to meet the class size mandates -- which have now been stretched out over four years in House Bill 90 -- the district needs to get a head start by addressing the lowest performing elementary schools. That way, he said, WCPS could have a better idea of how to redistrict the entire county ahead of time.

The board ultimately passed the motion five votes to two, with Strickland and West casting the dissenting votes. Strickland said she agreed that low-performing schools need to be addressed, but could not in good conscience vote for the motion without any information on if WCPS could actually implement it in the given time frame.

Responding to NAACP representative Keith Copeland, who called the vote "courageous," Strickland disagreed.

"I do not believe it is an act of courage to make a decision without knowing the cost. Not just money, but the cost in people. There was just not enough information here for me to support this," she said. "There was nothing in here about asking for the extra dollars, being told no, and then reevaluating."

The board will need to add funds for new teachers and possibly new classroom space to its budget request, due to be presented to the commissioners in May.

Appendix O: Evidence of Need

On August 11-12, 2018, the church included information about Leadership Academy of Wayne for its parishioners.

St. Mary of the Angels Catholic Church

Reverend John J. Granados
Administrator

Deacon David W. Kierski
Parish Deacon

Mrs. Amy Breindel
Parish and Diaconate Office Secretary

Mr. Carlos Sosa
Director of Faith Formation
(tel. 919-922-0315)

P. O. Box 1145, Mount Olive, N. C. 28365
Telephone: 919-658-4023/fr.john.granados@raldioc.org
Parish website: Stmarysmtolive.org/See and Like our parish Facebook page

The offertory collection for Aug 4/5 was $2,302.00; and $1,367.13 was given for the building fund and other donations. May God bless all our benefactors! Please continue to pray one "Hail Mary," each day, for our parish and in thanksgiving for all our blessings. This weekend, the second collection will be for the parish building fund. Next weekend, the second collection is also for the parish building fund.

Please pray for, write, call, and visit the shut-ins of our parish: Corinda Lee, William Jones, Mary Young, Marie Genova, Juan Alvarado, Arturo Cortez, Robert/Mary Saieed, Rosa Aguilar, Elliot Pinsker, Guadalupe Pineda, Maureen Long, and John and Peggy Williams. We also pray for all friends and family members of the parish community who are recommended for our intentions.

Registration and re-registration for the 2018-19 First Communion and Confirmation classes will take place throughout the month of August-- on Saturday, before and after Mass and on Sunday, in between Masses. Also, registration will be available on both Tuesday and Wednesday evenings, before Mass. You must register for first year (and re-register for second year) and provide a baptism certificate for your child(ren), if registering for a first-year class. The cost for this year will be $40 per student for First Communion and $70 per student for Confirmation (which will include the fee for a mandatory January Confirmation retreat). If you are unable to pay, please see Fr. John. Classes will begin on Sept. 8/9.

There is a tuition-free Charter School (Leadership Academy of Wayne) coming to the Mount Olive area which is expected to begin in the fall of 2020. This school will offer education for grades K-5, with more grades expected to be added at a later date. If you have interest, please take the survey, which is available in both English and Spanish, at LeadershipAcademyNC@gmail.com.

The new address for **Deacon Félix and Tita Sáez** is 107 Spring St., Oxford, NC 27565.

-Luis One Stop Auto Repair, 4270 US Hwy 70 E, Goldsboro, with this bulletin, offers Oil Change for $20.00 ($5.00 of which is donated to the parish) and $60.00 alignments ($15.00 donated to the parish). 919-738-8482.

-Bring and show this bulletin to El Mazatlán Mexican Restaurant in Mount Olive. If you spend more than $20.00 on your meal, the restaurant will donate $3.00 to the church!

Iglesia Católica de Santa María de los Ángeles

Reverendo John J. Granados
Administrador

Diácono David W. Kierski
Diácono Parroquial

Sra. Amy Breindel
Secretaria Parroquial y de la Oficina de la Diaconía

Sr. Carlos Sosa
Director de Formación en La Fé
(tel. 919-922-0315)

P. O. Box 1145, Mount Olive, N. C. 28365
Teléfono: 919-658-4023/fr.john.granados@raldioc.org
Parish website: Stmarysmtolive.org/See and Like our parish Facebook page

La colecta del 4/5 de Agosto fue 2,302.00; and $1,367.13 para el fondo de construcción y otros donativos. ¡Que Dios bendiga a nuestros benefactores! Por favor recen un "Ave María" cada día por nuestra parroquia y en acción de gracias. Este fin de semana, la segunda colecta es para nuestro fondo de construcción. El próximo fin de semana la segunda colecta es también para nuestro fondo de construcción.

Por favor ore, escribe, llame, y visite a los enfermos encerrados de nuestra parroquia: Corinda Lee, William Jones, Mary Young, Marie Genova, Juan Alvarado, Arturo Cortes, Robert/Mary Saieed, Rosa Aguilar, Betty Hall, Elliot Pinsker, Guadalupe Pineda, Maureen Long, y John y Peggy Williams. Estaremos orando por todos los amigos y miembros de la familia de la comunidad parroquial que nos recomienden para nuestras intenciones.

La inscripción inicial y la re-inscripción para las clases de Primera Comunión y Confirmación 2018-19 se llevarán a cabo durante todo el mes de agosto, los sábados antes y después de Misa y entre las dos Misas del domingo. También puede registrarse antes de las Misas del martes y miércoles. Debe registrarse para el primer año (y volver a registrarse para el segundo año) y proporcionar un certificado de bautismo para su hijo(s) si se registra para las clases de primer año. El costo de este año será de $40 por estudiante para la Primera Comunión y de $70 por estudiante para la Confirmación (que incluirá la tarifa para un retiro obligatorio de Confirmación de enero). Si no puede pagar, consulte con el Padre John. Las clases comenzarán el 8 y 9 de septiembre.

Al área de Mount Olive llegará pronto la escuela Leadership Academy of Wayne, una escuela autónoma o charter school gratuita que se espera que comience en el otoño del 2020. Esta escuela ofrecerá educación desde kínder hasta el 5to grado, en fechas posteriores se agregarán más grados o niveles escolares. Si tiene interés, por favor responda la encuesta que está disponible en inglés y en español en LeadershipAcademyNC@gmail.com.

La dirección nueva del **Diácono Félix y su esposa, Tita,** es 107 E. Spring St., Oxford, NC 27565.

-Luis One Stop Auto Repair, 4270 US Hwy 70 E, Goldsboro, con este boletín, ofrece Cambio de Aceite a $20.00 ($5.00 del cual será donado a la parroquia) y $60.00 Alineamiento de llantas ($15.00 donado a la parroquia). 919-738-8482

Appendix P:

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms No Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providir such response.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
  - Name of the Selected Board Attorney: Lisa Gordan Stella
  - Date of Review: August 31, 2018
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - Kenneth E. Benton, Ed.D.
    - _____, Ed.D.
    - Monica Poole
    - Diane D. James
    - Marilyn C. Benton, Ed.D.
    - _____
    - _____
    - _____
- The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
  - Name of the Selected Board Auditor: Potter and Company
  - Date of Review: September 13, 2018
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - Kenneth E. Benton, Ed.D.
    - _____, Ed.D.
    - Monica Poole
    - Diane D. James
    - Marilyn C. Benton, Ed.D.
    - _____
    - _____

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- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
  - Name of the Contact for Selected EMO/CMO: N/A Leadership Academy of WA
  - Date of Review: is not contracting with a CMO/EM
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - Kenneth E. Benton, Ed.D.
    - [illegible] Ed.D.
    - Monica Poredo
    - Diane S. James
    - Mandy C. Benton, Ed.D.
    -
    -
- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
  - Name of the Contact: Sarah McCracken
  - Name of the Selected Financial Service Provider: Acadia Northstar
  - Date of Review: August 23, 2018
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - Kenneth E. Benton, Ed.D.
    - [illegible] Ed.D.
    - Monica Poredo
    - Diane S. James
    - Mandy C. Benton, Ed.D.
    -
    -
- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
  - Name of the Contact: Sarah McCracken
  - Name of the Selected PowerSchool Service Provider: Acadia Northstar
  - Date of Review: August 23, 2018
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - Kenneth E. Benton, Ed.D.
    - [illegible] Ed.D.
    - Monica Poredo
    - Diane S. James
    - Mandy C. Benton, Ed.D.
    -
    -

Certification

I, Dr. Kenneth E. Benton, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Leadership Academy of Way Charter School is true and correct in every respect.

Kenneth E. Benton, Ed.D. — Signature

Elaine Woodworth Notary Public Harnett County, NC

9-18-2018 — Date

Notary Public: Elaine Woodworth. My comm Exp: 6-29-20

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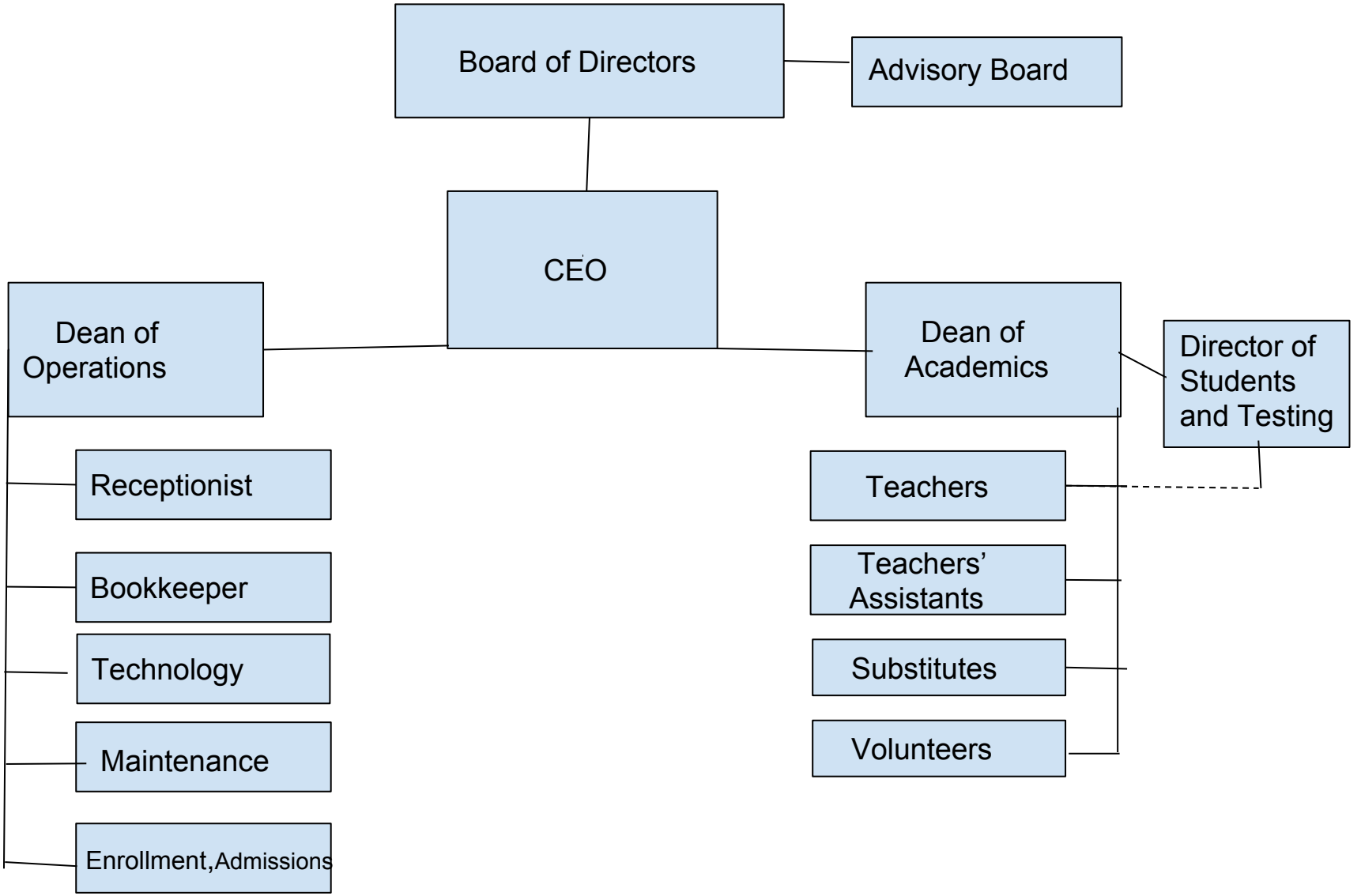
Leadership Academy of Wayne



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: Leadership Academy of Wayne

2. Full name: Marilyn Renee Crumpler Benton

Home Address: 1939 Aman Dairy Road Dunn, NC 28334
Business Name and Address: Academics Plus, Inc. P.O. Box 10744 Goldsboro, NC 27532
Telephone No.: 919 395 5347
E-mail address: drbenton1@gmail. com

3. Brief educational and employment history.
   My education includes a degree in Home Economics Education, and a Masters, Educational Specialist, and Doctorate in Educational Administration. My career began as a high school teacher, and after 11 years, exited the classroom to work with my husband in our newly formed business, Academics Plus, Inc. which opened in 1989. We began our business providing tutoring and testing to students of all ages. Over the years, our business has evolved from providing individual tutoring to becoming an approved NC vendor for Supplemental Education Services (SES) as well as being approved in Va, SC, and Florida. As funding was eliminated with this program, we developed an online tutoring platform and served colleges in tutoring support. In 2016, our business transitioned to focus on providing consulting. Also, I serve in a position with our nonprofit, Academic Abundance, Inc. where we currently have a grant working with Teen Pregnancy Prevention.

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: ☐ xxxxx

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I am a Founding Board Member. To serve on this board is an opportunity to be a part of creating a school which can provide a quality education I believe in the value and power of education.

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I believe when good people establish good programs that life is better for all who have a part. It is my desire to be a part of a charter school which can provide an opportunity for children to have a better life.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of the public charter school board member is to provide governance for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on a charter school board; however, I believe my many years of experience in education, providing services to families and students with the greatest academic needs both locally and across the state, gives me a bigger view of the critical needs of students. I have excellent reasoning skills and am able to look objectively and within the scope of the laws currently in place, to make decisions.

8. Describe the specific knowledge and experience that you would bring to the board.
I have specific knowledge about schools and how to run and organize schools. I have planning and organization skills which I believe will be essential to putting in place the full plan to open this school once the charter is approved. I have extension experience in communications, both written and verbal, and have spent much time in conversation with parents, staff and other business constituents to gather information, plan, and find solutions to problems.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of LAW is to develop the academic skills of the students such that when they exit the school, they are able to be successful at the next school placement and ultimately bringing a better quality of life to their local community and ultimately the greater community. Students who are taught the academic skills required for displaying proficieny are less likely to be involved in negative things within our society. Educated young people who have developed leadership skills will be a part of the next generation of leaders.

2. What is your understanding of the school's proposed educational program?
The educational program is designed to serve all levels of learners. For those with deficient skills or beginning learners, Direct Instruction will be used to teach reading and math and ensure that students master the foundation skills needed to be successful in school. As students demonstrate mastery, Core Knowledge in the content areas will be infused into instruction to ensure rigor and knowledge for all learners. Embedded in the instructional program will be leadership development beginning with the most foundational leadership concepts at the earliest grades.

3. What do you believe to be the characteristics of a successful school?
While there are many characteristics of successful schools, LAW's success will be greatly viewed through Reading and Math Achievement Scores. As many of the students in the proposed charter location are in low performing schools, it is critical to the future of the community that the students who attend are proficient readers and mathematicians.

4. How will you know that the school is succeeding (or not) in its mission?
As a Board Member it will be important for me to keep the mission of the school along with the established goals at the forefront of every decision. Strategic reviews of data collected and provided for the Board will give insight into how the school is doing towards goal accomplishment. Enrollment,

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student achievement results, financial soundness, personnel retention and satisfaction, and parent and community feedback will be evidences of the school's success.

Governance

1. Describe the role that the board will play in the school's operation.
   The board will serve as governing board providing oversight to all of its operations. The board hires and terminates those who are approved to work in the various roles at the school. The board does not "run" the school.

2. How will you know if the school is successful at the end of the first year of operation?
   Specific goals have been established for LAW. As a board member, these goals will become a guide for all the functions of the school. As I review information, I will be evaluating the information against the goals which have been established. For me, by the end of the first year, I will feel a sense of success if LAW has achieved the enrollment goals, stayed within the budget, and student achievement is in line with our goals.

3. How will you know at the end of five years of the schools is successful?
   At the end of five years, our success will be marked by full projected enrollment, academic achievement that is well surpassing local performance, high teacher retention and performance, and significant financial stability.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   To ensure the school's success, the board must abide by the bylaws established. By so doing, this should assist with public trust of the school and the board. Further, the board must support the leadership of school and provide oversight of policy and procedure to its leaders. As a board member, we must not be about our personal goals, but rather what is best for the school. This does not mean we are a laissez-faire group, but rather focused on aligning every decision with the mission and goals that have been established.

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?
   As difficult as a situation like this can be, it is in the best interest of the school, as reflected in the bylaws, that I must call attention to the issue.

*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.

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Certification

I, Marilyn C. Benton, 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 Leadership Academy of Wayne Charter School is true and correct in every respect.

Marilyn C. Benton — 9-10-18

Signature — Date

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MONICA PAREDES

MONICAPAREDES8132@GMAIL.COM

919-344-8132

OBJECTIVE

To acquire a position in helping others

SKILLS

I'm great at helping others, and get along with others as well. Good organization skills

EXPERIENCE

SPANISH INTERPRETER/CLEAR MESSAGE INTERPRETING SERVICES
08/2013 – Present
Interpreter for the Non-English-speaking community

ADMINISTRATIVE ASSISTANCE/ACADEMICS PLUS, INC.
08/2008 – 05/2013
Tutor students from different schools in NC, SC, and VA.
Conducted many provider fairs {Spoke to parents regarding tutoring services}.
Answer around 15 calls or more per day.
Kept records of students.
Hired staff.

FRONT DESK STAFF/ GOLDSBORO YMCA
2007 – 2009
Take in an average of $1000.00 a day in membership.
Check in and register guest.
File membership paperwork.
Assist in other areas of YMCA as needed.

SECRETARY/ROBERTO'S MOBILE HOME SERVICES
2002 – 2007
Dealt with bank accounts.
Computer work and filling paper work.
When necessary, I help with to tow and move travel trailers.

EDUCATION

BRIDGIN THE GAP/11-2016
Duke University
Medical Interpreting Certification

Lenoir Community College/06-2015
Medical Interpreter Certificate

Greene Central High School, Snow Hill NC
High School Diploma

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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:
   Leadership Academy of Wayne

2. Full name: Monica Paredes

Home Address: 1108 Pamela Drive Kinston, NC 28504
Business Name and Address:
Telephone No.: 919-344-8132
E-mail address: monicaparedes8132@gmail.com

3. Brief educational and employment history.
   I am a Medical Interpreter. I went to Lenoir County Community College and Duke University to obtain my Interpreter degree.

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?
   By Dr. Kenneth E. Benton and Dr. Marilyn C. Benton. I would like to serve the board, so I can be helpful to the Spanish community.

6. What is your understanding of the appropriate role of a public charter school board member?
   To organize all important materials, to be able to pass along the information to parents regarding the charter school.

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 am able to reach out to the Spanish community regarding Leadership Academy of Wayne, and to educate them about what the charter school can do with their childrens'

8. Describe the specific knowledge and experience that you would bring to the board.
   Be able to communicate with the Spanish community regarding Leadership Academy of Wayne.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   We are here to serve all students educational skills.
2. What is your understanding of the school's proposed educational program?
   To help students become better students and to increase their grades.
3. What do you believe to be the characteristics of a successful school?
   When students are making good grades.

4. How will you know that the school is succeeding (or not) in its mission?
   By the outcome of each student, and by showing their hard work.

Governance

1. Describe the role that the board will play in the school's operation.
   It will play an essential role in the school success through its initial leadership and ongoing oversight of the school operations.
2. How will you know if the school is successful at the end of the first year of operation?
   If grade 3-5 score a 3 or higher on the reading and Math EOG test.
3. How will you know at the end of five years of the schools is successful?
   If grade 3-8 score a 3 or higher on the Reading and Math EOG test.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Communication is the key. If you have good communication then everything will run smoothly.
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?
   Will conduct a board meeting with members and we will talk about the issue and then we can vote to see if we still want to keep that person on the board team.

*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, __Monica Paredes, 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 __Leadership Academy of Wayne__ Charter School is true and correct in every respect.

Monica Paredes	9/11/18
Signature	Date

Diane S. James

(Patricia Diane Sutton James)
1153 Mount Carmel Church Road Pikeville, North Carolina 27863
919-736-7805 (Home)
919-738-0175 (Cell)
dianesjames@gmail.com

Education

BS Special Education East Carolina University May, 1978
MaED Language Arts Middle Grades Campbell University December, 1983
MaED Elementary Education Campbell University December, 1983

Experience

Exceptional Children's Coordinator/Teacher Wayne preparatory Academy Exceptional Children's
Homebound Teacher (Contract/Part-Time) Wayne County Public Schools (WCPS)
Academically Intellectually Gifted Specialist (WCPS)
Exceptional Children's Teacher (WCPS)
Regular Education Teacher (WCPS)
Preschool Teacher (Protestant PreSchool, Goldsboro, NC)

Licensure (Current through June 2022)

Elementary Education K-6
Middle School Education Language Arts
Special Education:
Learning Disabilities
Behaviorally Emotionally Handicapped
Cross Categorical
Academically Intellectually Gifted

Professional Leadership

Charter Exceptional Children Leadership Institute (CECLI)
North Carolina Teacher Academy
North Carolina Center for the Advancement of Teaching
University Of Connecticut Gifted Education Institute
Eric Jensen Brain Based Learning Institute
North Carolina Division of Gifted Education Program Evaluation/Review Team Member
North Carolina Department of Public Instruction Regional Math Assessment Teacher to Teacher Trainer
Wayne County Public Schools Peer Coaching Trainer
Presenter at state level Math and Academic/Intellectually Gifted Conferences
Staff Development Presenter for numerous curriculum based workshops (WCPS)

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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: Leadership Academy of Wayne

2. Full name: Diane Sutton James

Home Address: 1153 Mt. Carmel Church Road Pikeville, NC 27863

Telephone No.: 919-736-7805

E-mail address: dianesjames@gmail.com

3. Brief educational and employment history:

NC Public School Teacher 30.6 years, Wayne County Public Schools Goldsboro NC
Charter School Exceptional Children's teacher and EC Coordinator 3 years, Goldsboro, NC

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 a founding member of the Board of Directors, I was recruited by the founding board's chairman, Dr. Ken Benton. I am interested in serving on this board as result of professional and personal educational experiences that I have with the other

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

It is my belief that a successful school provides opportunities for all students to develop to their fullest potential. I further believe that a successful school has a culture and climate where teachers are positive and students are happy, engaged, and excited about learning. While academic growth is important to school success, I believe that success is a result of the belief that all students are capable. I further believe that a successful school embraces goals that include responsibility, accountability, initiative, creativity, teamwork, integrity, and leadership for staff and students.

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

Growth toward our Goals as outlined in the Charter Application will be assessed on a monthly basis by measuring departmental growth toward specific objectives set out by the CEO and are aligned to impact the greater Charter Goals. Finances, academics, operations, and governance will be monitored. Measurement results will also be used to evaluate the success of the CEO.

Governance

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

It is important that each member of the board have an understanding of both management and governance, the relationship of these two principles and how these areas impact the school's operation. Both are paramount to the success of the school. It will not be the role of the board to micro manage the day to day operations of the school. The board will hire a CEO whose responsibility will be to manage and ensure successful day -to-day operation of the school.

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

Success will be measured against the schools' goals as outlined in the Charter Application. The areas of enrollment, academic growth/achievement, financial stability, and overall operations will be measured to determine if the school is successful at the end of the first year of operation.

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

Continuous monitoring of student achievement from year to year will help the board determine if student achievement has improved, meeting or exceeding state growth expectations. The ultimate yardstick to measure the school's success will revolve around student achievement; however, further indication of success will be successful completion of the renewal process to extend operations of our charter school for additional years. Enrollment, Finance, Operations, and Governance will also be evaluated to determine the overall success of the school.

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

It will be important to make sure all Board members are fully trained, have a full understanding of the principles of Governance and a clear understanding of their role. All board members must

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founding members Dr. Ken Benton and Dr. Marilyn Benton. I have known the Benton's for over 25 years and have had both personal and professional interactions with them through these years. I believe in the mission of this board and opportunity for school choice that LAW will provide to Wayne and surrounding counties.

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

It is my understanding that the appropriate role of a public charter school board member is to make sure that the charter school adheres to its charter and the goals outlined within the charter, which is a governance responsibility. Included in the governance responsibilities are hiring and evaluating a Chief Executive Officer, and providing oversight in governance, academics, fiscal management, and school operations.

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 do not have specific charter school board member experience. I have served in educational leadership roles during my educational career, including working directly with the Managing Director of a NC Charter School. I attended and observed the interactions of the charter school board at numerous meetings.

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

I bring an extensive educational background and vast experience working with students of different ages and abilities, including students with special education needs. I have a comprehensive understanding of NC public school curriculum. I would also have the experience of a teacher and will bring the "teacher perspective" to the board.

School Mission and Program

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

The school's mission is to develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. I believe that the focus of this mission is centered around leadership and learning. Combining these two aspects will make a positive impact on individual students that have traditionally struggled academically. This creates potential to transform individuals, families, and the community at large. Then, in turn, increases the the possibilities to have an even greater global impact.

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

I have an understanding of the Direct Instruction, Core Knowledge, and Covey's Leadership Program proposed for LAW. I worked for three years in a NC charter school that used these programs. I participated in all staff development and training that was provided to the staff to ensure all had a clear understanding of these programs.

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have a common understanding that the board is made up of a group of people working together for the good of the school. Every member should commit to staying out of the day-to-day operations of the school, and agree to focus on making sure the charter is adhered to, which is a board member's role. If the board does this and hires a qualified, competent CEO who has understanding of leadership, finance and operations, and who then in turn can hire a strong competent academic leader, the school will meet and exceed all expectations. The school will in turn be deemed successful and continue to exist.

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 make sure that board policy and NC General Statute is followed. If necessary I would examine and appropriately challenge those concerns within the guidelines outlined in the school's Board Authority and Duties policy, Governing Principles policy, and Code of Ethics policy. I would have a personal responsibility and duty to appropriately address all unethical actions of any individual serving as a member of the board under the requirement of duty specified under Governance of the charter.

*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, __Diane S. James_____, 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 Leadership Academy of Wayne Charter School is true and correct in every respect.

Signature Diane S James Date 9-07-2018

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Rev. Kenneth E. Benton, Ed.D.

1939 Aman Dairy Road Dunn, NC 28334 919-395-5336 drbenton2@gmail.com

Extensive experience in the areas of educational service opportunities, educational consulting, business management and leadership, and non-profit grant writing.

Entrepreneurship

- Academics Plus®, Inc. – Founder and President 1989 to Present
  - Administer assessments and interpret data using the Kaufman Brief Intelligence Test, Woodcock-Johnson III Tests of Achievement, Behavioral Assessment System for Children
  - Advanced Ed. Accreditation
  - Oversaw all aspects of business including personnel, marketing, finances
  - Approved SES provider for North Carolina, South Carolina, Florida, and Virginia
  - Awarded 21st Century Learning grant for Moore County, NC

- Academic Abundance, Inc. Founder 2010- Current
  - Executive Director
  - Oversee activities of non-profit
  - Report to Board of Directors regarding programs
  - Review all programs and reporting to stakeholders

Ministerial Experience

- West Clinton OFWB Church Clinton, NC May 2017 to Present
- Shady Grove OFWB Church Spivey's Corner, NC September 2013 – September 2016
- Oak Grove OFWB Church Newton Grove, NC Interim Pastor January 2010-May 2010

Professional Experience – Education

- Educator Irwin Junior High School, Ft. Bragg, NC
- School Administrator Cumberland County Schools, Fayetteville, NC
- Adjunct Professor Golden Gate University, Fayetteville State University,
  - Central Carolina Community College and Campbell University
- Headmaster Cape Fear Christian Academy, Erwin, NC

Civic Involvement

- Wayne Preparatory Academy Chairman, Board of Directors for Charter School
- Rotary-Goldsboro Rotary, Past President; Clinton Sampson Rotary, President Elect
- Wayne County Chamber of Commerce Member

Education

- Doctorate in Educational Administration Duke University, Durham, NC
- Education Specialist in Administration East Carolina University, Greenville, NC
- Master of Arts in Educational Administration East Carolina University, Greenville, NC
- Bachelor of Arts in English Campbell University, Buies Creek, NC
- Bachelor of Science in Psychology Mount Olive College, Mt. Olive, NC
- Bachelor of Science in Religion Mount Olive College, Mt. Olive, NC

Publications

- Wrote and funded a Title IV-C Federal Planning Grant for Latchkey Children
- "Tutor or Tailor", an article for Raleigh NEWS and OBSERVER

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: Leadership Academy of Wayne

2. Full name: Kenneth Earl Benton

Home Address: 1939 Aman Dairy Road Dunn, NC 28334
Business Name and Address: West Clinton OFWB Church 110 Pierce St. Clinton, NC
Telephone No.: 919 395 5336
E-mail address: drbenton2@gmail.com

3. Brief educational and employment history.
   Education: BS in Psychology and Religion from University of Mt. Olive. BA from Campbell University. Masters and Education Specialist from East Carolina University. Doctorate in Education Duke University.
   Employment: Teacher, Principal, Business Owner and Pastor

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: ☐ xxxxxx

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   I am one of the Founding Members of the school. It is my pleasure to serve on this board as the schools in this area are failing and parents and students do not have another option.

6. What is your understanding of the appropriate role of a public charter school board member?
   Board members should be involved in the governance of the school and should advise and give consent to the leadership of the school.

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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 served as the Founding Chairman of the Board of Wayne Preparatory Academy in Goldsboro, NC, Wayne County.

8. Describe the specific knowledge and experience that you would bring to the board.
I have served in many leadership roles including: President of Jaycees and Rotary Club; Chamber of Commerce Chairman of Education Committee; Deacon Board Chairman; Executive Director of a Non-profit. To the proposed charter school, I will bring leadership skills, organizational skills, and previous board experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Through knowledge and learning, the school will help students to become able scholars in core subjects and provide them with leadership skills for the present and the future.

2. What is your understanding of the school's proposed educational program?
The collection of data and the use of direct instruction along with Interim Testing will drive the educational program of the school.

3. What do you believe to be the characteristics of a successful school?
Students well taught, positive test results, retention of students and teachers, and strict budgetary policies will characterize a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
Since our most important mission is to raise the knowledge base of our students, rising test scores will be the best indication of the school succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will be charged with governance and oversight. It will not be involved in the day to day management of the school.

2. How will you know if the school is successful at the end of the first year of operation?
Success will be measured by growth in academic achievement attained by the students and a positive fund balance on the end of year financial statement.

3. How will you know at the end of five years of the schools is successful?
First the school will have grown to a K-8 school. School enrollment will have increased and excellent teachers will have been retained. Student test results will have continually increased and the school is financially solvent with a one million dollar surplus in the contingency fund.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will have to govern in such a way as to ensure that all jobs at all levels are being carried out as intended. All employees will be expected to be positive and be high time on task in their work roles.

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?

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In such a situation, I would make the board aware, in a board meeting, of the unethical behavior. If in a discussion with the members, the behavior proved to be true, I would recommend to the board that this member be dismissed from the board.

*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, _Kenneth E. Benton_, 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 Leadership Academy of Wayne Charter School is true and correct in every respect.

Kenneth E. Benton, Ed. D. 9-19-2018

Signature Date

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