

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Olavee Williams Academy

Email *

olavee.williams@gmail.com

Telephone *

980-345-7974

Fax

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Address *

4608 Simsbury Rd

Unit/Suite

Apt D

Zip Code *

28226

City *

Charlotte

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Olavee Williams

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Olavee Williams

Proposed School Leader Current Job/Position *

EC Teacher/Compliance Facilitator

List any principal/leadership programs the proposed leader is currently enrolled in or have completed
UNC Charlotte School of Administration Post Master's Certificate - May 2019

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
Sixth Grade	0	0	0	0	100	100
Fifth Grade	0	0	0	100	100	200
Fourth Grade	0	0	100	100	100	300
Third Grade	0	100	100	100	100	400
Second Grade	100	100	100	100	100	500
First Grade	100	100	100	100	100	500
Kindergarten	100	100	100	100	100	500

Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Dr. Phyllis Donatto	306 Sabal Palms Row	70592	phyllis@fthdimensions.com	Educator
Alisa Wilhelm	3500 Fola Dr	28110	alisa.wilhelm408@gmail.com	Accountant
Jamie Adams	1408 Winter Drive	28677	jtadams1913@gmail.com	Lawyer
Dr. Tomekia Watson	3515 David Cox Rd	28269	tomekia78@gmail.com	Strategic Intervention Specialist
Troy Feimster	917 Faye St	28677	feimster77@gmail.com	Social Worker II



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

Olavee Williams Academy

Q3. Has the organization applied for 501C3 nonprofit status?

- Yes
 No

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Olavee Williams, Incorporator

Q5. Primary Contact's

Mailing Address City, State, Zip

4608 Simsbury Rd. Apt D

Charlotte, NC 28226

Q6. Primary Contact's Primary Telephone Number

(980) 345-7974

Q7. Primary Contact's Alternate Telephone Number

Not applicable

Q8. Geographic County in which charter school will reside

Iredell County

Q9. LEA/District Name

Iredell-Statesville Schools

Q10. Projected School Opening Month

August 2022

Q11. Will this school operate on a year-round schedule?

- Yes



No

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Olavee Williams Academy wanted to start small and add on a grade level each year. We decided to start with Kindergarten through 2nd grade to give us the opportunity to establish a culture that is equipped to meet the demands of preparing students to be ready to successfully pass the end of the year state test along with benchmark tests that take place throughout the year. We will be collaborating with Kiddie Kollege Early Learning Center in Iredell County in which we will serve as a feeder school for the Pre-K children going into Kindergarten. We are projecting to get close to at least 50% of our Kindergarten enrollment from Kiddie Kollege Early Learning Center. We project that these Kindergartners will have siblings that will enroll in the 1st and 2nd grade which will help us meet our enrollment projections for 1st and 2nd grades. We chose the E. Garner Bagnal and Wall Street Area to give families more options to choose from when it comes to providing opportunities for student success. Not only will we serve as a feeder school for this learning center, but the teachers at the learning center will be included in leadership training and professional development with us so that we are preparing students for teaching and learning when they start Kindergarten. We hope that this experience for the teachers at Kiddie Kollege will inspire them to continue learning and reach higher goals. So in essence we will be working as a team between Kiddie Kollege Early Learning Center and Olavee Williams Academy to prepare teachers and students for teaching and learning on both campuses. After the first year, we would have established a curriculum and a teaching and learning pedagogy that will lay a strong foundation for students entering the 3rd grade and each year after to be successful throughout the year and be successful with passing state test.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

"Global Leaders successfully impacting tomorrow, everyday in every way."

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Olavee Williams Academy will operate as an academy for teachers, parents and students. An academy is marked as a place where special skills are taught. We will teach special skills that will foster teachers leaders, student leaders, and parent leaders so they will have the ability to lead locally and globally. Our mission is not only to empower student, teachers and families with academic literacy but also financial literacy. Our culture will be embedded with pedagogy and structure that will cause students to excel academically, socially, emotionally and behaviorally.

Q17. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Olavee Williams Academy will target students living in the E. Garner Bagnal and Wall Street Area in Iredell County. According to NeighborhoodScout's, 7.1% of Hispanics represent in this area, (6.1%) sub-Saharan African ancestry are represented in this area, (6.1%) residents who report African roots represent in this area, (3.5%) of the residents of Irish ancestry represent in this area and (1.7%) with English ancestry residents represent in this area among others. According to the US Census 2018 Community Survey population for Iredell is estimated at 178,435. We expect students who attend our school school to mirror the demographics for this area and neighboring schools like NB Mills Elementary, Cloverleaf Elementary, and East Elementary. Our school will serve the students in this neighborhood along with surrounding neighborhoods and counties of who wish to attend.

This area is heavily populated by Hispanics and Blacks. The neighbors in the E Garner Bagnal Blvd/ Wall Street neighborhood in Statesville is low income making it among the lowest income neighborhoods in America. NeighborhoodScout's research shows that this neighborhood has an income lower than 90.0% of U.S. neighborhoods. With 63.1% of the children here below the federal poverty line, this neighborhood has a higher rate of childhood poverty than 97.3% of U.S. neighborhoods.



The students in this area attend MB Mills Elementary which is a low performing school with a grade of an F, some attend Cloverleaf Elementary school which is a low performing school with a grade of a D and some students attend East Elementary which has a grade of a C. We will provide families with another choice for academic success. Our school culture, curriculum and pedagogy will give students and families opportunities to reach optimal success in spite of demographic challenges.

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Students in this area attend NB Mills Elementary, Cloverleaf Elementary and East Elementary. NB Mills Elementary School has a grade of an F, Cloverleaf Elementary has a grade of an D and East Elementary has a grade of an C.

According to the NC School report card for 2018-2019 school year, at NB Mills Elementary 25.1% of students in grades 3-5 were proficient in Math, 31.2% of students were proficient in English Language Arts and 43.0% of students were proficient in Science. At NB Mills 50.0% of 3rd grade students met the Read to Achieve benchmark compared to 85.1% of students meeting the Read to Achieve benchmark in Iredell County and 82.3% of student in the State of North Carolina meeting the Reach to Achieve benchmark. According to the NC School report card for the 2018-2019 school year, at Cloverleaf Elementary 35.5% of students were proficient in math in grades 3-5 and 20.5% were college and career ready in math, 38.8% of students were proficient in English Language Arts in grades 3-5 and 28.7% were College and Career Ready in English and Language Arts, 59.2% of students were proficient in Science in grades 3-5 and 49.0% were College and Career Ready in Science. At Cloverleaf Elementary 73% of 3rd grade students met the Read to Achieve benchmark compared to 85.1% of students meeting the Read to Achieve benchmark in Iredell County and 82.3% of students in the State of North Carolina meeting the Read to Achieve benchmark. According to the NC School report Card for 2018-2019 school year, at East Iredell Elementary 55.6% of students in grades 3-5 were proficient in math and 36.5% were College and Career ready, 49.7% of students in grades 3-5 were proficient in English Language Arts and 36.5% were College and Career ready, 63.5% of students in grades 3-5 were proficient in Science and 52.2% were College and Career Ready in Science. At East Iredell Elementary, 82.7% met the Read to Achieve benchmark compared to 85.1% of children in Iredell County meeting the Read to Achieve benchmark and 82.3% of the students in the State of North Carolina meeting the Read to Achieve benchmark.



According to the NC Report Card for the 2018-2019 school year, the enrollment at NB Mills Elementary was 392, Cloverleaf Elementary 590 and East Iredell County 859. According to the 2019-20 Iredell-Statesville Schools Ethnic Percentage April 30, 2020 - May 22, 2020, NB Mills Elementary enrollment was 343, Cloverleaf Elementary enrollment was 580 and East Iredell Elementary's enrollment was 849. From the 2018-2019 school year to the 2019-2020, the enrollment trends for these school stayed pretty consistent.

The elements of our educational model will meet the needs of our targeted population by offering curriculum's that are teacher friendly when it comes to progress monitoring students mastery of skills and content. Teachers need to know how to collect student data daily on a skill or content rather than relying on benchmark data that's normally gathered during the fall, winter, and spring assessment windows. Although this benchmark data is important, teachers need to know more frequently where students are so that the benchmark data is improved based on what the teachers are doing daily through teaching and learning and progress monitoring. Data that is being collected daily and weekly help informed teachers on how to individualize instruction for each student academic needs. Professional Development will be intentional and strategic for teachers to ensure they know how to collect data and what to do with the data they are collecting on a daily and weekly basis. Our instructional model will include an instructional coach that will work along side of teachers to master the skill of data collecting and using data to improve student outcomes in reading, English language arts, math, science, and social studies.

Another important element of our educational model is the collaboration with Kiddie Kollege where teachers will be provided with the same professional development opportunities so that they can implement the same strategies in their Pre-school classrooms. We project that at least 50% of students from the Kiddie Kollege will transfer into our Kindergarten classrooms. Students and parents will already be familiar with the culture, curriculum's and pedagogy for our school. We believe that this collaboration will ensure that children will come to Kindergarten prepared and ready for Kindergarten standards and beyond.

Lastly, due to the expected high at-risk Hispanic population, we will have a structure in place that will help us determine the academic strategies needed for teachers to be trained on and implemented in the classroom for students so that students will be successful in the regular education classroom.



Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

In August of 2022, we project that we will open the school with 300 students enrolled. Based on Iredell Statesville County Schools in 2018-2019 ADM for K-2 (4,077 students) this would represent 7.35% of the LEA's ADM. We project that the enrollment will grow over the next 5 years due to adding on a new grade every year. Each grade that we add on each year we are projecting 100 students to enroll. We project by the end of our 5th year we will have grades K-6 with a total of 700 students. This would represent 17.17% of the LEA's 20,437 students.

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Olavee Williams Academy will be located in a area that is highly populated by students that are considered at-risk. We will be intentional about using Orton Gillingham based reading programs. Orton Gillingham is a reading approach that is explicit, sequential, multi-sensory, incremental, cumulative, individualized and is based on teaching phonograms. Students are given a pre-test that places them in the level they need to start and will progress in the sequential order from their starting point. All students will benefit from using this programs whether they are considered at grade level or below grade level. One of the programs that we will use is called SPIRE and the scope and sequence of SPIRE consist of 8 levels that are designed to meet the needs of students in grades Pre-K - 8th. SPIRE is aligned to and support Common Core Standards. SPIRE is designed to use in small groups and for students that are struggling readers. SPIRE addresses phonemic awareness, phonics, spelling, handwriting, and fluency, as well as comprehension and vocabulary. SPIRE is incremental which means that each lesson builds on top of the other. Repetition is key when teaching skills for mastery and SPIRE does a great job at this by the repetition of skills in each lesson.

We will have a financial literacy component that will be embedded into our curriculum for students, parents, teachers and staff. The name of this financial literacy concept is, "How Money Works." We believe that it is just as important for people to be financially literate along with academically literate. Through this financial literacy component students, parents, teachers and staff will understand how money works and that it is not how much you make but it matters with what you do with what you make. It is through these simple concepts that can change anyone trajectory in winning at the money game.



We will be intentional about collaborating with and recruiting new teachers from surrounding colleges with teacher preparatory programs. As an academy we will serve as a Teacher Academy where we will equip teachers with special skills to become master teachers by the end of their third year teaching with us. A master teacher will be one that has maintained at least a proficient and beyond on their teacher evaluation according to the NC teacher evaluative tool. A master teacher at Olavee Williams Academy will also be well diverse with a toolkit with strategies and techniques for having a successful classroom management plan and implementation, a toolkit for collecting and using data to impact student learning and will be empowering them with the skill sets to be successful teacher leaders in their classrooms, school and community. Research shows that teachers leave the profession within the first three to five years for not being fully supported in these areas. We have a desire to retain good teachers in the teaching profession and offer an atmosphere that supports new teacher's growth and development. It is a must that we retain good teachers in the teaching profession and we believe that this is possible with the right structure in place to support them.

We will be intentional about teaching and instilling in our students characteristics that make good leaders. Our school-wide approach will encourage everyone to speak the same language as it relates to leadership development for students, teachers and parents. Those characteristics will be embedded into our school culture where they will be visible around the school and embedded into instruction and teachable moments.

Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

The Vice-Chair of Olavee Williams Academy's Board owns an early childhood education center in the target community for our charter school. The board member has formed valuable relationships with other early childhood education centers in the target community as well as the Iredell County Partnership for Young Children. These relationships will be essential in providing the parents in the target community with another option for educating their children. The Vice-Chair surveyed families at their early childhood education center to gauge the level of support for our proposed charter school. The survey (attached in Appendix A) was provided to parents and their responses recorded. All of the parents surveyed will have at least one or more children in grades K-2 before August 2022. 80% of parents surveyed already identified which elementary school their child or children would attend. 100% of the parents surveyed identified location as the strongest indicator of where their children attend school. All the survey participants were interested in receiving additional information about our school and would consider enrolling their children.



Q22. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

All parents surveyed expressed interest in another educational option for their child/children. 100% of parents based their decision primarily on the proximity of the school to their home and workplace. Please see a sample survey attached.

Evidence :



8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..

The Six Legislative Purposes of a Charter School are:1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.2. Hold schools accountable for meeting measurable student achievement results.3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.4. Improving student learning.5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

Olavee Williams Academy will achieve all of these six legislative purposes for charter schools set by the state of North Carolina. We will follow them by:

Creating new professional opportunities for teachers, including opportunities to be responsible for the learning program at the school by making sure teachers are diverse of in the NC teacher Evaluative tool. Being diverse with this tool, teachers will be aware of what is needed to grow and develop into being an experienced teacher. Teachers will have the opportunity to express areas of growth needed for them and



professional development opportunities will be created to meet their needs. Professional Development opportunities will be created around the culture of the school as it relates to leadership and academics. Professional learning communities will be developed for teachers to have the opportunity to plan with grade level teams and vertically with other grade levels with the support of an instructional expert. During these professional development community experiences, teachers will have the opportunity to analyze data to inform instruction, share ideas and expertise in subject and skill matter, write lesson plans and discuss behavior intervention for students. This will also be a time where administrators share feedback and data from school walk-throughs as an opportunity for teachers to dissect the glows and grows to continue to get better.

Holding schools accountable for meeting measurable student achievement results, our teachers and staff will become skilled in collecting and analyzing data to inform instruction. Teachers will be trained on how to use data to address immediate academic and behavior needs for students. What needs to be done daily to ensure that benchmark and end of the year student achievement goals are being met? This is the question that we will ponder to ensure we are moving teachers and students in the right direction for student and teacher success. Formal and informal testing will be used to measure student performance. Teachers will be led by leadership and instructional coaches to help determine the needs of students for meeting measurable student achievement results.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system: Olavee Williams Academy will provide opportunities for remote learning. We will train parents, students and teachers on the learning platforms and programs that we will use for remote learning. This will ensure that parents and students will be successful at accessing learning from home when needed. We will be intentional with our school calendar to offer opportunities for remote learning to prepare parents and children in the event that learning from home is mandatory. Olavee Williams Academy will offer extended learning choices by offering virtual field trips when applicable that supports lessons and Units being taught. Also when applicable we will allow vendors to come in to our school for assemblies/programs that are aligned with what is being taught academically, behaviorally and socially for our students. We will also embed clubs into our schedule that will happen every so often to give students the opportunity to explore areas of interest that they do not get a chance to experience everyday. We will look to parents to help facilitate these clubs.



Improving student learning: We at Olavee Williams Academy believes that progress monitoring is key to improving student learning. It does not matter what curriculum or researched based programs you use, it you are not assessing students regularly to provide a immediate response to students needs then it is useless. We will be intentional about what programs and curriculum's we choose to ensure that progress monitoring tools are embedded or easily can be created to monitor the progress of students. Equally important, we will ensure that teachers are trained to know how to respond to the needs of children through the data collected. It is also important that we choose teacher friendly assessments tools for teachers to easily navigate and use.

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students: At Olavee Williams Academy we understand that it is beneficial for all students to learn together and it is also equally important for students to be provided opportunities for learning that challenges their current level of achievement. When you are using collected data appropriately, you will find that all students are learning at either similar levels and vastly different levels. When addressing this in a whole group setting, you design activities that meet the learning needs where they are. So this means that the academically gifted student will be provided learning opportunities to challenge them where they are. The same for at-risk students. Teachers will be trained to become skilled in how to facilitate this type of learning environment. There will also be opportunities for students to be pulled into smaller groups that may take place outside of the regular classroom to increase learning opportunities for the gifted and at-risk. This approach prevents students from becoming stagnant in the learning environment.

Encourage the use of different and innovative teaching methods: Students and teachers will have the opportunity to use different and innovative teaching methods as our school evolves and add grades on each year. The innovative and different teaching methods will foster and support the mission, vision and culture of the school. Our continual progress monitoring and data collection will help us determine the needs of these programs.

8.3. Goals for the Proposed Charter School

Q24. [Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address](#)



how often, who, and when the information will be communicated to the governing board and other stakeholders.

Academics

- By the end of June 2026, at least 85% of students will be proficient in English Language Arts.
- By the end of June 2026, at least 85% of students will be proficient in Math.
- By the end of June 2026, at least 85% of students will be proficient in Science.

Progress monitoring, benchmark testing and EOG scores will be used to help use determine if we met our academic expectations. We will start EOG testing in our second year. Our goal is that we will at least meet and or exceed the state average for End of Year testing. Our ultimate goal is to be at a 95% proficient and maintain a 95% proficiency. We expect:

Attendance

- By the end of June 2026,each year our attendance rate will be at 95% proficiency.

It is important that students are at school in order for learning to take place. One of the only ways we will be able to meet our yearly academic goals, we will have to be proactive about encouraging students and parents the importance of attending school everyday. We will work with our instructional and school support team to offer incentives for students that are challenged with chronic absenteeism. We will also ensure that our social worker is involved with students who historically have high absenteeism rates. According to NB Mills Elementary for the 2018-2019 school year, 0.21% of students were considered chronically absent compared to Iredell County School at 0.13% and the State of NC at 0.15%. This is a neighboring school.

Suspension and Expulsion Rate

- By the end of 2026, each year our suspension and expulsion rate will be at or below the state average.

We believe that our school wide behavior management system will aid in reducing the suspension and expulsion rate. When you have everyone speaking the same language and behavior expectations are posted throughout the school, it will serve as a constant reminder to students how to conduct themselves and interact with peers and staff. By incorporating leadership characteristics in our daily curriculum and interactions with students, we will be intentional about teaching these leadership abilities and teaching them as replacement behaviors when students encounter challenging situations. The Admin team will collaborate with counselors and social workers to support us in this area as needed.



Teacher Performance

Olavee Williams Academy will be serving as an Academy for teachers. We will be intentional and strategic about providing support to teachers. Our goal is that new teachers by the end of their third year working with us they will be consistently performing at the level of proficient or better. We will conduct informal teacher walk-through's and use the feedback as a means of helping teachers get better. We will also have instructional coaches that will walk alongside teachers to support them in areas needed. Lastly, we will use the NC Teacher Evaluative tool to measure teachers performance throughout the year. We will heavily rely on feedback from teachers through the NC Teachers Survey to ensure that we address areas of need. Our goal is that we meet or exceed the state average. Our goal is to retain teachers in the teaching profession. Professional development will be key to helping teachers get better at the craft of teaching.

Parent Engagement and Involvement

We believe that another component to student success is parent involvement. We believe that it is important to have parents as stakeholders in educating their children. We will recruit parents to participate in conversations being held about the operations of the school and teaching and learning for students. We plan to have a strong PTO that will help bridge the school, family and community together. We will solicit feedback from parents through surveys on their views about the school and use them to get better at educating our children. We our goal is to have at least an 90% satisfactory rating on our parent surveys. We will solicit the help of parents to volunteer for various projects throughout the school.

Finance and Governance

Our board members will act in integrity when in comes to overseeing the school and schools budget. They will ensure that monies are spent as voted on and agreed. Board members will be required to attend board meetings with an 100% attendance rate. Board members are required to follow board role descriptions. At each board meeting their will be a finance report given by the finance committee. The board will adhere to the fiscal year as it relates to the monies allotted to me spent.

School's operation



We will ensure that our school is safe and clean. Our operations will be measured by parent, teachers and community stakeholders through surveys. Our goal is to have at least an 85% or better satisfactory rating based on survey results. For our cafeteria rating, we will rely of the health department rating scale. Our goal goal is that our Sanitation Grade will be an A in the first year and maintained throughout the existence of the school.

Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The board will meet with the head of the school monthly. This meeting will consist of the head of the school giving updates on academics, curriculum, progress monitoring and benchmark testing and how they are aligning with the school's vision and mission. The head of the school will also share about the school culture, attendance, parent involvement, teacher performance and operations of the school. As applicable survey's taken by parents, teachers and community stakeholders will be shared with the board also.

After hashing through various data points, we will determine what is working and what is not working and come up with solutions to improve on the areas that show improvement is needed. Once new solutions are implemented, those areas will continue to be monitored to ensure there is improvement in those areas and new solutions are working.



9. Educational Plan

9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

Major Instructional methods: Because we are serving an at-risk community, it is important that we use researched based programs that are proven to grow students who struggle academically. We believe that instruction should be given in a way that teaches to all learning modalities. We are aligning our instruction strategies with the Orton Gillingham approach. The Orton Gillingham approach is multisensory which means lessons involve all the major pathways to the brain: visual, auditory, and kinesthetic. It is systematic because concepts are taught in a logical, well planned sequence, it is incremental because each lesson builds upon the previous lesson, it is cumulative because it constantly and consistently review previously taught concepts, it is individualized because it meets the unique needs of each student, it is based on phonograms in which it simplifies English by teaching letters and letters combinations and it is explicit because students are taught exactly what they need to know in a clear straightforward manner.

Our program is a skills based program and not a grade level based program. This means that a student who may be struggling with a skill and or reading all together can use a variety of levels in this program to meet that skills based need. Our skills based program included levels K-8. Our programs is alinged with the Common Core Standards. Levels K-3's major focus is phonics which heavily reflect the strongest focus in the Common Core standards. Because of its primary focus on phonological awareness/phonics, as well as on spelling, the program satisfies the Common Core Reading Standards particularly those regarding Foundational Skills 1–4 (K–5). The Orton-Gillingham based reading program focuses on phonemic awareness, phonics, spelling, handwriting, and fluency, as well as comprehension and vocabulary.

Assessment Strategies: It is equally important that we use research based programs that are embedded with frequent opportunities for assessment so that teachers can respond to immediate needs of students. When immediate needs are addressed we believe that students have a better opportunity at mastering a skill when instruction lends itself to remediate what students are struggling with. Our program starts our with a Pre-test which places each student into the level they score into. Groups are them created based



off the various levels students are placed into. Once students are placed in their level and or group, then teachers will proceed with following the scope and sequence for each level. After introducing and reinforcing each skill, concept and or skill assessments consist of decoding assessments, word assessments, concept mastery, fluency drills and spelling checks. Students must score an 80% mastery on skill concept assessments before moving to the next concept and or skill. If the students score below an 80% then the skills and or concept will be retaught. This approach to assessing students eliminates stagnating students that are ready to move forward and still give attention to student who need remediation.

Explain how instructional program and model meets the needs of targeted student population:

Our instructional programs meet the needs of targeted students because we carefully sought out programs that are designed to meet each student at their instructional level. Our reading program focuses on phonemic awareness, phonics, spelling, handwriting, and fluency, as well as comprehension and vocabulary which are components that are important in building a strong reading foundation. A strong reading foundation helps students have a chance at being successful in other subject areas like math, science and social studies. We will be serving a at-risk population and multiple opportunities to mastering concepts and or skills are important to students success. Our program is design to give students multiple opportunities to reach mastery of concepts and or skills. Our programs are embedded with ongoing assessments which allows us to monitor the progress of each student and make instructional decisions as often as needed to move students forward for desired academic outcomes. Our approach also ensures that no student is stagnant in the learning process. Assessment and progress monitoring of these programs are teacher friendly and easy to implement and follow. Our instructional staff will walk along side our teachers to ensure they are confident with using data collected to inform instruction. Our instructional coaches will also make sure teachers are well diverse with programming and implementation of instructional programs. Our instructional coaches will assist teachers by modeling best practices with the implementation of our instructional programs. Our programs are aligned with Common Core State standards which prepares them to be successful with mastering Common Core Standards. Our program also addresses Common Core Standard 1.10 which addresses text complexity which states that each students should be reading and comprehending literal and informational text in the (grade specific) complexity band proficiently with scaffolding as needed. This program is designed to help students master reading at their grade level by the end of the year. This is important for at-risk students because if they go to their next behind it makes it much more difficult for student to get caught up to grade level.

Q27. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high)



the school would ultimately serve.

Our learning environment will consist of whole group, small group, and individualized instruction. There will be times when teachers will have to teach whole group to introduce new topics and skills however small group instruction will take place to reinforce and or reteach what has been taught during whole group. We are utilizing a 90 minute teaching block for reading and math, however teachers will not use 90 minutes for whole group instruction. Our 90 minute blocks will be broken down for whole group, small group and individualized learning opportunities. This will be driven by data collection identifying the needs of the students. Teachers will serve as facilitators in the learning environment. We anticipate that our classroom size average will be between 17-20 students. This average is consistent with the classroom averages across the Iredell-Statesville school district. Over the course of the next five years, we plan to add on a grade level each year after our first year in which by our 5th year our grade span will be K-6. Our first year we will serve grades K-2. We will mirror our same learning environment practices each year as we add on grade levels. Our goal is that our students will easily adapt to the learning environment as they move up in grades because it will be consistent to what they have already adapted.

Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

Our curriculum aligns with our mission, targeted population, and North Carolina Accountability Model because it is designed to meet each student's academic needs. It is designed for students to master skills and concepts that can be transferred in other areas of learning. Our curriculum is embedded with multiple opportunities for mastery. When working with at-risk students repetition is important as it is to mastering skills and concepts. Our mission is that we develop global leaders and in order to do that students need instruction that will foster a strong reading foundation. A strong reading foundation will give students the skills needed to master more complex academic concepts and skills and be ready to advance to the next grade. Our goal is that as students master skills, concepts and standards, it will transfer into mastery of benchmark and end of the year testing. When this happens, it will reflect us being accountable in meeting the needs of our students and our school data will reflect that. Research has proven that students, specifically EL student and students with learning disabilities, who have used this curriculum made significant reading gains on standardized and norm referenced tests. Our plan will drive academic improvement for all students because progress monitoring will be used to assess students' immediate learning needs. This will prevent students from becoming stagnant in the mastery of skills, concepts and standards.



Our Lead Administrator that we have chosen to lead this school has used this Orton Gillingham based program and have data to show the significant gains that students have made in reading and math. Her EVAAS data along with other data points proved the success that it has had on students that she has served over the past five years. Research has also proven that this program has been successful with our target student population.

Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve

The primary instructional strategies that the school will use for Ellevation to pull strategies that can used to implement in lesson plan to help students master standards and skills. For students with disabilities, regular education teachers and special education teachers will work together to support students. Teachers can use these strategies to help scaffold learning for these students. At-risk students will can benefit from these strategies as well to help scaffold skills and standards they are being taught. Teacher will receive professional development training on how to effectively use Ellevation in the classroom to meet students academic needs.

Cultural Competency training will be provided for teachers. This training is useful in helping teachers expand their awareness of challenges and obstacles students of different cultures, socioeconomic backgrounds, and family dynamics endure in schools today.

To meet the needs of English learners, both classroom and English as a Second Language teachers will be expected to incorporate strategies and scaffolds into their lessons that help students both receive and produce information in the academic setting. Primary instructional strategies expected for use during ESL lessons will be inclusive of those promoting students to engage in active reading, writing, and speaking activities. Approaches for use may include Sheltered Instruction Observation Protocol (SIOP), Expediting Comprehension for English Language Learners (ExCELL), Guided Language Acquisition Design (GLAD), or Quality Teaching for English Learners (QTEL). These will be discussed by the Board and provided to teachers during professional development sessions. English learners at each grade level will be challenged to grow in their ability to participate in academic discourse. This expectation will be supported through consistent high rigor and high support daily.

Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion



Our proposed instructional plan is designed to ensure students are performing at grade level, or beyond, by the end of the year. If students are performing at grade level at the end of each year, they will enter the next grade with the skills sets to handle the complexity and rigor of the standards for that grade level. As students transition from one grade level to the next they will be equipped with the skills sets needed to handle the grade level content this with strengthen their change to reach graduation. Our instructional plan will provide multiple opportunities for assessment and progress monitoring throughout the year to ensure students are on track to be on grade level by the end of the year.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Our yearly academic calendar coincides with the tenets of the proposed mission and education plan by providing progress reports every three weeks to keep students and families aware of student progress. We will use progress reports and other data points to have data conversations with students as to how they are performing and what they need to do to meet academic goals. Progress reports will be sent home to parents every 3 weeks. Our academic calendar is embedded with remote learning days each Friday. Our purpose for including remote learning days is so that students, teachers and parents have the opportunity to practice remote learning in the event that it becomes mandatory. Practice will allow students, teachers and parents to acquire the skills needed to obtain high levels of instruction while teaching and learning from home. We have included, in our yearly academic calendar, Professional Development days to ensure that we are being intentional about providing opportunities for teachers to grow as teacher leaders. Some of these days designated as professional development days will be used for teachers to work in their rooms and get individual support as needed from their instructional team.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The school week will be Monday through Friday. Studies show that the average student is most productive before 2:00 p.m. The school day will begin at 7:30 a.m. and end at 3:00 p.m. This would be a 7.5 hour school day. This allows 30 minutes per day for physical education, lunch, and special area classes while still protecting 6 full hours of core subject instruction. Six hours of instruction allows for a 90 minute block for reading and writing and a 60 minute block for science and social studies. Having this time dedicated for each subject creates more opportunity for more in-depth instructional approaches including, but not limited to, whole and small group learning opportunities, addressing misconceptions during instruction and independent work, conferring with students, one-on-one interventions, and project-based learning.



Fridays have been designated as remote learning days. This determination was made after careful consideration by the Board. A vital part of our mission involves ensuring that the level of instruction our academy will provide is not compromised by unexpected events that prohibit in person instruction. Offering instruction through remote learning as a regular practice will increase the capability of teachers, students, and parents to sustain the level of rigor present during in-class instruction even while engaged in virtual instruction.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

A typical day at OWA will consist of students entering the school with administrators, teachers and staff greeting students in the hallways and classroom doors. Administration, teachers and staff will also be outside helping students get out of their cars and speaking to parents in the morning. Students will start the day with getting breakfast and having time to prepare for the day by putting their things away. Teachers will have classroom schedules to follow that will outline what students are doing and the times they are doing it. This will include things like core instruction, specials, lunch bathroom breaks, etc. Teachers will have the opportunity to plan together and they will have time to plan on their own. Teachers will also have opportunity to have a duty free lunch away from the students.

Q34. Will this proposed school include a high school?

- Yes
 No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

While Olavee Williams Academy will not initially serve secondary students, it is our belief that the road to college and career readiness begins in elementary school. Equipping students with a firm foundation developed in the early elementary grades will provide a stable support on which the more challenging concepts and skills presented in secondary education can be added. Financial literacy will also be a component of our academic curriculum.

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Not Applicable

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements








Numerous educational articles and research studies show the correlation between third grade reading and high school graduation. Our plan is to work with students from their very first year in formal education to ensure that good reading skills are a part of their educational foundation. OWA will instill in students, not only an appreciation for reading, but also the skills needed to read well. Possessing sound reading skills will decrease the chances that students will begin to struggle in reading during middle and high school. As previously mentioned, we will provide high rigor, as well as high support, to all students, thus facilitating a learning environment that promotes excellence in elementary school and beyond.

Q38. Attachments [Attach Appendix B: Curriculum Outline per Grade Span \(for each grade span the school would ultimately serve\).](#)

[One sample curriculum outline \(in graph form\) in the Appendices for one core subject \(specific to the school's purpose\) for each grade span the school would ultimately serve.](#)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :

		
Common Core Math Clinics Gra...	Write Math Level-C.pdf	spire_GradeK-8.pdf
		
268077_Sounds-Sensible-Sampl...	57800-How-Money-Works (1).pdf	

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

[Provide a visual description of what courses \(both core content and electives\) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.](#)

Not applicable

Q40. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :


OWA Calendar.pdf




Q41. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.



Evidence :


OWA School Schedules.pdf

9.2. Special Populations and “At-Risk” Students

Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

The Orton Gillingham based program S.P.I.R.E that we will use is designed to meet the needs of at-risk students. S.P.I.R.E consist of an initial assessment that places students in the proper level to start instruction. Each lesson on a new skill starts with a pre-test. A score of 80% is required to determine if they are ready to move to a new skill. If they score below a 80% on the skill to be taught then instruction will start there. Progress monitoring is embedded in each lesson. After teaching each lesson, concept mastery assessments are given. Is students do well then a post test is given. If they make at least an 80% they can move on to the next new skill. If they make below an 80% then they will be taught a reinforcement lesson which goes back over the skill again. This program allows for multiple opportunities for mastery and that is needed for students that are performing below grade level. This program is also meets students individually where they are.

Another program that we are going to use to address at-risk students is Ellevation. Ellevation is a platform that is designed to address the needs of English learners. This platform is one of the most comprehensible program management systems that houses student data, monitoring tools, and progress reports for multilingual students. Using this single platform will give teachers and administrators access to all relevant student data for ELs, therefore making instructional planning efficient and more individualized. The instructional strategies provided within the Ellevation platform empowers teachers in effectively



differentiating learning for students. Despite being included within the Ellevation platform designed for English Learners, the platform hosts several instructional strategies that are Common Core aligned and uniquely developed to meet the needs of all at-risk learners.

If students continue to perform below grade level while receiving core instruction, students will be referred to RTI team along with data and work samples to show skill deficits. The RTI team will meet to determine what areas need to be targeted with Tier 1 interventions. Parents will also be notified and involved with this process. While in tier 1, interventions will be implemented coupled with progress monitoring and data collecting. The RTI team will come back together to assess the data and determine if the intervention is working. If it is then the team will decide to stop interventions because they remediated the deficit. If the intervention in tier 1 does not work, then the team will decide to move to tier 2 and determine the intervention that will be used. The team will come back together to discuss tier 2 interventions and data to determine if the intervention are working. If it is then the team will decide to stop interventions because they remediated the deficit. If the interventions in tier 2 does not work, then the team will decide to move to tier 3 and determine the intervention that will be used. The same process will take place in tier 3 using a different intervention. If the intervention does not work then the team will decide weather to make a referral to the EC team. All intervention used in our tiers will be researched based interventions.

Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

The Board Chair, Dr. Tomekia Watson, is a certified English as a Second Language teacher K-12. She has 13 years of experience working with EL students to include those at risk of dropping out through being employed as a graduation mentor working with seniors to promote their likelihood of successfully finishing their senior year. Support in this area included weekly classroom visits, instructional support, college preparation, addressing attendance compliance issues, and graduation project reviews. As a Campus Improvement Specialist and Classroom Teacher, an additional board member, Dr. Phyllis Donatto, has experience working with students with special needs including gifted and talented in reading and implementing IEP accommodations and modifications in daily planning and delivery.

Members of the Board have also worked within Title I program address issues of low socioeconomic status, homelessness, and migrant families, all of which contribute to the number of students at risk of not graduating.



Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

To identify whether students will need testing for English learner identification, OWA will distribute a home language survey. This survey will indicate the language primarily spoken in the home. If a language, other than English, is the primary language spoken in the home, this will be the determining factor for assessing the student. Since NC is a WIDA state, all students identified by the home language survey as needing testing will be screened using the Kindergarten WIDA Access Placement Test for grade K or the WIDA Screener for grades 1-12.

To support the instructional needs of needs of English Learners, Olavee Williams Academy will incorporate a foundations lab for English learners. This lab will be designed to address any gaps in instruction or learning that exists between the students' prior education and their current education. This skills lab will be facilitated by the EL teacher in a pull out LIEP model and will target newcomers and long-term ELs. To help monitor the progress of English learners throughout the year, the Woodcock-Munoz Language Survey will be used. This test measures 7 areas: picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, and comprehension. The results are streamlined through a web-based platform, allowing timely scoring and results. Using the WMLS and will also help teachers differentiate between the students' BICS (basic communication and interpersonal skills) and CALP (cognitive academic language proficiency) proficiency. This distinction will ensure that students are not missing out on crucial academic language development based on their ability to effectively engage in conversational English proficiently. A report plotting the scores with a narrative is produced for both teachers and parents for monitoring purposes.

Upon receiving a designation as an English learner, students will receive supplementary instructional support in accordance with federal guidelines and the charter's LIEP. To identify the needs of EL students prior to end of year summative testing, students will receive formative assessments quarterly, to continuously identify strengths and growth areas throughout the instructional year. Students will be formally assessed through the ACCESS test once each year, in the February-March directly following their enrollment in US schools. Students obtaining a score of 4.0 in reading, a 4.0 in writing, and an overall



composite score of 4.8 will qualify to exit the EL status, but will continue to be monitored for up to four years after exiting the program. The English learner subgroup will be monitored to ensure that this subgroup is achieving at an average similar or above that of the Non-English learner subgroups.

Teachers holding an English as a Second Language license, or an equivalent license, will be employed to meet the needs of our English learners. Staffing will be provided based on a 10:1 ratio for EL instruction. Experience with and/or understanding of research-based approaches for supporting EL development (SIOP, EXCELL, GLAD, QTEL) will be preferred.

Q45. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

During our first year, Olavee Williams Academy will serve only grades K-2. Gifted testing and identification will begin in the following school year when we expand the school to third grade. The Reading Beginning of Grade Assessment and the CogAT aptitude test would be the screener for identification.

To ensure that we have the appropriate staffing for gifted students as well as support for the cultivation of master teachers, we plan to offer the opportunity for one teacher to obtain the AIG add-on certification through testing and or enrollment in an accredited program. In return for the financial investment, the teacher will contract to be employed at OWA for not less than 3 years.

9.3. Exceptional Children

Q46. Identification and Records
Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

In order to identify if students enrolled have been previously found eligible for special education services or are protected under Section 504, we will request records from the school that they previously attended. Not only would we request records from previous school, we will also ask parents to provide any records or documentation they may have to verify that their child has received special education or 504 services. Olavee Williams Academy will abide by all federal and state guidelines concerning the education of students with disabilities.



Q47. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

The process of identifying students who may be eligible for special education services as identified in the federal "Child Find" mandate consist of if any student three years to 21 of age residing in an LEA who are homeless, ward of the State regardless of disability who are in need of special education services are to be identified, located and evaluated. All students that are prenatally placed in a private school from the ages three through 21 that are in need of special education services are to be identified, located and evaluated. If the LEA decides to use the term developmentally delayed, it is only used for children ages three through seven. At Olavee Williams Academy we will follow this policy that governs services for children with disabilities.

Olavee Williams Academy will work along with an educational diagnostician to conduct educational testing, we will work along with an physiologist to conduct physiological evaluations and gather information for the social history report. If relates services like occupational therapy and physical therapy are needed we will along with a physical therapist and occupational therapist to conduct those evaluations.

Olavee Williams Academy will avoid misidentification of special education students by meeting as a EC team with psychologist, educational diagnostician, parents, teachers and EC case manager to discuss all the data that was collected. We follow the disability worksheets to guide us in collected the appropriate data to determine the eligibility category that we are considering. In addition to using the disability worksheets, we will also use the eligibility determination form and address all sections and questions to ensure we do not misidentify a student for services.

Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
a. Requesting Records from previous schools
b. Record Confidentiality (on site)
c. Record Compliance (on site)

Olavee Williams Academy:

a. will request records from the previous school by calling and or emailing the previous school and communicate with the registrar or the person designated to send records. We will also request to speak to the head of the EC department to request records to ensure all EC an and 504 Accommodation plans are filed in student folders so that we will have all current paperwork for the student transferring to our school.



b. will have a person designated to handle records and the confidentiality of student records. Records will be in a space that is locked at all times. Students will not be allowed to enter areas where student records are being kept.

c. will keep record in a locked space and will ensure that staff are trained on Family Educational Rights and Privacy Act (FERPA) of 1974. (FERPA) does not include all paperwork in a students file however it covers paperwork in students file that contains information that is directly related to the student and are maintain by the educational agency or institution.

Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Olavee Williams Academy believes that all children have a right to a free appropriate public education (FAPE). We will comply with IDEA to determine the LRE for students with mild, moderate, and severe disabilities. We will determine a students LRE based off their abilities and disabilities. We will ensure that the students needs determine their placement. The EC team which will consist of parents, EC teachers, psychologists, administrators and regular education teachers will also provide feedback on determining the appropriate LRE for students. Based off the the decision made of the LRE, we will ensure that appropriate EC teachers, teachers assistants, related service staff and other appropriate staff are in place to instruct and monitoring educational plans for students based on Individualized Education Plans (IEP).

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Olavee Williams Academy will ensure that students are being instructed in their least restricted environment. Our educational programs are designed to address students that are at-risk. We also will be using Ellevation to inform us on the appropriate strategies that we can use for students with disabilities. Whatever services that is needed to provide a full continuum of services for students with disabilities, Olavee Williams will provide those services.

Placement decisions will be made by a team with the parent included and other people that is knowledgeable of the student. Placement of students will be made annually and will be based off the students IEP. Unless the child's IEP requires a special kind of placement the child will be educated at Olavee Williams Academy. LRE statements will be written out in the child's IEP to state how students will spend time with non disabled students and be served in their least restrictive environment during school day.



In all placements for students with disabilities, it will be an expectation that all students are exposed to the curriculum at their grade level. In exposing students to grade level content, teachers will be expected to scaffold learning so that students can eventually reach mastery of grade level content. We believe that all students are general education students first.

Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Olavee Williams Academy will ensure that students with disabilities receive FAPE by providing special education and related services at the public expense. We will provide appropriate education for all students. We will ensure that we meet the standards of the SEA, including the requirements of IDEA. Administrators will ensure that the EC team are following students IEP as written and all resources needed for students to get academic and behavioral needs met will be provided by the school. The EC team will meet annually or as needed to make sure IEP's are updated and reflect the current needs of students. Reevaluation meetings will be held at least every three years to determine the continued eligibility of students. Related services providers will provide services as written in IEP's. Administrators will act as the LEA at meetings to ensure that they can confirm that resources are available to meet students needs and if resources need to be purchased to meet students needs they will be there to ensure and make arrangements for those things to be purchased.

Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

At Olavee Williams Academy, IEP implementation will be monitored and reported to the student, parents and relevant staff by progress reports that will be sent home with report cards. The Lead Administrator will ensure that EC teachers are implementing all IEP's. The Lead Administrator will also use the teacher evaluation tool to address if teachers are proficient and above when it comes to implementing, monitoring and reporting to students, parents and relevant staff. The EC lead will ensure that the EC department is compliant with following the appropriate guidelines for implementing IEP's.

Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

To provide related services our first year at Olavee Williams Academy, we are going to contract those services out to an agency to come in and provide those services as they are needed due to the small number we anticipate serving our first year. We will ensure that individuals from the contracted companies are qualified. As we grow as a school we will continue to assess the number of students that are needing related services to determine when we need to hire staff on site to provide related services. When our number of students needing related services arise to support the need to hire an on-site staff person, we



will ensure that they are qualified to provide those services to our students. They will go through our hiring process as any other staff person would. For any promising candidate, we would check the credentialing for them to ensure they are qualified to provide needed services to our students.

9.4. Student Performance Standards

Q54. Describe the student performance standards for the school as a whole.

Olavee Williams Academy will set high expectations for students and provide all the support needed for our students to excel. Olavee Williams Academy has outlined SMART goals that the school as a whole will accomplish for the first five years of the charter. We will measure our growth through what we do everyday. In addition to assessments and progress monitoring, we will use benchmark test and other required state test to determine if students are meeting performance standards at Olavee Williams Academy. We will strive to stay on the cutting edge by providing ongoing training for teachers that will keep them in know of best practices for instructing students.

Administration, instructional coaches and grade level teams will work together to continually access student data to determine what types of instruction and assessments are needed to best instruct and assess students. All decisions made will align with common core standards as ending point of mastery for students.

Q55. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Olavee Williams Academy will use multiple data points to help improve instruction and curriculum for students. Our instructional programs are embedded with assessments and progress monitoring which serves perfectly with keeping a handle on how students are doing more frequently. These data points help to determine immediate needs of students and instruction can be adjusted daily and weekly to meet the needs of what data shows for students. This also helps us to determine needs to that remedial work can be done to better prepare students for benchmark testing and other state testing requirements.

During grade level meetings, data conversation will be held so that grade level teams can study data and determine trends within their grade level teams and data sets. This information can guide grade level teams in how to approach instructing students with similar needs. Teachers can then be strategic and intentional about providing instruction based off the areas that students are needing support in. This



information can also be used to determine grouping for students and receive targeted instruction to meet students needs. Equally important, these data conversations will also let us see the students who are performing on or above grade level. Teachers can then be strategic and intentional about how to provide instruction for these students. Our goal is that data is used so that students no matter where they are performing are not stagnant in the learning process and are provided with rigor to promote continued growth.

We will also utilize parents and community volunteers to help with providing support to students through tutoring, reading buddies and other needs as assessed. We will be strategic in using our data points to determine students that will need this extra support.

Q56. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

We will follow the North Carolina guidelines for promotion students. Olavee Williams Academy will develop a committee that is designated to view matters related to promotion and retention. At the beginning of the school year, assessments will be done with our Kindergartners to see where they are academically. Any student that we see with learning deficits we will be intentional in planning instruction for them that will help close any academic gaps. Students grades one and higher, we will look at grades, data from previous years to target any at-risk students from the beginning of the year. During the 1st quarter, we will provide remediation to students that have deficit in a skill and will monitor throughout the quarter. During quarter two if students continue to show deficits we will notify parents of our concerns and what possible outcomes can stem from performing below grade level can have. We will be proactive with these students by looking at providing names to the Intervention team. During Quarter two we will continue to closely monitor these students. In Quarter three if students continue to struggle we will provide the intervention team a list of students that are in question for promotion.

For students that are in question of promotion, the intervention team will work with teachers to collect data to support why they are in question for promotion. Those data points will include data points, work samples, benchmark test, grades, and teacher observations. In Quarter four, all documentation that was collected on the student will be given to the promotion/retention committee to review to determine if a child will be promoted or retained. In reviewing the data, the committee will consider all other factors outside of just documentation to aid in their decision.



Once the committee makes a decision based off the information they have the committee's decision will be presented to the Principal. The Principal will then review the documentation and committee's decision and with except or deny the decision. Based on the decision weather accepted or denied, parents will be notify in a timely manner.

There are additional requirements that we have to consider as it related to students with disabilities and ELL students. We will follow state guidelines and criteria as it relates to promoting or retaining students.

Q57. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Olavee Williams Academy will consist of grades K-2 for the first year and will add a new grade level on each year. We will make sure that grade level standards are being taught and that students are mastering standards on grade level. By students mastering grade level standards it will show that they have the skills needed to go to move to the next grade level and have the skill set needed to build from. We will also consider assessments, benchmark testing, EOG's and EOC's in determining if students are ready for the next grade level.

For students that are at risk of dropping out of school, we will provide tutoring and remediation during the day to help students reach their academic standards for graduating. We will utilize counselors that will aid in helping students with options to explore so that they will not drop out of school.

It is important to us that we build a strong reading foundation in the elementary years so that students will be able to excel in all subject areas as they go from one grade level to the next.

9.5. School Culture and Discipline

Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

Olavee Williams Academy will develop a culture in which everyone speaks the same language to promote a positive academic environment and reinforce student intellectual and social development. We will develop three to five short and concise student expectations that will be easy for students to learn and remember. Those school wide expectations will be posted up in the hallways, classrooms, bathrooms, and



multipurpose room. Students will be held accountable for following the school wide expectations by all teachers and staff. When training teachers on our PBIS plan, they will be trained to all follow and speak the same language as it relates to our school wide expectations. We will develop a culture that builds leaders and display characteristics of a leader. Not with just students but leadership qualities will be modeled from teachers and staff. We will embed leadership characteristics our lesson plans and through other teachable moments. By instilling leadership characteristics in students it will prepare students to be good citizens at school, in the community and globally. To ensure that students are successful with following school wide expectations, they will be required to teach and reteach school wide expectations for the first three weeks of school and then on an as needed basis.

For students that do comply with expectations of the school there will be positive consequences in place to reward students. Students will be rewarded in various ways in the classroom however teachers may see fit to reward students. We will have school wide incentives that reward students for following classroom and school wide expectations. We will always make it our goal to contact parents and share the positive news with them about their child being recognized and celebrated for following school expectations.

Olavee Williams Academy will refer to our Code of Conduct to address students that are not following school wide expectations if behaviors extend outside of the classroom and can not be handled within the classroom as well as other areas of the school. We will ensure that students are not disrupting the learning for other students at any time. We will refer to our Code of Conduct to address students based off the behavior displayed. Our goal is to keep students in school versus out of school. Every effort will be made to address and resolve issues at school. We will also use some restorative practices that will teach students the desired behavior they should display versus the actual behavior they displayed. We want students to be able to learn how to replace negative behaviors with positive behaviors.

Parents will always be involved in any disciplinary actions and decisions for students. If behaviors can not be handled and resolved at school within the system we have created then we will explore other options to ensure learning continues for students.

Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Olavee Williams Academy will provide in writing our school wide PBIS plan and Code of Conduct handbook to students, teachers and parents. We will be intentional about going over these items with parents and ensure that they understand by having them to sign stating they have read and understand. We will also go over these items with students at least the first three weeks of school daily and then as needed. We will ensure that administrators, teachers, students and parents are all speaking the same language and following the PBIS plan and Code of Conduct the same. We will also provide parents with parent handbooks that outlined everything they need to know about Olavee Williams Academy as it relates to teaching and learning for students.

Before school starts we will set up tours for parents and students to come and do a walk-through of the school while we explain our PBIS plan, Code of Conduct handbook and Parent Handbook. We will also talk about teaching and learning practices for students. For parents that can not attend a tour we will ensure they receive the information on the first day of school. For students that enter at mid-year, we will have someone designated to onboard students and parents who are enrolling at Olavee Williams Academy. That person will be responsible for getting parents and students acclimated with the school and sharing with them our PBIS plan, Code of Conduct Handbook and Parent Handbook.

We will provide staff handbooks to staff that outlines everything they need to know to be successful at Olavee Williams Academy. They will also know what is included in the PBIS plan, Code of Conduct Handbook and Parent Handbook. Teachers will be asked to sign and date that they have read and understand the teacher handbook. Administrative staff will be responsible for walking teachers through the handbook to ensure they have been explained the expectations for Olavee Williams Academy.

Q60. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
a. Practices the school will use to promote effective discipline.
b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

A. Olavee Williams Academy will use Restorative Practices to promote effective discipline. Our goal is that children stay in school to learn. It is equally important that they learn the appropriate way to respond to situations by learning replacement behaviors. We will also give student warnings as a way of giving second



chances to students. We will also consider in-school suspension for students as another attempt to keep students in the learning environment. Even though our goal is to keep students in school we understand that there may be times that a student's behavior may warrant suspension and expulsion.

B. Preliminary list and definitions of the offenses which may result in suspension or expulsion of students:

- Expulsion - The indefinite exclusion of a student from a school enrollment for disciplinary purposes.
- Long term suspension - The exclusion for more than 10 school days of a student from school attendance for disciplinary purposes from the school to which the student was assigned at the time of the disciplinary action.
- Short term suspension - The exclusion of a student from school attendance for disciplinary purposes for 10 to 30 school days from the school to which the student was assigned at the time of the disciplinary action.

Examples of offenses that may result in suspensions or expulsion of students:

- Firearms
- Other weapons
- Students with Chronic disciplinary issues
- Attendance and truancy
- Substance use
- Bullying, harassment or hazing

C. Olavee Williams Academy will take into account the rights of students with disabilities in regard to these actions that may or may not lead to suspension and expulsion:

- We will handle students with disabilities in accordance to guidelines outlined by NC and IDEA. Students with disabilities can be suspended however students must still be educated if they are removed from school at least 10 days in a row, and if students are removed a total of 10 days of school collectively.
- A manifestation determination meeting needs to take place if a student has a change of placement.
- A manifestation determination meeting needs to be held once a student has been suspended more than 10 days to determine if the child's behavior was a manifestation of their disability. If the team decides it is a manifestation of the child's disability then they can be further disciplined. When this happens then the school needs to address the specific behavior that the student is demonstrating. This may result in a FBA being done on a student.
- If the team decided that it was not a manifestation of the child's disability then they can be disciplined like any other student.



D. A parent or student have the right to file a grievance if they believe that a school district employee has violated, misapplied or misinterpreted a law or policy. The grievance must be filled with 30 days of the incident. If the grievance is filed after 30 days of the agreement we are not required to take further action.

When a student receives a long term suspension, we will provide a notice to parents by the end of the workday. We will not impose a long-term suspension on a student until an opportunity for formal hearing is provided when one is requested. If a hearing is timely requested then it will be held and a decision will be made before a long term suspension is enforced. If no hearing is requested then prescribed procedures will be followed.

9.6. Certify

Q61. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
- No

Q62. Explanation (optional):



10. Governance and Capacity

10.1. School Governing Body

Q63. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Olavee Williams Academy

Q64. Mailing Address

4608 Simsbury Road

Apt D

Charlotte, NC 28226

Q65. Street Address

4608 Simsbury Road

Q66. City/State/Zip

Charlotte, North Carolina 28226

Q67. Phone (xxx-xxx-xxxx)

(980) 345-7974

Q68. Fax: (xxx-xxx-xxxx)

No fax number at this time.

Q69. Name of Registered Agent and Address

Olavee Williams

4608 Simsbury Road

Apt D

Charlotte, NC 28226

Q70. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- Federal Tax-Exempt Status (NCGS 115C-218.15)



- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No
- N/A. The applicant is a tax-exempt municipality

Q71. **If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status**

Not applicable

Q72. **Federal Tax ID:**

EIN # 85-2139066

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q73. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

Please see attached table

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :

Initial Members of the Nonprofi...

Q74. **Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator**



The Olavee Williams Academy Board of Directors will consist of the following noncompensated positions: Chair, Vice Chair, Treasurer, and Secretary. The specific job responsibilities for board positions are outlined in the school's bylaws. The Board is primarily responsible for corporate governance of Olavee Williams Academy and ensuring the school's adherence to our Charter Agreement as well as compliance with any state, local, and federal laws. The Board is also tasked with evaluating the performance of the lead administrator, approving the school's annual budget, monitoring student achievement, developing school-wide policies, supporting the financial health of the school through fundraising and strategic long and short term planning, securing facility space adequate to address the evolving needs of our student population. The Board has already carefully selected the lead administrator for the school after reviewing the candidate's qualifications, intra- and interpersonal communication skill set in addition to the candidate's vision for the position. The Board will set clear expectations and performance standards for the lead administrator and conduct an annual performance review and provide feedback throughout the year as needed. Results from staff and parent surveys will be used to evaluate the lead administrator.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board

The Olavee Williams Academy Board currently has 5 members with expertise in education, strategic planning, fundraising, finance, and law. It is our desire to increase the number of board members to 7. Since diversity is essential to our board we would like to eventually add members from various industries with different degrees of expertise. The Board's authority spans over the corporate governance of the school and effectively communicating with the State Board of Education and adherence with all local, state, and federal law. Although the Board is not involved with the day to day operations of the school, the lead administrator is tasked with these duties and will receive guidance and performance evaluation from the Board. The responsibilities of the Board include but are not limited to strict compliance with our Charter Agreement, developing policies and procedures for staff and students, hiring personnel and evaluating key personnel performance, fundraising, being responsible stewards of finances to ensure financial health of the school that aligns with our budget, negotiating and entering into contracts with vendors and third parties, and overseeing the independent financial audit.

Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The founding board members all have previously owned or currently own their own businesses with a keen understanding and adherence to government regulations, long and short term strategic planning, corporate governance, organizational culture, and the process of developing matrix's to reach organizational milestones. The Board Chair has well over 20 years experience as an educator and possesses licenses in Elementary Education K-6, English as a Second Language K-12 and school administrator licenses as a principal and superintendent. The Board Chair has specific expertise in



addressing the needs of at-risk student populations and the importance of engaging parents and the community in students' academic success. The Vice Chair is an attorney with 6 years experience in higher education and owns an early childhood education facility located in the Olavee Williams Academy's target community. The Board Secretary is a business owner and educator with well over 20 years of experience with an expertise in strategic planning, curriculum development and instruction. The Board Treasurer has 21 years experience as an owner and operator of two franchised tax preparation companies and can lend expertise to budget and financial planning as it relates to the school's financial health. Furthermore, the Treasurer, as a parent has chose charter schools to educate their children. The Board Member at Large developed and operated their own private school for six years. During this time the Board member gained significant experience in teaching elementary school aged children, assessing student academic benchmarks, supervising and evaluating essential staff and teachers.

Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

The Board of Olavee Williams Academy will be an educational and operational success because all the Board members are past or present business owners and are passionate about education and meeting the needs of at-risk student populations. The Board will focus heavily on keeping data to not only assess the academic progress of students but to evaluate the effectiveness of the lead administrator. In addition to assessing our students' academic achievement and the lead administrator the Board will also engage in a self assessment to evaluate our governance. A Board comprising members from our target community, conducting public meetings, and requesting feedback through the use of surveys is an effective way to ensure representation of parents and key stakeholders interest.

Q78. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The Olavee Williams Academy Board Chair approached Olavee Williams with the idea of developing a charter school focused on increasing the equity of education with our students while supporting new teachers based on the number of teachers leaving the profession citing a lack of professional guidance and support. The two of them recognized the importance of seeking and recruiting a strong diverse board to support the vision of the school. They strategically researched a number of professionals looking for individuals with a passion for education and expertise in the following areas: corporate governance, curriculum development, management, budget and finance, and the law. Olavee Williams was originally slated to be a member of the founding board; however, through the Board's process of developing the full vision and mission of the school Olavee's education, background, experience and passion made her the clear choice to lead the school. Her life's work exemplifies the mission and vision of this school. The Board



will have a Board Development Committee whose primary function is to develop criteria for recruitment priorities and to compile the slate for nominees to the Board. The Board Development Committee is also responsible for conducting the New Board Member orientation.

Q79. Describe the group's ties to and/or knowledge of the target community.

Our Board was intentional and strategic in selecting our target community. We used data to find a community with a significant at-risk student population and other key demographic components. All of our Board members are passionate about this demographic of students. Furthermore, two of the founding Board members live in the same county where the targeted community is located. One of the two Board members owns an early childhood education center in the target community and has observed the need for additional academic choices for children in the target community. The other Board member works closely with at-risk populations in the targeted community and can provide further insight to the Board regarding our target community.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board will meet monthly to receive and discuss the State of the school from the lead administrator and address any other matters pertaining to the governance of the school. There will be a Board retreat at the conclusion of each academic school year to afford an opportunity for Board reflection.

Q81. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The Board Development Committee will conduct new Board member orientation for each new member joining the Board. The mission, vision, and function of the Board will be thoroughly discussed. The entire Board will take advantage of training webinars through the National Charter School Resource Center. Some of the webinar topics include: Board recruitment, effectiveness and governance, Strategic Approach to School Improvement Using the Four Domains, Indirect Costs Decoded, Strategies for Making Objectives SMART. The Board will also receive further training in leadership, conducting meetings, legal compliance, and how to effectively evaluate the lead administrator.

Q82. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts

Transparency and high ethical standards are the cornerstones of Olavee Williams Board members. All Board members are required to disclose any perceived or actual potential conflict of interest prior to the start of their term as a Board member. The Board will adhere to its Conflict of Interest Policy which



provides instruction to Board members about avoiding potential conflicts and the process of how to resolve a perceived or actual potential conflict of interest if one should arise.

Q83. Explain the decision-making processes the board will use to develop school policies.

The Board recognizes the importance of having all relevant information and data prior to developing a school policy. If more information is needed for the Board to reach a decision regarding a policy the matter shall be tabled and a subcommittee created to gather additional information. If no additional information is needed then the Board must vote to approve or deny the policy as written. When a policy has been denied it cannot be reintroduced unless the written substance of said policy has changed or new information necessitating the Board to reconsider the policy has arisen. Once the school is operational and the lead administrator is in place the Board will seek input from key personnel prior to making a decision directly impacting the daily operations of the school. It is critical to discuss the policy with the lead administrator as they will be responsible for disseminating, explaining and enforcing the policy on a day to day basis.

Q84. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The Olavee Williams Academy Board seeks to maintain a simple yet effective organizational structure where the decision making authority is clearly identified. Therefore, it is not the desire of the Board to form any advisory boards, councils or other such organizations. However, in developing policies for the school the Board recognizes and appreciates the need for input from parents, the community, and other stakeholders.

Q85. Discuss the school's grievance process for parents and staff members

Olavee Williams Academy's grievance process for parents has a three tiered approach. The first tier is an informal process which consists of the parent speaking with the staff member or teacher with whom they have the grievance in the presence of the Instructional Coach. If a resolution is not reached then the second tier involves scheduling a meeting to discuss the grievance with the Lead Administrator. If the Lead Administrator is unable to resolve the matter satisfactorily then the aggrieved party must submit in writing the nature of their grievance and the steps taken to resolve said grievance to be presented to the Board of Directors for resolution. The determination by the Board of Directors is final. The grievance process for staff members also has a three tiered approach. The first tier is an informal process which consists of the staff members speaking with one another in the presence of the Instructional Coach to resolve the dispute. If a resolution is not reached then the second tier involves scheduling a meeting to discuss the grievance with the Lead Administrator. If the Lead Administrator is unable to resolve the matter satisfactorily then the aggrieved party must submit in writing the nature of their grievance and the steps




taken to resolve said grievance to be presented to the Board of Directors for resolution. The determination by the Board of Directors is final. If the grievance a parent or staff member has is with the Lead Administrator then the aggrieved party may write a letter directly to the Board of Directors.

Q86. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


OWA Organizational Chart (1).pdf

Q87. Attach Appendix H Charter School Board Member Information Form and Resume







- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50







Resources :



Evidence :

		
resume THWatson.pdf	Resume - Troy.DOCX	Charter Board Docs - Adams.pdf
		
PDonatto Charter Member Infor...	owa1 - Alisa.pdf	Background Check form - Donat...



 Background Check form - Troy.p...	 Alisa Board Member info - Signa...	 Board Member Info - Alisa.pdf
 BOD T. Watson.pdf	 Charter School Board Member I...	 Alisa Wilhelm Resume1.pdf

Q88. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

 Board Cert-Watson.pdf	 Background - Troy.pdf	 Criminal Background- Watson.pdf
 Background CheckDonatto_Rep...	 Background-Wilhelm.pdf	 Lipps_Report (2).pdf

Q89. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or MunicipalityThe proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Evidence :

 OWA BYLAWS.pdf

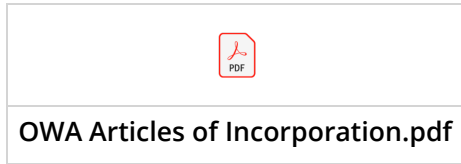
Q90. Attach Appendix K Articles of Incorporation or Municipal CharterIf the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of



State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



10.3. Staffing Plans, Hiring, and Management

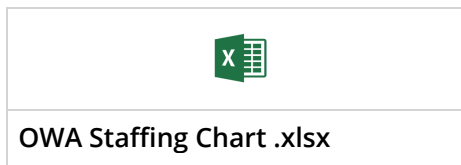
Q91. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Chart attached.

Resources :



Evidence :



Q92. Staffing Plans, Hiring, and Management.Explain the board's strategy for recruiting and retaining high-performing teachers.

Olavee Williams Academy is not only a place for students to learn new skills but this is also a academy for teachers and staff. Our goal is that everyone under our leadership is pushed to their next level not matter the position they hold. Research shows that teachers leave the professional within the first three to five year of teaching for various reasons. We are on a mission to train and retain good teachers in the teaching profession. Our goal is recruit beginning teachers and train and develop them in to becoming master teachers. We will use the NC Teacher Evaluative Tool to guild us in helping teachers develop their craft for teaching. Our strategy for recruiting teachers is to collaborate with college campuses that have teacher



preparatory programs to recruit some of their most promising teachers. We also want to collaborate with colleges that have teacher preparatory programs to offer our campus as a place teachers can do their practicums and internships. We will also recruit promising teachers by conducting teacher job fairs.

Olavee Williams Academy will be intentional and strategic with designing a plan that will mold beginning teachers into being a master teacher by their third year of teaching. Some of our focuses to build strong teachers will be on classroom management and using data to inform instruction. These are areas many beginning teachers struggle with. Our instructional coaches and Administrative staff will take the responsibility to ensure teachers are mastery this areas as well as others. We will be intentional on the professional development we provide to teachers. We will focus our professional development on areas that our teachers feel they need most and the areas we my feel would be valuable to them. Our goal is to develop strong teacher leaders that not only can lead in their classrooms but also within the school, community and globally.

Our plan is to add a new grade level on each year and we want our teachers to grow with us. It is important that we prepare them for success and create an environment where teachers feel successful.

Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

The principal for OWA has been selected. This selection was based on the origination of a charter school being her vision for supporting the needs of at-risk learners. Ms. Williams is passionate about education and has over 20 years of experience educating and supporting the needs of students. Beginning as a volunteer, she has spent her entire professional career seeking innovative approaches to identify and meet the needs of students. Beyond volunteering, she went on to become a certified exceptional children teacher and licensed school administrator, while over the years also providing a summer feeding program, an after school tutorial program, and a tutoring lab.



During her time as an EC Compliance Facilitator, Ms. Williams' leadership responsibilities included collaborating with the administration to schedule student services, facilitating data meetings, and leading Professional Learning Communities (PLCs). She also served on numerous decision-making boards and committees. Upon receiving her administrative license, Ms. Williams easily stepped into new leadership roles and played an integral role in ensuring effective instructional practices were taking place daily. Through regular classroom walk-throughs and observations, she was able to assess the needed areas of instructional support and plan, as well as deliver, the appropriate professional development training. The instructional programs designated for use at Olavee Williams Academy were selected because they have been vetted by Ms. Williams. Her use of the programs with students facing extreme academic challenges has proven not only that the programs are effective, but that Ms. Williams herself is effective at helping students experience academic growth, as evidenced in her EVAAS data.

Olavee Williams has a proven record of improving student achievement. The ability to produce significant growth in schools, coupled with her high level of integrity and strong background with both running several businesses and producing positive academic growth among students with disabilities, has placed her in a unique position to efficiently run a school, identify avenues of academic success for students, and support for teachers in planning effective instruction. Ms. Williams' experiences and expertise have not only readied her for the position of principal, but that of a transformational leader.

Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Q95. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The board of directors of Olavee Williams Academy will be involved with the employees at the charter school. All employees hired will be approved by the board of directors. All board of directors meetings that are help to the public, we will encourage staff to participate in those meetings as a way of building a relationship with the board of directors of Olavee Williams Academy. The board of directors will also



participate in school activities that are help to show support for the school and community. Our board of directors will also build relationships with employees by making visits to the school during the regular school day to ensure we are aligned with our mission and vision of the school.

The board of directors will facilitate the hiring of staff, staff evaluations, discipline, promotion, termination and placement of staff. The Lead Administrator will be accountable to the board for personnel issues. Monthly, the Lead Administrator will meet with the board of directors and will give updates on personnel issues it any.

Q96. Outline the school's proposed salary range and employment benefits for all levels of employment.

When considering salary ranges for staff we wanted to be competitive with the neighboring school district we are in and with the NC Carolina teaching salary scale. These are the salary ranges that we are proposing for Olavee Williams Academy:

Lead Administrator - We will start our Lead Administrator around \$115,000 based on credentialing and experience.

Teachers - Our teachers will start out on an average of \$38,000. We will consider experience and credentialing. We are targeting beginner teachers to recruit for Olavee Williams Academy. Our Instructional Coach will on average will be paid \$41,000. Credentialing and experience will be considered.

Teacher Assistants - On average we will pay Teachers Assistants \$27,000. We will consider experience and any credentialing they may have.

Other staff positions: Positions outside of Teachers and Teachers Assistance will average in the low \$22,000 range and up. All salary ranges will be considered as we considered the needs of the entire school.

Benefits:



Employees will receive medical health insurance through a private plan. Olavee Williams Academy will pay a portion of the premium cost. OWA will make supplemental insurance available for staff. Supplemental insurance include dental, vision, life, long/short term disability and other insurance.

Q97. Provide the procedures for handling employee grievances and/or termination

As mention earlier in this application our employee grievance policy will consist of three tiers. The first tier is an informal process which consists of the staff members speaking with one another in the presence of the Instructional Coach to resolve the dispute. If a resolution is not reached then the second tier involves scheduling a meeting to discuss the grievance with the Lead Administrator. If the Lead Administrator is unable to resolve the matter satisfactorily then the aggrieved party must submit in writing the nature of their grievance and the steps taken to resolve said grievance to be presented to the Board of Directors for resolution. The determination by the Board of Directors is final. If the grievance a parent or staff member has is with the Lead Administrator then the aggrieved party may write a letter directly to the Board of Directors.

All formal grievances will be given to the board chair in writing. The board of directors will meet to review grievances and make a final decision. The board will notify the employee with in five (5) days that the grievance was received. At the boards of directors discretion, grievance meetings can be held in person. If a grievance meeting is held in person the board of director will notify the employee of their decision within five (5) days of the face to face meeting.

Q98. Identify any positions that will have dual responsibilities and the funding source for each position

We do not have any positions that are dual responsibilities and comes from different funding sources.

Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

Leadership at OWA will ensure that we are responding both before and during the school year to identify and meet the needs of our students. We have looked carefully at the existing data to project the demographics of our expected student enrollment. Based on these projections, we will post positions for, and hire, the adequate number of, and appropriately trained, staff necessary to ensure each student receives an equitable education experience.



Our targeted population is inclusive of a significant number of students who may possibly be identified as English learners. We will employ one English as a Second Language teacher to instruct our English learners during the first year. This teacher will be responsible for developing goals for EL students, delivering supplemental instruction, and coordinating testing. We will provide general education teachers access to the Ellevation platform where they can access information regarding the students proficiency levels, current abilities, and goals, as well as gain access to instructional strategies for use with EL students in the classroom. As we assess our numbers, additional staff may be employed.

Olavee Williams Academy will begin its first year serving grades K-2. Inasmuch, we will not require a gifted teacher our first year since testing for gifted abilities will begin in grade 3. For our future gifted students, we will seek to employ a teacher certified to instruct students identified as gifted. In our vision to develop master teachers, we will offer the opportunity for a teacher employed at Olavee Williams Academy to be provided with tuition reimbursement for enrolling in an add-on licensure program. In return, the teacher will agree to work at the Olavee Williams academy Charter School for no less than 3 years.

Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Teachers and staff at Olavee Williams Academy will be responsible for holding the appropriate licensing, credentialing and experience to secure positions here. Teachers will be hired that are a good fit with the mission and vision of the school. Roles and responsibilities include:

Lead Administrator - The Lead Administrator will execute the vision and mission of the school. They will provide leadership to the teachers and staff of the school, they will supervise all instructional practices of the school and coaching and mentoring provided by other staff and professional development programs. The Lead Administrator will serve as the liaison to the board of directors. They will implement and follow procedures and policies set forth for the school. They will also provide a safe learning environment for all. The minimum requirement for the Lead Administrator is a Master's Degree in Administration, educational leadership, curriculum and instruction or a related field. The Lead Administrator must have demonstrated at least three years or more of successful classroom teaching.



Dean of Students - The Dean of Students at Olavee Williams Academy will supervise the consistent and fair administration and tracking of student conduct and discipline data. They will contribute towards a safe learning environment for students and staff. They will support teachers if needed in the classroom. They will implement and follow policies and procedures for the school. They will help with facilitating staff development. They will help with organizing school events and facilitate parent education and involvement. They will undertake administrative and instructional duties that the Lead Administrator may assign. The minimum requirement for a dean of students is a Master's Degree in Administration, educational leadership, curriculum and instruction or a related field. The Dean of students must have demonstrated at least three years or more of successful classroom teaching.

Teachers - Teacher at Olavee Williams Academy must maintain and continue to craft their expertise in the subject area that they teach. Teachers will be responsible for planning and implementing lesson plans. They will be required to work with grade level teams to plan for students. Teachers must provide a safe environment for all students and perform other duties that as deemed appropriate by the Lead Administrator. The minimum requirement for teachers is that they must have a bachelor's degree and hold certification in the area that they will be teaching in. They must demonstrate the ability to work with other teachers and staff, students, parents and the community.

Finance Officer - The finance officer at Olavee Williams Academy will coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting and auditing. They will coordinate the collection of data required for the preparation of reports and prepare materials in conjunction with the Lead Administrator for board meeting. They person is responsible for managing the payroll, managing acquisition and purchasing. The minimum requirement for the Finance Officer is a Bachelor's Degree. They must demonstrate organizational skills, demonstrate the ability to manage data and present. The Finance Officer must have experience.

Other Administrative and Support Personnel: Based on what these positions are there will be duties outlined for these positions. Based on the role and responsibilities, staff will demonstrate the ability to serve in those position and have any and all credentialing needed to fulfill that role.



10.4. Staff Evaluations and Professional Development

Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

All certified teachers serving in a teaching role will be responsible for maintaining their license requirements and professional development.

Q102. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

We will follow the North Carolina Teacher Evaluation Process to mentor, retain and evaluate teachers. In addition to the NC Teacher Evaluation Process, we will design a plan and or rubric to coach teachers in to obtain and maintain a rating of proficient and above by their third year of teaching. The NC Teacher Evaluation tool serves as measurement of performance for individual teachers, it serves as a guide for teachers as they reflect upon and improve their effectiveness, it serves as the basis for instructional improvement, it focuses on the goals and objectives of our schools mission and vision. This tool guides professional development opportunities for teachers, and it serves as a tool in developing coaching and mentoring programs for teachers.

Before this tool is used with teachers, teachers have to be trained. In addition to teachers, administrative staff and other evaluators have to be trained as well. Within the first few weeks of school teacher have to complete their beginning of the year Professional Development Plan (PDP). The PDP is also completed in the middle of the year and at the end of the year. Data from PDP's helps to develop professional development needs and ideas for teachers. Before the first observation with teachers, the Lead Administrator will set up a Pre-Observation Conference and during that conference, teacher and Lead Administrator will establish when the first observation will be and discuss the expectations of the first observation. After the first observation, a pre-observation conference is not required for subsequent observations.

Formal Observation - The Lead Administrator will observe the teachers at the time discussed. The Lead Administrator will spend a minimum of 45 minutes in the classroom observing. The Lead Administrator may choose to video the observation or take detailed notes of the observation. After the formal observation the Lead Administrator will set a time for a post conference where the Lead Administrator and teacher will discuss the observation using the NC Teacher Evaluative tool. Based of the results of the



strengths and growth will be identified. Areas that are discussed as areas of growth, the Lead Administrator and teacher will discuss ideas for growth in those areas. That can consist of professional development, attending a conference, working with an instructional coach, and or observing other teachers to name a few.

Depending on the number of years you have been teacher will determine how many observations you will receive a year. The Lead Administrator will communicate that to teachers.

Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Our goal at Olavee Williams Academy is to build teacher leaders in and outside the classroom. The core areas that we will focus our professional development around are:

- Teacher leaders - we will conduct professional develop opportunities that will instill teacher how to effectively lead in their classroom. These training will also help teachers to foster strong work relationships with each other. These training will also prepare teacher to lead outside their classroom and community. As our school grows, our goal is to be able to promote strong leaders within our school as a way of retaining good teachers and teacher leaders. We also wants our teachers to model to students what strong leadership looks like.
- Classroom Management - in many situations beginning teachers struggle with classroom management and one of the reasons why teachers leave the teaching profession due to bad experiences in this area. We are going to intentional about providing professional development on classroom management with the support of coaches to help with the day to day implementation of our model of effective classroom management. Coupled with a good classroom management model, teachers will also be given the tools to set the policy, procedures and routines that govern their classroom. Our goal is that teachers become skilled at managing their classroom so that little to no time is taken away from teaching and learning for students.
- Assessment and data collecting - We want to provide teachers with a solid plan for assessing and collecting date to inform instruction. Our goal as a school is to develop global leaders. In order for our students to be global leaders they need to be able to master grade level content so that they will able to move to the next grade. In order to ensure that teachers need to be able to use data collected to attend immediate learning needs of students. Equally important they need to be able to use data collecting to move students forward that are mastering grade level skills and objective. Of data is used properly no student should be stagnant but always be receiving instruction that match their individual needs. We want our teachers to master this skill. In addition to professional development in this area, our instructional coaches will provide additional support in this area.



- NC Teacher Evaluative Tool - We will provide professional development training around the teacher evaluative tool. We want to make sure that teachers understand the tool and what constitutes each rating. Because we want to produce master teachers it is very important that they have more strategic and intentional training around this tool so they will understand it and develop the skills needed to maintain a rating of proficient or better at least by their third year of teaching.
- Remote Learning - we will conduct professional development opportunities for teachers to become confident with remote learning. We have remote learning days built into our calendar. We also want teachers, students and families to be prepared in the event that remote learning is mandatory.
- Financial Literacy - We want to help new teachers get off to a good start by teaching them financial literacy. We hope to teach our teachers simple things that did not know that will make a difference in how they manage their money. It is not how much you make, it has to do with what you do with what you make. Financial literacy workshops will be encouraged but not mandatory. Financial literacy workshops will be encouraged for all staff members.

Q104. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Prior to school opening, teachers will return to school to start setting up their classroom and attending professional development opportunities to prepare them for the opening of school year. We have professional development days built into our school calendar as well. Prior to school opening teachers will be trained on the school's teacher handbook which is important for them to navigate the expectations set for them for the school year. We will also trained staff on our school-wide PBIS plan. We will start training and developing around the curriculum that will be used for the school year. In addition to training on the curriculum, we will talk about assessment and data collection because most of our programs have those components embedded in it. We will also go our classroom management design for the classroom and start the work of developing teachers that are skilled at maintaining their classrooms. This is very important and key at the beginning. These areas of professional development mention are key areas for teachers, students and families to get off to a good start of the school year.

Q105. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Built into our school calendar, we have 14 professional development days. Students will not be at school on those days so that the teachers' whole day is dedicated to the planned professional development sessions. Starting in September, our school calendar has designated Fridays as remote learning days. In addition the remote learning schedule, time will also be allotted to provide professional development and training. Professional development opportunities will be centered around the core areas that we have identified to build strong global teacher leaders.



10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q106. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

We have several plans to market for potential students and parents. We will be collaborating with Kiddie Kollege Learning Center by serving as a feeder school for children that attend there. We have already starting surveying parents of the children that attend there and the results show for parents that live in the proposed are that we will be in that they would want their child attend our school. We plan to work to build relationships with other childcare centers in the area to share with parents and students about our school. We are going to have a billboard up in the area for marketing. We will use social media and target Iredell County to filter our advertisements through so that people who live in this area will see if. We also have a website that we are drawing people's attention to so that they can learn more about the school and provide their information if they are interested in learning more about what we have to offer.

Q107. Describe how parents and other members of the community will be informed about the school.

We will use billboards, social media, website and flyers to let the community know about our school. We will also hold community meetings and get information out to churches and businesses in the area. We will also rely on the news and or newspaper to inform the community about Olavee Williams Academy. If needed we will hold virtual sessions, such as Zoom, to meet and talk with the community about Olavee Williams Academy. We will send out marketing material through the mail. We will make sure that we are providing our marketing material in Spanish due to our target area being highly populated by Hispanic families.

Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Our plan to recruit students during the planning year is to work with childcare centers in the areas in addition to Kiddie Kollege in which we already have a collaboration with. We will have community meetings to talk with parents to provide more information about the school and be prepared to enroll children for parents who are interested. If we are still limited in the ways we can meet due to the current



Pandemic, we will rely on setting up Zoom sessions with parents and the community to share more information with our school and the opportunity for parents to enroll. We will use monthly benchmarks to gauge our enrollment practices over time.

If we are able to, we will have community interest events where we will provide activities for children and parents to engage in while learning about the vision of the school. They will learn about our curriculum and program design. Parents will have the opportunity to ask questions and they will also have the opportunity to enroll. We are also going to work with childcare center to hold interest meetings at their centers for parents to learn more and enroll their child. We like to have our projected enrollment number obtained by the May of 2022.

Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Any student that reside in the state of NC and complete the enrollment process will be considered for enrollment. The proposed location of our school will be easily accessible for the students and families in that area. Our proposed location will be in a high poverty area in Iredell County. There is a high population of Hispanic families in this area as well. We are equipped to accommodate Spanish speaking families. Our focus is to build global leaders and we will communicate that in our marketing material, website and other social media platforms. We will also verbally communicate in face to face interactions with students and families.

Q110. What established community organizations would you target for marketing and recruitment?

We have already established a relationship with Kiddie Kollege to market and recruit children for Olavee Williams Academy. We will reach out to churches, the YMCA, Boys and Girls Clubs that may be in the area and other places of business in the area of our school and throughout Iredell County. We will also reach out to other childcare centers for marketing and recruitment.

10.6. Parent and Community Involvement

Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

We will communicate with and engage parents and community members of our opening through the same outlets that we used during the marketing and recruitment phase. We will go back to those places where we did our marketing with and provide more marketing material of our approval and opening date.



This will continue to serve as marketing and recruitment for the present and future enrollment of Olavee Williams Academy. We will also use our website, newspaper and social media outlets to inform people of our school approval and opening.

Q112. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

At Olavee Williams Academy we believe that one of the best way to serve our students is to build strong relationships with parents. We also believe that a strong presence at the school will reflect positively on students. There will be various opportunities for parents to volunteer at the school to be a support to teacher, staff, and students to strengthen the support for teaching and learning that takes place on our campus.

Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

We will offer opportunities for parents to learn more about remote learning and how they can be successful at home with navigating the platform and programs we will use. We will also facilitate programs that will teach parents financial literacy to empower them with information they can use to make better decisions when it comes to handling their money. What they will learn through these financial literacy classes may aid them in breaking the cycle of poverty by reinforcing these financial literacy tips to their children. These opportunities will also be opened to the community as well. These programs support our mission and vision by developing global leaders.

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

Olavee Williams Academy is a tuition free charter school approved by the state of North Carolina. Olavee Williams Academy will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. Olavee Williams Academy will not discriminate against any student on the basis of gender, race, color, religion, national origin, age, or disability. Our admission policy is guided by North Carolina state law.



A. For the first year, tentative dates for open enrollment application period will start after Olavee Williams Academy has been approved by the NCSBE. We run open enrollment up until May 2022. If we do not have all off our projected numbers we will continue to be open for enrollment. After the first year we will have open enrollment starting in January and run through February. Applications submitted will be verified to ensure that information give is correct. If we exceed the number of slots that we projected to fill them a lottery will be held in March. Any student that is not excepted through the lottery will be placed on a waiting list. Parents who completed the applications before the deadline will be placed in the lottery. We will follow state guidelines that governs conducting a lottery.

- In accordance with state guidelines Olavee Williams Academy will give preference to siblings that already enrolled, we will also give preference to current employees and board members. Families do not have to re-enroll every year. Families have to complete a intent to return form for planning purposes for the next school year. Those that were in the lottery have to reapply each year. All students that are accepted in to Olavee Williams Academy will be notified in mail in writing.

For parents withdrawing students, they will need to put it in writing at least three-five days before the withdrawal date. Parents and students if applicable will be asked to complete an exiting survey. Data from the survey will be beneficial to analyze reasons for withdrawals and help us to improve in areas if needed. If a parent wants to re-apply for their child to attend Olavee Williams Academy they will have to complete a new application and participate in the lottery process again.

According to registration G.S. 115C390.5 through G.S. 115C390.11, a charter school may refuse admission to any student who has been expelled or suspended from public school.

Since assessment and data collecting is key for us, we will meet with parents and student prior to starting Olavee Williams Academy to assess and collect baseline data to inform instruction for each individual student as they start for the school year. Parents will have two weeks from the time they were notified to complete and return enrollment packet. Once enrollment packets are received, we will schedule times students can come in for assessing. Parents who do not complete their enrollment packets by April 30th may loose their slot and given to the next person on the waiting list. Students who have enrolled and met all the prerequisite to start on the first day, if they do not show up or notify the school of the child's absence their enrollment may be forfeited. If if is forfeited they will have to complete another application to be considered in the future.

Q115. Weighted Lottery Does your school plan to use a weighted lottery?

The State Board of Education may approve an applicant's request to utilize a special weighted, or



otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q116. If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Not applicable

Q117. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Not applicable

Q118. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Not applicable

Q119. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q120. Explanation (optional):



11. Operations

Q121. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q122. Explanation (optional):

11.1. Transportation Plan

Q123. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:
a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

At this time we will not be providing transportation.

11.2. School Lunch Plan

Q124. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:
a. How the school will comply with applicable local, state, and federal guidelines and regulations;
b. Any plans to meet the needs of low-income students; and
c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Olavee Williams Academy will comply with local, state and federal guidelines in providing breakfast, lunch and snacks that are healthy options for students. Olavee Williams Academy recognizes that in order for student to show up in the classroom and be receptive to learning it is important that students eat breakfast and lunch. Students will be provided with free and reduced lunch forms to complete. These forms will be turned in to the teacher and the teacher will submit them to the person in charge of the



cafeteria. Lunch prices will be adjusted based on data from the lunch forms. Students will be able to eat lunch until forms are processed. Parents will be asked to pay for lunches with cash or check. If cash is sent by parent, we will ask that parents tightly secure monies so they will not be lost or stolen. We will ask that parents communicate with teachers that they are donating monies to school so that the teacher can be on the look out for it. We will ask that students give lunch monies to teachers first thing in the morning.

For the first year, Olavee Williams Academy may require students to bring their own lunches if we do not have an adequate kitchen space to meet local, state and federal guidelines. We will seek out community partnerships that can possibly offer discounted items that students can purchase for lunch. We will be working through our parent support group to help organize this initiative.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:


1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Resources :



Evidence :


Commercial Ins. Olavee William...



Q126. [Attach Appendix L: Insurance Quotes](#)

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q127.

[We, the Board members will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.](#)

The Board Chair must sign this question.

Signature

Q128. [Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals \(including compensation for those individuals, if applicable\).](#)

Our start up plan consist of working with a cohort of other schools that have been approved and are working on opening their schools. The board of directors along with the Lead Administrator of Olavee Williams Academy will attend training's designated by the state and ones that we facilitate to get



acclimated with the successfully running a charter school. Training's will take place during our planning year and ongoing after the school is opened. During our planning year we will continue to market and recruit for the school. We will secure our building and get the school ready to receive children on the first day of school. The board of directors and the Lead Administrator will all work collectively together until we are ready to open the school. We will monthly set action items needed to be done for a successful school opening.

Q129. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

As of now, we do not anticipate any challenges.

11.5. Facility

Q130. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation
Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools

The Olavee Williams Academy Board of Directors is currently negotiating with the owner of a 9,000 square foot building located in our target community. The discussions consist of a lease purchase option. The building is a brick structure with a open floor plan. Our desire is to have a contractor install some interior nonweightbearing walls to separate classrooms and learning spaces. However, we recognize our first disbursement of funds will not be available until the July prior to the school opening in 2022. If we are unable to negotiate with the owner to install the walls then our contingency plan is to use partitions to separate learning spaces within the building. We will allow for at least two months to have all building inspections completed and obtain an Educational Certificate of Occupancy.

Q131. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Olavee Williams Academy will at least need a building with 7,500 square feet of space to accommodate our projected enrollment of 300 children. 7,500 square feet would allow for approximately 25 square feet per child. We anticipate having 15 classrooms with adequate restrooms for students and staff. We anticipate leasing a facility for the first few years our school is in operation with the option to purchase the facility in year 3. If we are not in a financial position to purchase we can continue to lease the building by renegotiating the terms of the lease.



Q132. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The Olavee Williams Academy will make efficient use of our facilities space. We need a main office. Housed within the main off

Q133. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

The lease rate for our proposed facility is about \$8.33 per square feet. The cost per year is approximately \$75,000. This lease rate is about \$3.10 lower than comparable spaces in our target community location.

Q134. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

In the event the space the board has identified to house our academy is not available we will seek to share space with one of the number of churches in the area. Although this would not be our ideal location but it could be viable due to the size of the fellowship halls and other common space. An alternate facility should not impact the programs offered by the school.

Q135. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Olavee Board of Directors is actively seeking a real estate professional and or contractor to assist with facilities acquisition and management.



12. Financial Plan

Q136. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q137. Explanation (optional):

12.1. Charter School Budget

Q138. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

N/A

Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5


Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources :



Evidence :


OWA Budget.xlsx

12.2. Budget Narrative

Q140. How was the student enrollment number projected?

To project the number of students expected for enrollment during the first year is 100 students per grade level. The projected enrollment was determined by analyzing the school options in our target area in comparison with projected population data for the area. The location of our school is in close proximity to three early childhood education centers servicing a total of 430 children. These centers are all within a one mile radius of our facility.



Q141. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Currently, parents in our target area have few options for quality elementary education options. A survey was created and dispersed to parents. The preliminary results supported the belief that there is a need for school choice in the targeted area. There is a great degree of excitement regarding the school based on preliminary survey results.

Q142. Provide the break-even point of student enrollment

The break even point for enrollment the first year is 252.

This is calculated by:

Projected # of Students: 300

Projected Total Revenue: \$2,636,184

Total Expenses: 2,213,182.50

Enrollment Required for Break-Even: 252

Q143. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

We have been conservative in our financial projections. Being a new school, our first year would necessitate that a large portion of our budget is spent on purchasing equipment, materials, and technology. To cut down on the costs of start up, we will be sure to seek more than one quote for purchases and compare all quotes before selecting a vendor. After our first year, we would be able to contribute more to our general fund balance. If the anticipated funds are not received or are lower than anticipated, we will adjust our budget as necessary. To protect the quality of education, all line items impacting the quality of instruction would be the last to be altered.

Efficiency is another proactive measure Olavee Williams Academy will use to keep costs down. This will include keeping our utilities lower by ensuring that our staff is turning off all lights in unused classrooms, powering off electronics in the evening and weekends, as well as purchasing and monitoring energy efficient equipment.



Additionally, in planning, we are being very strategic about creating a school environment that is more economically sustainable. For example, not implementing a paper system for payroll when this can be done electronically, therefore reducing the cost of paper and ink.

Q144. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The current budget for Olavee Williams Academy will rely solely on the sources from state, county, and federal funds. During our first year, the Board may discuss the possibility of networking with local business partners, accepting in-kind donations, as well as exploring the option of applying for grants catered toward nonprofit organizations.

Q145. Provide the student to teacher ratio that the budget is built on

The student teacher ratio is 20:1. The budget was built on this ratio to maximize class size without compromising the quality of instruction. 20 students is an even number that was selected based on the intention to have small group instruction as a regular part of core instruction. It provides the option for 4 groups of five or 5 groups of four. These numbers are manageable, both for the teacher and the students. An additional rationale for selecting 20 students per teacher allows for the number in each classroom to increase or decrease while still providing a sustainable number of students in each classroom. This extends to the undesirable, yet realistic, event that a teacher is unable to locate a substitute teacher. A class size of 20 would allow each of the other teachers on the grade level to split the students up evenly and not max out the class size.

Q146. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The Board of Directors for Olavee Williams is comprised of several members who, individually, have the capacity to implement the financial plan successfully. There is a licensed accountant on the Board. The Board Member at Large has experience in an executive role for a school. Another member owns and operates an early learning facility where she also manages a budget. An additional member gained experience working with school budgets while employed as a Title I Coordinator in the Federal Programs department.

Q147. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated



The Board of Directors for OWA understands the impact one or more high needs students with disabilities would have on the budget. It is understood that, under the Individuals with Disabilities Education Act (IDEA), we must provide free appropriate public education to all students. After enrollment, we can seek to determine whether or not a student has a disability and the extent of his or her needs. Federal funding to assist with providing an equitable education to students with any qualifying disability would be requested. This money would come in the form of an IDEA grant that is provided to schools to support the provision of free public education. Additionally, as a Board, we would discuss the use of general funds and additional ways to generate revenue, (e.g. in-kind donations, community support, grants, fundraising, etc.).

Q148. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Currently, Olavee Williams Academy plans to outsource for financial services. Procurement policies and procedures will be in place to oversee all activities of any vendor. To ensure compliance and fidelity, contracts will require the approval of the board. A predetermined limit for contracts will be enforced. Contracts exceeding this amount will be discussed by the board and its necessity and amount will be evaluated. To further ensure fidelity when contracting vendors, the board will require three price quotes be obtained and vetted for the most cost efficient and beneficial proposal.

Q149. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases

OWA does plan to contract for services. We are working with the local staffing agency to provide temporary employees to fill roles for jobs such as custodial, clerical, substitutes, etc. Through this process, capable employees would be positioned to apply for permanent employment as start up costs can be removed from the annual budget. Necessary contracts will be generated for nurses, social workers, psychologists and educational diagnosticians as well as contracting for services to meet the needs of exceptional children (motorized lifts, speech therapy, occupational therapy, physical therapy, etc.). We will also employ an auditor and certified public accountant for our financial services. For financial contracts and large purchases, we will secure 3 price quotes and choose the best quote based on price and proposal details.

Q150. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

The budget has allocated a large sum of money to cover start up costs, i.e. facilities, technology, equipment, furniture, materials, and supplies. and our general funds budget is being sustained with the vision of our school growing and causing the school to need a larger facility. As for technology, we have allocated funds to equip the school with necessary technology and software. To support the remote



learning days, an estimate of the cost to provide students with technology was accounted for in the budget. Formative assessment resources were also budgeted. Identifying and addressing instructional needs will be an area of focus for Olavee Williams Academy. Another weighted line item is staff development. Being that we are building master teachers, funds for professional development will be essential in ensuring that teachers are equipped with 21st century pedagogical skills.

Q151. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Establishing a general fund is necessary to combat risks such as revenue shortfalls and unexpected expenditures. Olavee Williams Academy has a goal of reserving 5%-8% as a general fund balance. The first year, the percentage for the general fund will be around 5% due to purchases associated with start up costs and operations. Each year, the percentage of the general fund will likely increase, not to exceed 15% of the school's revenue. The fund balance will be developed by keeping our expenditures low without compromising the educational program. As it is the intention for us to grow out of our initial facility, we must develop a budget that can sustain a relocation when necessary.

Q152. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

The facility we are currently negotiating will be obtained using a operational lease with an option to purchase. The Board will be able to exercise the option in year three of the school's operation. The proposed purchase price will be set according to today's values and not those in three years. The target area where Olavee Williams Academy will be situated is slated to rise significantly in value thus making it a wise choice to structure an arrangement where we lease with an option to purchase at today's market value.

Q153. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

No assets will be provided from other sources.

12.3. Financial Compliance

Q154. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Internal control procedures will involve processes and procedures that will use accounting measures which align with the generally accepted accounting principles. This will ensure that OWA is using ethical and efficient financial practices and making sound financial decisions. Internal control procedures will be implemented that will help detect, prevent, and correct any unethical or inefficient financial occurrences.



The members of the Board and the lead administrator will establish responsibilities as well as policies and procedures to create a traceable documentation of all paperwork and determine ways to stay in compliance with rules and regulations. Financial decisions and record keeping will be a shared responsibility among two or more members of the Board of Directors and inclusive of the lead administrator. Some examples of methods for keeping accurate and adequate records could include, but are not limited to: providing any necessary training, conducting annual audits, reviewing and reconciling annual financial statements, risk assessment, interim financial reporting, monthly bookkeeping reporting, year-end bookkeeping, periodic payroll reviews, and system implementation assessment.

Q155. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

No known related party transactions exist.

Q156. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

Our Board of Directors have not yet selected a firm that will conduct audits for Olavee Williams Academy, However, the list of firms approved by the NC Local Government Commission was reviewed and the firms being investigated are:

Blair, Bohle & Whitsitt, PLLC

Clifton, Larson, Allen, LLP

Belinda Johnson, CPA, PA

They are all in close proximity to the targeted location of the school and they each have extensive services including previous work with Charter Schools.



13. Other Forms


Q157. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


OWA signature cert.pdf


Q158. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


OWA signature cert.pdf



14. Third-party Application Preparation

Q159. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q160. Give the name of the third-party person or group:

Q161. Fees provided to the third-party person or group:



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q162. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to North Carolina Department of Public Instruction:

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



16. Signature page

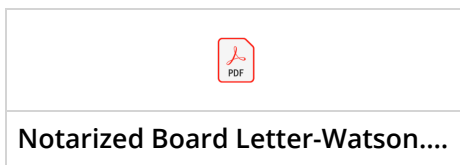
Q163. **Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.**

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :



Q164. **Complete**

I have finished the application

* Q165. **Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Olavee Williams Academy will post all available job position. We will interview at least 3 candidates and recommend the candidate we feel will be best for the position as it aligns with our school vision and mission. Once we select the candidate, we will conduct background checks and check character references from previous work experiences. Once everything is verified and cleared that the candidate is ready to start. We will notify them by phone and through a letter that they have been chosen for the position. We will set up a time for our on-boarding process to acclimate them to our school. The board of directors will have to approve any candidate selected for hire before notifying the candidate.

Our goal is that all staff are successful at Olavee Williams Academy. In the event that a school personnel is not performing to the school's expectations and have documentation on file to support attempts to support the school personnel in areas where they are not performing, the personnel staff will then be placed on an action plan and given time to improve on areas for growth. The personnel staff will be supported by our administrative staff to grow in the areas of weakness. The administrative staff will keep documentation on the support given to the personnel staff. All documentation will be brought before the board to determine if the personnel staff will be dismissed or retained to continue working with us. We



will ensure that we follow all state and federal guidelines for hiring and dismissing school personnel are followe. All personnel matters will be advised by the board as how they will be handled in accordance to the law.

HOW MONEY WORKS



A Common Sense Guide to Financial Success

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How Money Works is a publication of Primerica and is proudly distributed to help consumers find answers to their financial problems. It is not intended as a sales solicitation, but as an overview of how to overcome the most common financial challenges facing people today.

Primerica believes the ultimate key to financial success is knowledge – about how money works, how to make responsible, well-informed decisions and how to get the best value for the dollars you spend.

That's what *How Money Works* is all about. As part of Primerica's continuing commitment to consumer education, this book is a general introduction to the basic, common sense financial concepts that can help people

overcome the obstacles they face and achieve their goals. It shows how greater financial security is within reach of every working American.

As the text explains, the critical first step is learning to make wise financial decisions. Primerica encourages consumers to become independent thinkers and always make their own choices, whether they're purchasing financial products or any other goods or services.

Primerica offers a wide variety of consumer-oriented financial solutions. For more information on specific products, contact the Primerica representative who gave you this brochure.

There is a common misunderstanding that average and ordinary folks can't become millionaires.

That couldn't be further from the truth.

The fact is, you have the power to become financially free. Many people who have never earned a six-figure income become financially independent. How do they do it? Doesn't it take a high-level job with a big salary? Or a large inheritance? Or winning the lottery?

The answer is no. No matter what your income level, you can achieve financial security – if you take the time to learn a few simple principles about how money works.

YOU CAN get out of debt.

YOU CAN build savings.

YOU CAN get on the path to financial independence.

By applying the simple principles in this book, you can achieve financial security and ultimately reach your goals. But nobody else can make it happen.

It's up to you. You have the power to change your life forever.

READY TO GET STARTED?

TAKE CONTROL

Did you know one of the biggest financial mistakes most people make is dependence? Dependence on others allows “outside” factors in people’s lives to control them. The secret to financial security is learning to control the things you CAN control.



Pay Yourself First

Paying yourself first means putting yourself and your family before any other demands on your money. Paying yourself first is a form of self-respect.

Deposit a set amount each and every month into an investment program, no matter what other financial obligations you have. It’s amazing how fast your money can grow if you invest even a small amount regularly at a good rate of return.

Adjust Your Priorities

It’s been said that:

If you make \$10 and spend \$9 = happiness

If you make \$10 and spend \$11 = misery

As you begin your journey to financial independence,

remember this key point: It’s not what you make, it’s what you keep.

Change Your Thinking

The way you think about money is everything. Your mindset is a powerful thing – especially when it comes to money.

That explains why so many of the people who win the lottery ... end up losing it all. It helps you understand how so many millionaires are self made.

What is the difference between the two groups? It’s how they think. **If you think you don’t deserve to be financially secure, you’ll never be financially secure.** However, if you “upgrade” your self-image and believe you deserve the freedom and peace of mind that financial security provides, you’ll have a better chance of doing what needs to be done to obtain wealth beyond your dreams.

Adjust Your Lifestyle

Along with setting priorities comes one tough rule of life: You can't have everything. You have to make conscious decisions about every purchase.

An important concept to understand is want vs. need:

- A need is something you have to have, something you can't do without. You "need" food. You "need" shelter.
- A want is something you would like to have. You "want" ice cream. You "want" a bigger house.

If you want to achieve financial independence, you may have to make sacrifices for a period of time and go without some of your "wants." It's not that tough, but it is very, very important to your financial health.

Earn Additional Income

If your family income is very modest, things may be so tight that it's tough to invest more than \$50 a month. If you want to make significant progress, **consider taking a part-time job to get the extra income needed to start your investment program.**

Realign Your Assets

This is another way to take control and free up income for savings. There are two major areas in which families are not getting their money's worth that are great areas to target for adjustment:

1. Low-interest savings accounts or accumulations with banks. You can take money from a 1% savings plan and invest it in an area that has the potential for higher returns.

2. High-cost life insurance. You can replace your outdated, expensive cash value insurance policies with term insurance and potentially save thousands of dollars in premium over time! Both of these areas are covered in more detail later in this booklet.

Avoid the Credit Trap

Credit cards are good for convenience but that's it.

Be careful to avoid the pitfalls of "plastic money."

Pay your balance in full each month and you'll not only avoid interest charges but you'll prevent your balance from escalating out of control. To keep your monthly charges under control, pay with cash. You'll probably find you spend less when you have to hand your money over.

See how many options you have? You DO have a choice about your financial future.

Set Goals and Have a Plan

You can't reach your destination if you don't know what it is. Setting goals gives you two things:

1. **An incentive to make the necessary sacrifices**
2. **Benchmarks along the way to gauge your progress**

After you've set your goals, you need a road map to get you there. You need a financial game plan.

Together with your goals, a game plan is the cement that holds together your financial foundation.



You **Cannot** Control

- ✗ The Future of Social Security
- ✗ Your Employer
- ✗ Taxes
- ✗ Inflation
- ✗ Rising Costs
- ✗ The Risk of a Single Investment

But You **Can** Control

- ✓ Saving for Retirement
- ✓ Other Sources of Income
- ✓ Ways to Reduce Your Taxes
- ✓ Maximizing Your Savings
- ✓ Saving More
- ✓ Diversity of Your Investment Choices

Diversification does not assure a profit or protect against loss.

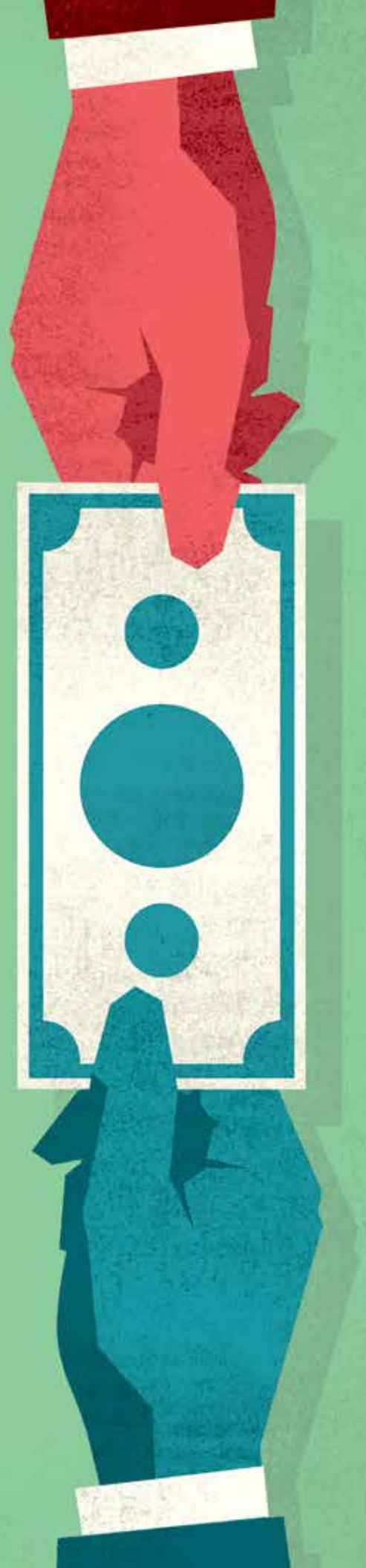
PAY YOURSELF FIRST

PROBLEM:

At the end of the month, most people don't have anything left to save.

SOLUTION:

At the first of the month, before you pay anyone else, write a check to yourself for 10% of your income. Paying yourself first may be the single most important concept in this brochure.



It's Not What You Earn, It's What You Keep

Put yourself at the head of the line. Treat your savings like any other recurring bill that you must pay each month. Dedicate the appropriate amount from your paycheck and set it aside. While most people think nothing of sending enormous amounts of money to credit card companies on a regular and systematic basis, they balk at the idea of paying themselves first! Change that mindset. Cut up your credit cards and put those payments into your own savings. Make a commitment to pay yourself first!

Calculate How Much You've Earned & How Much You've Saved

Average annual income (estimate):	A	<input type="text"/>
Times number of years worked:	X B	<input type="text"/>
Equals total amount earned:	= C	<input type="text"/>
Amount of personal savings:	D	<input type="text"/>
Divide D by C:	= E	<input type="text"/> %

This equals your percentage of income saved.

The Three Accounts You Need

To have a complete savings program, most people need **three types of basic accounts**:



EMERGENCY FUND

This is your reserve fund in the event of an unforeseen emergency, job loss or an unexpected expense.

A good rule of thumb:

Set a goal of having three to six months' salary in your emergency fund.



SHORT-TERM SAVINGS

This account is for money that you set aside for expenses you want to purchase within a short-term time frame. For example, here is where you would save for a new computer or perhaps a vacation.



LONG-TERM SAVINGS & INVESTMENTS

This is where your retirement savings, college fund and other long-range savings will go. Because these savings have more of a long-term time horizon, you can use investment vehicles with potential for a higher rate of return, such as equity mutual funds.

Investing entails risk including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

USE TIME AND CONSISTENCY

Someone once said that the only two things life gives you are opportunity and time. Time, combined with two other important elements, rate of return and consistency, is a powerful key to achieving financial security.



It Pays to Start Investing Early

Suppose your parents had deposited **\$1,000** on the day you were born. If you left the account untouched until you turned 67, that \$1,000 would have grown to \$406,466 – without you ever having to add another penny!

The rate values to the right are at age 67 and for illustrative purposes only and do not represent an actual investment. This example uses a constant rate of return. Actual investments will fluctuate in value. The illustration does not include fees and taxes that would lower results. The 9% rate of return is a nominal interest rate compounded on a monthly basis. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

Amount Accumulated by Age 67



If your parents invested **\$1,000**:

■ At Birth ■ At Age 16 ■ At Age 40

Don't Pay the High Cost of Waiting

If you're like most people, you don't have a lot of money. That's why time is so critical. When you're young, you can save small amounts and still end up with thousands of dollars. If you wait to begin saving, you must save much more. If you want to be financially independent, you have no choice – you must start now, or later you must save more. One thing is certain: You can't afford the high cost of waiting.

If your goal is to save \$500,000 for retirement at age 67, look at the difference time makes:

The sooner you begin to save, the greater the growth on your investment:

Monthly Savings Required

Begin	Save	Cost to wait
Age 25	\$89	–
Age 35	\$224	more than 2 times more
Age 45	\$602	nearly 7 times more
Age 55	\$1,926	more than 21 times more

The High Cost of Waiting (\$100/month at 9%)

Begin	Total at Age 67	Cost to wait
Age 25	\$566,920	–
Age 26	\$517,150	\$49,770
Age 30	\$357,240	\$209,680
Age 40	\$137,780	\$429,140

These examples assume a hypothetical 9% constant rate of return. Rate of return is a nominal interest rate compounded on a monthly basis. Actual investments will fluctuate in value. The illustration does not include fees and taxes which would lower results. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

Add Consistency to Time

You've seen how time can be the best friend of growth. But most people don't have \$1,000 to deposit all at once. They must depend on smaller amounts, invested on a schedule, to build wealth. If that's your situation, consistency can be the fuel that makes your investment grow exponentially.

The Power of Compound Interest

Remember your parents who deposited \$1,000 at a hypothetical rate of return of 9% when you were born? The annual interest would be \$90. And \$90/year, when multiplied by 67 years, is \$6,030. Then how did you withdraw more than \$406,000 at age 67? Because of one of the most important keys to wealth you can ever learn: the power of compound interest. Here is how it works:

The first year's interest on the investment, 9% or \$90, was credited to the \$1,000 to make \$1,090. The next year, \$98 was earned on the \$1,090. The total in the account was then \$1,188. As the account grew each year, the interest payment was calculated on the total in the account, including all the past interest payments. The compounding of the interest is how \$1,000 grew to more than \$406,000. With the power of compound interest at work for you, you'll be amazed at how quickly a few hundred dollars can become a thousand.

Just a Little More Grows Even Faster

The chart below illustrates the difference between saving \$20 a month versus \$100 a month. While saving \$80 more a month may be a challenge financially, the increased dollar amount definitely pays off. Just \$100 a month compounding at a hypothetical 9% rate totals more than \$470,000 after 40 years.

..... Monthly Contribution

Years	\$20	\$100
10	\$3,900	\$19,500
20	\$13,460	\$67,300
30	\$36,890	\$184,450
40	\$94,330	\$471,650

This is hypothetical and does not represent an actual investment. Actual investments will fluctuate in value. It does not include fees and taxes which would lower results. Rate of return is a constant nominal rate, compounded monthly. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

Do You Know the Rule of 72?

Another important concept in understanding the power of compound interest is the Rule of 72. Your money will double at a certain point determined by dividing 72 by the percent of interest.

Years	3%	6%	12%
0	\$10,000	\$10,000	\$10,000
6	-	-	\$20,000
12	-	\$20,000	\$40,000
18	-	-	\$80,000
24	\$20,000	\$40,000	\$160,000
30	-	-	\$320,000
36	-	\$80,000	\$640,000
42	-	-	\$1,280,000
48	\$40,000	\$160,000	\$2,560,000

Based on the Rule of 72, a one-time contribution of \$10,000 doubles **six more times at 12% than at 3%.**

“
Compound interest is the most powerful force in the universe.
- Albert Einstein
”

This table serves as a demonstration of how the Rule of 72 concept works from a mathematical standpoint. It is not intended to represent an investment. The chart uses constant rates of return, unlike actual investments which will fluctuate in value. It does not include fees or taxes, which would lower performance. It is unlikely that an investment would grow 10% or more on a consistent basis.

The Importance of Rate of Return

There's another critical key to building financial security that's often overlooked. It's the interest rate (sometimes referred to as the rate of return). The difference of a few percentage points may seem minor, but the impact of the rate of return when combined with time is significant. You might think that if you could earn a 9% rate of return instead of 4.5%, your money would double. Not so! Remember the "power of compound interest?" That 4.5% difference adds up to much more over time – and can mean thousands of dollars for you and your family.

Rate of Return in Action

Now you can see why the rate of return you receive on your savings or investment account is so important. Your main objective in saving is to accumulate as much cash as possible. You can reach the same objective in one of two ways:

1. Save more 💰 and accept a lower % OR
2. Save less 💰 at a higher %

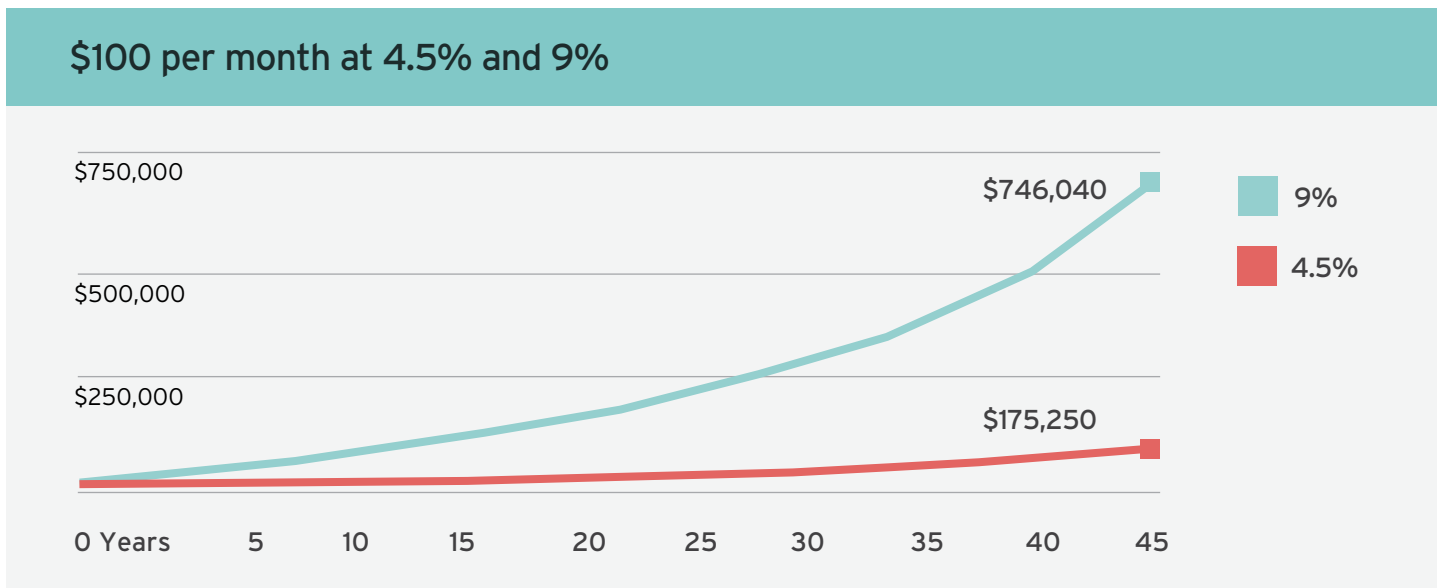
We'll use the example of your parents investing \$1,000 at your birth on page 9. Let's look at their one-time \$1,000 investment with a 3%, 6% and 9% rate of return. Look at what you could have withdrawn at age 67 at various rates of return.

A one-time \$1,000 investment with a 3%, 6% and 9% rate of return:



Hypothetical percentage rates and values. Rate of return is a nominal interest rate compounded on a monthly basis. These results are not indicative of any specific investment and show a constant rate of return, where an actual investment will fluctuate in value. It does not include fees and taxes, which would lower results. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

How Doubling Your Interest Can Quadruple Your Savings



Hypothetical percentage rates and values. Rate of return is a nominal interest rate compounded on a monthly basis. These results are not indicative of any specific investment and show a constant rate of return, where an actual investment will fluctuate in value. It does not include fees and taxes, which would lower results. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.



PAY OFF DEBT

Of all the threats to your financial security, none is more dangerous than debt. In every family's quest to feel good financially, debt is the most common enemy. The very fact that it is so common - who doesn't have debt? - makes it one of the biggest threats to your financial well-being.

The Bad News About Compounding

Compound interest is one of the most powerful financial forces around. When you are building savings, its power works in your favor. However, when you have debt, the power of compound interest works against you! When you pay just the minimum balance on your credit cards each month, interest charges are added to the remaining principal. This means your new balance is the principal PLUS the interest...and that amount gets compounded again and again. It's easy to see how small debts grow large quickly with compound interest.

Did you know if you made a **one-time \$3,000 credit card purchase with an 18% interest rate with no new purchases** and made the minimum payments, it would take at least **10 years to pay off** and you would end up paying more than **\$2,002 in interest charges?**

PURCHASE	INTEREST	
\$3,000	\$2,002	= \$5,002

Assumes 18% APR, and a minimum payment of 3.5% of the balance or \$20 if more.

Revolving Debt vs. Fixed Debt

Credit card debt is what is known as "revolving" debt. The interest compounds daily instead of monthly, which means you can pay much more in interest. Because there is no fixed amount that you pay each month, your debt can go on forever. Additionally, your interest rate could change at almost any time and there is little a consumer can do beyond paying off the entire balance at once.

Look at how revolving debt can erode your financial security:

REVOLVING DEBT

\$17,000 @ 18%
\$595/month*

\$12,500 IN INTEREST PAID

17 years and 2 months to pay off

FIXED DEBT

\$17,000 @ 18%
\$595/month fixed**

\$5,370 IN INTEREST PAID

3 years and 2 months to pay off

*Assumes revolving payment (minimum) is 3.5% of the remaining balance or \$20, whichever is greater. First month's payment is shown and term assumes continued payment of minimum amount with no additional amounts paid. No additional debt is incurred and payments decrease over time period. **Assumes payment of 3.5% of initial loan amount, no additional debt incurred and initial payment amount remains fixed throughout term of loan.

Debt Stacking Can Lead to Debt Freedom

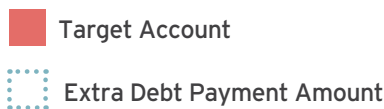
If the idea of paying off your debt seems overwhelming, consider debt stacking. They say you can eat an elephant – one bite at a time. Well, the same concept works with paying off your debt! By taking into account the interest rate and amount of debt, debt stacking identifies an ideal order for you to pay off your debts. You begin by making consistent payments on all of your debts.

The debt that debt stacking suggests that you pay off first is called your target account. There are programs you can enroll in that will automatically select your target account for you using a variety of criteria to help you get out of debt faster.

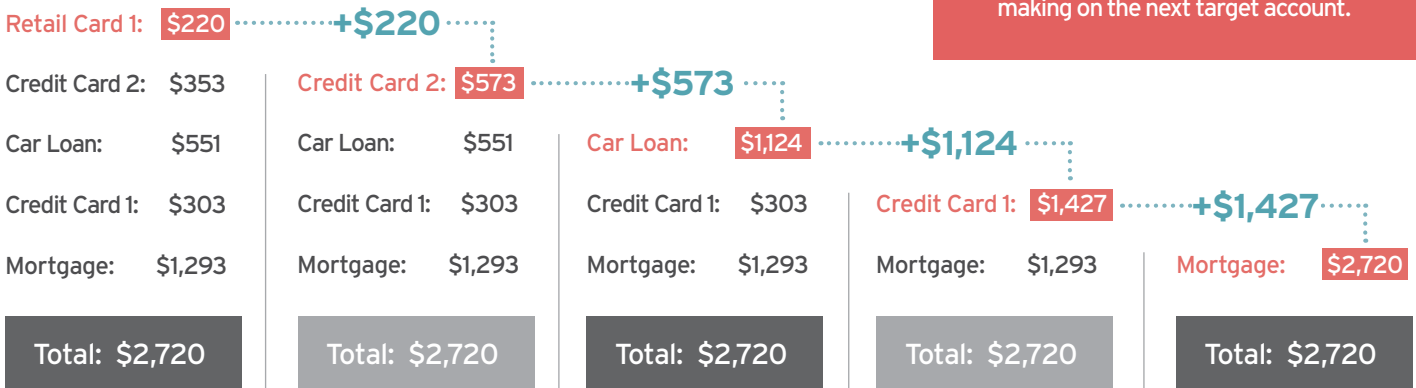
When you pay off the target account, you roll that payment into the payment that you were making on the next target account. These extra dollars help you reduce the effect of compound interest working against you. As each debt is paid off, you apply the amount you were paying to that debt to the payment that you were making on the next target account.

Debt stacking allows you to make the same total monthly payment each month (in the example it is \$2,720 each month) toward all of your debt and works best when you do not accrue any new debts. You continue this process until you have paid off all of your debts. When you finish paying off your debts, you can apply the amount you were paying toward your debt toward creating wealth and financial independence!

Debt Stacking



As each debt is paid off, you apply the amount you were paying toward that debt to the payment that you were making on the next target account.



Category	Without Debt Stacking	With Debt Stacking
Payoff	23 Years	9 Years 14 Years Sooner
Interest Avoided	\$0	\$130,643
Interest Paid	\$214,442	\$83,799
Monthly Payments	\$2,720	\$2,720

This example is for illustrative purposes only. The Debt Stacking concept assumes that: (1) you make consistent payments on all of your debts, (2) when you pay off the first debt in your plan, you add the payment you were making toward that debt to your existing payment on the next debt in your plan (therefore you make the same total monthly payment each month toward your debts), (3) you continue this process until you have paid off all of the debts in your plan. In the example above, when Retail Card 1 is paid off, the \$220 payment applied to Retail Card 1 is applied to Credit Card 2, accelerating its payment to \$573. After Credit Card 2 is paid off, the \$573 payment applied to Credit Card 2 is applied to the Car Loan for a total payment of \$1,124. The process is then continued until all debts are paid off. Note that the total payment per month remains constant.

AVOID THESE COMMON CREDIT MISTAKES

1

Not Valuing Your Credit

Good credit is a valuable commodity in today's world. Bad credit, including a bad credit record, late payments, etc., can create a negative financial profile that can surface when you have a legitimate need to borrow.

2

Raising Credit Card Limits

If you use credit cards, avoid raising your limit. An increased limit is merely an increased temptation to buy. If a company notifies you that they are raising your credit limit, take that as a warning signal. Chances are you've been using your credit card for more than emergencies.

3

Not Monitoring Your Credit History

Know where you stand. Lenders and prospective employers get a snapshot of your debt repayment history with your credit report, and it is important for you to know what they are seeing.

4

Not Monitoring Your Credit Score

A good credit score can determine a lot of things today: Whether you will be approved for credit, the interest rate on your loans, the cost of your homeowner's and auto insurance or whether you will be approved to rent a house or an apartment.

5

Not Knowing Your Interest Rate and Fees

Fees vary widely among credit cards. Always make sure you know what the interest rate and annual fees are before you accept the card.

An illustration of a family walking in the rain. A man in a dark suit is on the left, holding the hand of a woman in a red dress. The woman is holding a large black umbrella that covers her and a smaller child in a blue shirt and red pants. The background is a teal color with white diagonal lines representing rain. The ground is dark with long shadows cast by the figures.

BUY THE RIGHT KIND OF LIFE INSURANCE

One of the most important expenditures the average family should make is life insurance. It is also one of the most misunderstood. It is absolutely critical that you make the right decision about the kind and amount of life insurance to buy. In fact, the wisdom of your life insurance purchase could make a major difference in your family's security, should you die, and your quality of life if you don't.

The Importance of Life Insurance



How much is your car worth?

Do you insure it?



How much is your house worth?

Do you insure it?



How much is your life worth?

Probably a lot more than your car or your house!

Can you afford NOT to insure your life?

What's its purpose?

Life insurance should really be called “death protection” because its purpose is to protect the family against the premature death of a breadwinner or a caregiver. It acts as a substitute for income. Remember when you calculated how much you’ll earn in your lifetime? It was a fortune, wasn’t it? The potential risk of losing that earning power is what makes life insurance a necessity.

Who should buy it?

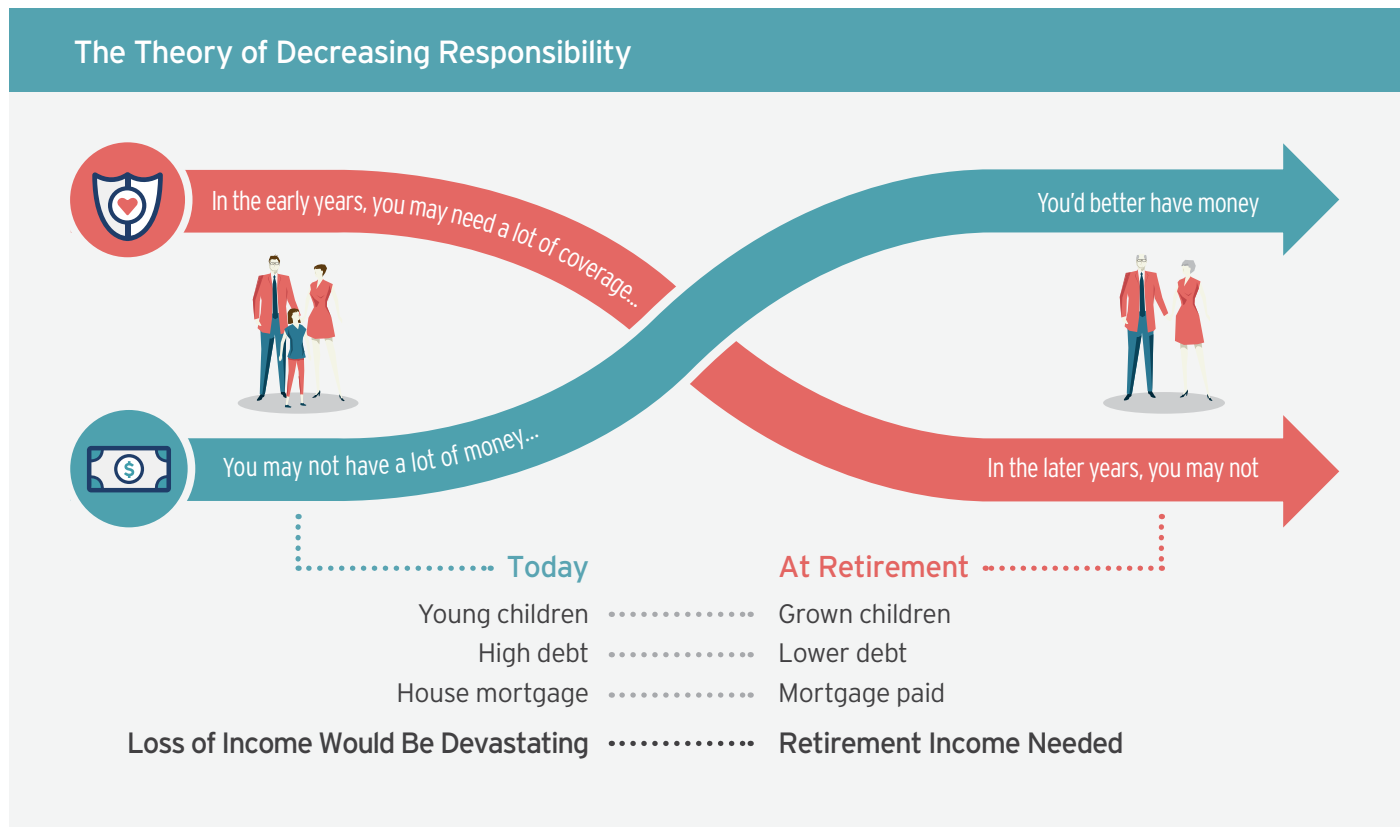
Mainly people who have others depending on them for income support. If you have a non-earning spouse and/or children, or some other significant financial obligation, you need life insurance. Your spouse may also need coverage, even if he or she doesn’t work, if child care or other expenses would result from the spouse’s death. If you’re single or have significant cash resources, you probably don’t need it.

What should you buy?

Inexpensive term life insurance. A common misconception about life insurance is that it is a permanent need for each family. Most financial experts see it as a way to simply “buy time” until you accumulate savings, not as a permanent fixture in your financial program.

How Life Works

According to the Theory of Decreasing Responsibility (illustrated below), your need for life insurance mirrors family responsibilities. When you're young, you buy low-cost death protection, term insurance, enough to protect the loss of your earning power, and put the maximum amount you can afford into a promising investment program. When you're older, you may have much less need for insurance coverage. If you've saved and invested wisely you should have a significant amount of accumulated cash. You've become "self-insured" and eliminated your need for life insurance.



How Much Is Enough?

If you're like most Americans, probably more than you have! Ten times your annual salary is a good rule of thumb. Whatever coverage you choose, buy only one policy, and put the entire coverage amount on that policy. Separate policies mean separate fees and could cost far more!

CONSUMER TIP:

Buy life insurance exactly like you buy other kinds of insurance – auto, homeowners, health – for protection only.

Wouldn't you think it was silly if someone tried to sell you auto insurance that included a long-term savings plan? The same is true for life insurance. It pays to buy your insurance separately.

REMEMBER: Do not combine your savings with your life insurance.

Some Questions About Cash Value

When it comes to life insurance, you have two basic choices: some form of cash value life insurance (including universal life) and term life insurance. In cash value insurance, as a “bundled” policy, you buy both your death benefit and a cash value feature. However, this doesn’t enable you to maximize the benefits of the Theory of Decreasing Responsibility. These concerns have led many leading financial writers and consumerists to direct consumers away from cash value.

Buy Term and Invest the Difference

With the “Buy Term and Invest the Difference” model, you have greater control over your benefits. Because protection and savings are completely separate, you can better control the death benefit and the investment portion.

Cash Value	Term
<ul style="list-style-type: none">✘ Typically higher initial premiums✘ Includes an investment component✘ You can receive your cash value OR your life insurance, NOT BOTH.	<ul style="list-style-type: none">✔ Lower initial premium✔ No investment component (You can control your investment on your own.)✔ Pure death protection

Cash value life insurance can be universal life, whole life, etc., and may contain features in addition to death protection, such as dividends, interest, or cash value available for a loan or upon surrender of the policy. Cash value insurance usually has level premiums for the life of the policy. Term insurance provides a death benefit and its premiums increase after initial premium periods and at certain ages.

QUESTION:

With cash value life insurance, how do you know what you are paying?

ANSWER:

This can be hard to determine in a bundled product, especially with universal and variable life. In addition to the cost of death protection, cash value policies may have significant fees. And with the “two-in-one” approach, it’s difficult to separate the cost of insurance from the other elements of the policy. This makes it difficult to comparison shop. Any time you’re not sure what you’re paying, you risk making a bad decision!

WHAT THE EXPERTS SAY

“

Term insurance is pure protection, like fire insurance or auto insurance, its sole function is to support your family if you die. You can buy large amounts of coverage for modest amounts of money – and big policies are what your spouse and children need.

Making the Most of Your Money Now,
Jane Bryant Quinn

”

“

In my opinion, there is only one kind of life insurance that makes sense for the vast majority of us: term life insurance.

The Road to Wealth: A Comprehensive Guide to Your Money, Suze Orman

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Many financial experts recommend term life insurance for the average family.

Money.com, “Best Life Insurance of 2020,” January 3, 2020

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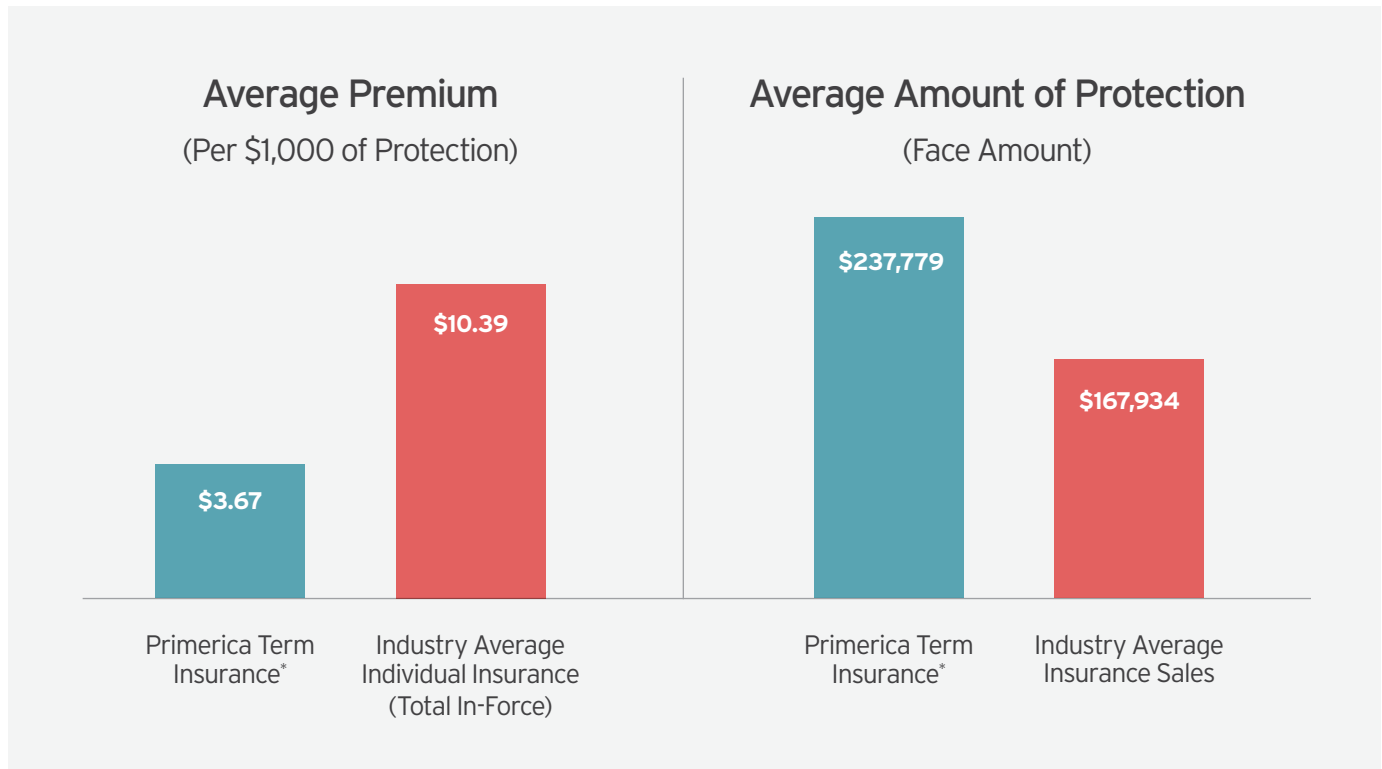
Term life provides coverage for a defined period of time What you see is what you get, and it typically costs far less than whole life.

Kiplinger.com, “How to Shop for Life Insurance,” January 30, 2020

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Most Families Are Over-Premiumed and Underinsured

The chart below shows the difference in the industry average premium per thousand dollars of protection between Primerica term insurance and cash value insurance. As you can see, the premium for “two-for-one” policies is drastically higher than term!



Clearly, the lower cost of term can provide a way for families to get maximum death protection for minimum dollars. Keep in mind that cash value insurance is a bundled product and may include other components, such as dividends and cash values. However, for pure death protection only, nothing beats the affordability of term insurance to protect families from financial ruin in the event of the untimely death of a wage earner.

American Council of Life Insurers, Life Insurers Fact Book, 2019 (2018 data, U.S. numbers only) *2018 sales for U.S. and NY. See note on p. 19.

OUR PHILOSOPHY:

The Three ‘Nevers’ of Buying Life Insurance

NEVER #1: Never buy any kind of “cash value” or whole life insurance, including universal life.

NEVER #2: Never buy life insurance as an investment.

NEVER #3: Never buy a life insurance policy that pays dividends.

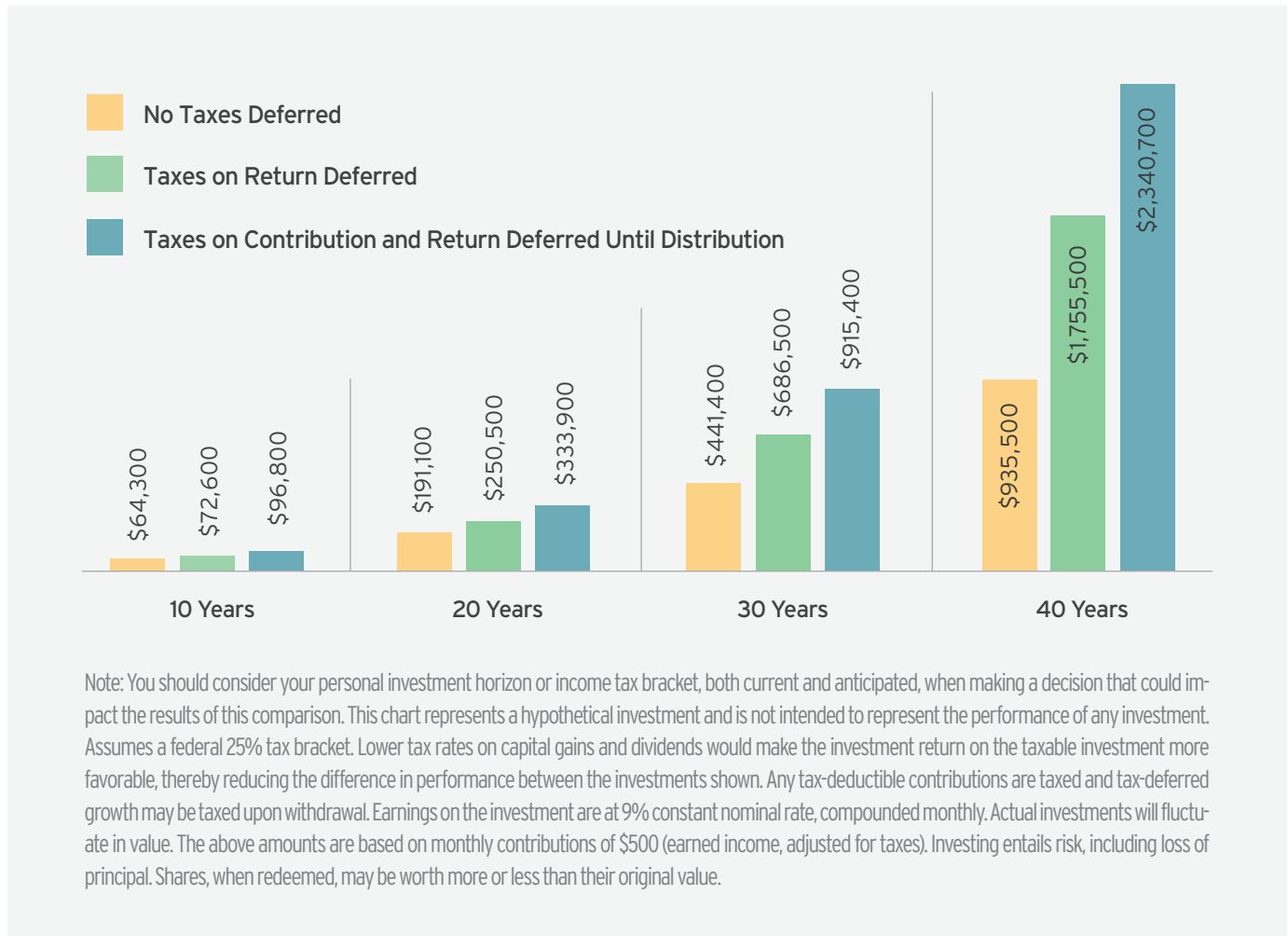


DEFER TAXES

Do you have a job? If yes, then you have a tax problem! The harder you work to get ahead and build your income, the more taxes you pay. In order to have the maximum cash at retirement, you need to find a way to minimize taxes.

The Power of Tax-Deferred Savings

As you begin “paying yourself first,” you can invest money you’ve earmarked for your long-term goals through a tax-deferred retirement account. This allows you to postpone paying taxes on your earnings. That means more money is allowed to compound and work for you than if income taxes were taken out of each year’s earnings. Take a look at the power of tax deferral:



DEDUCTIBILITY VS. DEFERRABILITY

A **deduction** is an amount of money you can subtract from your gross income before you calculate taxes. The more you can reduce your gross income with deductions, the less the amount you’ll pay income taxes on. It **PAYS** to deduct. Remember to consult your tax advisor regarding your personal tax situation.

A **deferral** means that you can “postpone” payment of current taxes until a later date in the future, commonly at retirement. The great thing about deferring taxes to retirement is the likelihood that you will be in a lower tax bracket when you do have to pay taxes on the money.

Neither Primerica nor its representatives offer tax planning services. For related questions, please refer to an appropriately licensed professional.

Which IRA Do You Prefer?

You have a few choices when it comes to IRAs. Which one works best for your situation?

1. Traditional IRA, Deductible

Benefit: *Tax savings now and tax deferral until retirement.* Saves you money by giving you and your spouse the potential to contribute \$6,000 each (if you meet certain requirements) off the top of your gross income, which reduces your taxable income. You postpone payment of taxes on any earnings until they are withdrawn at a date in the future, commonly retirement.

2. Traditional IRA, Non-Deductible

Benefit: *Earnings on your IRA are tax-deferred until retirement.* If you exceed certain income limits, your Traditional IRA contributions may not be deducted from your current tax bill. However, your non-deductible contributions will grow on a tax-deferred basis. So even though you weren't able to deduct your contributions, more of your money is allowed to grow and compound than if taxes were taken out of your account each year.

3. Roth IRA

Benefit: *Contributions are not deductible, but you receive tax deferral on earnings and tax-free withdrawals later.* Contributions are made with "after-tax" money. However, when you withdraw the money from a Roth IRA, none of it will be taxed!*

*As long as the account has been open at least five years and you are age 59 1/2 when you begin withdrawing the proceeds.

Comparing Tax Treatments

Category	Traditional IRA	Roth IRA
Contribution Limit (for 2020)	Up to \$6,000 (Age 50 and above: up to \$7,000)	Up to \$6,000 (Age 50 and above: up to \$7,000)
Deductibility	Deductible (Income limits apply)	Non-Deductible
Earnings	Tax-Deferred	Tax-Deferred
Retirement Withdrawals (After age 59 1/2)	Taxable	Tax-Free (If the Roth IRA is held at least five years)
Distributions	Required at Age 72	No Age Requirement

Income limitations may restrict the amount that you may contribute to a Deductible IRA or a Roth IRA. Additionally, the amount you may contribute to a Roth IRA is reduced by contributions to other IRAs. Withdrawals before 59 1/2 may be subject to ordinary income and a 10% tax penalty. Primerica representatives do not offer tax advice. Consult your tax advisor with any questions.

The "Time Value" of Money

It can't be stressed enough: The sooner you start to save, the less you will have to put away. Look at how opening an IRA today can help you secure a comfortable retirement.

✔ Individual A: Contributes from Ages 22-29				✘ Individual B: Contributes from Ages 30-67			
	Age	Annual Payment	End-of-Year Accumulation	Age	Annual Payment	End-of-Year Accumulation	
Started Contributing at Age 22	22	\$6,000	\$6,560	22	\$0	\$0	
	23	\$6,000	\$13,740	23	\$0	\$0	
	24	\$6,000	\$21,590	24	\$0	\$0	
	25	\$6,000	\$30,180	25	\$0	\$0	
	26	\$6,000	\$39,580	26	\$0	\$0	
	27	\$6,000	\$49,850	27	\$0	\$0	
Stopped Contributing at Age 29	28	\$6,000	\$61,090	28	\$0	\$0	
	29	\$6,000	\$73,380	29	\$0	\$0	
	30	\$0	\$80,270	30	\$6,000	\$6,560	Started Contributing at Age 30
	31	\$0	\$87,800	31	\$6,000	\$13,740	
	32	\$0	\$96,030	32	\$6,000	\$21,590	
	33	\$0	\$105,040	33	\$6,000	\$30,180	
	34	\$0	\$114,900	34	\$6,000	\$39,580	
	35	\$0	\$125,670	35	\$6,000	\$49,850	
	36	\$0	\$137,460	36	\$6,000	\$61,090	
	37	\$0	\$150,360	37	\$6,000	\$73,380	
	38	\$0	\$164,460	38	\$6,000	\$86,830	
39	\$0	\$179,890	39	\$6,000	\$101,540		
40	\$0	\$196,760	40	\$6,000	\$117,630		
41	\$0	\$215,220	41	\$6,000	\$135,220		
42	\$0	\$235,410	42	\$6,000	\$154,470		
43	\$0	\$257,500	43	\$6,000	\$175,520		
44	\$0	\$281,650	44	\$6,000	\$198,550		
45	\$0	\$308,070	45	\$6,000	\$223,740		
46	\$0	\$336,970	46	\$6,000	\$251,290		
47	\$0	\$368,580	47	\$6,000	\$281,430		
48	\$0	\$403,160	48	\$6,000	\$314,390		
49	\$0	\$440,970	49	\$6,000	\$350,450		
50	\$0	\$482,340	50	\$6,000	\$389,880		
51	\$0	\$527,590	51	\$6,000	\$433,020		
52	\$0	\$577,080	52	\$6,000	\$480,200		
53	\$0	\$631,210	53	\$6,000	\$531,810		
54	\$0	\$690,420	54	\$6,000	\$588,260		
55	\$0	\$755,190	55	\$6,000	\$650,010		
56	\$0	\$826,030	56	\$6,000	\$717,550		
57	\$0	\$903,520	57	\$6,000	\$791,420		
58	\$0	\$988,280	58	\$6,000	\$872,220		
59	\$0	\$1,080,990	59	\$6,000	\$960,610		
60	\$0	\$1,182,390	60	\$6,000	\$1,057,280		
61	\$0	\$1,293,310	61	\$6,000	\$1,163,020		
62	\$0	\$1,414,630	62	\$6,000	\$1,278,690		
63	\$0	\$1,547,330	63	\$6,000	\$1,405,200		
64	\$0	\$1,692,480	64	\$6,000	\$1,543,580		
65	\$0	\$1,851,240	65	\$6,000	\$1,694,940		
66	\$0	\$2,024,900	66	\$6,000	\$1,860,500		
67	\$0	\$2,214,850	67	\$6,000	\$2,041,590	Stopped Contributing at Age 67	
Total Contributions: \$48,000			Total Contributions: \$228,000				
Total Accumulation at Age 67: \$2,214,850			Total Accumulation at Age 67: \$2,041,590				

The hypothetical 9% nominal rate of return, compounded monthly, and tax-deferred accumulation shown for both IRA accounts are not guaranteed or intended to demonstrate the performance of any actual investment. Unlike actual investments, the accounts show a constant rate of return without any fees or charges. Any tax-deductible contributions are taxed and tax-deferred growth may be taxed upon withdrawal. Withdrawals prior to age 59 1/2 may be subject to a 10% penalty tax. Assumes payments are made at the beginning of each year. Investing entails risk, including loss of principal. Shares, when redeemed, may be worth more or less than their original value.



BECOME AN OWNER, NOT A LOANER

Many people fail financially because they don't understand the key concept of becoming an owner, not a loaner. Most people are "loaners." They invest their money in what they consider to be "safe" investments, usually a local bank or credit union. But here's what happens.

Bypass the Middleman

The bank takes their money, pays them the current rate, maybe around 1% at this time, and then loans that money out or invests that money directly in the economy. The bank receives high rates of interest on its investments and is happy to pay you a low interest rate for the use of your money. As a general rule, what you really have there is a “loaning” account, rather than a “savings” account. You are lending money to the bank and they are making a profit off your money. You have no choice but to reverse the situation if you want to make your money work for you. You must become an “owner,” not a “loaner.” You must learn to “bypass the middleman.”



Are You Earning a Guaranteed Loss?

Even though you may feel comfortable with the fact that investments in banks and savings and loans are “guaranteed” against loss by the FDIC, what you are purchasing with that kind of “guarantee” is something you hadn’t counted on – a guaranteed loss!

You invest \$10,000 at a 1% rate of return at your local bank...

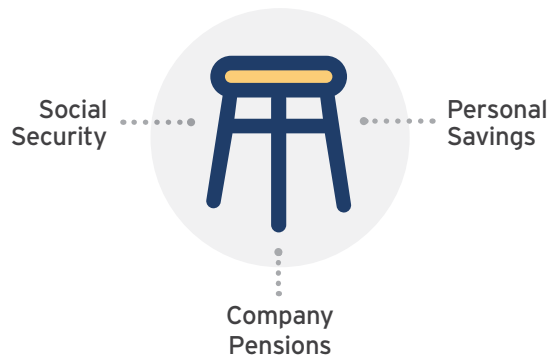
You earn interest for the year:	\$100
But you pay \$25 in taxes on that interest at 25%:	-\$25
So, your net earnings are:	\$75
Your resulting balance would be:	\$10,075
...but if inflation is 3%, your buying power would be reduced to:	\$9,782

You would have actually LOST buying power!

This 25% tax rate is hypothetical. A different tax rate will change the result. Savings and CD accounts are generally FDIC insured up to \$250,000.

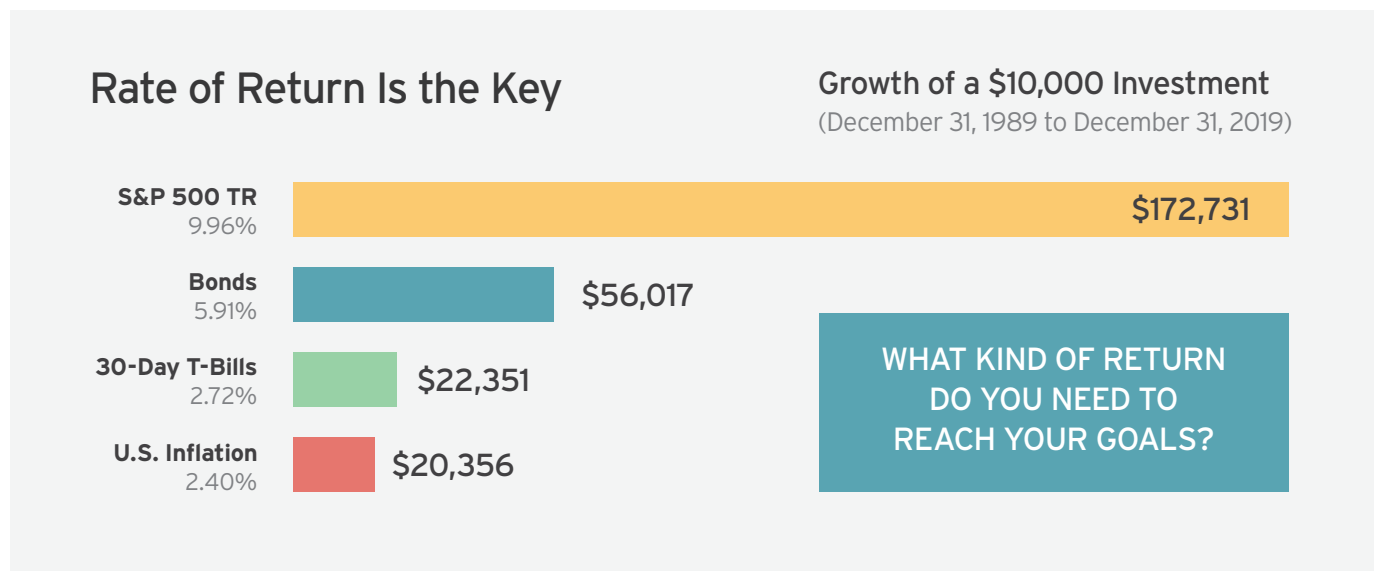
The Three-Legged Stool Theory

For years, financial experts used the analogy of a three-legged stool to demonstrate the primary sources that provide retirement income. However, gone are the days when you can count on a pension from your employer. Plus, Social Security doesn't seem so "secure" anymore. Altogether, these three "legs" used to represent a stable source of income, but not anymore. Simply put, it's up to you to fund your retirement!



Don't Just Save, Invest!

With the problem of low returns in "safe" investments, where can you go to have the opportunity to get the kind of rate of return you need to keep ahead of the savings game? **The answer: equity investments (the stock market).** Investing in the market takes you out of the "savings" mode and into the "investing" mode. Are stocks guaranteed? No. There is always a potential for loss, as well as gain. But for a greater potential rate of return, many investors are willing to accept a greater degree of risk. Remember what you've learned about being an "owner" versus a "loaner." If you want a "guarantee" on your money, be willing to accept a relatively low return.



Source: Morningstar. Past performance is no guarantee of future results. This chart is for illustrative purposes and does not represent an actual investment. Further, the returns do not reflect the past or future performance of any specific investment. All investments involve risk including loss of principal. The figures in the chart above assume reinvestments of dividends. They do not reflect any fees, expenses or tax consequences, which would lower results. Because these indices are not managed portfolios, there are no advisory fees or internal management expenses reflected in their performance. Investors cannot invest directly in any index. The figures represent an initial investment of \$10,000. The Standard & Poor's 500® TR, which is an unmanaged group of securities, is considered to be representative of the stock market in general. Often referred to as "the S&P 500 Index of bonds," the Barclays U.S. Aggregate Bond Index TR represents the dollar-denominated, investment-grade, fixed-rate, taxable U.S. bond market. The index includes government and corporate securities, mortgage-backed securities, and asset-backed securities, with maturities of at least one year. The U.S. 30-Day T-bills are government backed short-term investments considered to be risk-free and as good as cash because the maturity is only one month and are represented by the IA SBBI US 30-Day T-Bill TR index. Treasury Bills are secured by the full faith and credit of the U.S. Government and offer a fixed rate of return, while an investment in the stock market offers no such guarantee. Inflation history is represented by the IA SBBI US Inflation index. Investors cannot invest directly in any index.

INVEST WITH PROFESSIONAL MANAGEMENT

Mutual funds are a great way to become an “owner,” not a “loaner.” They give average families the advantage of investing in the economy, with the opportunity to minimize risk with professional management and diversification. There’s no doubt that there is some risk - after all, you’re buying a little piece of the economy, and the economy is influenced by many factors. But, as you’ve learned here, in exchange for that risk, you have the potential for a rate of return that few other investments offer.



What Is a Mutual Fund?

A mutual fund is an opportunity for you, together with many other investors, to pool your money. Professional money managers invest the “pool” for you, keeping the investments under constant supervision. The money managers use their knowledge of securities and changing market conditions to invest the pooled assets in many different companies within a variety of industries.

How a Mutual Fund Works

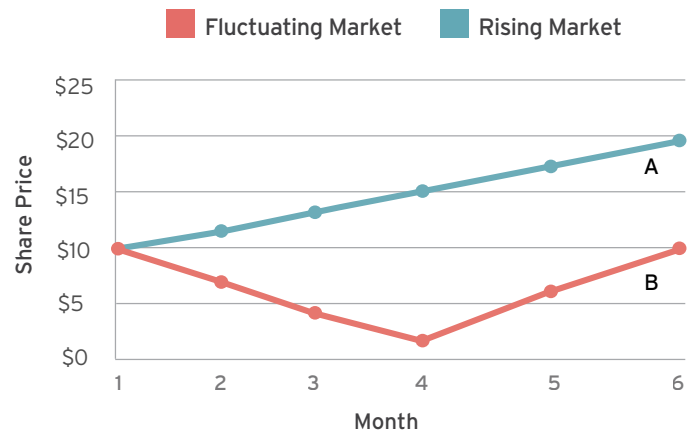


Who Do You Think Earned More Money?

Investor A began purchasing his shares as the market soared. Right after **Investor B** started purchasing his shares, the market fell and then recovered to where it was at the beginning of his investment period.

If you picked **Investor A**, you're wrong! **Investor B** was able to take advantage of the downturn in the market and use his \$100 monthly investment to purchase shares at a lower price, which meant more shares purchased. With his \$600 investment he purchased 125.95 shares at an average price of \$4.76 per share.

Investor A's \$600 investment purchased 42.28 shares at an average price of \$14.19 per share. In a fluctuating market, **Investor B** was able to accumulate more shares at a lower price than **Investor A** did in a rising market. That's the power of dollar-cost averaging.



Dollar-cost averaging is a technique for lowering average cost per share over time. Dollar-cost averaging cannot assure a profit or protect against loss in declining markets. Investors should consider their ability to continue to invest in periods of low-price levels. These values are hypothetical and not intended to reflect any specific market period.

Investor	\$100/month	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Number of Shares Accumulated
	Investor A	Per Share:	\$10.00	\$12.00	\$14.00	\$16.00	\$18.00	\$20.00
	# of Shares:	10.00	8.33	7.14	6.25	5.56	5.00	42
Investor B	Per Share:	\$10.00	\$7.00	\$4.00	\$2.00	\$6.00	\$10.00	—
	# of Shares:	10.00	14.29	25.00	50.00	16.67	10.00	126

	Amount Invested in 6 Months	Number of Shares Accumulated	Average Cost Per Share
A	\$600	42.28	\$14.19
B	\$600	125.95	\$4.76

The Three “Ds” of Investing

Dollar - Cost Averaging

Dollar-cost averaging means investing a certain fixed amount each month, regardless of what’s happening in the stock market. This eliminates having to predict when to invest as you will be able to take advantage of the market highs and lows – by purchasing fewer units when the prices are high and more units when the prices are low. While dollar-cost averaging can’t assure a profit or protect against loss, it does show how a systematic investing plan, sustained over a period of time has the potential to pay off, relieving your worries about whether the market is up or down.

Discipline

By staying focused and staying invested through all market activity, you can increase your long-term potential because missing even a handful of the best-performing days in the market over time can

considerably diminish your returns. Experts say market “timing” is a bad way to invest. The key is to maintain a long-term view and stay focused on your goals.

Diversification

Because there is no single, perfect investment, take advantage of the next best thing which is to build your portfolio by balancing a variety of investments. Together these investments help you achieve your goals and reduce your portfolio’s risk. This may also work to increase returns by offsetting losses in one asset class with an opportunity for gains in another. Diversification does not assure a profit or protect against loss.

Investing entails risk including loss of principal. Shares, when redeemed, may be worth more or less than their original value.

YOU CAN DO IT!

At first glance, achieving financial security may seem overwhelming.

But, as you’ve seen in these pages, the path to financial independence starts with understanding a few basic concepts – and implementing them in your life.

Winning the financial “war” is the result of winning tiny battles day to day. Something as seemingly insignificant as choosing a glass of water over a 75¢ soda, or saying “no, thanks” to an impulse purchase can add up faster than you could ever imagine.

The basic concepts of money management aren’t obscure or difficult to understand. They’re based on common sense and can put financial success within your reach.

While it may be tempting to hope for a financial miracle, it’s much wiser instead to bet on a sure thing, and follow the proven principles that have already worked for so many families.

Most of all, whatever your present situation, it’s important to get started today. If you put together a simple plan and follow it, you’ll be amazed at the progress you can make.

Securities offered by PFS Investments Inc.

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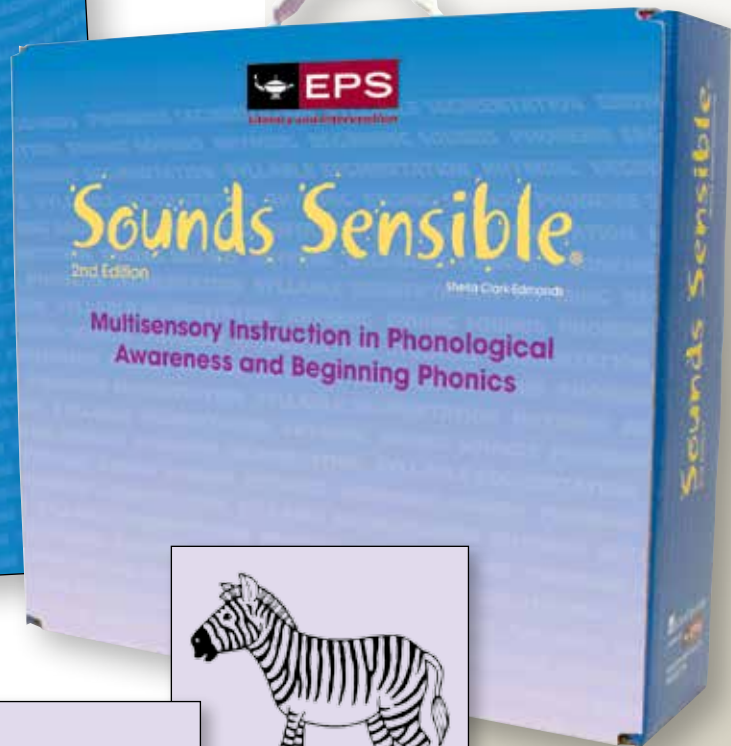
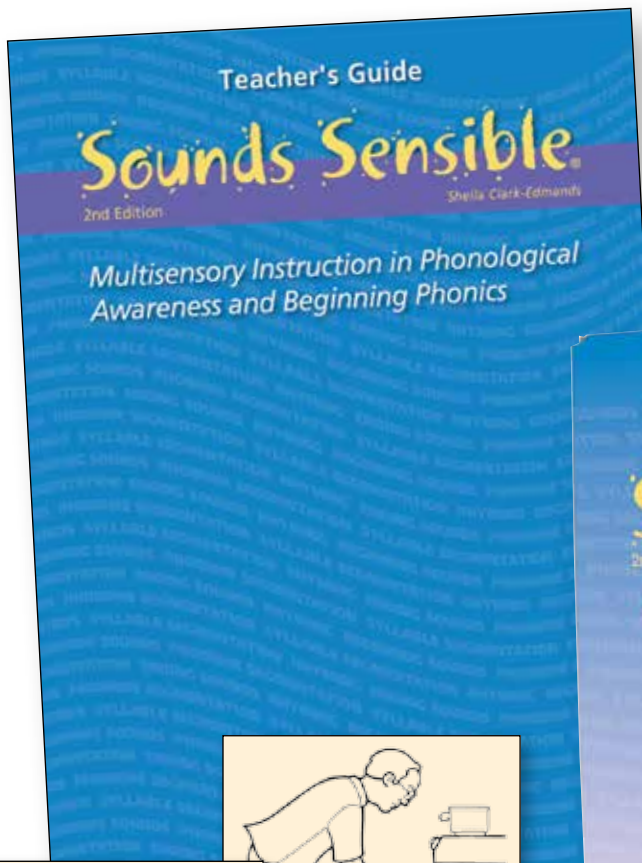
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Sounds Sensible®

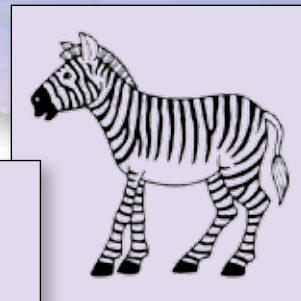


LESSON SAMPLER

Multisensory Instruction in Phonological Awareness and Beginning Phonics



bake
cake



zebra



800-225-5750

epsbooks.com/SoundsSensible

Sounds Sensible®



Sounds Sensible® provides hands-on instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and handwriting for beginning and struggling readers.

- **Beginning readers**—essential instruction that builds the foundational skills of reading to prevent reading failure before it starts
- **Struggling readers**—an Orton-Gillingham based reading intervention for any grade level that serves as Pre-Level 1 of the SPIRE® program

A free Placement Assessment is available to help determine if students should use *Sounds Sensible*, or if they are ready to start *SPIRE*. To download the assessment and to learn more about *SPIRE*, please visit epsbooks.com/spire.

Letters in *Sounds Sensible*® are introduced in order of how the sound of the letter is produced with easier sounds learned first. This approach gives students a solid foundation in phonological awareness. Phonological awareness instruction has been shown to have a positive impact on the acquisition of reading and spelling.

STOPS are produced by completely stopping the air flow, then releasing it quickly. Air flows from your lungs and you stop it with your lips, then release.

Lesson 1: Introducing Letter **p**

Lesson 2: Reviewing Letter **p**

Lesson 3: Introducing Letter **b**

Lesson 4: Reviewing Letters **p, b**

Lesson 5: Introducing Letter **t**

Lesson 6: Reviewing Letters **p, b, t**

Lesson 7: Introducing Letter **d**

Lesson 8: Reviewing Letters **p, b, t, d**

Lesson 9: Introducing Letters **c, k**

Lesson 10: Reviewing Letters **p, b, t, d, c, k**

Lesson 11: Introducing Letter **g**

Lesson 12: Reviewing Letters **p, b, t, d, c, k, g**

FRICATIVES are produced with a constriction of air flow. The air forces its way around the articulator on its way. This results in a sound with a hissing or buzzing.

Lesson 13: Introducing Letter **f**

Lesson 14: Reviewing Letters **p, b, t, d, c, k, g, f**

Lesson 15: Introducing Letter **v**

Lesson 16: Reviewing Letters **p, b, t, d, c, k, g, f, v**

Lesson 17: Introducing Letter **s**

Lesson 18: Reviewing Letters **p, b, t, d, c, k, g, f, v, s**

Lesson 19: Introducing Letter **z**

Lesson 20: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z**

BEGINNING & ENDING SOUNDS

Lesson 21: Beginning Sounds **p, b, t, d, c, k, g, f, v, s, z**

Lesson 22: Ending Sounds **p, b, t, d, c, k, g, f, v, s**

AFFRICATES combine a fricative element with a Stop.

Lesson 23: Introducing Letter **j**

Lesson 24: Reviewing Beginning Sounds **p, b, t, d, c, k, g, f, v, s, z, j**

Lesson 25: Reviewing Ending Sounds **p, b, t, d, c, k, g, f, v, s**

NASALS are produced by diverting the air flow through the nose.

Lesson 26: Introducing Letter **m**

Lesson 27: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m**

Lesson 28: Introducing Letter **n**

Lesson 29: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n**

GLIDES are more like vowels because they involve less obstruction of the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 30: Introducing Letter **w**

VOWEL sounds are produced when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips.

Lesson 31: Introducing Letter **ā**

Lesson 32 a-d: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, ā**

GLIDES are more like vowels because they involve less obstruction of the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 33: Introducing Letter **h**

Lesson 34: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, ā, h**

LIQUIDS are formed differently by the individuals who articulate them. This makes it harder to describe them and these are the most difficult for children to say. It involves some curling of the tongue.

Lesson 35: Introducing Letter **l**

Lesson 36: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, ā, h, l**

Lesson 37: Introducing Letter **r**

Lesson 38: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, ā, h, l, r**

The sound of “x” is made up of two sounds, /k/ and /s/, which combine to form /ks/.

Lesson 39: Introducing Letter **x**

GLIDES are more like vowels because they involve less obstruction of the air flow. Glides are always preceded or followed by a vowel sound to which they “attach” with a gliding of the tongue.

Lesson 40: Introducing Letter **y**

Lesson 41: Reviewing Letters **p, b, t, d, c, k, g, f, v, s, z, j, m, n, w, ā, h, l, r, x, y**



Step 1: Listening

Warm-up

Time: 9 minutes

Objective: To focus students' attention on sounds in words and develop students' ability to listen.

Behavior: Students will identify whether two spoken words are the same or different. Students will be able to attend to a story read by the teacher and identify rhymes, develop vocabulary, identify the story's main characters, and tell what is happening.

Activity 1: Word Comparison: Same/Different

Copy Same/Different Response Sheet Blackline Master, page 48. Give each student a picture of two dogs and a picture of a cat and a dog.

Discuss the picture of the two dogs, and lead students to understand that both animals are dogs and that they are the same.

Next, discuss the picture of the cat and the dog, and lead students to understand that one animal in the picture is a dog and the other is a cat and that they are not the same. They are different.

Ask students to place their pictures on the table and listen. Tell students you will say two words and then call on someone to repeat the two words. After the student repeats the words, have the whole group repeat them.

Then ask: Are the words the same or different? If they are the same, hold up your picture of two dogs. If the words are different, hold up your picture of the dog and the cat.

Activity 1 is always done using this format. Choose different word pairs each day from the lists below. Note that some of the pairs are of nonsense words. You may want to tell students that some of the words you will say may not be real words, or you may decide to omit those pairs from your instruction.

Word Pairs

/p/ /b/ discrimination

pat pat	bat pat	bat bat	bit pit
pam bam	bam bam	pam pam	but but
pit pit	bag pag	bap bap	pab bap
pab bab	pap bap	pap pap	pat bat

Copy this sheet to try with students.





Step 2: Rhyming

Activity 5: Onset and Rime

Objectives: Students will be able to blend the beginning sound of a word with its ending sounds and comprehend the word. Students will be able to hear a word and separate its onset from its rime.

Behavior: Given an onset and a rime, students will be able to repeat them in order, blend them into a word, and find the picture for the word.

Materials: Onset and Rime Cards, Rhymes Mat

Level 1

Time: 9 minutes

Instruction: Place the Rhymes Mat on the table and say: "Today we will do robot-talk. Robot-talk is like this: '/H/ /i/, /h/ /ow/ /ar/ /y/ /ou./' Did you understand what I said? I said, 'Hi, how are you?' Listen again."

(Repeat the same sentence in robot-talk, and explain that robot-talk is saying the first sound in a word, briefly pausing, and then saying the rest of the word.)

Say: "Let me show you how I would robot-talk this word."

Lay down Onset and Rime Card 1, *cab*.

Say: "The way we people-talk when we say this word is *cab*. What is this word in people-talk? Yes, this word is *cab*. Now, listen as I say it in robot-talk, /k/ /ab/.

Now, who would like to try to say *cab* in robot-talk?"

Call on several students; if anyone has difficulty, model the procedure again.

Follow the same procedure with Onset and Rime Cards 2–5: *cap*, *cat*, *rope*, *hip*.

After all five cards have been introduced, say: "Now, I will robot-talk one of these words. You will repeat the robot-talk; then, people-talk the word and find its picture on the mat.

Robot-talk: /k//at/. Everyone repeat /k//at/. People-talk: /kat/. Everyone repeat /kat/. Now point to the picture. Yes, *cat* is the word."

Repeat the procedure with the remaining four words.

Display the five cards again and say: "Who can say one of these words in robot-talk? We will try to guess your word and say it in people-talk."

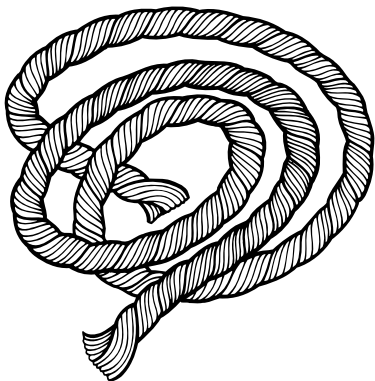
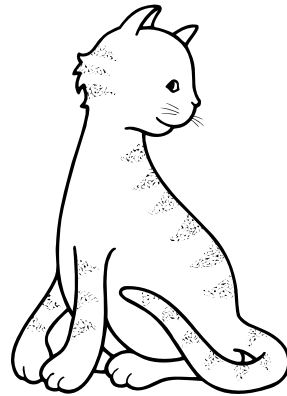
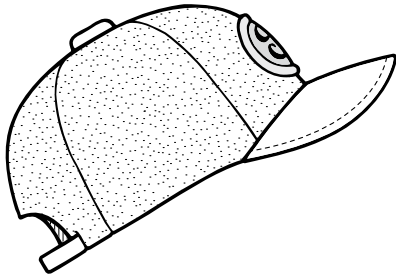
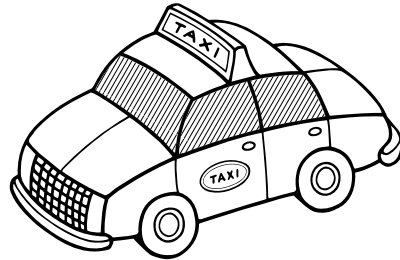
Choose a student to robot-talk one of the pictures. You may need to assist as necessary.

Have students robot-talk the remaining pictures as their classmates respond with people-talk for each one.

Copy these onto card stock and cut out to try with students.

Onset and Rime Cards

077-9659





Step 3: Segmentation

Activity 6: Phoneme Segmentation

Time: 9 minutes

Objective: To develop students' ability to track up to three sequences of sounds

Behavior: Students will be able to remember three sequences of sounds and identify those that are the same and those that are different.

Materials: Phoneme Segmentation Sheet Blackline Master, page 46, Bingo chips.

Instruction: Tell students that they will be listening for sounds, and that there will be two or three sounds in a row, but the sounds will not make words. Explain that they will show how many sounds they hear by placing the right number of chips on their Phoneme Segmentation Sheet. Also explain that they will use different-colored chips to show whether the sounds they hear are the same or different.

Demonstrate the procedure by saying and doing the following: "If I hear /t/ /t/, I can show this by placing two chips on my sheet that are the same color. It does not matter what color the chips are, but only that they are the same color. This shows that the two sounds heard are the same."

Take the two chips off the sheet and then say as you demonstrate: "Now, if I hear /m/ /t/, I will place two chips, but they are different colors to show that I hear two different sounds."

Remove the chips and then say as you demonstrate: "If I hear /s/ /s/, what do you think I will do? Yes, I would place two chips of the same color on my sheet to show that I hear two sounds that are the same."

Remove the chips and then say as you demonstrate: "What if I hear /s/ /m/ /s/? Yes, I would place three chips and the first and the last would be the same color because they are the same sound. Now, you will do the same on your sheets with your chips. Ready? I will say some sounds."

Have students repeat the sounds and place chips on their sheet, saying and touching each sound as they place each chip.

Example

Teacher: /t/ /m/

Students: /t/ /m/

Teacher: /t/

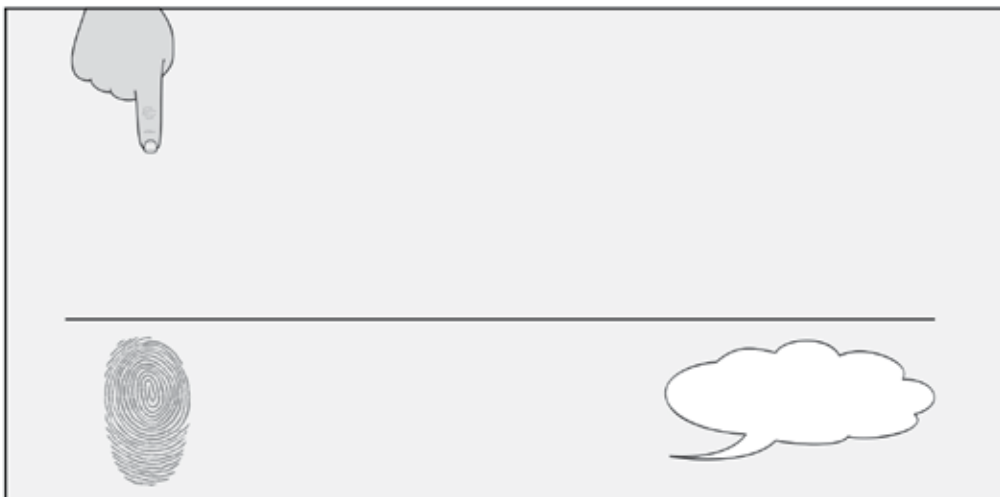
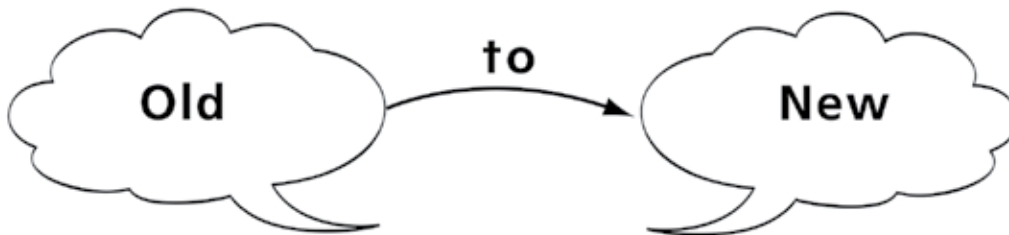
Students: /t/ (touch and say as they place)

Teacher: /m/

Students: /m/ (touch and say as they place)

Copy this sheet to try with students. Each student will need their own copy and Bingo chips or something similar. See directions on page 8.

Phoneme Segmentation Sheet





Step 4: Phoneme–Grapheme Relationships

Lesson 7

Introducing Letter *d*

Hold up Phonogram Card *d*, and tell students the name of the letter. Have them repeat the letter name.

Tell students that the key word for *d* is *dad*. Show students the Key Word Concept Sheet *d* and discuss the picture.

Say: “*d* (letter name), *dad* (key word), /d/* (sound),” and have students repeat: *d, dad, /d/*.

*Note: Be careful not to say /duh/ when you model the sound for students. Tell them that /d/ is made the same way as /t/, except that *d* is a “noisy letter.” Have students place their tongue behind their top teeth and feel their vocal cords as say /d/. Then have students say: *t tap /t/*. Compare /t/ and /d/. /d/ is produced with a tapping of the tongue, a deep throaty sound, and a slightly opened mouth. *D*, like *t*, is a “tongue tip tapper.”

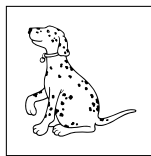
Display Beginning Sounds Picture Cards 16–20, and tell students the name of each one. Have them listen for /d/ at the beginning of each name. Spread all five cards picture side up on the solid side of the Sound Work Mat. Say a picture name; student repeats and points to the picture. Play until students can recall all picture names. If necessary, correct students’ articulation of the picture name. Pick up and shuffle the cards, hold them up again, and have students say the name of the picture, its beginning sound, and its letter name. Alternate turns, giving each student an opportunity to respond twice.



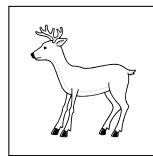
16 dad



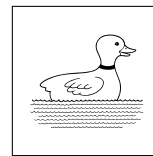
17 dig



18 dog



19 deer



20 duck

Give each student a Key Word Card for *d*, and say the following words as students listen for /d/ at the beginning of the each one. If a word begins with /d/, students hold up the Key Word Card. If it does not begin with /d/, they should not hold up any card. If students make errors, have them repeat the word, give the beginning sound, and say the letter name. Ask, “Did [word] begin with /d/ as in *dad*?”

dad tad bad dot pot
dog bag dig pig dip

Copy these onto card stock and cut out to try with students.

d

4

d dad /d/

Dd

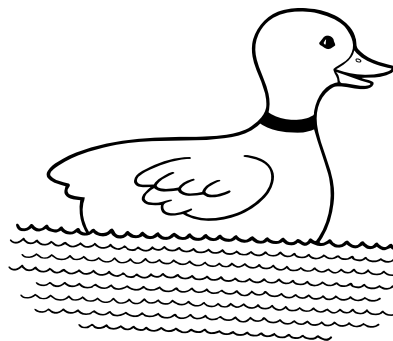
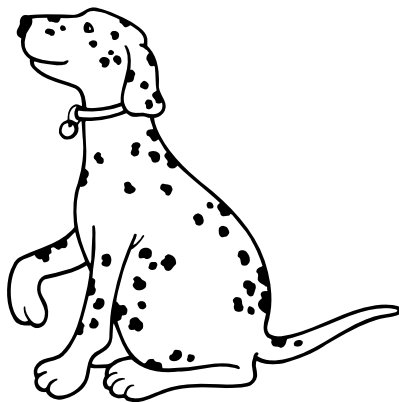
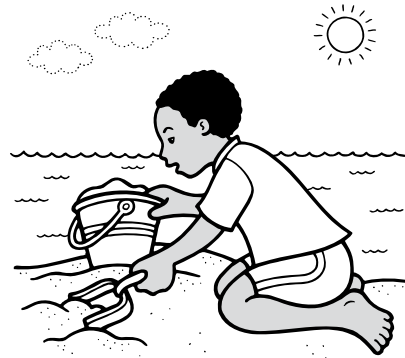
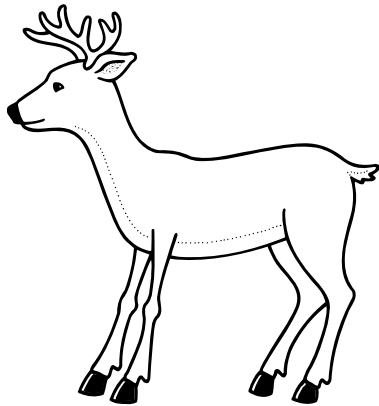
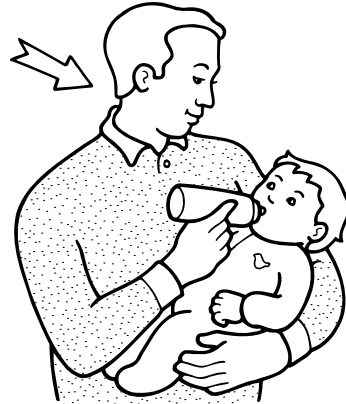


dad

Copy these onto card stock and cut out to try with students.

Beginning Sounds Picture Cards

077-9659





Step 5: Dictation

Dictation Lessons

Note: Until Lesson 31, where short *a* is introduced, you will dictate only single consonant sounds. After Lesson 31, you will also be dictating words that have the short *a* sound.

Objective: To develop the ability to connect a phoneme to its symbol in written form

Behavior: Given a known sound, students will be able to correctly repeat it, name the letter that makes the sound, and write the letter that makes the sound.

Materials: Traffic Light Dictation Paper (in the size appropriate for your students' level—see note, page iii)

Instruction: Students are to write letters and words on their paper. Dictate the sounds or words and have students repeat them, name them, and then write them, naming the sounds or words as they write. Students will write five dictated sounds, then will listen to five words for beginning or ending sounds, eventually writing five complete words.

Lesson 7 (Model Lesson)

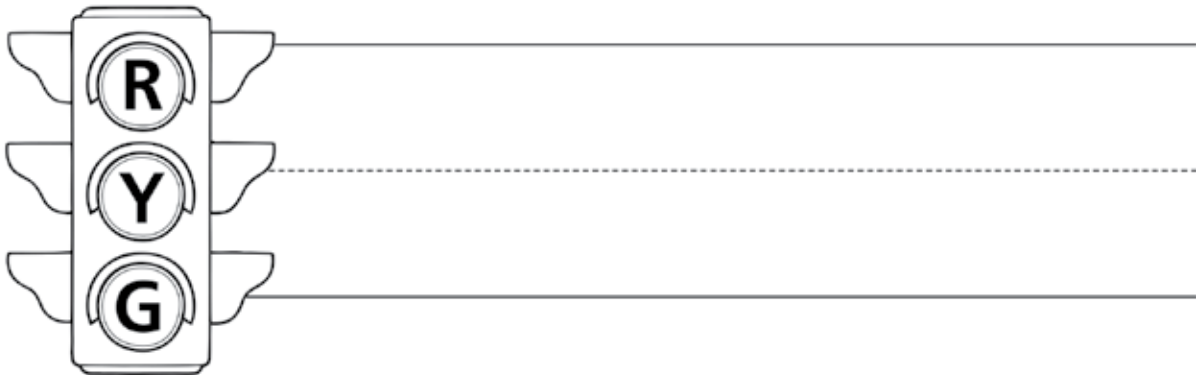
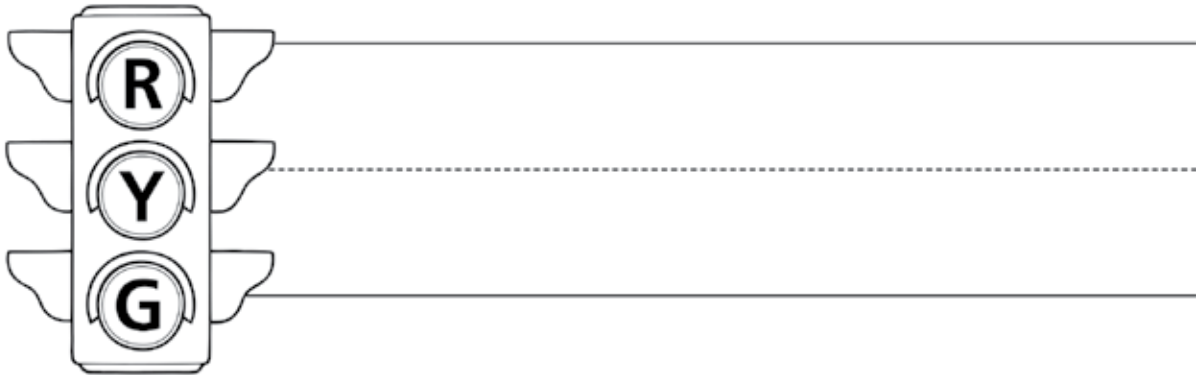
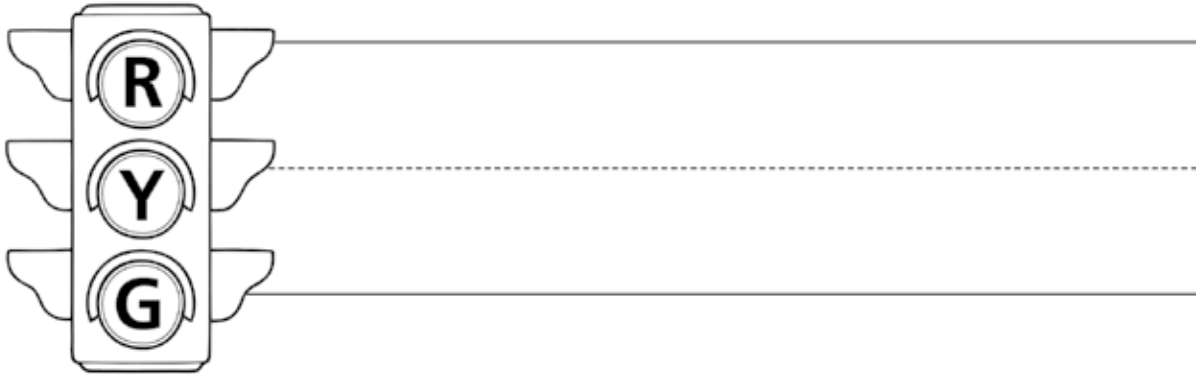
Sound Dictation Letter *d*

1. Have students listen carefully as you dictate a sound. Pencils are down. Say /d/, and have students repeat the sound. Say: "What letter says /d/? Yes, *d*. Pick up your pencil and write *d*, saying its name as you write."
2. Students look at the letter they wrote, name it, and give its sound.
3. Repeat the above procedures for the rest of the sounds: /p/, /b/, /t/, /d/.

Word Dictation

4. Tell students you will say a word. They will repeat the word, say its beginning sound, name the letter, and then write the letter, naming it as they write. Say: "*dim*. You say it. What sound do you hear at the beginning of *dim*? Yes, /d/. What letter name says /d/? Yes, *d*. Write *d*, saying its name as you write."
5. Repeat above procedure with the rest of the words: *dad*, *dog*, *bag*, *pan*.
6. In an introductory lesson, distribute a copy of the Key Word Concept Sheet for students to color.

Copy this sheet to try with students. Each student will need their own copy. Note: Handwriting paper comes with writing lines in a variety of sizes to meet each student's needs.



SPIRE



SPIRE is a research-proven reading intervention program for your lowest-performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan.

Dramatically increase students reading skills through

- **Explicit, Teacher-led Instruction:** *Lessons are clearly written and keep teachers at the center of instruction.*
- **Consistent 10-Step Lessons:** *Systematic, sequentially structured lessons ensure mastery of concepts and allow for easy implementation.*
- **Multisensory Learning:** *Auditory, visual, and kinesthetic activities keep students actively engaged.*
- **Mastery of Concepts:** *Data-driven instruction with continual practice and review ensure measureable and permanent gains.*

Choose between two flexible options for implementation!

PRINT

OR

DIGITAL





*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. Click or tap here to enter text.

Certification

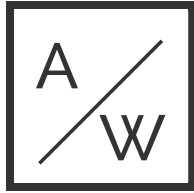
I, Alisa A. Wilhelm, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Oliver Williams Academy Charter School is true and correct in every respect.

Signature

Date

Alisa A. Wilhelm
7/19/20

Appendix I – Board Member Background Certification Statement and Completed Background Check*



**ALISA
WILHELM**

3500 Fola Dr, MONROE, North
Carolina 28110
7046413454.
awilhelm@hrblock.com

PROFESSIONAL SUMMARY

Resourceful and tireless as Franchisee able to handle all management needs, including budgets, schedules and projects. Always looking for ways to improve operations and increase team success. Resolve problems tactfully, keeping employees and customers satisfied.

SKILLS

- Staff training
- Microsoft Word
- Written communication
- Customer relations
- Detail oriented
- Decision making

EXPERIENCE

Franchisee

July 1999 - Current

H&R Block | Lancaster, South Carolina

- 21 year franchisee owner of a tax preparation and book keeping business serving clients for personal as well as business taxes.
- Owner of 2 franchise contracts in Lancaster and Pageland, SC that employs 12 plus employees
- Responsibilities include but are not limited to hiring and training staff for tax preparation and customer service positions, teaching tax classes annually, budget projections for each office on an annual basis, planning marketing for each office, preparing payroll for staff and managing client issues.
- Current tax certification level is Tax Analyst.
- Areas of tax expertise: Investment income, home ownership, purchase or sale, home foreclosure, rental income, healthcare expenses, charitable giving, loss from disasters or theft, foreign income exclusions, retirement, income from multiple states, farming operations, clergy, small business including sole proprietor or self employed partnerships, corporations, Not-for-Profit Organizations and tax audit and notice services.
- Certified to prepare taxes in all 50 states

EDUCATION

BSBA Marketing

December 1990

Appalachian State University, Boone , NC

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Phyllis Donatto, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Phyllis Donatto Date July 31, 2020

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Troy E. Feinster, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature T E F Date 7/21/2020

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
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- 4) Background check must include a completed nationwide check.

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tomekia H. Watson, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Tomekia H. Watson Date 7-20-2020

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

UNITED STATES DEPARTMENT OF JUSTICE

Attorney General

Washington, D.C. 20530

Dear Sir:

Reference is made to your letter of the 14th instant.

Very truly yours,

Respectfully,
John Edgar Hoover

Director

Enclosure

Very truly yours,

1. The enclosed check book contains a check for \$25.00 and has been sent to you for deposit.
2. The enclosed check book contains a check for \$25.00 and has been sent to you for deposit.
3. The enclosed check book contains a check for \$25.00 and has been sent to you for deposit.
4. The enclosed check book contains a check for \$25.00 and has been sent to you for deposit.

Charter School Board Member Information Form

1. Olavee Williams Academy
2. Alisa Aldridge Wilhelm

3500 Fola Dr. Monroe, NC 28110

Alisa A Wilhelm dba H & R Block

1244 Hwy 9 Bypass West

Lancaster, SC 29720

704-641-3454

alisa.wilhelm408@gmail.com

3. Educational background: BSBA Marketing, Appalachian State University, Boone, NC
Franchisee of H & R Block for 21 years. Owner of two offices in Lancaster and Pageland, SC. Services include tax prep and business services for individuals and businesses.
4. No
5. I was recruited as a board member by Olavee Williams based on my tax and accounting background. Olavee and I met through her tutoring service. She has tutored my daughter for 3 years. I want to serve on the board of Olavee Williams Academy due to my belief in the charter school system. Both of my daughters have attended 2 different charter schools since 2006. My oldest daughter graduated from Union Academy Charter school in 2013. I believe smaller class size and parent involvement are an important element in the charter school model success. As a parent, it is important to me to be able to be part of my children's education and access to the teachers and staff. I have experienced first-hand that a charter school offers this environment and it is effective in successfully educating children.
6. A charter school board member's responsibility includes providing the vision of the school, hiring leaders to run the school and holding the leaders responsible for academic success. Board members also help oversee the school financially and help with fundraising from the community.
7. I do not have previous board member experience. However, I have been a business owner for 21 years and believe the experience in running my own business has given me experience in many areas that the board will have to handle.
8. The experience that I can contribute the board specifically is tax and finance. I have a background with budgets, leasing office space, marketing, tax for not for profit entities. I also have experience in hiring as well as the unfortunate task of having to terminate individuals. I believe all of this experience is something that will be helpful as a board member for Olavee Williams Academy.

SCHOOLS MISSION AND PROGRAM

1. My understanding of Olavee Williams Academy mission and guiding beliefs is that the school will educate children, parents and teachers to be leaders in the community as well as globally. The school's mission is to teach skills that will encourage and instill leadership qualities in teachers, parents and most importantly the students. The school will also teach financial literacy. Olavee Williams Academy wants to help students become successful in other areas necessary for successful learning including social and emotional well-being.
2. Olavee Williams Academy will be serving in an at-risk community and will be using a multi-sensory approach to learning. The program is such that lessons build on each other. This means that the previous lessons are consistently reviewed and the program is individualized based on the student's needs. The program is skill based versus grade level based. This allows children who are struggling with a skill to be able to meet skills needed with the use of a variety of levels within the program.
3. A school needs the following characteristics to be successful. One is a clear focus that is shared by the leaders, high levels of collaboration among school leaders and staff, effective school leadership, curriculum that aligns with state standards and consistent monitoring of learning and teaching
4. The way we will know if Olavee Williams Academy is succeeding in its mission will be through multiple avenues. One will be the growth of its students based on the measurements set in place through testing to grow our future global leaders. This is just one test. The next is if we are not having constant teacher turnover as this is also a school for grooming and growing teachers. I believe maintaining a core staff of teachers that are growing in their skill set will be a key to knowing the school is successful in the mission that the school stands for. Also, student increased enrollment and families being content with the school and re-enrolling the children each year will also be a factor in determining success.

GOVERNANCE

1. The board is responsible for corporate governance of Olavee Williams Academy and making sure the school adheres to the Charter Agreement and that the school complies with state, local and federal laws. We also will assess the lead administrator's performance, approve the school budget, assist the school's financial health with short term and long-term planning and fundraising activities. The board will also be responsible for monitoring school policies and student academic growth.
2. Success at the end of year one will be determined by the student growth in their scores versus being on grade level, year one students commitment to re-enroll for year 2 and the

school is able to add grade three with at list 75% of seats filled through lottery for 100 seats available will also be factors in determining success of year one.

3. Success at the end of year 5 will be determined by school growth of additional grade levels to the projected 6th grade in year 5 after school opening. The other factor is that the students continue to grow each year shown through the testing administered each year. The other factor will be that the schools grade is improving or being maintained each year as the grades that are set for schools by NC Public School system.
4. The board of Olavee Williams Academy can foremost assist the school by making sure we are in open communication with the head of the school and are in tune with any issues that need to be addressed in a timely manner. We need to make sure as a board we are constantly looking for ways to meet short term goals and looking at long term goals and adjusting them as needed based on current outlook of the school. We will need to make sure we are a board that is at school functions to support the school and are looking for ways to help raise money to fund all necessary needs of the school. Being present at school functions will also help board members be available to listen to parents and teachers and see first-hand the school atmosphere. Most importantly we need to make sure that the students and their families academic needs are being met with the resources and teachers that we have in place.
5. Unethical behavior of any board member is unacceptable and should require a meeting of all board members to address the alleged misconduct. If the misconduct is found to be true, the board member should be asked to resign or the board should terminate member the board.

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: **Olavee Williams Academy**

2. Full name: **Tomekia Hutchins Watson**

Home Address: **3515 David Cox Rd. #4800924 Charlotte, NC 28269**

Business Name and Address:

Telephone No.: **(919) 344-5780**

E-mail address: **tomekia78@gmail.com**

3. Brief educational and employment history.

B.S. Business Administration, K-6 Teaching License, K-12 ESL License, M.Ed. Curriculum & Instruction, M.Ed. in Supervision & Administration, Ed.D. in Educational Leadership

Teacher/Coordinator/Facilitator (Wayne County Schools 2002 - 2015)

Coach (Charlotte Mecklenburg Schools (2015 - 2018) High Yield Innovations (2018 - present)

Adjunct Professor (Liberty University 2018 - present)

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

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? **I was recruited to join the Board of Directors due to my experience in the school system and focus on the development of strategic interventions for at risk learners. I wish to serve on the Board to support an expanded school choice for students and parents that will provide high rigor in academics, yet simultaneously, providing a high level of support for both staff and students.**

6. What is your understanding of the appropriate role of a public charter school board member? **Board members should ensure that the schools is operating according to its bylaws, is in compliance with all rules and regulations, is operating within the allotted budget, and is hiring highly qualified staff.**

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 had any experience serving on a school board. However, I feel that I will be a capable member of the board due to my leadership experience in other roles, my experience in and passion for education, my commitment to the cause, my high work ethic, and my attention to detail.**
8. Describe the specific knowledge and experience that you would bring to the board. **I would add experience working in education, specifically in elementary education. Additionally, I have experience working with several federally categorized subgroups, i.e English learners, socioeconomically disadvantaged students, homeless students, etc.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **Olavee Williams Academy will provide a unique approach to education by ensuring that students are prepared to positively impact their communities by becoming global leaders. They will have the skills and abilities to thrive each day. These skills include, but are not limited to, leadership skills, technological skills, and financial literacy. Professional and personal development will also be provided for teachers to increase their pedagogical skills, therefore producing master teachers.**
2. What is your understanding of the school's proposed educational program? **The school will begin serving students in grades K-2. An emphasis will be placed on building master teachers, supporting students' in being global leaders, addressing the needs of at risk learners, and incorporating virtual instruction components.**
3. What do you believe to be the characteristics of a successful school? **The characteristics of a successful school, to me, has 80% or more of its students performing at or above grade level. It has a good reputation in the community, a high staff morale, and students have access to 21st century instructional resources and materials.**
4. How will you know that the school is succeeding (or not) in its mission? **When the school is succeeding in its mission, students and staff will be regularly exposed to, and using, 21st Century skills centered on collaboration, technology, and virtual learning opportunities.**

Governance

1. Describe the role that the Board will play in the school's operation. **The Board will ensure that the school is operating according to the mission and vision of the charter, will be responsible for the hiring and firing of staff, will oversee the budget, as well as monitoring student and staff performance.**
 2. How will you know if the school is successful at the end of the first year of operation? **I will consider each of the following to make a collective decision on the school's success: has it completed the school year under budget, has it reached the enrollment capacity, is it fully staffed, and have the students mastered the skills for their respective grade levels.**
 3. How will you know at the end of five years of the schools is successful? **After 5 years, I would assess the school's success by referring to the mission and vision of the school for alignment, assessing the school's rapport with stakeholders, reviewing the data on enrollment, employment statistics, evaluations, assessments, leadership practices, safety and organization.**
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Hiring highly qualified staff members, adhering to all guidelines, managing a realistic budget, building rapport with all stakeholders, and providing stellar instruction to students.**
 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically? **I would first obtain proof of the unethical behavior and then follow the bylaws of the Board for handling unethical behavior.**
- a **one page** resume



*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, Tomekia Hutchins Watson, 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 **Olavee Williams Academy** Charter School is true and correct in every respect.

Signature
Date

Tomekia Hutchins Watson
6-30-2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

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: Olavee Williams Academy

2. Full name: Jamie Adams Lipps

Home Address: 1408 Winter Drive, Statesville, NC 28677

Business Name and Address: Kiddie Kollege Early Learning Center: 547 N Oakland Avenue Statesville, NC 28677

Telephone No.: (704) 397-6869

E-mail address: jtadams1913@gmail.com

3. Brief educational and employment history.

BA- Psychology UNC Chapel Hill; JD-Thomas M. Cooley Law School; LLM-IP- Thomas M. Cooley Law School; 12 years as an Assistant District Attorney; 6 years teaching in higher education.

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

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Olavee Williams contacted me and explained the schools program and I immediately bought into the vision.

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

My understanding of the appropriate role of a public charter school board member is goverance of the school, accountability to stakeholders, and abiding by our Charter Agreement.

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 a board member for a non profit organization in Charlotte. I was recruited for the board to help with community outreach and fundraising.
8. Describe the specific knowledge and experience that you would bring to the board.
My contribution to this board would be my legal education and familiarity with the target community where our school will be located.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs are to develop global leaders who will go on to positively impact their communities and the world.
2. What is your understanding of the school's proposed educational program?
My understanding of the school's proposed educational program is a robust educational program which invests in teachers as much as we invest in our students with a reading and financial literacy focus.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristics of a successful school is one in which children thrive in a dynamic learning environment and teachers are supported and developed.
4. How will you know that the school is succeeding (or not) in its mission?
I will know the school is succeeding in its mission when we increase in growth and garner more community support.

Governance

1. Describe the role that the board will play in the school's operation.
The board governs the school and is responsible for making major decisions impacting the school's operation.
 2. How will you know if the school is successful at the end of the first year of operation?
I will know the school is successful at the end of the first year by looking at the financia health of the school and the academic progress of our students over the year.
 3. How will you know at the end of five years of the schools is successful?
Our success would be measured by the additional students we have added over the years and their academic achievement in conjunction with surveys and feedback from stakeholders (parents and teachers).
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
A diverse, budget conscious board who develops sound policies and hires competent key personnel.
 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 first address the situation with whom I suspected of acting unethically to ensure I have all the facts. Once this is done I would bring it to the attention of the full board. If the matter is not resolved satisfactorily I will resign my position from the board as it would be a dereliction of duty as a board member of a public charter school.
- *Please include the following with your Information Form

- a **one page** resume

*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, Jamie Adams Lipps, 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 Olavee Williams Academy Charter School is true and correct in every respect.

Signature

Date

Jamie Adams Lipps
7-17-20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Jamie Adams Lipps, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Jamie Adams Lipps Date 7-17-20

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

JAMIE ADAMS LIPPS

1408 Winter Drive · Statesville, North Carolina 28677 · 704-397-6869 · jtadams1913@gmail.com

LEGAL EXPERIENCE

Catawba County District Attorney's Office, Newton, North Carolina

Assistant District Attorney, 2015-present

Represent the State of North Carolina in Superior Court criminal proceedings. Safeguard North Carolina citizens' interests in criminal proceedings pending in the 25th Prosecutorial District by prosecuting homicide, adult rape, child sex, and domestic violence cases. Teach the Domestic Violence Prosecution block at New Prosecutor's School at the School of Government annually.

Mecklenburg County District Attorney's Office, Charlotte, North Carolina

Assistant District Attorney, 2008-2015

Domestic Violence Team Supervisor, 2012-2015

Represent the State of North Carolina in District and Superior Court criminal proceedings. Safeguard North Carolina citizens' interests in criminal proceedings pending in the 26th Prosecutorial District by prosecuting domestic violence and misdemeanor child abuse cases. Developed policies and procedures for the newly formed Domestic Violence Prosecution Team. Conducted numerous trainings for the Charlotte-Mecklenburg Police Department, Safe Alliance, Mecklenburg County Bar, Mecklenburg County District Court Judges, Mecklenburg County Adult Probation and various other community organizations.

Synergy Legal Professionals, Charlotte, North Carolina

Document Review Attorney, 2007- 2008

Responsible for reviewing complex documents and making necessary redactions.

Michigan Tax Tribunal, Lansing, Michigan

Judicial Law Clerk, 2005-2007

Reviewed motions based upon property valuation, special assessments and homestead exemption disputes. Drafted orders granting or denying motions consistent with the Tax Tribunal Statute and Michigan law. Interpreted and applied complex federal and state tax code.

TEACHING EXPERIENCE

Kaplan University, Online

Adjunct Professor, 2009-2012

Responsible for teaching Legal Analysis and Writing, Capstone courses and Scholarly Writing in an online environment.

Thomas M. Cooley Law School, Lansing, Michigan

Adjunct Professor, 2006- 2007

Instructed 15-20 students in the essential skills needed for success in law school.

Teaching Assistant, 2004-2006

Developed and implemented a seminar to assist first- year students with mastering criminal law.

EDUCATION

Thomas M. Cooley Law School, Lansing, Michigan

Juris Doctor, *cum laude*, May 2006

LL.M in Intellectual Property, September 2009

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Bachelor of Arts in Psychology May 1999

· Dean's List

North Carolina State Bar, Member

Michigan State Bar, Member

Delta Sigma Theta Sorority Incorporated, Member

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Olavee Williams Academy
2. Full name: Troy Eugene Feimster
Home Address: 917 Faye St., Statesville , NC 28677

Business Name and Address: Department of Social Service Social Worker: 549 Eastside Drive Statesville, NC 28625

Telephone No.: (404)246-1962

E-mail address: feimster77@gmail.com

3. Brief educational and employment history.

BA- Sociology UNC Charlotte; 15 years teaching elementary; 8 years Social Worker at Department Social Service; 6 years Owner of CAMP TROY, 3 years Owner of All-n-One Academy(Homeschooling).

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

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by another board member. I believe in Olavee Williams purpose and mission for the charter school.
6. What is your understanding of the appropriate role of a public charter school board member? I understand my role as a committed board member. Regularly, attending board meetings, volunteering and accepting assignments. Also, being an active participant in committee annual evaluation, planning efforts, and fundraising for 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 served as a board member for a non profit organization in Atlanta GA "IMAGE Afterschool Programs". I was recruited for the board to help with community outreach and fundraising.
8. Describe the specific knowledge and experience that you would bring to the board.
My knowledge and experience in successful fundraising.

School Mission and Progra. What is your understanding of the school's mission and guiding beliefs?

I understand that Olavee Williams Academy Charter will impact surrounding communities by developing leaders that will impact the world.

2. What is your understanding of the school's proposed educational program?
I understand the school's purpose is to focus on new teachers equipping them with training, support, and coaching. Simultaneously, investing in the students giving them all tools that focus on all cognitive learning styles.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristics of a successful school is when everyone in the school are thriving for success while working together reaching goals.
4. How will you know that the school is succeeding (or not) in its mission?
I will know that the school is succeeding by feedback from staff, parents, and community.

Governance

1. Describe the role that the board will play in the school's operation.
The board will play a major role in planning efforts, fundraising, another decisions that will impact the charter school.
2. How will you know if the school is successful at the end of the first year of operation?
I will know the school is successful from school report card, feedback from staff, and community.
3. How will you know at the end of five years of the schools is successful?
The increase in enrollment, annual feedback from staff and parents.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
A board that communicates clearly, who are competent on school policies, procedures, and budget.
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 strongly suggest the member(s) present unethically situation to the board at next board meeting, if member(s) choose not to I will present situation to board. If majority board members choose to allow this unethical situation to continue I will resign my position from being a board member.

*Please include the following with your Information Form

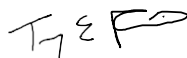
- a **one page** resume


*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. [Click or tap here to enter text.](#)

Certification

I, Troy Eugene Feimster , 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 Olavee Williams Academy Charter School is true and correct in every respect.

Signature
Date


07/18/2020

 Verified by PDFFiller
07/18/2020

Appendix I- Board Member Background Certification Statement and Completed Background Check*

INSURANCE PROPOSAL
PREPARED FOR:

Olavee Williams Academy

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: TBD



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Olavee Williams Academy		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		
Street Address	Statesville, NC		

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with **like** kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage **will** protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Olavee Williams Academy		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		

Coverage Written On:		<input checked="" type="checkbox"/> Occurrence Form	<input type="checkbox"/> Claims Made Form
Retro:			
	LIMITS	COVERAGE DESCRIPTION	
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$	2,000,000	General Aggregate	
\$	2,000,000	Products and Completed Operations Aggregate	
\$	1,000,000	Personal and Advertising Injury	
\$	500,000	Damage to Rented Premises (each occurrence)	
\$	10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

	LIMITS	COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

	LIMITS	COVERAGE DESCRIPTION		Avg Premium per million
\$	1,000,000	Umbrella Coverage	\$	1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	300

PROFESSIONAL LIABILITY

Named Insured:	Olavee Williams Academy	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Olavee Williams Academy	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability - Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Olavee Williams Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

	Limits	Coverage Description
\$	1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	Olavee Williams Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 300

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Olavee Williams Academy

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures---To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,800.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	1,800.00
	Professional Liability	\$	3,500.00
	<i>(optional coverage)</i>	\$	<i>2,900.00</i>
3.	Umbrella <i>(optional)</i>	\$	1,000.00
4.	Commercial Auto (2 buses with Hired & Non-owned)	\$	2100.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	325.00

COMMON CORE

Grade 1

Mathematics

CLINICS

Number and Operations
in Base Ten

 Options™

Table of Contents

Common Core State Standard(s)

Lesson 1	Count Objects	4	I.NBT.1
Lesson 2	Count to 120	9	I.NBT.1
Lesson 3	Read and Write Numbers	14	I.NBT.1
Lesson 4	Tens and Ones	21	I.NBT.2.a, I.NBT.2.b, I.NBT.2.c
Lesson 5	Compare Numbers	28	I.NBT.3
Lesson 6	10 More or 10 Less	34	I.NBT.5
Lesson 7	Addition	40	I.OA.5
Lesson 8	Addition Strategies	46	I.OA.3, I.OA.6
Lesson 9	Subtraction	54	I.OA.5
Lesson 10	Subtraction Strategies	61	I.OA.4, I.OA.6
Glossary	68	
Math Tools	75	

Lesson 1

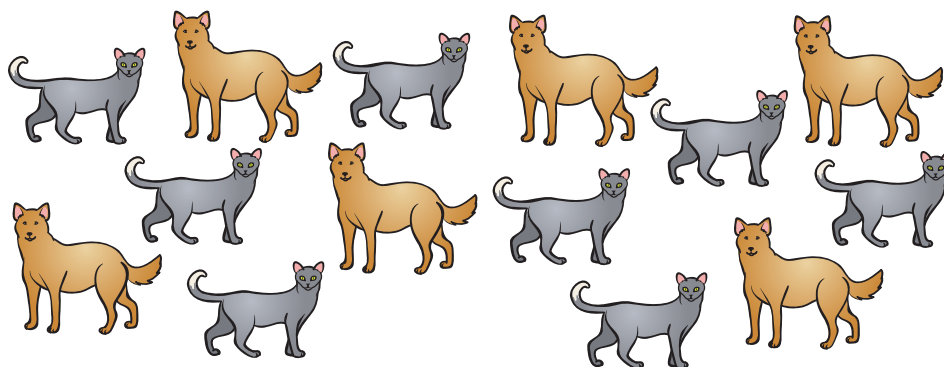
Count Objects


Get the Idea

You can **count** to find how many.
Write the **number**.

Example 1


How many  ?




Strategy Count only the  .

Step 1 There are  and  .

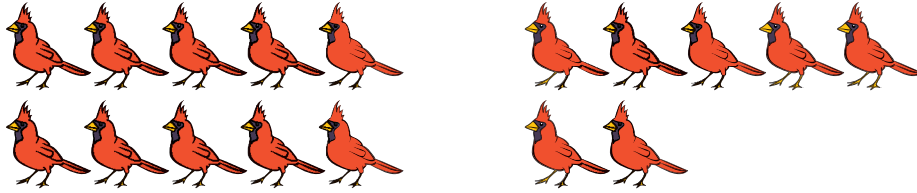
Step 2 Circle each  as you count.

Step 3 Write the number. 

Answer There are 8  .

Example 2

How many  ?



Strategy Circle each  as you count.

Write the number.

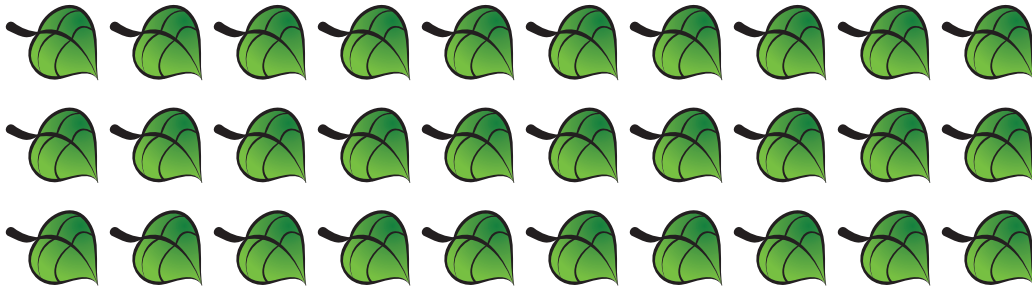
17

Answer There are 17 .


Guided Practice

How many ?

Circle each  as you count.

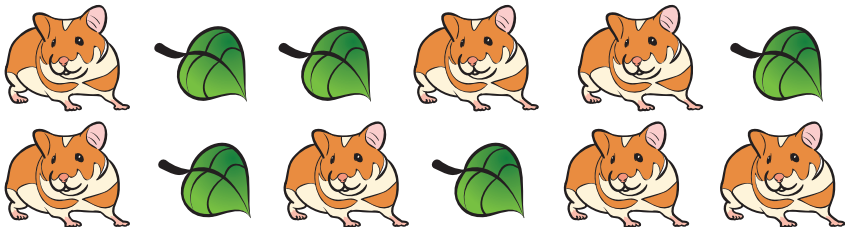


Write the number.

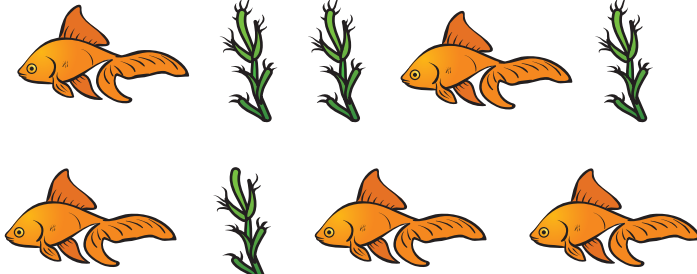
There are _____ .

Try It!

1. How many  ?



2. How many  ?



COMMON CORE

Grade 1

Mathematics

CLINICS

Operations and
Algebraic Thinking

 Options™

Table of Contents

Common Core State Standard(s)

Lesson 1	Fact Families	4	1.OA.4, 1.OA.6
Lesson 2	Add Three Numbers	10	1.OA.3
Lesson 3	Equations	16	1.OA.7
Lesson 4	Missing Numbers in Equations	22	1.OA.8
Lesson 5	Addition and Subtraction Word Problems	30	1.OA.1, 1.OA.2
Lesson 6	Two-Digit Addition	36	1.NBT.4
Lesson 7	Two-Digit Subtraction	42	1.NBT.6
Glossary	47	
Math Tools	49	

Lesson 1

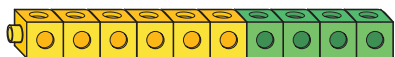
Fact Families

Get the Idea

A **fact family** is a group of related facts. The facts use the same numbers.

4, 6, and 10 are in the fact family below.

related addition facts



$$6 + 4 = 10$$



$$4 + 6 = 10$$

related subtraction facts



$$10 - 4 = 6$$



$$10 - 6 = 4$$

Some fact families have only 2 facts. Think about doubles.

5, 5, and 10 are in this fact family.



$$5 + 5 = 10$$



$$10 - 5 = 5$$

Example 1

What are the related subtraction facts?

$$7 + 6 = 13$$

Strategy Use the same numbers.

Step 1 What are the numbers in the fact?

.....
6, 7, 13

Step 2 Write the related facts.

.....
Use the same numbers.

$$13 - 6 = 7$$

$$13 - 7 = 6$$

Answer The related subtraction facts are:

$$13 - 6 = 7$$

$$13 - 7 = 6$$

Example 2

Write a fact family with these numbers.

6 8 14

Strategy Use the same numbers.

Step 1 Write the addition facts.

$$8 + 6 = 14$$

$$6 + 8 = 14$$

Step 2 Write the subtraction facts.

$$14 - 8 = 6$$

$$14 - 6 = 8$$

Answer $8 + 6 = 14$

$$6 + 8 = 14$$

$$14 - 8 = 6$$

$$14 - 6 = 8$$

Guided Practice

Write a fact family with these numbers.

5 7 12

What are the numbers in this fact family? _____

Write the addition facts.

$$\underline{5} + \underline{7} = \underline{12}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Write the subtraction facts.

$$\underline{12} - \underline{7} = \underline{5}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

The fact family is:

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Try It!

Fill in the for each fact family.

1. $3 + 8 = \square$

$8 + 3 = \square$

$\square - 8 = 3$

$\square - 3 = 8$

2. $\square + 3 = 10$

$3 + \square = 10$

$10 - 3 = \square$

$10 - \square = 3$

3. $\square + 5 = 13$

$5 + \square = 13$

$13 - 5 = \square$

$13 - \square = 5$

4. $5 + 4 = \square$

$4 + 5 = \square$

$\square - 5 = 4$

$\square - 4 = 5$

5. $4 + \square = 8$

$8 - \square = 4$

6. $7 + \square = 14$

$14 - \square = 7$

COMMON CORE

Grade 1

Mathematics

CLINICS

Operations and
Algebraic Thinking

 Options™

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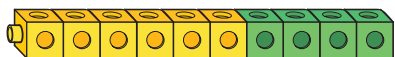
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4, 6, and 10 are in the fact family below.

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What are the related subtraction facts?

$$7 + 6 = 13$$

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Step 1 What are the numbers in the fact?

.....
6, 7, 13

Step 2 Write the related facts.

.....
Use the same numbers.

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$$13 - 7 = 6$$

Answer The related subtraction facts are:

$$13 - 6 = 7$$

$$13 - 7 = 6$$

Example 2

Write a fact family with these numbers.

6 8 14

Strategy Use the same numbers.

Step 1 Write the addition facts.

$$8 + 6 = 14$$

$$6 + 8 = 14$$

Step 2 Write the subtraction facts.

$$14 - 8 = 6$$

$$14 - 6 = 8$$

Answer $8 + 6 = 14$

$$6 + 8 = 14$$

$$14 - 8 = 6$$

$$14 - 6 = 8$$

Guided Practice

Write a fact family with these numbers.

5 7 12

What are the numbers in this fact family? _____

Write the addition facts.

$$\underline{5} + \underline{7} = \underline{12}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Write the subtraction facts.

$$\underline{12} - \underline{7} = \underline{5}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

The fact family is:

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Try It!

Fill in the for each fact family.

1. $3 + 8 = \square$

$8 + 3 = \square$

$\square - 8 = 3$

$\square - 3 = 8$

2. $\square + 3 = 10$

$3 + \square = 10$

$10 - 3 = \square$

$10 - \square = 3$

3. $\square + 5 = 13$

$5 + \square = 13$

$13 - 5 = \square$

$13 - \square = 5$

4. $5 + 4 = \square$

$4 + 5 = \square$

$\square - 5 = 4$

$\square - 4 = 5$

5. $4 + \square = 8$

$8 - \square = 4$

6. $7 + \square = 14$

$14 - \square = 7$

Board Member Name

Dr. Tomekia Watson

Dr. Phyllis Donato

Alisa Wilhelm

Jamie Adams Lipps

Troy Feimster

Board Title

Chair

Secretary

Treasurer

Vice Chair

Member

County of Residence

Mecklenburg

Lafayette

Mecklenburg

Iredell

Iredell

Current Occupation

Strategic Intervention Specialist

Educator

Tax Preparer

Attorney

Social worker

Past or Present Professional Licenses Held

Elementary Education K-6; ESL K-12; School Admin

Elementary Education K-8; School Admin K-12

None

North Carolina and Michigan State Bar Licenses

None

Any disciplinary action taken against any of these professional licenses?

No

No

N/A

No

N/A

The foregoing application is submitted on behalf of the Board of Directors for Olavee Williams Academy Charter School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy, Planning Year for New and Preliminary Charter Schools CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Tomekia H. Watson

Board Position: Board Chair

Signature: 

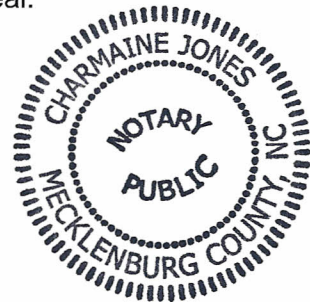
Date: 7/13/2020

Sworn to and subscribed before me this 13th day of July, 2020.

Notary Public: 

Official Seal:

My commission expires: May 28, 2023.



Olavee Williams
4608 Simsbury Road, Apt. D, Charlotte, NC 28226
Mobile: 980-345-7974 - Email: olavee.williams@gmail.com

EDUCATION

School of Administration Post Master's Certificate: GPA 3.857

July 2018 - May 2019

University of North Carolina at Charlotte
Charlotte, NC

Master of Art in Education/Teacher Leadership: GPA 3.47

May 2011 - February 2013

University of Phoenix
Phoenix, AZ

Bachelor of Science in Special Education/General Curriculum: GPA 3.54

August 2002 - May 2008

East Carolina University
Greenville, NC

WORK EXPERIENCES

Charlotte Mecklenburg Schools, Sedgefield Middle School - EC Compliance Facilitator September 2018 - Present

Free and Reduced Lunch – 100%

Limited English Proficient – 20.2%

Academically Gifted – 7.2%

Students with Disabilities – 12.7%

Sedgefield Middle School is a Title 1 school that serves students in grades 6-8. Sedgefield is committed to providing relevant and rigorous instruction in a personalized learning environment.

Primary Duties: Communicate with assigned Itinerant Coordinating Teacher (ICT). Share pertinent EC instructional initiatives with school EC Team. Support case managers with IEP development and paperwork completion. Review each case manager's drafts and finalized paperwork. Collaborated with testing coordinator to address necessary IEP accommodations for state and local testing. Facilitate transition process for 5-6 and 8-9. Oversee all required Exceptional Children Compliance paperwork and procedures. Identify case managers and assign on ECATS. Use ECATS and compliance reports to ensure deadlines are being met. Model and demonstrate best practices in Exceptional Children education.

Leadership Experiences:

- Lead weekly EC department meetings
- Lead data driven conversations with the EC team

Charlotte Mecklenburg Schools, Sedgefield Middle School – Principal Intern September 2018 – May 2019

Free and Reduced Lunch – 100%

Limited English Proficient – 27.2%

Academically Gifted – 1.3%

Students with Disabilities – 12.9%

Sedgefield Middle School is a Title 1 school that serves students in grades 6-8. Sedgefield is committed to providing relevant and rigorous instruction in a personalized learning environment.

Primary Duties: Served as a member of the school leadership team and administration team. Supported development of the school goals. Assisted with conducting collaborated walk-throughs and provided feedback to teachers. Supported the

principal with screening applicants and filling vacant positions. Supported the principal with accessing outside resources for professional development opportunities for teachers that were aligned with the school goals. Assisted with keeping parents, students and the community abreast of school news and events through Connect Ed messages.

Leadership Experiences:

- Participated in development of the onboarding process for new staff
- Interpreted and communicated student data and results to support and increase student achievement
- Provided administrative, instructional and technical staff assistance to the school principal
- Helped maintain a safe and orderly school environment
- Assisted in developing, planning and implementing school site programs and activities in accordance with CMS goals and objectives and the school's vision and mission
- Developed and maintained cooperative relationships with students, staff, parents, organizations and community
- Conducted school tours for students and parents of potential rising 6th graders

Charlotte-Mecklenburg Schools, Billingsville Elementary - EC Teacher

August 2016 - September 2018

Primary Duties: Obtained expert knowledge of the students on my caseload. Provided general education teachers a copy of IEP at a Glance at the beginning of each year and when changes occur. Ensured students' schedule match IEPs. Established tracking system for annual reviews, initial evaluations and progress reports. Adhered to Referral to Placement procedures. Completed paperwork in a timely manner. Submitted students' names of drafts and final paperwork to Compliance Facilitator for review in advance. Completed annual reviews. Write minutes for all IEP team meetings and submit to Compliance Facilitator. Fax all required information and forms within 24 hours. Completed progress report and supported documents. Completed transition documents and IEPs within the last 30 days of school. Ensured the provision of instruction according to CMS Instructional Guidelines and IEPs were being followed. Collaborated with general education teachers, paraprofessionals and therapists to ensure individual needs are met. Collected academic and behavior data to inform decisions. Collaborated with administration to ensure all discipline procedures are followed according to Learning Community and district mandates.

Leadership Experiences:

- Served as the SLT Chair
- Served on the district level EC extensions planning committee

Results:

- EVAAS growth data shows that in literacy 9/14 students increased between 3-29 points in their **NCE** levels, which equates to 64% growth with 100% of my 5th grade students growing in their NCE, 60% of my 4th graders growing in their NCE and 25% of 3rd graders growing in their NCE (2016-2017)
- In math, overall 4/8 students increased between 5-28 points in their NCE levels with equates to 50% growth with 75% of my 5th graders growing in their NCE and 25% of my 4th graders growing in their NCE. (2016-2017)
- EVAAS data growth data shows that in literacy 8/11 students increased between 0-42 points in their NCE levels, which equates to 72% growth with 80% of my 5th graders growing in their NCE and 66% of my 4th graders growing in their NCE (2017-2018)
- In math, overall 4/7 students increased between 10-25 points on their NCE levels, which equates to 57% growth with 75% of my 5th graders growing in their NCE and 33% of my 4th graders growing in their NCE. (2017-2018)

Charlotte-Mecklenburg Schools - Title I Improvement Coach

February 2013 - July 2015

Primary Duties: Planned, prepared, and conducted workshops for teachers professional development needs. Conducted walk-throughs and provided feedback to teachers. Supported teachers by providing resources needed to improve and or extend instructional strategies used in the learning environment. Supported the principal with accessing outside resources for professional development opportunities for teachers that were aligned with the school goals. Supported the development of the school goals. Worked with teachers on analyzing data to make instructional decisions for students.

Leadership Experiences:

- Lead PLC's by planning and implementing Professional Development
- Assisted in developing, planning and implementing school site programs and activities in accordance with CMS goals and objectives and the school's vision and mission
- Interpreted and communicated student data and results to support and increase student achievement
- Provided administrative, instructional and technical staff assistance to the school principal
- Helped maintain a safe and orderly school environment

Charlotte-Mecklenburg County Schools - Reid Park Academy - EC Resource Teacher February 2012-March 2013

Primary Duties: Obtained expert knowledge of the students on my caseload. Provided general education teachers a copy of IEP at a Glance at the beginning of each year and when changes occur. Ensured students' schedule match IEPs. Established tracking system for annual reviews, initials evaluations and progress reports. Adhered to Referral to Placement procedures. Completed paperwork in a timely manner. Submitted students' names of drafts and final paperwork to Compliance Facilitator for review in advance. Completed annual reviews. Write minutes for all IEP team meetings and submit to Compliance Facilitator. Fax all required information and forms within 24 hours. Completed progress report and supported documents. Completed transition documents and IEPs within the last 30 days of school. Ensured the provision of instruction according to CMS Instructional Guidelines and IEPs were being followed. Collaborated with general education teachers, paraprofessionals and therapists to ensure individual needs are met. Collected academic and behavior data to inform decisions. Collaborated with administration to ensure all discipline procedures are followed according to Learning Community and district mandates.

Wayne County Schools - Brogden Middle School, Dudley, NC - EC Teacher August 2010- February 2012

Primary Duties: Obtained expert knowledge of the students on my caseload. Provided general education teachers a copy of IEP at a Glance at the beginning of each year and when changes occur. Ensured students' schedule match IEPs. Established tracking system for annual reviews, initials evaluations and progress reports. Adhered to Referral to Placement procedures. Completed paperwork in a timely manner. Submitted students' names of drafts and final paperwork to Compliance Facilitator for review in advance. Completed annual reviews. Write minutes for all IEP team meetings and submit to Compliance Facilitator. Fax all required information and forms within 24 hours. Completed progress report and supported documents. Completed transition documents and IEPs within the last 30 days of school. Ensured the provision of instruction according to Wayne County Public School's Instructional Guidelines and IEPs were being followed. Collaborated with general education teachers, paraprofessionals and therapists to ensure individual needs are met. Collected academic and behavior data to inform decisions. Collaborated with administration to ensure all discipline procedures are followed according to Learning Community and district mandates.

Leadership Experiences:

- Served as Chair of the PBIS team
- Served on the RTI team
- Served as the Cheerleading Coach

Pitt Community College, Greenville, NC - Basic Skills Instructor/Family Literacy June 2009-November 2009

Primary Duties: Administered placement test to students enrolled in the GED program. Used data to inform instruction and to select the appropriate academic materials for students to use. Completed proper paperwork for enrolling students and closing out the class once each semester was over.

Wayne Community College, Goldsboro, NC - Basic Skills Instructor July 2009 - November 2009

Primary Duties: Administered placement test to students enrolled in the GED program. Used data to inform instruction and to select the appropriate academic materials for students to use. Completed proper paperwork for enrolling students and closing out the class once each semester was over.

ADDITIONAL LEADERSHIP EXPERIENCE

- Presented at the statewide 62nd Conference on Exceptional Children: Building Bridges for Success – Session Title: Classroom Management that Builds Positive Relationships
- Presented at the statewide Hand in Hand Connecting in the Middle 39th Annual Conference – Session Title: Using Data to Personalize Instruction for Each Student

TOTAL PACKAGE - \$400 - \$450 Monthly Budget

Base - Bronze

	Plan	Total Mo. Premium	OW Contribution	OW Mo. Total
Medical	UHC Bronze BQPK	\$419.58	95.0%	\$398.60
Dental	Humana 1000 Max	\$32.41	0%	\$0.00
Vision	Humana 130	\$5.43	0%	\$0.00
Life	Humana 25k	\$3.75	100%	\$3.75
STD	UHC 60% 13 weeks	\$12.20	100%	\$12.20
LTD	UHC 60%	\$7.13	0%	\$0.00
TOTAL MONTHLY				\$414.55
TOTAL ANNUAL				\$4,974.61

Buy-up Silver

	Plan	Total Mo. Premium	OW Contribution	OW Mo. Total
Medical	UHC Silver BQPM	\$456.10	% of Base	\$398.60
Dental	Humana 1000 Max	\$32.41	0%	\$0.00
Vision	Humana 130	\$5.43	0%	\$0.00
Life	Humana 25k	\$3.75	100%	\$3.75
STD	UHC 60% 13 weeks	\$12.20	100%	\$12.20
LTD	UHC 60%	\$7.13	0%	\$0.00
TOTAL MONTHLY				\$414.55
TOTAL ANNUAL				\$4,974.61

Buy-up Gold

	Plan	Total Monthly Premium	OW Contribution	EVA Monthly Total
Medical	UHC Gold BQPJ	\$528.68	% of Base	\$398.60
Dental	Humana 1000 Max	\$32.41	0%	\$0.00
Vision	Humana 130	\$5.43	0%	\$0.00
Life	Humana 25k	\$3.75	100%	\$3.75
STD	UHC 60% 13 weeks	\$12.20	100%	\$12.20
LTD	UHC 60%	\$7.13	0%	\$0.00
TOTAL MONTHLY				\$414.55
TOTAL ANNUAL				\$4,974.61

y



EE Mo. Total
\$20.98
\$32.41
\$5.43
\$0.00
\$0.00
\$7.13
\$65.95
\$791.39

BRONZE BQPK	Total	OW	EE
Employee Only	\$419.58	\$398.60	\$20.98
Employee Spouse	\$839.16	\$398.60	\$440.56
Employee Children	\$776.22	\$398.60	\$377.62
Family	\$1,300.69	\$398.60	\$902.09

EE Mo. Total
\$57.50
\$32.41
\$5.43
\$0.00
\$0.00
\$7.13
\$102.47
\$1,229.63

SILVER BQPM	Total	OW	EE
Employee Only	\$456.10	\$398.60	\$57.50
Employee Spouse	\$912.50	\$398.60	\$513.90
Employee Children	\$843.79	\$398.60	\$445.19
Family	\$1,413.91	\$398.60	\$1,015.31

EE Monthly Total
\$130.08
\$32.41
\$5.43
\$0.00
\$0.00
\$7.13
\$175.05
\$2,100.59

GOLD BQPJ	Total	OW	EE
Employee Only	\$528.68	\$398.60	\$130.08
Employee Spouse	\$1,057.36	\$398.60	\$658.76
Employee Children	\$978.06	\$398.60	\$579.46
Family	\$1,638.90	\$398.60	\$1,240.30

MAJOR MEDICAL	<i>YOUR COST:</i>		
LIFETIME MAXIMUM			
DEDUCTIBLE			
INDIVIDUAL			
FAMILY			
OUT OF POCKET LIMIT			
IND (INCL DED, COIN, COPAYS)			
FAM (INCL DED, COIN, COPAYS)			
PHYS OFFICE VISITS & HOSP			
PRIMARY OFFICE VISIT			
SPECIALIST OFFICE VISIT			
VIRTUAL VISIT			
PREVENTIVE CARE			
OUTPATIENT SURGERY			
INPATIENT HOSP (INCL MAT)			
EMERGENCY ROOM			
URGENT CARE			
MENTAL HEALTH (OUTPAT)			
CHIROPRACTIC CARE			
<i>Benefit Period Maximum</i>			
LAB & X-RAY			
PREV DURING OFFICE VISIT			
OUTPATIENT DIAGNOSTIC			
OUTPATIENT MAJOR DIAGNOSTIC & IMAGING			
PRESCRIPTIONS			
TIER 1			
TIER 2			
TIER 3			
TIER 4			
MAIL ORDER (Up to 90 Days)			
SUMMARY OF PREMIUM			
Employee Only			
Employee Spouse			
Employee Child(ren)			
Family			

United Healthcare		
Heritage Plus Bronze BQPK/310E		
Unlimited		
In-Network	Out-of-Network	
\$6,500/BY	\$13,000/BY	
\$13,000/BY	\$26,000/BY	
\$7,900	\$15,800	
\$15,800	\$31,600	
\$35	Ded + 50%	
\$75	Ded + 50%	
\$10	Ded + 50%	
0%	Ded + 30%	
Ambulatory - Ded + 40%; Hosp - \$500, then Ded + 40%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%	
Ded + 40%	Ded + 50%	
\$500, then Ded + 40%		
\$50	Ded + 50%	
\$35	Ded + 50%	
\$35	Ded + 50%	
20 Visits		
0%	Ded + 30%	
Freestanding - Ded + 40%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%	
Freestanding - Ded + 40%; Hosp - \$500, then Ded + 50%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%	
Ded, then \$10		
Ded, then \$40		
Ded, then \$140		
Ded, then \$300		
Ded, then 3x Copay		
Total	ER 95%	EE
\$419.58	\$398.60	\$20.98
\$839.16	\$398.60	\$440.56
\$776.22	\$398.60	\$377.62
\$1,300.69	\$398.60	\$902.09

United Healthcare			
Silver Heritage Plus Direct BQPI/310E			
Unlimited			
In-Network	Out-of-Network		
\$5,000/BY	\$10,000/BY		
\$10,000/BY	\$20,000/BY		
\$7,900	\$15,800		
\$15,800	\$31,600		
\$35	Ded + 50%		
\$70	Ded + 50%		
\$10	Ded + 50%		
\$0	Ded + 30%		
Ambulatory - Ded + 20%; Hosp - \$500, then Ded + 20%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%		
Ded + 20%	Ded + 50%		
\$500, then Ded + 20%			
\$50	Ded + 50%		
\$35	Ded + 50%		
\$35	Ded + 50%		
20 Visits			
\$0	Ded + 50%		
Freestanding - Ded + 20%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%		
Freestanding - Ded + 20%; Hosp - \$500, then Ded + 20%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%		
\$10			
\$40			
\$140			
\$300			
3x Copay			
Total	ER 95%	EE	
\$446.25	\$423.94	\$22.31	
\$892.50	\$423.94	\$468.56	
\$825.56	\$423.94	\$401.62	
\$1,383.27	\$423.94	\$959.33	

United Healthcare			
Heritage Plus Silver BQPM/297E			
Unlimited			
In-Network	Out-of-Network		
\$3,500/BY	\$7,000/BY		
\$7,000/BY	\$14,000/BY		
\$8,150	\$16,300		
\$16,300	\$32,600		
\$30	Ded + 50%		
\$60	Ded + 50%		
\$10	Ded + 50%		
0%	Ded + 30%		
Ambulatory - Ded + 20%; Hosp - \$500, then Ded + 20%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%		
Ded + 20%	Ded + 50%		
\$500, then Ded + 20%			
\$50	Ded + 50%		
\$30	Ded + 50%		
\$30	Ded + 50%		
20 visits			
0%	Ded + 30%		
Freestanding - Ded + 20%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%		
Freestanding - Ded + 20%; Hosp - \$500, then Ded + 20%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%		
\$15			
\$75			
\$175			
\$300			
3x Copay			
Total	ER 95%	EE	
\$456.10	\$433.30	\$22.81	
\$912.50	\$433.30	\$479.21	
\$843.79	\$433.30	\$410.50	
\$1,413.91	\$433.30	\$980.62	

United Healthcare			
Gold Heritage Plus Direct BQPG/290E			
Unlimited			
In-Network	Out-of-Network		
\$3,000/BY	\$6,000/BY		
\$6,000/BY	\$12,000/BY		
\$5,000	\$10,000		
\$10,000	\$20,000		
\$25	Ded + 50%		
\$50	Ded + 50%		
\$10	Ded + 50%		
\$0	Ded + 30%		
Ambulatory - Ded + 20%; Hosp - \$500, then Ded + 20%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%		
Ded + 20%	Ded + 50%		
\$500, then Ded + 20%			
\$50	Ded + 50%		
\$25	Ded + 50%		
\$25	Ded + 50%		
20 Visits			
\$0	Ded + 30%		
Freestanding - Ded + 20%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%		
Freestanding - Ded + 20%; Hosp - \$500, then Ded + 20%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%		
\$8			
\$60			
\$160			
\$300			
3x Copay			
Total	ER 95%	EE	
\$514.28	\$488.57	\$25.71	
\$1,028.56	\$488.57	\$539.99	
\$951.42	\$488.57	\$462.85	
\$1,594.26	\$488.57	\$1,105.69	

United Healthcare		
Heritage Plus Gold B...		
Unlimited		
In-Network	Out-of-Network	
\$2,000/BY	\$4,000/BY	
\$4,000/BY	\$8,000	
\$4,000	\$8,000	
\$40	Ded + 50%	
\$80	Ded + 50%	
\$10	Ded + 50%	
0%	Ded + 30%	
Ambulatory - Ded + 30%; Hosp - \$500, then Ded + 30%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%	
Ded + 30%	Ded + 50%	
\$500, then Ded + 30%		
\$50	Ded + 50%	
\$40	Ded + 50%	
\$40	Ded + 50%	
20 Visits		
0%	Ded + 30%	
Freestanding - Ded + 30%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%	
Freestanding - Ded + 20%; Hosp - \$500, then Ded + 30%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%	
\$15		
\$75		
\$175		
\$300		
3x Copay		
Total	ER 95%	EE
\$528.68		
\$1,057.36		
\$978.06		
\$1,638.90		



Olavee Williams Academy

Multi Plan Option Example

Base Plan

United Healthcare Heritage Plus Bronze BQPK/310E			
Unlimited			
	In-Network	Out-of-Network	
MAJOR MEDICAL			
YOUR COST:			
LIFETIME MAXIMUM			
DEDUCTIBLE			
INDIVIDUAL	\$6,500/BY	\$13,000/BY	
FAMILY	\$13,000/BY	\$26,000/BY	
OUT OF POCKET LIMIT			
IND (INCL DED, COIN, COPAYS)	\$7,900	\$15,800	
FAM (INCL DED, COIN, COPAYS)	\$15,800	\$31,600	
PHYS OFFICE VISITS & HOSP			
PRIMARY OFFICE VISIT	\$35	Ded + 50%	
SPECIALIST OFFICE VISIT	\$75	Ded + 50%	
VIRTUAL VISIT	\$10	Ded + 50%	
PREVENTIVE CARE	0%	Ded + 30%	
OUTPATIENT SURGERY	Ambulatory - Ded + 40%; Hosp - \$500, then Ded + 40%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%	
INPATIENT HOSP (INCL MAT)	Ded + 40%	Ded + 50%	
EMERGENCY ROOM	\$500, then Ded + 40%		
URGENT CARE	\$50	Ded + 50%	
MENTAL HEALTH (OUTPAT)	\$35	Ded + 50%	
CHIROPRACTIC CARE	\$35	Ded + 50%	
<i>Benefit Period Maximum</i>			
	20 Visits		
LAB & X-RAY			
PREV DURING OFFICE VISIT	0%	Ded + 30%	
OUTPATIENT DIAGNOSTIC	Freestanding - Ded + 40%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%	
OUTPATIENT MAJOR DIAGNOSTIC & IMAGING	Freestanding - Ded + 40%; Hosp - \$500, then Ded + 50%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%	
PRESCRIPTIONS			
TIER 1	Ded, then \$10	Ded, then Copay + Charge Over In-Network Allowed Amount	
TIER 2	Ded, then \$40		
TIER 3	Ded, then \$140		
TIER 4	Ded, then \$300		
MAIL ORDER (Up to 90 Days)	Ded, then 3x Copay		
SUMMARY OF PREMIUM			
	Total	ER 95%	EE
Employee Only	\$419.58	\$398.60	\$20.98
Employee Spouse	\$839.16	\$398.60	\$440.56
Employee Child(ren)	\$776.22	\$398.60	\$377.62
Family	\$1,300.69	\$398.60	\$902.09

Silver Buy-up

United Healthcare Heritage Plus Silver BQPM/297E			
Unlimited			
	In-Network	Out-of-Network	
MAJOR MEDICAL			
YOUR COST:			
LIFETIME MAXIMUM			
DEDUCTIBLE			
INDIVIDUAL	\$3,500/BY	\$7,000/BY	
FAMILY	\$7,000/BY	\$14,000/BY	
OUT OF POCKET LIMIT			
IND (INCL DED, COIN, COPAYS)	\$8,150	\$16,300	
FAM (INCL DED, COIN, COPAYS)	\$16,300	\$32,600	
PHYS OFFICE VISITS & HOSP			
PRIMARY OFFICE VISIT	\$30	Ded + 50%	
SPECIALIST OFFICE VISIT	\$60	Ded + 50%	
VIRTUAL VISIT	\$10	Ded + 50%	
PREVENTIVE CARE	0%	Ded + 30%	
OUTPATIENT SURGERY	Ambulatory - Ded + 20%; Hosp - \$500, then Ded + 20%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%	
INPATIENT HOSP (INCL MAT)	Ded + 20%	Ded + 50%	
EMERGENCY ROOM	\$500, then Ded + 20%		
URGENT CARE	\$50	Ded + 50%	
MENTAL HEALTH (OUTPAT)	\$30	Ded + 50%	
CHIROPRACTIC CARE	\$30	Ded + 50%	
<i>Benefit Period Maximum</i>			
	20 visits		
LAB & X-RAY			
PREV DURING OFFICE VISIT	0%	Ded + 30%	
OUTPATIENT DIAGNOSTIC	Freestanding - Ded + 20%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%	
OUTPATIENT MAJOR DIAGNOSTIC & IMAGING	Freestanding - Ded + 20%; Hosp - \$500, then Ded + 20%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%	
PRESCRIPTIONS			
TIER 1	\$15	Copay + Charge Over In-Network Allowed Amount	
TIER 2	\$75		
TIER 3	\$175		
TIER 4	\$300		
MAIL ORDER (Up to 90 Days)	3x Copay		
SUMMARY OF PREMIUM			
	Total	ER	EE
Employee Only	\$456.10	\$398.60	\$57.50
Employee Spouse	\$912.50	\$398.60	\$513.90
Employee Child(ren)	\$843.79	\$398.60	\$445.19
Family	\$1,413.91	\$398.60	\$1,015.31

Gold Buy-up

United Healthcare Heritage Plus Gold BQPJ/297E			
Unlimited			
	In-Network	Out-of-Network	
MAJOR MEDICAL			
YOUR COST:			
LIFETIME MAXIMUM			
DEDUCTIBLE			
INDIVIDUAL	\$2,000/BY	\$4,000/BY	
FAMILY	\$4,000/BY	\$8,000/BY	
OUT OF POCKET LIMIT			
IND (INCL DED, COIN, COPAYS)	\$4,000	\$8,000	
FAM (INCL DED, COIN, COPAYS)	\$8,000	\$16,000	
PHYS OFFICE VISITS & HOSP			
PRIMARY OFFICE VISIT	\$40	Ded + 50%	
SPECIALIST OFFICE VISIT	\$80	Ded + 50%	
VIRTUAL VISIT	\$10	Ded + 50%	
PREVENTIVE CARE	0%	Ded + 30%	
OUTPATIENT SURGERY	Ambulatory - Ded + 30%; Hosp - \$500, then Ded + 30%	Ambulatory - Ded + 50%; Hosp - \$500, then Ded + 50%	
INPATIENT HOSP (INCL MAT)	Ded + 30%	Ded + 50%	
EMERGENCY ROOM	\$500, then Ded + 30%		
URGENT CARE	\$50	Ded + 50%	
MENTAL HEALTH (OUTPAT)	\$40	Ded + 50%	
CHIROPRACTIC CARE	\$40	Ded + 50%	
<i>Benefit Period Maximum</i>			
	20 Visits		
LAB & X-RAY			
PREV DURING OFFICE VISIT	0%	Ded + 30%	
OUTPATIENT DIAGNOSTIC	Freestanding - Ded + 30%; Hosp-Based - Ded + 50%	Freestanding - Ded + 50%; Hosp-Based - Ded + 50%	
OUTPATIENT MAJOR DIAGNOSTIC & IMAGING	Freestanding - Ded + 20%; Hosp - \$500, then Ded + 30%	Freestanding - Ded + 50%; Hosp - \$500, then Ded + 50%	
PRESCRIPTIONS			
TIER 1	\$15	Copay + Charge Over In-Network Allowed Amount	
TIER 2	\$75		
TIER 3	\$175		
TIER 4	\$300		
MAIL ORDER (Up to 90 Days)	3x Copay		
SUMMARY OF PREMIUM			
	Total	ER	EE
Employee Only	\$528.68	\$398.60	\$130.08
Employee Spouse	\$1,057.36	\$398.60	\$658.76
Employee Child(ren)	\$978.06	\$398.60	\$579.46
Family	\$1,638.90	\$398.60	\$1,240.30



DENTAL	
<i>YOU PAY:</i>	
INDIV DED/CAL YEAR	
FAMILY DED/CAL YEAR	
PREVENTIVE	
BASIC REPAIR	
MAJOR RESTORATIVE	
ORTHODONTICS	
X-RAYS	
BITEWING	
PANORAMIC	
ENDODONTIA	
FILLINGS	
ROOT CANALS	
PERIODONTIA	
NON-SURGICAL SERVICES	
SURGICAL SERVICES	
ORAL SURG/COMPLEX EXTRAC	
CALENDAR YEAR MAXIMUM	
ORTHO ANNUAL MAXIMUM	
UCR PERCENTAGE	
OTHER	
RATE GUARANTEE	
WAITING PERIODS	
EMPLOYER CONTRIBUTION	
EMPLOYEE PARTICIPATION	
SUMMARY OF PREMIUM	
Employee Only	
Employee + Child(ren)	
Employee + Spouse	
Employee + Family	
Monthly Total	
Annual Total	

Humana 1000	
In-Network	Out-of-Network
\$50	
\$150	
100%	80%
Ded + 80%	Ded + 50%
Ded + 50%	Ded + 50%
Preventative	
Preventative	
Basic	
Basic	
Basic	
Basic	
Basic	
Major	
\$1,000	
\$1,000	
1 Year	
None if 10+ enroll	
<i>Contributory</i>	
\$32.41	\$35.44
\$88.89	\$96.61
\$64.81	\$70.86
\$122.54	\$133.28

Humana 1500	
In-Network	Out-of-Network
\$50	
\$150	
100%	80%
Ded + 80%	Ded + 50%
Ded + 50%	Ded + 50%
Preventative	
Preventative	
Basic	
Basic	
Basic	
Basic	
Basic	
Major	
\$1,500	
\$1,000	
1 Year	
None if 10+ enroll	
<i>Contributory</i>	
\$35.64	\$38.97
\$71.29	\$105.63
\$97.14	\$77.94
\$134.04	\$145.86

Vision	
Exam Co-Pay	
Materials Co-Pay	
Frame Allowance	
Contact Allowance	
Frequency	
Exam	

Humana 130	
\$10	
\$15	
\$130	
\$130	
12	

Humana 160	
\$10	
\$10	
\$160	
\$160	
12	

Frames
Lenses
OTHER
RATE GUARANTEE
EMPLOYER CONTRIBUTION
EMPLOYEE PARTICIPATION
PREMIUM
Employee Only
Employee + Child(ren)
Employee + Spouse
Employee + Family

12
12
2 Years
0
25%
\$5.43
\$10.31
\$10.86
\$16.21

24
12
2 Years
0
25%
\$7.16
\$13.60
\$14.32
\$21.38

Olavee I
Anc

Humana Unlimited	
In-Network	Out-of-Network
\$50	
\$150	
100%	80%
Ded + 80%	Ded + 50%
Ded + 50%	Ded + 50%
Preventative	
Preventative	
Basic	
Basic	
Basic	
Basic	
Major	
Unlimited	
\$1,000	
1 Year	
None if 10+ enroll	
Contributory	Voluntary
\$38.99	\$42.52
\$99.16	\$108.41
\$77.77	\$85.03
\$138.04	\$150.92

Humana Basic Life - \$25k	
Basic Life Rate / 1000	\$0.14
AD&D Rate / 1000	\$0.01
Total Rate/EE	\$0.15
Total Premium/EE	\$3.75
Total Mo. Premium (20)	\$75.00

Humana 200
\$0
\$0
\$200
\$200
12

24
12
2 Years
0
25%
\$9.83
\$18.67
\$19.65
\$29.34

Williams Academy

Disability Coverage

UNITED HEALTHCARE		
LONG TERM DISABILITY		
ELIGIBILITY	AFTAE	AFTAE
MONTHLY BENEFIT	60%	60%
MAXIMUM MONTHLY BENEFIT	\$3,000	\$3,000
ELIMINATION PERIOD	90 Days	90 Days
BENEFIT DURATION	SSNRA	SSNRA
DEFINITION OF DISABILITY	Residual	Residual
PRE-EX CONDITION LIMITATION	3//12	3//12
OTHER		
RATE GUARANTEE	1 year	1 year
EMPLOYER CONTRIBUTION	0%	50%
EMPLOYEE PARTICIPATION	25%	25%
LTD RATE PER \$100 OF PAYROLL		
Age >25	\$0.06	\$0.21
25-29	\$0.09	
30-34	\$0.13	
35-39	\$0.17	
40-44	\$0.22	
45-49	\$0.30	
50-54	\$0.37	
55-59	\$0.45	
60+	\$0.40	
SUMMARY OF PREMIUM		
AVG/EMPLOYEE	\$7.13	\$6.45
Monthly Total	\$143.00	\$129.02
Annual Total	\$1,716.00	\$1,548.24

UNITED HEALTHCARE	
SHORT TERM DISABILITY	
ELIGIBILITY	
WEEKLY BENEFIT	
MAXIMUM WEEKLY BENEFIT	
BENEFIT BEGINS:	
ACCIDENT	
SICKNESS	
BENEFIT DURATION	
MATERNITY COVERAGE	
PRE-EX CONDITION LIMITATION	
OTHER	
RATE GUARANTEE	
VOLUME	
EMPLOYER CONTRIBUTION	
EMPLOYEE PARTICIPATION	
EMPLOYEE RATE	
STD PER \$10 OF BENEFIT	
SUMMARY OF PREMIUM	
AVG / EMPLOYEE	
Monthly Total	
Annual Total	

HEALTHCARE	
DISABILITY	
AFTAE	AFTAE
60%	60%
\$1,000	\$1,000
8th day	8th day
8th day	8th day
13 weeks	13 weeks
Same as illness	Same as illness
12 // 12	12 // 12
1 year	1 year
\$10,009.62	\$10,009.62
50% OR MORE	100%
50%	100%
\$0.33	\$0.27
\$14.91	\$12.20
\$298.17	\$243.96
\$3,578.04	\$2,927.52



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

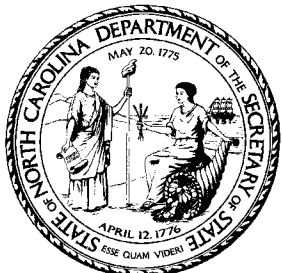
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

OLAVEE WILLIAMS ACADEMY

the original of which was filed in this office on the 24th day of July, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 24th day of July, 2020.

Elaine F. Marshall

Secretary of State

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: Olavee Williams Academy

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: Olavee Williams

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

Number and Street: 4608 Simsbury Rd. Apt. D

City: Charlotte State: NC Zip Code: 28226 County: Mecklenburg

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

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

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

Name	Address
<u>Olavee Williams</u>	<u>4608 Simsbury Rd. Apt. D Charlotte NC 28226</u>

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: (980)345-7974

Number and Street: 4608 Simsbury Rd Apt. 10

City: Charlotte State: NC Zip Code: 28226 County: Mecklenburg

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

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 3 day of July, 2020.

Incorporator Business Entity Name

Davee Williams

Signature of Incorporator

Davee Williams

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.

Olavee Williams Academy
ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Operation for Approved Tax-Exempt Purpose

Olavee Williams Academy, Inc. will operate a public charter school, as authorized by part 6A of Article 16 of Chapter 115C of the North Carolina Statutes, for charitable purposes within the meaning of Section 55A-1-40(40) of the North Carolina General Statutes and for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended.

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.

Indemnification Provision

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act as it exists or may hereafter be amended, no person who has served as a director of the Corporation shall personally liable for monetary damages for breach of any duty as a director. No amendment to these Articles of Incorporation Nonprofit Corporation inconsistent with this indemnification provision shall reduce or eliminate the protection granted herein with respect to any matter that occurred prior to such amendment.

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	490 Iredell-Statesville Schools	What percentage of
LEA #2:		What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	490			490		
Kindergarten	100			100		
Grade 1	100			100		
Grade 2	100			100		
Grade 3				100		
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	300	0	0	400	0	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student resides.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on the federal funding opportunity.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		490 Iredell-Statesville Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,477.58	300	
Local Funds	\$2,038.96	300	
State EC Funds	\$4,509.25	24	
Federal EC Funds	\$1,514.35	24	
			Total:

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			Total:



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s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$1,643,274.00
\$611,688.00
\$108,222.00
\$36,344.40
\$2,399,528.40

Approximate funding for Year 1
\$0.00

Approximate funding for Year 1
\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,643,274	\$ 2,191,032	\$ 2,738,790	\$ 3,286,548
Local Per Pupil Funds	\$ 611,688	\$ 815,584	\$ 1,019,480	\$ 1,223,376
State EC Funds	\$ 108,222	\$ 144,296	\$ 180,370	\$ 216,444
Federal EC Funds	-	\$ 36,344	\$ 60,574	\$ 72,689
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,363,184	\$ 3,187,256	\$ 3,999,214	\$ 4,799,057

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



federal funding in year

Year 5	
\$	3,834,306
\$	1,427,272
\$	252,518
\$	84,804
\$	5,598,900

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 90,000	\$ 90,000	1	\$ 90,000	\$ 90,000	1	\$ 90,000	\$ 90,000	1	\$ 90,000	\$ 90,000	1	\$ 90,000	\$ 90,000
Assistant Administrator	0	\$ -	\$ -		\$ -	\$ -	1	\$ 68,601	\$ 68,601	1	\$ 68,601	\$ 68,601	1	\$ 68,601	\$ 68,601
Finance Officer	1	\$ 56,403	\$ 56,403	1	\$ 56,403	\$ 56,403	1	\$ 56,403	\$ 56,403	1	\$ 56,403	\$ 56,403	1	\$ 56,403	\$ 56,403
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 28,000	\$ 28,000	2	\$ 28,000	\$ 56,000	2	\$ 28,000	\$ 56,000	2	\$ 28,000	\$ 56,000
Food Service Staff	1	\$ 22,926	\$ 22,926	1	\$ 22,926	\$ 22,926	1	\$ 22,926	\$ 22,926	1	\$ 22,926	\$ 22,926	1	\$ 22,926	\$ 22,926
Custodians	1.5	\$ 23,087	\$ 34,631	1.5	\$ 23,087	\$ 34,631	1.5	\$ 23,087	\$ 34,631	1.5	\$ 23,087	\$ 34,631	2	\$ 23,087	\$ 46,174
Transportation Staff	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 28,000	\$ 28,000
Dean	1	\$ 56,775	\$ 56,775	1	\$ 56,775	\$ 56,775	1	\$ 56,775	\$ 56,775	1	\$ 56,775	\$ 56,775	1	\$ 56,775	\$ 56,775
Registrar		\$ -	\$ -	1	\$ 25,658	\$ 25,658	1	\$ 25,638	\$ 25,638	1	\$ 25,638	\$ 25,638	1	\$ 25,638	\$ 25,638
Merit Raises Admin and Support Staff		\$ -	\$ -	6.5	\$ 2,221	\$ 14,437	7.5	\$ 2,192	\$ 16,440	9.5	\$ 2,250	\$ 21,375	9.5	\$ 2,276	\$ 21,622
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	6.5		\$ 288,735	14		\$ 328,829	17		\$ 427,414	19		\$ 432,349	20.5		\$ 472,139
Instructional Personnel															
Core Content Teacher(s)	15	\$ 38,000	\$ 570,000	20	\$ 38,000	\$ 760,000	25	\$ 38,000	\$ 950,000	30	\$ 38,000	\$ 1,140,000	35	\$ 38,000	\$ 1,330,000
Electives/Specialty Teacher(s)	3	\$ 38,000	\$ 114,000	3	\$ 38,000	\$ 114,000	3	\$ 38,000	\$ 114,000	4	\$ 38,000	\$ 152,000	4	\$ 38,000	\$ 152,000
Exceptional Children Teacher(s)	2	\$ 38,000	\$ 76,000	2	\$ 38,000	\$ 76,000	2.5	\$ 38,000	\$ 95,000	2.5	\$ 38,000	\$ 95,000	2.5	\$ 38,000	\$ 95,000
Instructional Support	1	\$ 41,000	\$ 41,000	1	\$ 41,000	\$ 41,000	2	\$ 41,000	\$ 82,000	2	\$ 41,000	\$ 82,000	2	\$ 41,000	\$ 82,000
Teacher Assistants	4	\$ 27,205	\$ 108,820	4	\$ 27,205	\$ 108,820	4	\$ 27,205	\$ 108,820	4	\$ 27,205	\$ 108,820	4	\$ 27,205	\$ 108,820
Substitute Teachers	150	\$ 75	\$ 11,250	200	\$ 75	\$ 15,000	250	\$ 80	\$ 20,000	300	\$ 80	\$ 24,000	350	\$ 85	\$ 29,750
Merit Raises -Instructional Staff		\$ -	\$ -	25	\$ 1,820	\$ 45,500	30	\$ 1,909	\$ 57,270	36.5	\$ 1,928	\$ 70,372	42.5	\$ 2,684	\$ 114,070
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	175		\$ 921,070	255		\$ 1,160,320	316.5		\$ 1,427,090	379		\$ 1,672,192	440		\$ 1,911,640
Total Admin, Support and Instructional Personnel:	181.5		\$ 1,209,805	269		\$ 1,489,149	333.5		\$ 1,854,504	398		\$ 2,104,540.50	460.5		\$ 2,383,779

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	6	\$ 5,000	\$ 30,000	7	\$ 7,000	\$ 49,000	9	\$ 8,500	\$ 76,500	9	\$ 9,500	\$ 85,500	11	\$ 9,500	\$ 104,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	6	\$ 1,386	\$ 8,316	7	\$ 1,360	\$ 9,520	9	\$ 1,386	\$ 12,474	9	\$ 1,403	\$ 12,627	11	\$ 1,404	\$ 15,444
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	6.5	\$ 701	\$ 4,557	7.5	\$ 636	\$ 4,770	9.5	\$ 652	\$ 6,194	9.5	\$ 660	\$ 6,270	11	\$ 660	\$ 7,260
Social Security	6.5	\$ 2,999	\$ 19,494	7.5	\$ 2,718	\$ 20,385	9.5	\$ 2,789	\$ 26,496	9.5	\$ 2,823	\$ 26,819	11	\$ 2,532	\$ 27,852
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Total Admin and Support Benefits:			\$ 62,366			\$ 83,675			\$ 121,664			\$ 131,216			\$ 155,056
Instructional Personnel Benefits															
Health Insurance	25	\$ 5,000	\$ 125,000	30	\$ 7,000	\$ 210,000	36	\$ 8,500	\$ 306,000	42	\$ 9,500	\$ 399,000	47	\$ 9,500	\$ 446,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	25	\$ 1,092	\$ 27,300	30	\$ 1,145	\$ 34,350	36	\$ 1,157	\$ 41,652	42	\$ 1,164	\$ 48,888	47	\$ 1,189	\$ 55,883
Social Security	25	\$ 2,284	\$ 57,100	30	\$ 2,398	\$ 71,940	36.5	\$ 2,424	\$ 88,476	42.5	\$ 2,439	\$ 103,658	47.5	\$ 2,495	\$ 118,513
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	25	\$ 534	\$ 13,350	30	\$ 560	\$ 16,800	36.5	\$ 567	\$ 20,696	42.5	\$ 571	\$ 24,268	47.5	\$ 584	\$ 27,740
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Instructional Personnel Benefits:			\$ 222,750			\$ 333,090			\$ 456,824			\$ 575,813			\$ 648,636
Total Personnel Benefits:			\$ 285,116			\$ 416,765			\$ 578,487			\$ 707,029			\$ 803,692
Total Admin & Support Personnel (Salary & Benefits):	6.5		\$ 351,101	14		\$ 412,504	17		\$ 549,077	19		\$ 563,564.00	20.5		\$ 627,195
Total Instructional Personnel (Salary & Benefits):	175		\$ 1,143,820	255		\$ 1,493,410	316.5		\$ 1,883,914	379		\$ 2,248,005	440		\$ 2,560,276
TOTAL PERSONNEL:	181.5		\$ 1,494,921	269		\$ 1,905,914	333.5		\$ 2,432,991	398		\$ 2,811,569	460.5		\$ 3,187,471

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 6,200.00	\$ 8,136.00	\$ 10,072.00
Paper	\$ 1,300.00	\$ 3,000.00	\$ 5,000.00
Computers & Software	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00
Communications & Telephone	\$ 6,500.00	\$ 10,500.00	\$ 14,500.00
Copier leases	\$ 28,000.00	\$ 30,520.00	\$ 33,267.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	\$ -		
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 15,000.00	\$ 18,000.00	\$ 24,000.00
Student Accounting	\$ -		
Financial	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Other Professionals	\$ 8,500.00	\$ 10,500.00	\$ 12,500.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 75,000.00	\$ 75,000.00	\$ 120,000.00
Maintenance	\$ 17,370.00	\$ 18,065.00	\$ 23,788.00
Custodial Supplies	\$ 3,500.00	\$ 4,500.00	\$ 5,500.00
Custodial Contract	\$ 40,000.00	\$ 43,200.00	\$ 46,656.00
Insurance (pg19)	\$ 15,475.00	\$ 17,475.00	\$ 19,475.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 6,030.00	\$ 6,211.00	\$ 10,050.00
Gas	\$ 1,710.00	\$ 1,761.00	\$ 4,663.00
Water/Sewer	\$ 4,527.00	\$ 4,663.00	\$ 5,500.00
Trash	\$ 1,500.00	\$ 1,600.00	\$ 2,000.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			

Other			
Marketing	\$ 9,000.00	\$ 12,000.00	\$ 14,000.00
Child nutrition	\$ 15,000.00	\$ 20,000.00	\$ 30,000.00
Travel	\$ 3,000.00	\$ 5,000.00	\$ 7,000.00
General fund	\$ 150,001.50	\$ 477,228.40	\$ 566,269.50
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 432,613.50	\$ 799,359.40	\$ 993,240.50

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 10,000.00	\$ 30,000.00	\$ 40,000.00
Computers	\$ 97,500.00	\$ 91,500.00	\$ 106,500.00
Smart Boards	\$ 64,000.00	\$ 40,000.00	\$ 45,000.00
Instructional Contract			
Staff Development	\$ 90,300.00	\$ 120,300.00	\$ 145,300.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 91,850.00	\$ 101,850.00	\$ 111,850.00
Curriculum/Texts	\$ 30,000.00	\$ 25,000.00	\$ 30,000.00
Copy Paper	\$ 30,000.00	\$ 40,000.00	\$ 50,000.00
Testing Supplies	\$ 22,000.00	\$ 33,333.00	\$ 44,333.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 435,650.00	\$ 481,983.00	\$ 572,983.00
TOTAL OPERATIONS:	\$ 868,263.50	\$ 1,281,342.40	\$ 1,566,223.50

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	12,008.00	\$	13,944.00
\$	7,000.00	\$	9,000.00
\$	30,000.00	\$	35,000.00
\$	18,500.00	\$	25,000.00
\$	33,261.00	\$	40,000.00
\$	30,000.00	\$	35,000.00
\$	16,000.00	\$	19,000.00
\$	14,500.00	\$	18,500.00
\$	120,000.00	\$	125,000.00
\$	24,540.00	\$	27,532.00
\$	8,000.00	\$	10,000.00
\$	55,388.00	\$	59,419.00
\$	21,475.00	\$	23,475.00
\$	12,000.00	\$	15,561.00
\$	6,500.00	\$	8,500.00
\$	6,500.00	\$	8,500.00
\$	3,000.00	\$	5,000.00
		\$	10,000.00
		\$	7,000.00
		\$	3,000.00

\$ 30,000.00	\$ 50,000.00
\$ 40,000.00	\$ 55,000.00
\$ 12,000.00	\$ 15,000.00
\$ 753,832.80	\$ 863,515.10
\$ 1,254,504.80	\$ 1,481,946.10

Year 4		Year 5	
\$	70,000.00	\$	100,000.00
\$	125,500.00	\$	150,500.00
\$	60,000.00	\$	135,500.00
\$	175,300.00	\$	200,300.00
\$	131,850.00	\$	141,850.00
\$	45,000.00	\$	55,000.00
\$	60,000.00	\$	70,000.00
\$	65,333.00	\$	76,333.00
\$	732,983.00	\$	929,483.00
\$ 1,987,487.80		\$ 2,411,429.10	

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,494,920.50	\$ 1,905,914.00	\$ 2,432,990.50	\$ 2,811,569.00
Total Operations	M	\$ 868,263.50	\$ 1,281,342.40	\$ 1,566,223.50	\$ 1,987,487.80
Total Expenditures	N = J + M	\$ 2,363,184.00	\$ 3,187,256.40	\$ 3,999,214.00	\$ 4,799,056.80
Total Revenue	Z	\$ 2,363,184.00	\$ 3,187,256.40	\$ 3,999,214.00	\$ 4,799,056.80
Surplus / (Deficit)	= Z - N	\$ -	\$ -	\$ -	\$ -



Year 5	
\$	3,187,470.50
\$	2,411,429.10
\$	5,598,899.60
\$	5,598,899.60
\$	-

BYLAWS
OF
OLAVEE WILLIAMS ACADEMY

ARTICLE I: NAME

The name of the Corporation is OLAVEE WILLIAMS ACADEMY (the "Corporation").

ARTICLE II: OBJECTIVES AND PURPOSES OF THE CORPORATION

1. **Objectives.** This Corporation is organized for the purpose of establishing and operating a Charter School pursuant to Article 14A of Chapter 115C of the North Carolina General Statutes.
2. **Internal Revenue Code Section 501(c)(3) Purposes.** This Corporation is organized exclusively for one or more purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.
3. **Statement of Purpose.** The organizational purpose of the OLAVEE WILLIAMS ACADEMY is to be a public charity which is established to operate a charter school and engage in activities and provide various services that are beneficial to the public interest and may include the advancement of literacy and education of children.

ARTICLE III: MEMBERS

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

ARTICLE IV: OFFICES AND REGISTERED AGENT

1. **Offices.** The Corporation continuously shall maintain in North Carolina a registered office at such place as may be designated by the Board of Directors. The principal office of the Corporation and such other offices as it may establish shall be located within North Carolina.
2. **Agent.** The Corporation continuously shall maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

3. **Changes.** Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the North Carolina Non-Profit Corporation Act.
4. **Initial Agent and Office.** The initial registered agent is Olavee Williams and the initial registered office is 4608 Simsbury Road, Apt D, Charlotte, NC 28226.

ARTICLE V: BOARD OF DIRECTORS FOR THE CORPORATION

1. **General Powers and Duties:** The property, business, and affairs of the Corporation shall be managed, controlled, and directed by a Board of Directors. The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation as established in these Bylaws.
2. **Initial Board of Directors:** The initial members of the Board of Directors shall be appointed by the Incorporator and shall serve for terms of one (1), two (2), or three (3) years, as determined by the Incorporator.
3. **Composition:**
 - a. The Board shall consist of a minimum of 5 and a maximum of 7 voting directors appointed as provided herein.
 - b. Term of Office. Directors shall serve for a term of three (3) years and may serve successive terms. The term of a director shall extend from the date of his or her appointment until the third subsequent Annual Meeting of the Board of Directors.
 - c. Appointment. A Board of Director shall be appointed at the Annual Meeting to fill the seat of the director whose terms expire at that meeting. If for any reason a director is not appointed at an Annual Meeting to fill the seat of a director whose term expired, that director shall continue to serve until a successor is duly appointed. An additional director may be added to the Board at any Regular Meeting. Directors shall be appointed or removed from the Board by a majority vote at any Regular or Annual Meeting, a quorum being present and voting.
 - d. Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation. A lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all directors who were not present at the originally called meeting. In the event a quorum fails to assemble for three consecutive meetings called in accordance with the reasonable notice

provisions herein, the directors present at the third meeting shall constitute a quorum. Directors shall be considered present if the directors can simultaneously hear and communicate verbally with one another through any means of communication deemed appropriate by the Chairperson of the Board.

4. **Majority Action as Board Action.** Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws, or provisions of law require a greater percentage or different voting rules for approval or a matter by the board.
5. **Nonliability of Directors.** The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.
6. **Qualification of Directors:** Directors shall be at least twenty-one (21) years of age. Any such qualified person seeking appointment to the Board of Directors must submit to a reasonable screening process by the Board Development Committee, which shall include submitting a personal written statement that provides the following:
 - a. Statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
 - b. Certification statement as to age;
 - c. Certification statement of having read and understood the Articles of Incorporation and these Bylaws;
 - d. Statement of support for this Corporation's purposes;
 - e. Statement of personal education philosophy;
 - f. Statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;
 - g. Separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.
7. **Vacancies.** A vacancy occurring in the Board of Directors may be filled by a majority vote of the remaining directors. The director so appointed shall serve the unexpired term of the director replaced thereby.
8. **Removal.** A director may be removed from office with or without cause by a vote of a majority of the directors. In the event any director is removed, a new director or directors may be appointed at the same meeting.

ARTICLE VI: OFFICERS

The officers of the Corporation shall consist of the Chair and Vice-Chair, Head of School, Secretary and Treasurer. The Head of School shall not be a member of the Board of Directors. The Secretary, and Treasurer may be, but are not required to be members of the Board of Directors.

1. **Chair.** The Board of Directors shall choose a chair from the directors of the Board. The Chair shall preside at meetings of the Board and perform such other duties as may be directed by the Board. The Chair shall in the name of the Corporation execute all contracts, deeds, mortgages, bonds, bills of sale, checks or other instruments and other commitments on behalf of the Corporation except when and to the extent the Board of Directors shall specifically authorize another officer to The Chair shall be chosen at each annual meeting of the Board of Directors by the Board of Directors from among its members.
2. **Vice-Chair.** The Board may choose from among its members a Vice-chair who shall preside at all meetings of the Board when the Chair is absent. In the event of an extended absence or other temporary disability of the Chairperson, the Vice-Chair shall in addition to presiding at meetings, exercise those powers of the Chair as may be necessary and the Board may direct.
3. **Lead Administrator.** The Lead Administrator shall be the Chief Operating Officer of the Corporation in charge of the education program, hiring and firing all personnel, and all daily operations of the Corporation in conformity with the policies of the Corporation. The Lead Administrator shall be an employee of and answerable to the Board of Directors. The Lead Administrator shall attend all meetings of the Board of Directors. The Lead Administrator will serve at the will and pleasure of the Board of Directors.
4. **Secretary.** The Board may appoint from among its directors a Secretary who shall preside at all meetings of the Board when the Chair and Vice- Chair are absent and who, with the assistance of the Corporation staff, shall be responsible for keeping an accurate record of the proceedings and action actions of the Board. The Secretary shall maintain the Corporate seal and a current record of all the persons who are directors of the Corporation, showing their respective places of residence, and such book shall be open for inspection as prescribed by law. Subject to the control of the Board of Directors, the Secretary shall in general perform all the duties incident to the office of Secretary and shall perform such other duties as the Board of the President may assign.
5. **Treasurer.** The Board shall appoint from among its directors a Treasurer who shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as the Board of Directors may impose. When necessary and proper, the

Treasurer, on behalf of the Corporation, may endorse for collection checks, notes, and other obligations, and shall deposit the proceeds to the credit for the Corporation at such bank or banks as the Board may designate by resolution as depository. The Treasurer shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the Board, the Treasurer shall sign all checks of the Corporation and all bills of exchange issued by the Corporation, except in cases where the signing and execution thereof shall be expressly assigned by the Board or by these Bylaws to some other officer or agent of the Corporation. The Treasurer shall make such payments as may be necessary or proper to be made on behalf of the Corporation. The Treasurer shall maintain full and accurate books or account reflecting the transactions, assets and obligations of the Corporation and shall exhibit such books at all reasonable times to any director on application at the offices of the Corporation. In general, the Treasurer shall perform all the duties incident to the office of Treasurer, subject to the control of the Board.

6. **Compensation.** No compensation shall be allowed to Officers of the Corporation, except pursuant to a contract. Officers may receive reimbursement for expenses incurred in conducting or in the furtherance of corporate business subject to approval by the Board.
7. **Resignation.** A Director may resign at any time by giving notice thereof in writing to the Chair.

ARTICLE VII: COMMITTEES

1. **Board Development Committee.** A Board Development committee shall be established which shall consist of three (3) individuals designated by the Chair. The purpose of said committee shall be to review applications and research candidates to serve as directors and officers of the Corporation and to recommend nominees for such office to the Board of Directors. Additionally, said committee shall have the responsibility, as well as the goals and purposes of the Corporation. Members of the Board Development Committee shall serve until their term as directors have expired.
2. **Executive and Other Committees.** The Chair of the Board may establish any other committees deemed necessary to carry out the work of the Corporation. The Chair shall appoint Board Members to these committees, and the Chair shall designate chairs for each committee. Committees serve in an advisory capacity to the Board.
 - a. **Limitation on Authority of Committees.** Neither the executive committee nor any other committee formed hereunder shall have the authority to repeal or amend a resolution duly adopted by the Board of Directors.

- b. Meetings and Actions of Committees. Meetings and Actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board of Directors may also adopt rules for the conduct of meetings of committees to the extent that they are not inconsistent with the provisions of these Bylaws.

ARTICLE VIII: CONFLICT OF INTEREST

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is averse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one(1) or more members present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

ARTICLE IX: MEETINGS

1. **Regular Meetings.** The Board of Directors shall meet at least once a month at such times and dates as designated by the Chair of the Board, through a written call of the majority of directors, or upon resolution of the Board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.
2. **Place of Meetings.** The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors may designate.
3. **Special Meetings.** The time, date, and place of a special meeting of the Board may be set at the call of the Chair, upon written call by the majority of Board members, or upon resolution of the Board. Notice shall be given of the time, place and object of such meetings to the members of the board and the public pursuant to Article 33C, Chapter 143 of the NC General Statutes.

4. **Attendance.** Attendance by a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.
5. **Notice of Inability to Attend.** Members of the Board shall be required to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.
6. **Parliamentary Rules and Open Meeting Law.** All meetings shall be conducted in an open, orderly, and fair manner; and any guidelines established by the Institute of Government shall apply to all deliberations. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statute Sections 143-318.9 thru 143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.
7. **Manner of Acting.** Except as otherwise provided by law, the Articles of Incorporation, or by these Bylaws, all matters before the Board of Directors shall be decided by a majority vote of the Directors present and eligible to vote at a meeting at which a quorum exists. Any one or more or all of the directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation in a meeting by mean of a conference telephone or similar communications device shall be deemed presence in person at such meeting.
8. **Meeting Agenda.** Regular meetings of the Board shall strictly follow the written agenda prepared by the Chair. Any person having business to be brought before the Board shall notify the Chair at least four (4) days prior to the meeting of their request to be heard by the Board.

ARTICLE X: CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

2. **Loans.** No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.
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 such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.
4. **Funds.** All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer, officers, agent, or agents of the Corporation to whom the Board may delegate such power.
5. **Acceptance of Gifts.** The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.
6. **Audits.** In compliance with North Carolina Charter School Law, the accounts of the Corporation shall be audited annually by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.
7. **Bond.** At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE XI: INDEMNIFICATION

The directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under North Carolina law.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

ARTICLE XII: CORPORATE RECORDS AND REPORTS

1. **Maintenance of Corporate Records.** The Corporation shall keep at its principal office:
 - a. A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;

- b. A record of its directors, indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dates of election to office;
 - c. A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;
 - d. Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;
 - e. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.
2. **Directors' Inspection Rights.** Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions, of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.

3. **Periodic Report.** The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XIII: FISCAL YEAR

Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July, and end on the last day of June next ensuing.

ARTICLE XIV: GENERAL PROVISIONS

1. **Limit of Use of Property and Funds to Purposes of the Corporation.** No funds or property of the Corporation shall be devoted to or expended for any purpose or objective not stated in Article II, but all the Corporation's funds and properties shall at all times be used exclusively for said corporate purposes. In no event shall any of the funds or property of the Corporation be used for personal benefit, by way of

compensation, directly or indirectly, of these directors, with the exception of the Officers, who may be paid a salary set by the directors for services actually rendered.

2. **Waiver of Notice.** Whenever any notice is required to be given to any director or other person under the provisions of these Bylaws, the Articles of Incorporation, or any applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

3. **Amendments.** These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, at any meeting of the Board of Directors, by a vote of a majority of the Directors in office, if at least ten (10) day written notice is given of the intention to take such action at such meeting.



Olavee Williams Academy School Calendar 2022 - 2023

Home of the Bumblebees

Approved by the Board July 23, 2020



July 2022						
S	M	T	W	T	F	S
					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 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			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				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				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	

1st Quarter: 45 days
 2nd Quarter: 42 days
 3rd Quarter: 45 Days
 4th Quarter: 49 Days



First Day of School



Last Day of School



End of Quarter



Holiday



Remote Learning



Report Cards



Teacher PD Days



(No School for Students)



Progress Reports

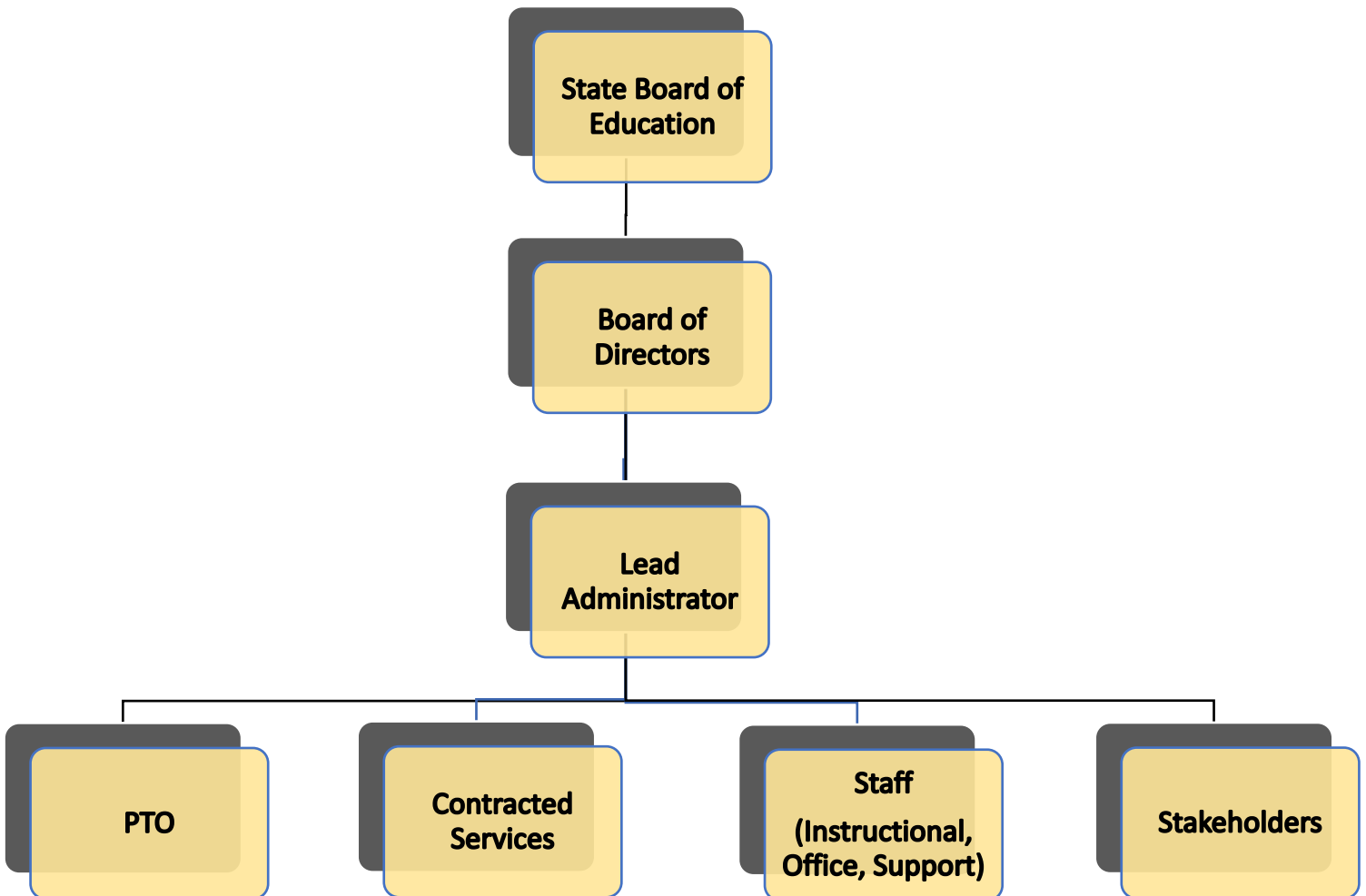
Make Up Weather
 Inclement weather days
 will be held through
 remote learning



Olavee Williams Academy

Organizational Chart

"Home of the Bumblebees"



**Olavee Williams Academy Weekly/Daily Schedule
2022-2023**

Kindergarten	7:00-7:30	7:30-7:45	7:45-9:15	9:15-10:45	10:50-11:10	11:15-11:45	11:50-12:50	12:50-1:50	1:55-2:25	2:30-3:00	3:00
Monday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Lunch	Recess	Science	Social Studies	Enrichment/ Remediation	Specials	Dismissal
Tuesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Lunch	Recess	Science	Social Studies	Enrichment/ Remediation	Specials	Dismissal
Wednesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Lunch	Recess	Science	Social Studies	Enrichment/ Remediation	Specials	Dismissal
Thursday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Lunch	Recess	Science	Social Studies	Enrichment/ Remediation	Specials	Dismissal
Friday* (Days on Site)	Arrival/ Breakfast	Morning Meeting	Reading	Math	Lunch	Recess	Science	Social Studies	Enrichment/ Remediation	Specials	Dismissal
1st Grade	7:00-7:30	7:30-7:45	7:45-9:15	9:15-10:45	10:50-11:20	11:25-11:45	11:50-12:50	12:50-1:50	1:55-2:25	2:30-3:00	3:00
Monday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Recess	Lunch	Social Studies	Science	Specials	Enrichment/ Remediation	Dismissal
Tuesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Recess	Lunch	Social Studies	Science	Specials	Enrichment/ Remediation	Dismissal
Wednesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Recess	Lunch	Social Studies	Science	Specials	Enrichment/ Remediation	Dismissal
Thursday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Recess	Lunch	Social Studies	Science	Specials	Enrichment/ Remediation	Dismissal
Friday* (Days on Site)	Arrival/ Breakfast	Morning Meeting	Reading	Math	Recess	Lunch	Social Studies	Science	Specials	Enrichment/ Remediation	Dismissal
2nd Grade	7:00-7:30	7:30-7:45	7:45-9:15	9:15-10:45	10:50-11:20	11:25-11:55	12:00-12:20	12:25-1:25	1:25-2:25	2:30-3:00	3:00
Monday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Specials	Enrichment/ Remediatio	Lunch	Social Studies	Science	Recess	Dismissal
Tuesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Specials	Enrichment/ Remediatio	Lunch	Social Studies	Science	Recess	Dismissal
Wednesday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Specials	Enrichment/ Remediatio	Lunch	Social Studies	Science	Recess	Dismissal
Thursday	Arrival/ Breakfast	Morning Meeting	Reading	Math	Specials	Enrichment/ Remediatio	Lunch	Social Studies	Science	Recess	Dismissal
Friday* (Days on Site)	Arrival/ Breakfast	Morning Meeting	Reading	Math	Specials	Enrichment/ Remediatio	Lunch	Social Studies	Science	Recess	Dismissal

*Fridays will be remote learning days unless otherwise noted on the school calendar.

**Olavee Williams Academy Weekly/Daily Schedule
2022-2023**

Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten					
1	Art	Media	Guidance	PE	Music
2	Music	Art	Media	Guidance	PE
3	PE	Music	Art	Media	Guidance
4	Guidance	PE	Music	Art	Media
5	Media	Guidance	PE	Music	Art
1st Grade					
1	Art	Media	Guidance	PE	Music
2	Music	Art	Media	Guidance	PE
3	PE	Music	Art	Media	Guidance
4	Guidance	PE	Music	Art	Media
5	Media	Guidance	PE	Music	Art
2nd Grade					
1	Art	Media	Guidance	PE	Music
2	Music	Art	Media	Guidance	PE
3	PE	Music	Art	Media	Guidance
4	Guidance	PE	Music	Art	Media
5	Media	Guidance	PE	Music	Art

*Fridays will be remote learning days unless otherwise noted on the school calendar.

Charter School Required Signature Certification

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

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

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:

Bellonora McCallum

- Date of Review:

7-20-20

- Signature of Board Members Present (Add Signature Lines as Needed):

■ *J. Phyllis DeWitt*
 ■ *Dr. Doretha H. Watson*
 ■ *Alice Aldridge Wilhel*
 ■ *T. E. R.*
 ■ *Jamie Addison-Lynn*
 ■ _____
 ■ _____
 ■ _____

- ❖ 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:

We have not secured an auditor yet.

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

■ _____
 ■ _____
 ■ _____
 ■ _____
 ■ _____
 ■ _____
 ■ _____

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Lead Administrator		1
Assistant Administrator		0
Dean(s)		1
Core Classroom Teachers		15
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2
Teaching Aides or Assistants		4
School Operations Support Staff		1
Registrar		0
Instructional Support		1
Transportation Staff/ Food Service Staff		0
Custodian		1.5
Finance Officer		1
Clerical		1
Food Service Staff		1
Electives/Specialty		3

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1	1	1	1
0	1	1	1
1	1	1	1
20	25	30	35
2	2.5	2.5	2.5
4	4	4	4
1	2	2	2
1	1	1	1
1	2	2	2
0	0	0	1
1.5	1.5	1.5	2
1	1	1	1
1	2	2	2
1	1	1	1
3	3	4	4

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Alisa Aldridge Wilhelm, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Alisa Aldridge Wilhelm Date 7/21/20

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

PARENT SURVEY: ELEMENTARY SCHOOL OPTIONS

- 1) How many children do you have? 2
- 2) How old are your children? 3 + 4
- 3) Have you decided which elementary school your child will attend once they graduate from Kiddie Kollege Early Learning Center? NB Mills

Circle one : YES or NO

- 4) Which elementary school? NB Mills
- 5) Why have you selected the elementary school you named in Question 4?

Circle one or more: Quality Location Other children attend No other option

If there is another reason, please write it here:

- 6) If there was another elementary school option in this area would you consider enrolling your child? Yes
- 7) If you have more than one child would you consider sending both of your children to the same school? Yes
- 8) There is a charter school projected to open here in August of 2022 that will focus on leadership development, financial literacy, and academic success for all students. Would you be interested in enrolling your child in this school? Yes
- 9) Would you like more information about this school? Yes

Thank you for participating in our survey!

Signature Page

The foregoing application is submitted on behalf of insert name of board of directors for the proposed school. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Phyllis Donatto

Board Position: member

Signature: Phyllis Donatto

Date: 7/15/20

Sworn to and subscribed before me this 15th day of July, 2020.

Notary Public: Sandra Q. Cambre

Official Seal:

Sandra Q. Cambre

Notary Public

Notary I. D. #88220

My commission expires: at death, 20 .

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:

Quade Williams Academy

2. Full name:

Phyllis Donatto

Home Address:

306 Sabal Palms Row Youngsville, LA 70592

Business Name and Address:

FTD Dimension Solutions P.O. Box 276 Youngsville, LA 70592

Telephone No.:

337-346-4535

E-mail address:

Phyllis@ftddimensions.com

3. Brief educational and employment history.

Teacher, Administrator, professor *Monroe City Schools* *University of LA Monroe*
Fort Bend ISD *Flippen Group*
6 yrs *6 yrs* *7 yrs* *34 yrs*

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? *Approached by founder; my desire is to help provide positive and meaningful educational opportunities for students in low income areas.*

6. What is your understanding of the appropriate role of a public charter school board member? *To assist in providing support and direction in planning and oversight of 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've served on several decision making boards in K-12 and Higher Ed. I also served on the Louisiana's Governors Blue Ribbon Commission.

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

My degree is in curriculum & instruction. I am also a reading specialist and certified school administrator.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *I understand the mission to be one where the school is preparing students to function as productive citizens impacting world change.*

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

The educational plan is unique as it focuses on developing student & teacher leaders.

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

*• Innovation • Unique experiences
• Empowerment • meaningful relationships*

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

Evidence of success include assessment scores, increased enrollment student leaders contributing to school decisions; student growth

Governance

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

The board manages the school leader and all other aspects of the board activity.

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

Success indicators: Balance/healthy budget Student achievement Teacher Retention Student growth Climate/culture

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

*Success indicators: Increased enrollment • Performing at or above local schools in the area culture
• Waiting list for enrollment*

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

Steps include strategic planning, on-going monitoring of implemented programs, providing meaningful Professional Development.

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?

Follow established protocol for codes of conduct

*Please include the following with your Information Form

- a **one page** resume

Phyllis S. Donatto, Ed.D.

P.O. Box 276
Youngsville, LA 70592
337-346-4555

Career History

FTH Dimension Solutions, Education

Consultant/Executive Coach

(2020-Present)

Flippen Group, Leadership Development Strategist

(2014 -2020)

Fort Bend Independent School District - Sugar

Land, Texas

EA Jones Elementary

Data Specialist/Title One Compliance

(October, 2007 – June 2014)

University of Louisiana Monroe-Monroe,

Louisiana

PK-16+ Coordinator (February, 2003-August, 2007)

Assistant Professor

Monroe City Schools-Monroe, Louisiana

(1995-2002)

Minnie Ruffin Elementary

- Administrative Intern (Assistant Principal)

Sallie Humble Elementary

Cypress Point Year Round Elementary School

- 3rd Grade Teacher

Leadership Experience

Data Specialist (Fort Bend Independent School District)

PK-16+ Coordinator-University Louisiana Monroe

Administrative Intern (Assistant Principal)

Minnie Ruffin Elementary (Monroe City Schools)

History

Alternative Certification for Teachers (ACT) Institute, Houston, Texas

Instructor (August, 2009- August 2010)

Texas Southern University, Houston, Texas

Adjunct Instructor, (August, 2007-December 2008)

Jarvis Christian College, Hawkins, Texas

Adjunct Instructor, (August, 2005-May, 2006)

Education

Masters of Theological Studies 2014

Houston Graduate School of Theology

- Christian Spirituality

Doctor of Education, 2003

Louisiana Education Consortium (LEC):

Louisiana Tech, Grambling State, and University of Louisiana Monroe

- Curriculum and Instruction
- Cognate: Administration and Supervision

Masters of Education, 1997

- Reading

Bachelors of Education, 1995

Elementary Education (1-8)

Certifications

- Principal Certificate (EC-12) (Texas)
- Generalists (EC-4) (Texas)
- Instructional Leadership Development (ILD)
- Professional Development Appraisal System (PDAS)
- Parish or City Supervisor of Instruction (Louisiana)
- Provisional Principal (Louisiana)
- Reading Specialist (Louisiana)
- Elementary Teacher Grades 1-8 (Louisiana)

Areas of Expertise

- Curriculum and Instruction
- Teacher Development
- Program Evaluation

Professional Contributions & Accomplishments

Fort Bend Independent School District

- Aspiring Assistant Principal's Institute, Graduate
- Exceptional Customer Service-Trainer
- Project Investor, Mentor
- New Teacher Orientation-Presenter
- Data Driven Decision Making, Certified Trainer
- Data Teams, Certified Trainer

Monroe City Schools (MCS)

- System-Wide Leadership Improvement Council Grant Activity
- LaTAAP-Louisiana Teacher Assessment Program, *Teacher Appraiser*

University of Louisiana Monroe (ULM)

- LEC Doctoral Program Governing Board
- Undergraduate Curriculum Committee
- College of Education Diversity Committee
- Professional Development School, Liaison
- PK-16+ Advisory Council
- Excellence in Teaching and Learning Academy, Graduate

Grant Activity

- University of Louisiana System's LEARN and Serve Grant, \$11, 086.92
- K-16+ Enhancement Grant. REAL It, Assistive Technology, \$84,000, Co-chair

*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. Click or tap here to enter text.

Certification

I, Phyllis Donatto, 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 Oliver Williams Academy Charter School is true and correct in every respect.

Phyllis Donatto
Signature
Date July 15, 2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

TROY FEIMSTER

Statesville, NC 28677 ♦ (404) 246-1962 ♦ feimster77@gmail.com

PROFESSIONAL SUMMARY

Creative and enthusiastic Social Worker with 8 years of experience managing case loads of up to 300 clients. Passionate about building trust and rapport with all clients that come into agency with a non-judgmental approach, patient demeanor and compassionate interpersonal skills.

SKILLS

- Large caseload management
- Organization
- Communications
- Team building

WORK HISTORY

Social Worker II, 12/2012 to Current

Department Of Social Service – Statesville, NC

- Interviewed clients and families to assess situations, limitations and issues and implement services to address needs.
- Maintained regular contact with clients by calling and visiting clients' homes.
- Obtained and supplied information to coordinating agencies to provide best possible guidance to clients.
- Developed Plan of Care and casework programs for average of 32 clients per month.

ALL-N-ONE Academy (Homeschooling), 08/2009 to 08/2012

Owner – Austell, GA

- Developed team communications and information for staff meetings.
- Worked with 12+ students to understand needs and provide a curriculum for kindergarten to fifth, that focus on each cognitive learning styles.
- Maintained academy and operational budget

Camp TROY, 05/2006 to 08/2012

Owner – Austell, GA

- Collaborated with staff to design fun and enriching learning activities for campers.
- Communicated with parents about campers' activities and reported concerns and suggestions.
- Kept accurate records on participants' activity attendance, disciplinary actions and medication usage to improve camper documentation.
- Developed and implemented safety training programs for staff.

EDUCATION

Bachelor of Arts: Sociology, 12/2002

UNC Charlotte - Charlotte, NC

Tomekia H. Watson
PO Box 480924
Charlotte, NC 28269
(919) 344-5780
highyieldinnovations@gmail.com

OBJECTIVE	To apply my skill set toward changing the status quo
SUMMARY OF QUALIFICATIONS	Excellent leadership qualities, computer literate, interpersonal skills, well organized, administrative and instructional experience
EDUCATION	<p>Fayetteville State University <i>Fayetteville, North Carolina</i> Major: Ed. D. In Educational Leadership Graduation Date: May 2017</p> <p>University of Phoenix <i>Phoenix, Arizona</i> Major: M. Ed. In Supervision and Administration Graduation Date: June 2010</p> <p>North Carolina State University <i>Raleigh, North Carolina</i> Major: English as a Second Language Program Completion Date: December 2007</p>
WORK EXPERIENCE	<p>Liberty University <i>Adjunct Professor</i></p> <ul style="list-style-type: none">• Facilitating academic courses in the area of supervision and leadership
(December 2018-present)	
(February 2017-present)	<p>High Yield Innovations, LLC <i>President/CEO</i></p> <ul style="list-style-type: none">• Coaching• Consulting• Speaking
(December 2015-July 2018)	<p>Charlotte-Mecklenburg Schools <i>District-Level Instructional Coach</i></p> <ul style="list-style-type: none">• Coaching ESL teachers to aid in English development and cultural awareness• Conducting professional development to increase student achievement• Providing 21st Century instruction through the Canvas Management System• Supporting and implementing innovative initiatives of the district
(July 2002-December 2015)	<p>Wayne County Public Schools <i>Central Office Administrator/Title I Facilitator/Teacher</i></p> <ul style="list-style-type: none">• Prepared and executed lesson plans• Leadership roles: Grade Level Chair (2004); AdvancEd Co-Chair (2008, 2015)• Networked with stakeholders and community members• Produced increases in parent involvement activities• Improved classroom instruction by participating on 6 school improvement teams• Supervised staff from 23 Title I schools to fulfill all federal requirements



Literacy and Intervention

COMMON CORE STATE STANDARDS



**Intensive, Multisensory Reading Intervention
with Proven Results**



Grades K-8



S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade Kindergarten

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SS TG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 14, 94, 142, 237, 285 WB1: 2, 24, 36-38, 72-73, 84, 86-87, 89, 92, 97-98, 101 BLM1: 69

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6- Reading Comprehension WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 89, 92, 97-98, 101 TG2: Reinforcing Lessons, Step 6 - Reading Comprehension WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
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<i>Craft and Structure</i>	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 6 - Reading Comprehension R1: All selections in this level can be used to meet standard TG2:: Step 6 - Reading Comprehension R2:: All selections in this level can be used to meet standard
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6 - Reading Comprehension BLM1: 68-70 TG2:: Reinforcing Lessons Step 6 - Reading Comprehension BLM2: 44-47
6. Assess how point of view or purpose shapes the content and style of a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 5 - Prereading: Introducing the Story; 183 TG2:: Reinforcing Lessons, Step 5 - Prereading: Introducing the Story
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
<i>Range and Level of Text Complexity</i>	

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>There are no informational texts for students to read in Level 1 of SPIRE. Students do not read connected text in <i>Sounds Sensible</i>, Pre-Level One.</p> <p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>R1: All selections in this level can be used to meet the literary standard.</p> <p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 368-369, 375</p> <p>R2: All selections in this level can be used to meet standard.</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2:, Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132</p> <p>WB1: 5, 10, 12, 18, 22, 28, 34</p> <p>TG2: Independent Work activities , e.g., 22, 53, 92, 104, 149, 181, 193</p> <p>WB2: 12, 17, 25, 29, 36, 42, 45</p>

<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 14, 94, 130, 160, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68, 70 TG2:, Reinforcing Lessons: Step 6 - Reading Comprehension, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44, 46</p>
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Craft and Structure

<p>4. Ask and answer questions about unknown words in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 – Decoding and Sentence Reading – Vocabulary Development. e.g., 3, 43, 80, 116, 152, 190, 216, 243, 270 ; Step 5 – Introducing the Story: Vocabulary, e.g., 26, 32, 38, 62, 93, 99 TG2: Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 10, 42, 48, 120, 126, 159, 197, 234, 241; Step 5 – Introducing the Story: Vocabulary, e.g., 127, 215, R2: 117</p>
<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 111; all other selections in Level 1 are stories. R1: 33 TG2: 75, 127-128, 302-303, 309-310, 368, 374-375; all other selections in Level 2 are stories. R2: Poem: 22, 37, 86, 117; Article: 115; Story, e.g., 3, 7, 14, 20, 33, 43, 50, 59, 91, 112</p>
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.</p>

Integration of Knowledge and Ideas

<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Teacher can use Independent Work activities (using Decodable Readers) to meet standard, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 10, 12, 18, 22, 39, 42, 43 TG2:: Teacher can use Independent Work activities(using Decodable Readers) to meet standard, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 28, 29, 36, 42, 45</p>
<p>8. (Not applicable to literature)</p>	
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 63, 211, 279, 384 BLM1: 68 TG2:: 12, 19, 191, 279, 310 316 BLM2: 44</p>
<p>Range and Level of Text Complexity</p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R1: All of the selections in this level can be used to meet this standard. R2: All of the selections in this level can be used to meet this standard.</p>
<p>Reading Standards for Informational Text K-5</p>	
<p>Key Ideas and Details</p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>There are no informational texts in Level 1. TG2: 369 WB2: 97 BLM2: 45</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>TG2: 369 WB2: 97 BLM2: 45</p>

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 There are no informational texts in Level 1.
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unknown words in a text.	TG2:: 369 WB2: 97 BLM2: 45
5. Identify the front cover, back cover, and title page of a book.	SS TG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: all Readers are contained in one book per level. Only the ancillary products, Decodable Readers Sets A & B have separate components such as front and back covers and title pages.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: none of the Readers are illustrated. Only the ancillary products, Decodable Readers Sets A & B are illustrated.
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	None of the stories in the SPIRE Readers are illustrated. TG2: 370 WB2: 97
8. With prompting and support, identify the reasons an author gives to support points in a text.	n/a
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	n/a
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	TG1: Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 10 - Sentence Dictation TG2: Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 10 - Sentence Dictation

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading
b. Recognize that spoken words are represented in written language by specific sequences of letters.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 SSTG: Step3 – Sentence Segmentation, pp. 30 TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 9 - Spelling TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 9 - Spelling
c. Understand that words are separated by spaces in print.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5
d. Recognize and name all upper- and lowercase letters of the alphabet.	SSTG: Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) SSBLM: Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-25 TG1: All consonants except for <i>q(u)</i> are reviewed and all short vowels are taught in Level 1. BLM1: Small Letters, pp. 41-45 TG 2: Consonant <i>q(u)</i> , or <i>qu</i> , is taught starting on p. 117. BLM2: Small Letters, pp. 25-28

Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	<p>SSTG: Step 2 – Rhyming: Activity 1, pp. 7-12, 13-16, 16-17</p> <p>SSBLM: Introduction to rhyme Sheets, pp. 1-3</p> <p>TG1: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 31, 37, 202, 275, 333, 400</p> <p>TG2: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 17, 35, 47, 55, 61, 67</p>
b. Count, pronounce, blend, and segment syllables in spoken words.	<p>SSTG: Step 3 – Segmentation: Activity 2, pp. 31–33</p> <p>SSTG: Step 3 – Segmentation: Activity 3, pp. 32</p> <p>SSTG: Step 3 – Segmentation: Activity 4, pp. 32</p> <p>SSTG: Step 3 – Segmentation: Activity 5, pp. 33</p> <p>TG1: 139, 145, 176, 196, 229, 255, 265, 275, 283</p> <p>TG2: 81, 88, 134, 146, 190, 215, 221, 340, 360, 366-367</p>
c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>SSTG: Step 2 – Rhyming: Activity 5, pp. 25–28</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building</p>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>BLM1: Phoneme Segmentation Sheet, pp. 25</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>BLM2: Phoneme Segmentation Sheet, pp. 11</p>

<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34 SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35 SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36 SSBLM: Phoneme Segmentation Sheet, pp. 46 TG1: Step 2 - Phonological Awareness: Substitution, e.g., 25, 55, 61, 72, 128, 176, 195, 203, 327; Step 2 – Segmentation using the Phoneme Segmentation Sheet, e.g. 84, 92, 104, 134, 164, 289, ; Step 3 - Word Building: 276, 284, 289, 320, 328; at the end of Step 5 – Phoneme-Grapheme Analysis, e.g. 12, 62, 99, 135, 165, 197, 270, 328 BLM1: Phoneme Segmentation Sheet, pp. 25 TG2: Step 2 - Phonological Awareness: Substitution, e.g., 332; Step 2 – Segmentation using the Phoneme Segmentation Sheet, e.g. 3, 41, 80, 94, 119, 133, 151, 157, 208, 301 ; Step 3 - Word Building:10, 41, 81, 87, 112, 164, 196, 264, 270, 289 ; at the end of Step 5 – Phoneme-Grapheme Analysis, e.g. 5, 11, 18, 24, 30, 113, 172, 271, 327 BLM2: Phoneme Segmentation Sheet, pp. 11</p>
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Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>SSTG: Step 4 - Phoneme/Grapheme: Lessons 1–30, pp. 37–79, Lessons 33–41 pp. 85–101; <i>Sounds Sensible</i>, Pre-Level One teaches all the single consonants except <i>q</i>. TG1: Step 1 - Phonogram Cards; Step 2: Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling BLM1: Key Word Concept Sheets, pp. 3-7; Key Word Cards, pp. 14-24 TG2: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling BLM1: Key Word Concept Sheets, pp. 3-10</p>

<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>SSTG: Step 4 – Phoneme/Grapheme Relationships: Activity 31, pp. 82-84 (only short a is taught at this level)</p> <p>TG1: Short vowel sounds are taught at this level, pp.1-186. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>BLM1: Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46</p> <p>WB: 67</p> <p>TG2: Long vowels are taught at the end of Level 2, pp 232-377; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>WB2: 60, 71, 93, 94</p> <p>BLM2: Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 29</p>
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>TG1: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p>R1: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 34, 45, 56, 63, 70, 77, 84, 95; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 35, 46, 57, 71, 78, 85, 95</p> <p>BLM1: Sight Word and Decodable Word Cards, pp. 26, Quick Checks; 133; Decoding Assessment Forms A & B:111-119, 133; Post-Level Assessment 149-150</p> <p>TG2: Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p>R2: All reading selections contain sight words (non-decodable words) all Sight Words are included on the sound introduction page for every lesson, e.g. , 1, 12, 23, 35, 46, 57, 73, 84, 92, 101, 110; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 24, 36, 47, 58, 74, 85, 93, 102, 111</p> <p>BLM2: Sight Word and Decodable Word Cards, pp. 13; Quick Checks: 102-116; Decoding Assessment Forms A & B: 86-101; Post-Level Assessment: 117-120</p>

<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>SSTG: Step 2 –Rhyming; Activity 4, pp. 17–25 SSBLM: Introduction to Rhyme Sheets, pp. 1-3 TG1: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 31, 37, 202, 275, 333, 400; Step 3 - Word Building, e.g. pp. 49, 55, 66, 79, 98, 122, 158, 230, 256, 296 TG2: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 17, 35, 47, 55, 61, 67; Step 3 - Word Building, e.g., 41, 48, 112, 214, 264, 283, 295,</p>
<p>Fluency</p>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>
<p>College and Career Readiness Anchor Standards for Writing The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Text Types and Purposes</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB1: Comprehension questions and writing exercises can be used by teacher to help meet this standard WB2: Comprehension questions and writing exercises can be used by teacher to help meet this standard
College and Career Readiness Anchor Standards for Writing	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102
8. (Begins in grade 4)	
<i>Range of Writing</i>	
9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG1: Levels 1 and 2: Step 10: Sentence Dictation TG2: Levels 1 and 2: Step 10: Sentence Dictation WB1: Comprehension questions and writing exercises can be used by teacher to help meet this standard WB2: Comprehension questions and writing exercises can be used by teacher to help meet this standard

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Continue a conversation through multiple exchanges.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p>
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108</p> <p>WB2: 23, 31, 37, 43, 75, 79, 102</p>

<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
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College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions in Writing and Speaking

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5; Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

Knowledge of Language

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Step 5 – Prereading, e.g., 26, 56, 105, 165, 224, 264, 377; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Step 5 – Reinforcing Lessons, Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension</p>
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Vocabulary Acquisition and Use

<p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5</p>
<p>4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development</p>
<p>5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6</p>

Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print many upper- and lowercase letters.</p>	<p>SSTG: - Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except q) as well as lowercase vowel a are taught.) Level 1: all short vowels SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard</p>

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard Level 1:
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce and expand complete sentences in shared language activities.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard: WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
b. Recognize and name end punctuation.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	SSTG: Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling
Knowledge of Language	

3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	See Level 3 Lessons 4-7
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG1: Teacher can use Step 1 – Phonogram Cards to teach skill TG2: Teacher can use Step 1 – Phonogram Cards to teach skill
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill Reinforcing Lessons Step 5 - Prereading TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p> <p>TG1: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG2: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p>
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S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 1

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 14, 94, 142, 237, 285 TG2: 204, 303 WB2: 47, 70 BLM2: 45 WB1: 2, 24, 36-38, 72-73, 84, 86-87, 89, 92, 97-98, 101 BLM1: 69

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 14, 94, 142, 160, 237, 285, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 89, 92, 97-98, 101 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47</p>
<i>Craft and Structure</i>	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 116, 152, 216, 243, 270, 365; Step 6 - Reading Comprehension R1: All selections in this level can be used to meet standard TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Step 6 – Reading Comprehension R2: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 27, 51, 124, 199, 205, 231, 279, 341, 396, 402 BLM1: 68-70 TG2: Reinforcing Lessons Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 316, 335, 342 BLM2: 44-46</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 5 - Prereading: Introducing the Story, e.g., 26, 56, 105, 165, 183, 224, 264, 377, 401 TG2: Step 5 - Prereading: Introducing the Story, e.g., 68, 95, 127, 152, 203, 221, 271, 327, 374</p>
<i>Integration of Knowledge and Ideas</i>	

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>There are no informational texts for students to read in Level 1 of SPIRE. Students do not read connected text in <i>Sounds Sensible</i>, Pre-Level One.</p> <p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>R1: All selections in this level can be used to meet the literary standard.</p> <p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 368-369, 375</p> <p>R2: All selections in this level can be used to meet standard.</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Key Ideas and Details	

<p>1. Ask and answer questions about key details in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 68, 88, 112, 124, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 TG2:, Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 5, 10, 12, 18, 22, 28, 34 TG2: Independent Work activities , e.g., 22, 53, 92, 104, 149, 181, 193 WB2: 12, 17, 25, 29, 36, 42, 45</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 14, 94, 130, 160, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68, 70 TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44, 46</p>
<i>Craft and Structure</i>	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>TGK: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 112, 135, 198, 205, 237 TG2: 75, 129, 342, 354, 375 R2: 117</p>

<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 111; all other selections in Level 1 are stories. R1: 33 TG2: 75, 127-128, 302-303, 309-310, 368, 374-375; all other selections in Level 2 are stories. R2: Poem: 22, 37, 86, 117; Article: 115; Story, e.g., 3, 7, 14, 20, 33, 43, 50, 59, 91, 112</p>
<p>6. Identify who is telling the story at various points in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 205 TG2: 31, 89</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Teacher can use Independent Work activities (using Decodable Readers) to meet standard, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 10, 12, 18, 22, 39, 42, 43 TG2:: Teacher can use Independent Work activities(using Decodable Readers) to meet standard, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 28, 29, 36, 42, 45</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 63, 211, 279, 384 BLM1: 68 TG2:: 12, 19, 191, 279, 310 316 BLM2: 44</p>
<i>Range and Level of Text Complexity</i>	
<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R1: All of the selections in this level can be used to meet this standard. TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R2: All of the selections in this level can be used to meet this standard.</p>

Reading Standards for Informational Text K-5	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	There are no informational texts in Level 1. TG2: 369 WB2: 97 BLM2: 45
2. Identify the main topic and retell key details of a text.	TG2: 369 WB2: 97 BLM2: 45
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 There are no informational texts in Level 1.
<i>Craft and Structure</i>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TG2: 369 WB2: 97 BLM2: 45
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	n/a
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: none of the Readers are illustrated. Only the ancillary products, Decodable Readers Sets A & B are illustrated.
<i>Integration of Knowledge and Ideas</i>	
7. Use the illustrations and details in a text to describe its key ideas.	None of the stories in the SPIRE Readers are illustrated. TG2: 370 WB2: 97
8. Identify the reasons an author gives to support points in a text.	Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: 369
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	n/a

Range and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 368-369 R2: 115
Reading Standards: Foundational Skills (K–5)	
These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print..	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TG1: Step 4 - Decoding and Sentence Reading; Step 10 - Sentence Dictation WB1: (<i>comprehension questions and writing exercises can help student meet this standard</i>). 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 TG2: Step 4 - Decoding and Sentence Reading; Step 10 - Sentence Dictation WB2: (<i>comprehension questions and writing exercises can help student meet this standard</i>). 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
Phonological Awareness	
1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	

<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>SSTG: Step 4 – Phoneme/Grapheme Relationships: Activity 31, pp. 82-84 (only short a is taught at this level)</p> <p>TG1: Short vowel sounds are taught at this level, pp.1-186. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>BLM1: Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46</p> <p>WB1: p. 67</p> <p>TG2: Long vowels are taught at the end of Level 2, pp 232-377; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>WB2: 60, 71, 93, 94</p> <p>BLM2: Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 29</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>SSTG: Step 2 – Rhyming: Thumbs Up for Blending, pp. 8-11</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>BLM1: Phoneme Segmentation Sheet, pp. 25</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>BLM2: Phoneme Segmentation Sheet, pp. 11</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p>

<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34 SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35 SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36 SSBLM: Phoneme Segmentation Sheet, pp. 46 TG1: Step 2 - Phonological Awareness, e.g., 19, 55, 61, 84, 92, 164, 221, 339; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling BLM1: Phoneme Segmentation Sheet, pp. 25 TG2: 4 Step 2 - Phonological Awareness, e.g., 1, 94, 171, 208, 263, 313, 359; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling BLM2: Phoneme Segmentation Sheet, pp. 13</p>
Phonics and Word Recognition	
<p>2. Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TG1: Step 8 – Prespelling, e.g., 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292; Step 9 – Spelling, e.g, 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292 BLM1: Decoding Assessments, 121-127 TG2: Step 8 – Prespelling, e.g., 60, 168, 174, 180, 186, 192, 198; Step 9 – Spelling, e.g, 60, 168, 174, 180, 186, 192, 198 BLM2: Decoding Assessments: pp. 94-95</p>
<p>b. Decode regularly spelled one-syllable words</p>	<p>TG1: Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling BLM1: Sight Word and Decodable Word Cards: pp. 26-41 TG2: Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling BLM2: Sight Word and Decodable Word Cards: pp. 13-24</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>TG2: Lessons 7-12; Steps 1 – 4, 7-10 BLM2: Key Word Concept Sheets: pp. 9-10; Decoding Assessment Forms A & B: pp. 98-100</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TG2: Step 3 – Word Building, pg. 146, 215, 360, 366</p>

<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>SSTG: Step 3 – Segmentation: Activity 2, pp. 31–33 SSTG: Step 3 – Segmentation: Activity 3, pp. 32 SSTG: Step 3 – Segmentation: Activity 4, pp. 32 SSTG: Step 3 – Segmentation: Activity 5, pp. 33 TG1: 139, 145, 176, 196, 229, 256, 275, 283 TG2: 81, 88, 134, 146, 190, 215, 221, 340, 360, 366-367</p>
<p>f. Read words with inflectional endings.</p>	<p>Taught in Level 3 Lessons 4 and 5</p>
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG1: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R1: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 34, 45, 56, 63, 70, 77, 84, 95; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 35, 46, 57, 71, 78, 85, 95 BLM1: Sight Word and Decodable Word Cards, pp. 26, Quick Checks; 133; Decoding Assessment Forms A & B:111-119, 133; Post-Level Assessment 149-150 TG2: Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R2: All reading selections contain sight words (non-decodable words) all Sight Words are included on the sound introduction page for every lesson, e.g. , 1, 12, 23, 35, 46, 57, 73, 84, 92, 101, 110; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 24, 36, 47, 58, 74, 85, 93, 102, 111 BLM2: Sight Word and Decodable Word Cards, pp. 13; Quick Checks: 102-116; Decoding Assessment Forms A & B: 86-101; Post-Level Assessment: 117-120</p>
<p>Fluency</p>	
<p>3. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>
<p>a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<p>Text Types and Purposes</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB1: Comprehension questions and writing exercises can be used by teacher to help meet this standard WB2: Comprehension questions and writing exercises can be used by teacher to help meet this standard
College and Career Readiness Anchor Standards for Writing	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. (Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
<i>Comprehension and Collaboration</i>	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>n/a</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102</p>
<p>5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>Speaking and Listening Standards K–5</p> <p>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p>	
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
Presentation of Knowledge and Ideas	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5; Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Step 5 – Prereading, e.g., 26, 56, 105, 165, 224, 264, 377; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Step 5 – Reinforcing Lessons, Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 216, 243, 270, 297, 303, 309, 315; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Reinforcing Lessons, Prereading: Step 5

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 116, 152, 190, 216, 243, 270, 297; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>
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Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print all upper- and lowercase letters.</p>	<p>SSTG: - Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) Level 1: all short vowels SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25</p>
<p>a. Use common, proper, and possessive nouns</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>
<p>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>
<p>c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>

d. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use frequently occurring adjectives.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
g. Use determiners (e.g., articles, demonstratives).	Teacher can use comprehension exercises in the Student Workbook to meet standard
h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard: WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
b. Use end punctuation for sentences.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
c. Use commas in dates and to separate single words in a series.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i> .	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading
a. Use sentence-level context as a clue to the meaning of a word or phrase.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5
a. Use frequently occurring affixes as a clue to the meaning of a word.	See Level 3 Lessons 4-7
b. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	See Level 3 Lessons 4-5
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG1: Teacher can use Step 1 – Phonogram Cards to teach skill TG2: Teacher can use Step 1 – Phonogram Cards to teach skill
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading</p>
<p>a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>

S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 2

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 39, 173, 178, 258, 347, 377

WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

BLM1: 68-70

TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 96, 114, 153, 216, 335, 375

WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25

BLM2: 44-47

TG3: Step 6 - Reading Comprehension: Comprehension Activity, 25, 30, 91, 161, 195, 207.290

WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87

BLM3: 57-59

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 14, 94, 142, 237, 285 WB1: 2, 24, 37, 38, 86 BLM1: 69 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 204, 303 WB2: 47, 70 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 14, 94, 142, 160, 237, 285, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g. 12, 19, 89, 148, 191, 204, 303 WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 44, 77, 84, 119, 169, 189, 223 WB3: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM3: 57-59</p>
<p><i>Craft and Structure</i></p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 116, 152, 216, 243, 270, 365; Step 6 - Reading Comprehension R1: All selections in this level can be used to meet standard TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Step 6 - Reading Comprehension R2: All selections in this level can be used to meet standard TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Step 6 - Reading Comprehension R3: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 27, 51, 124, 199, 205, 231, 279, 341, 396, 402 BLM1: 68-70 TG2: Reinforcing Lessons Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 316, 335, 342 BLM2: 44-46 TG3: Reinforcing Lessons Step 6 - Reading Comprehension, e.g., 19, 44, 77, 84, 118, 153, 189, 223, 277, 289 BLM3: 57-59</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG1: Step 5 - Prereading: Introducing the Story, e.g., 26, 56, 105, 165, 183, 224, 264, 377, 401 TG2: Step 5 - Prereading: Introducing the Story, e.g., 68, 95, 127, 152, 203, 221, 271, 327, 374 TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 117, 166, 206, 229, 275, 288</p>
Integration of Knowledge and Ideas	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>R1: All selections in this level can be used to meet the literary standard.</p> <p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 368-369, 375</p> <p>R2: All selections in this level can be used to meet standard.</p> <p>TG3: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 11, 43, 90, 167, 189, 201, 222, 237, 289, 296</p> <p>R3: All selections in this level can be used to meet standard, e.g., 43, 76, 110, 167, 207, 222, 244</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Key Ideas and Details	

<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 - Reading Comprehension: e.g., 68, 88, 112, 124, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68-70 TG2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 - Reading Comprehension: e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47 TG3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 BLM3: 57-59</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p>TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 5, 10, 12, 18, 22, 28, 34 TG2: Independent Work, e.g., 22, 53, 92, 104, 149, 181, 193 WB2: 12, 17, 25, 29, 36, 42, 45 TG3: Independent Work, e.g., 65, 79, 156, 197, 239, 279, 299 WB3: 22, 26, 59, 72, 91, 104, 112</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 63, 211, 279, 384 BLM1: 68 TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 12, 19, 191, 279, 310 316 BLM2: 44 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 189 BLM3: 57</p>
<p><i>Craft and Structure</i></p>	

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TG2: 74, 127, 302, 374 R2: 22, 72, 86, 117 TG3: 29, 56 R3: 11, 19
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	n/a
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TG1: 205 TG2: 31, 89 R3: Selections using dialogue can be used to meet this standard, e.g., 5, 14, 30-31, 43-44, 54-55, 63, 75-76
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 11, 13, 19, 23, 40, 42 TG2: Independent Work, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 29, 36, 42, 45 TG3: Independent Work, e.g., 46, 85 WB3: 15, 27
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	n/a
Range and Level of Text Complexity	

<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading/Reading Comprehension, e.g., 87, 100, 111, 165, 205, 231, 329 ; Step 9 - Spelling; Step 10 - Sentence Dictation R1: 25, 29, 33, 49, 60, 67, 88 TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279; Step 9 - Spelling; Step 10 - Sentence Dictation R2: 7, 20, 43, 56, 61, 75, 77 TG3: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244; Step 9 - Spelling; Step 10 - Sentence Dictation R3: 14, 24, 38, 52, 65, 69, 78</p>
<p>Reading Standards for Informational Text K-5</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p>
<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>TG2: 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58</p>
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>n/a</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>TG2: Step 5 - Prereading, e.g., 368 TG3: Step 5 - Prereading, e.g., 62, 96, 243</p>

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	n/a
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG2: 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
8. Describe how reasons support specific points the author makes in a text.	Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: 369 TG3: 64, 97, 245
9. Compare and contrast the most important points presented by two texts on the same topic.	n/a
Range and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 368-369 R2: 115 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 63-64, 97, 244-245 R3: 21, 34, 78
Reading Standards: Foundational Skills (K–5)	
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	
Phonics and Word Recognition	
1. Know and apply grade-level phonics and word analysis skills in decoding words	

<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>TG1: Short vowel sounds are taught at this level, pp.1-186. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>BLM1: Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46</p> <p>WB: 67</p> <p>TG2: Long vowels are taught at the end of Level 2, pp 232-377; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>WB2: 60, 71, 93, 94</p> <p>BLM2: Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 29</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>TG3: Lessons 10-13: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>TG3: Step 1 – Phonogram Cards, e.g., 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, e.g., 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, e.g., 158, 179, 212; Step 3 – Word Building, e.g., 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, e.g., 68, 180</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>TG3: Lessons 4-7; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 5 – Prereading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 – Spelling; Step 10 – Sentence Dictation; Independent Work</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>TG1: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 – Spelling</p> <p>TG2: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling</p> <p>TG3: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling</p>

<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG1: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R1: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 34, 45, 56, 63, 70, 77, 84, 95; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 35, 46, 57, 71, 78, 85, 95 BLM1: Sight Word and Decodable Word Cards, pp. 26, Quick Checks; 133; Decoding Assessment Forms A & B:111-119, 133; Post-Level Assessment 149-150 TG2: Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R2: All reading selections contain sight words (non-decodable words) all Sight Words are included on the sound introduction page for every lesson, e.g. , 1, 12, 23, 35, 46, 57, 73, 84, 92, 101, 110; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 24, 36, 47, 58, 74, 85, 93, 102, 111 BLM2: Sight Word and Decodable Word Cards, pp. 13; Quick Checks: 102-116; Decoding Assessment Forms A & B: 86-101; Post-Level Assessment: 117-120 TG3: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R3: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 22, 36, 45, 56, 67,81; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 23, 37, 46, 57, 68, 82 BLM3: Sight Word and Decodable Word Cards, pp. 18-38, Quick Checks; 115-125; Decoding Assessment Forms A & B: 91-114, 133; Post-Level Assessment pp. 126-127</p>
<p>Fluency</p>	
<p>1. Read with sufficient accuracy and fluency to support comprehension.</p>	

<p>a. Read on-level text with purpose and understanding.</p>	<p>TG1: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts. TG3: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 30, 76, 118, 153, 201, 222, 244 R3: All selections are emergent-reader texts.</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts. TG3: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 30, 76, 118, 153, 201, 222, 244 R3: All selections are emergent-reader texts.</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234 TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	TG3: 127 WB3: 50
3. Write narratives to develop real or imagined experiences or events using effective technique	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TG3: 127, 232 WB3: 50, 86
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Range of Writing</i>	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TG3: 127, 232 WB3: 50, 86 Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>College and Career Readiness Anchor Standards for Writing The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Text Types and Purposes</p>	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TG3: 127 WB3: 50</p>
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TG3: 232 WB3: 86</p>
<p>Production and Distribution of Writing</p>	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Research to Build Knowledge</p>	
<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

8. Recall information from experiences or gather information from provided sources to answer a question.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107
9. (Begins in grade 4)	
Range of Writing	
10. (Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>TG1: Step 6 Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Step 6 Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p> <p>TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p>
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Presentation of Knowledge and Ideas	

<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>n/a</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension TG3: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p><i>Knowledge of Language</i></p>	

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 26, 56, 105, 165, 224, 264, 377; Step 6 - Reading Comprehension</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 17, 42, 82, 117, 159, 172, 194, 243, 295; Step 6 - Reading Comprehension</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145; Reinforcing Lessons, Prereading: Step 5</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 216, 243, 270, 297, 303, 309, 315; Reinforcing Lessons, Prereading: Step 5</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Reinforcing Lessons, Prereading: Step 5</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 116, 152, 190, 216, 243, 270, 297; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>

Language Standards K-5

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use collective nouns (e.g., <i>group</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG3: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize holidays, product names, and geographic names. .	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas in greetings and closings of letters.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use an apostrophe to form contractions and frequently occurring possessives.	Teacher can use comprehension exercises in the Student Workbook to meet standard

<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 – Spelling TG3: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Compare formal and informal uses of English.</p>	<p>n/a</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p>
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>n/a</p>
<p>c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>n/a</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>WP3: 29</p>

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). .</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 – Prereading TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 116, 152, 190, 216, 243, 270, 297; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>

S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 3

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 96, 114, 153, 216, 335, 375

WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25

BLM2: 44-47

TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 30, 91, 161, 195, 207, 290

WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87

BLM3: 57-59

TG4: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191

WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50

BLM4: 53-55

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG2: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,204, 303 WB2: 47, 70 BLM2: 45 TG3: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58 TG4: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,225, 231, 250, 265 WB4: 59, 61, 65, 69 BLM4: 54</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g. 12, 19, 89, 148, 191, 204, 303 WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 44, 77, 84, 119, 169, 189, 223 WB3: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM3: 57-59 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265 WB3: All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69 BLM3: 53-55</p>
<p><i>Craft and Structure</i></p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Step 6 - Reading Comprehension R2: All selections in this level can be used to meet standard TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Step 6 - Reading Comprehension R3: All selections in this level can be used to meet standard TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169, 210; Step 6 - Reading Comprehension R4: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279 BLM2: 44-47 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 77, 84, 189, 223, 277 BLM3: 57-59 TG4: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265 BLM4: 53-55</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG2: Step 5 - Prereading: Introducing the Story, e.g., 68, 95, 152, 203, 271, 327, 374 TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 166, 206, 275, 288 TG4: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249</p>
Integration of Knowledge and Ideas	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279</p> <p>R2: All selections in this level can be used to meet standard</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244</p> <p>R3: All selections in this level can be used to meet standard</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257</p> <p>R4: All selections in this level can be used to meet standard</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Key Ideas and Details	

<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TG2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: Sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p> <p>BLM2: 44-47</p> <p>TG3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277</p> <p>WB3: Sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p> <p>BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p> <p>WB4: Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48</p> <p>BLM4: 53-55</p>
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p>	<p>TG2: Independent Work, e.g., 22, 53, 92, 104, 149, 181, 193</p> <p>WB2: 12, 17, 25, 29, 36, 42, 45</p> <p>TG3: Independent Work, e.g., 65, 79, 156, 197, 239, 279, 299</p> <p>WB3: 22, 26, 59, 72, 91, 104, 112</p> <p>TG4: Independent Work, e.g., 79, 93, 153, 187, 220, 252, 260, 267</p> <p>WB4: 19, 23, 41, 48, 57, 65, 67</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 12, 19, 191, 279, 310 316</p> <p>BLM2: 44</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 189</p> <p>BLM3: 57</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118</p> <p>WB4: 16, 31, 57</p> <p>BLM4: 54</p>
<p><i>Craft and Structure</i></p>	

<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>TG2: Step 5 – Prereading: Introducing the Poem, e.g., 74, 302, 374 R2: 22, 86, 117 TG3: Step 5 – Prereading: Introducing the Story, e.g., 117-118 R3: 40 TG4: Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97 R4: 44, 58</p>
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>TG2: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 75, 128, 190, 222, 228 WB2: 22, 37, 56, 65, 67 TG3: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 30, 57, 110, 153, 167, 188 WB3: 11, 19, 38, 47, 52, 58 TG4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 97, 131, 163, 204, 250, 258 WB4: 44, 60-62, 76, 92, 107, 110</p>
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p>
Integration of Knowledge and Ideas	
<p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG2: Independent Work, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 29, 36, 42, 45 TG3: Independent Work, e.g., 46, 85 WB3: 15, 27 TG4: Independent Work, e.g., 26, 52, 59, 66, 79, 87, 93, 113 WB4: 5, 12, 14, 16, 19, 21, 23, 29</p>
<p>8. (Not applicable to literature)</p>	

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279; Step 9 - Spelling; Step 10 - Sentence Dictation R2: 7, 20, 43, 56, 61, 75, 77</p> <p>TG3: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244; Step 9 - Spelling; Step 10 - Sentence Dictation R3: 14, 24, 38, 52, 65, 69, 78</p> <p>TG4: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 22, 49, 76, 144, 204, 249, 257; Step 9 - Spelling; Step 10 - Sentence Dictation R4: 4, 16, 40, 66, 92, 107, 110</p>
Reading Standards for Informational Text K-5	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 WB4: 33, 59, 61 BLM3: 53-55</p>

<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 61 BLM4: 54, 61</p>
<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>n/a</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>TG2: Step 5 - Prereading, e.g., 368 TG3: Step 5 - Prereading, e.g., 62, 96, 243 TG4: Step 5 – Prereading, e.g., 122, 224, 230</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>n/a</p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 368 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 TG4: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231</p>
<i>Integration of Knowledge and Ideas</i>	

<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>TG2: Independent Work, pp. 370 WB2: 97 BLM2: 45 BLM3: 58 TG4: Independent Work, pp. 227, 233 WB4: 59, 61 BLM4: 54, 61</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>n/a</p>
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>n/a</p>
<p>Range and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 R2: 115 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 R3: 21, 34, 78 TG4: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102</p>
<p>Reading Standards: Foundational Skills (K–5)</p>	
<p>These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>TG3: Lessons 4-7: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p>

b. Decode words with common Latin suffixes.	n/a
c. Decode multisyllable words.	<p>TG3: Step 1 – Phonogram Cards, e.g., 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, e.g., 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, e.g., 158, 179, 212; Step 3 – Word Building, e.g., 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, e.g., 68, 180</p> <p>TG4: Step 1 – Phonogram Cards, e.g., 40 ; Step 2 – Phonological Awareness: Sound Providing, e.g., 40, 46, 61; Step 2 – Phonological Awareness: Segmentation, e.g., 46, 54, 121, 195, 202; Step 3 – Word Building, e.g., 41, 47, 121, 195; Step 4 – Decoding and Sentence Reading, e.g., 41, 47</p>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p>TG2: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>R2: All selections are emergent-reader texts.</p> <p>TG3: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 30, 76, 118, 153, 201, 222, 244</p> <p>R3: All selections are emergent-reader texts.</p> <p>TG4: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 109, 130, 156, 183, 225, 231, 249</p> <p>R4: All selections can be used to practice fluency</p>

<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>TG2: All lessons in which students read selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency, e.g., 64, 136, 167, 211, 273, 297, 335 R2: All selections can be used to practice fluency (except pg. 365) TG3: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; Step 6 – Reading Comprehension, e.g., 31, 77, 119, 154, 202, 224, 245 R3: 3, 16, 54, 58, 69, 75, 272 TG4: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R4: 10, 44-45, 54, 76, 85, 92-93, 114</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264 TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256 TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<p><i>Text Types and Purposes</i></p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>	<p>n/a</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection</p>	<p>TG3: 127 WB3: 50 TG4: 38 WB4: 9</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique</p>	<p>TG3: 232 WB3: 86</p>
<p><i>Production and Distribution of Writing</i></p>	

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard
College and Career Readiness Anchor Standards for Writing The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	n/a
b. Provide reasons that support the opinion.	n/a
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	n/a
d. Provide a concluding statement or section.	n/a
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
b. Develop the topic with facts, definitions, and details..	TG3: 127 WB3: 50 TG4: 38 WB4: 9
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
d. Provide a concluding statement or section.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	TG3: 232 WB3: 86

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG3: 232 WB3: 86
c. Use temporal words and phrases to signal event order.	TG3: 232 WB3: 86
d. Provide a sense of closure.	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	n/a
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	n/a
<i>Research to Build Knowledge</i>	
7. Conduct short research projects that build knowledge about a topic.	n/a
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	WB2: 23, 31, 37, 43, 75, 79, 102 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107 WB4: 9
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9, 35

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards K–5	
The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>TG2: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 50, 57, 164, 185, 198, 205 WB4: All sentence exercises in the workbook meet standard, e.g., 5, 12, 14, 44, 48, 52, 54</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>Presentation of Knowledge and Ideas</p>	

<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>TG2: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG4: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>n/a</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>TG2: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons: Step 6 – Reading Comprehension TG3: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons: Step 6 – Reading Comprehension TG4: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons: Step 6 – Reading Comprehension Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p><i>Knowledge of Language</i></p>	

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 17, 42, 82, 117, 159, 172, 194, 243, 295; Step 6 - Reading Comprehension</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 22, 55, 109, 150, 217, 257, 264; Step 6 - Reading Comprehension</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons: Prereading: Step 5</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145; Reinforcing Lessons: Prereading: Step 5</p> <p>TG4: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Prereading: Step 5</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG4: 97, 124</p> <p>WB4: 33</p> <p>BLM4: 55</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons: Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>
<p>Language Standards K-5</p> <p>The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.</p>	
Conventions of Standard English	

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use regular and irregular plural nouns.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use abstract nouns (e.g., <i>childhood</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use regular and irregular verbs.	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Ensure subject-verb and pronoun-antecedent agreement.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Teacher can use comprehension exercises in the Student Workbook to meet standard
h. Use coordinating and subordinating conjunctions.	Teacher can use comprehension exercises in the Student Workbook to meet standard
i. Produce simple, compound, and complex sentences.	TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG3: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG4: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize appropriate words in titles.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas in addresses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use commas and quotation marks in dialogue.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use possessives.	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	TG2: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TG2: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 96, 114, 153, 216, 335, 375</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 25, 30, 91, 161, 195, 207.290</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191</p> <p>WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50</p>
b. Recognize and observe differences between the conventions of spoken and written standard English.	n/a
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p>

<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p>	<p>TG3: Levels 4-7, 14 - Step 4 – Decoding and Sentence Reading;</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p>n/a</p>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>TG4: 97, 124 WB4: 33 BLM4: 55</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>

<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>
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S.P.I.R.E.[®] 3rd Edition
 correlated to
Common Core State Standards Initiative English Language Arts
Grade 4

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 30, 91, 161, 195, 207, 290</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p> <p>BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191</p> <p>WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50</p> <p>BLM4: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 116, 136, 168, 222, 299</p> <p>WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 31, 36, 45, 60, 84</p> <p>BLM5: 64-67</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231, 250, 265 WB4: 59, 61, 65, 69 BLM4: 54</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 42, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 44, 77, 84, 119, 169, 189, 223 WB3: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265 WB3: All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69 BLM3: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: All sentence exercises in the workbook meet standard, e.g., 12, 18, 44, 52, 56, 78, 189 BLM5: 64-67</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Step 6 - Reading Comprehension R3: All selections in this level can be used to meet standard TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169; Step 6 - Reading Comprehension R4: All selections in this level can be used to meet standard TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93; Step 6 - Reading Comprehension R5: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 77, 84, 189, 223, 277 BLM3: 57-59 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265 BLM4: 53-55 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 166, 206, 275, 288 TG4: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249 TG5: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259</p>
Integration of Knowledge and Ideas	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>TG5: 286, 292 WB5: 79, 82</p>
Range and Level of Text Complexity	

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244 R3: All selections in this level can be used to meet standard TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257 R4: All selections in this level can be used to meet standard TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 11, 51, 101, 181, 234, 271 R5: All selections in this level can be used to meet standard</p>
<p>Reading Standards for Literature K–5 The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG3: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 WB3: Sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 BLM3: 57-59 TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231 WB4: Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48 BLM4: 53-55 TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 115, 260, 253, 316 WB5: Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84 BLM5: 64-67</p>

<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 231 BLM4: 54, 61 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: 18, 56, 78 BLM5: 65</p>
<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 84, 189, 201, 223, 277 WB4: 15, 26, 79, 191, 75, 82, 104 BLM3: 57 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118 WB4: 16, 31, 57 BLM4: 54 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 58, 208, 286 WB5: 18, 56, 78 BLM4: 64</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>TG3: Step 5 – Prereading: Introducing the Story, e.g., 117-118 R3: 40 TG4: Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97 R4: 44, 58 TG5: Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261 R5: 131, 138</p>

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	TG5: 286 WB5: 79 BLM5: 64
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TG5: 286, 292 WB5: 79, 82 BLM5: 64
<i>Integration of Knowledge and Ideas</i>	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	n/a
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	BLM3: 57 BLM4: 53 BLM5: 64
<i>Range and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG3: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244; Step 9 - Spelling; Step 10 - Sentence Dictation R3: 14, 24, 38, 52, 65, 69, 78 TG4: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 22, 49, 76, 144, 204, 249, 257; Step 9 - Spelling; Step 10 - Sentence Dictation R4: 4, 16, 40, 66, 92, 107, 110 TG5 : Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 167, 215, 253, 316; Step 9 - Spelling; Step 10 - Sentence Dictation R5: 11, 51, 57, 101, 108, 115, 260, 316
Reading Standards for Informational Text K-5	
<i>Key Ideas and Details</i>	

<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 WB4: 33, 59, 61 BLM3: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 175, 229, 235, 272, 324, 331 WB5: 38, 47, 62, 64, 75, 90, 92 BLM5: 64-67</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 61 BLM4: 54, 61</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p>
<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>TG5: 43-44 WB5: 12</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>TG3: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 - Prereading, e.g., 62, 96, 243 TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading, e.g., 122, 224, 230 TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322</p>

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	n/a
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	n/a
8. Explain how an author uses reasons and evidence to support particular points in a text.	<p>Teacher can use program components to teach this standard using the Student Reader and Workbook, e.g.,</p> <p>TG3: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g.,63, 97, 245 R3: 21, 34, 78 WB3: 22, 36, 96</p> <p>TG4: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102 WB4: 33, 59, 61</p> <p>TG5: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g.,18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176 WB5: 5, 12, 52, 64, 79, 90</p>
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TG5: 286 WB5: 79
Range and Level of Text Complexity	

<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 R3: 21, 34, 78 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176</p>
<p>Reading Standards: Foundational Skills (K–5)</p> <p>These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>TG3: (Affixes) Lessons 4-7, 14: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - P respelling; Step 9 - Spelling; Independent Work TG3: (Syllable) Step 1 – Phonogram Cards, e.g., 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, e.g., 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, e.g., 158, 179, 212; Step 3 – Word Building, e.g., 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, e.g., 68, 180 TG4: (Syllable) Step 1 – Phonogram Cards, e.g., 40 ; Step 2 – Phonological Awareness: Sound Providing, e.g., 40, 46, 61; Step 2 – Phonological Awareness: Segmentation, e.g., 46, 54, 121,195, 202; Step 3 – Word Building, e.g., 41, 47, 121, 195; Step 4 – Decoding and Sentence Reading, e.g., 41, 47 TG5: (Syllable) Step 2 – Phonological Awareness: Sound Providing, e.g., 62 ;Step 2 – Phonological Awareness: Syllabication, e.g., 23, 146, 152, 328; Step 2 – Phonological Awareness: Segmentation, e.g., 29, 35, 49, 55, 68, 113,164, 186, 213, 250; Step 3 – Word Building, e.g., 55, 63, 68, 121, 164, 269, 284</p>
<p>Fluency</p>	

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>TG3: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 30, 76, 118, 153, 201, 222, 244 R3: All selections are emergent-reader texts. TG4: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 109, 130, 156, 183, 225, 231, 249 R4: All selections can be used to practice fluency TG5: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 26, 103, 154, 209, 235, 279, 293 R5: All selections can be used to practice fluency</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>TG3: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; Step 6 – Reading Comprehension, e.g., 31, 77, 119, 154, 202, 224, 245 R3: 3, 16, 54, 58, 69, 75, 272 TG4: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R4: 10, 44-45, 54, 76, 85, 92-93, 114 TG5: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R5: 4, 25, 29, 80, 83, 131, 163</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256 TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169 TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 81, 128, 159, 239, 265, 309</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique	TG3: 232 WB3: 86
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
b. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
Research to Build Knowledge	
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
7. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
Range of Writing	

<p>8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>Writing Standards K–5</p> <p>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
<p>Text Types and Purposes</p>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	n/a
<p>b. Provide reasons that are supported by facts and details.</p>	n/a
<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	n/a
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	n/a
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>TG3: 127 WB3: 50 TG4: 38 WB4: 9</p>

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	TG3: 127 WB3: 50 TG4: 38 WB4: 9
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
e. Provide a concluding statement or section related to the information or explanation presented.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally..	TG3: 232 WB3: 86
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG3: 232 WB3: 86
c. Use a variety of transitional words and phrases to manage the sequence of events.	TG3: 232 WB3: 86
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG3: 232 WB3: 86
e. Provide a conclusion that follows from the narrated experiences or events.	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>n/a</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>n/a</p>
Research to Build Knowledge	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>n/a</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>n/a</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>n/a</p>
<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>n/a</p>
<p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>n/a</p>
Range of Writing	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
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College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<p>Comprehension and Collaboration</p>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>n/a</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>3. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>n/a</p>
<p>4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>n/a</p>
<p>5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
11. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

<p>12. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 97, 245 R3: 21, 34, 78 WB3: 22, 36, 96 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102 WB4: 33, 59, 61 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176 WB5: 5, 12, 52, 64, 79, 90 Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook, e.g.,</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>13. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
<p>a. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>n/a</p>
<p>14. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Conventions in Writing and Speaking</p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>Knowledge of Language</p>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 17, 42, 82, 117, 159, 172, 194, 243, 295; Step 6 - Reading Comprehension TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 22, 55, 109, 150, 217, 257, 264; Step 6 - Reading Comprehension TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 78, 81, 194, 239, 265, 304, 309; Step 6 - Reading Comprehension</p>
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145; Reinforcing Lessons: Step 5 - Prereading TG4: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Step 5 - Prereading TG5: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG4: 97, 124 WB4: 33 BLM4: 55 TG5: 109, 124, 261, 278 WB5: 28, 33, 71, 72 BLM5: 66</p>

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
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Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Form and use prepositional phrases.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<p>TG3: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p> <p>TG4: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p> <p>TG5: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p>
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

a. Use correct capitalization.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use a comma before a coordinating conjunction in a compound sentence	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Spell grade-appropriate words correctly, consulting references as needed.	TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG5: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 25, 30, 91, 161, 195, 207.290 WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191 WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 102, 154, 182, 278, 299 WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 26, 42, 50, 72, 84
b. Choose punctuation for effect.*	Teacher can use writing exercises to teach skill, e.g., TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	n/a
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	

<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 - Prereading TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin. TG7: Step 1 – Phonogram Cards TG7: Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>TG5: 124, 261, 279 WB5: 33, 72</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>n/a</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>

S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 5

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191

WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50

BLM4: 53-55

TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 116, 136, 168, 222, 299

WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 31, 36, 45, 60, 84

BLM5: 64-67

TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302

WB6: All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80

BLM6: 76-79

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231, 250, 265 WB4: 59, 61, 65, 69 BLM4: 54</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 42, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265 WB3: All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69 BLM3: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: All sentence exercises in the workbook meet standard, e.g., 12, 18, 44, 52, 56, 78, 189 BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89 BLM6: 76-79</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169 R4: All selections in this level can be used to meet standard TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93 R5: All selections in this level can be used to meet standard TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334 R6: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265 BLM4: 53-55 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG4: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249 TG5: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259 TG6: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	TG5: 286, 292 WB5: 79, 82 TG6: 25-26, 32-33
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257 R4: All selections in this level can be used to meet standard TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 11, 51, 101, 181, 234, 271 R5: All selections in this level can be used to meet standard TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350 R6: All selections in this level can be used to meet standard
Reading Standards for Literature K–5 The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Key Ideas and Details	

<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p> <p>WB4: Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48</p> <p>BLM4: 53-55</p> <p>TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 115, 260, 253, 316</p> <p>WB5: Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84</p> <p>BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p>WB6: Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p>BLM6: 76-79</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231</p> <p>WB4: 59, 231</p> <p>BLM4: 54, 61</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286</p> <p>WB5: 18, 56, 78</p> <p>BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p>WB6: 29, 52</p> <p>BLM6: 77</p>

<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118 WB4: 16, 31, 57 BLM4: 54 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 58, 208, 286 WB5: 18, 56, 79 BLM5: 64 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 33 WB6: 5, 7 BLM6: 76</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>TG4: Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97 R4: 44, 58 TG5: Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261 R5: 131, 138 TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351 WB6: 24, 90</p>
<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Teacher can expand upon comprehension activities to teach standard, e.g., TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 30, 37, 57, 77, 111, 145 WB4: 5, 7, 9, 14, 19, 29, 38 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 216 WB5: 58 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 143, 163 WB6: 38, 43</p>

<p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 286, 292 WB5: 79, 82 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 196 WB6: 29, 52</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>n/a</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>BLM4: 53 BLM5: 64 BLM6: 76</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>TG4: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 22, 49, 76, 144, 204, 249, 257; Step 9 - Spelling; Step 10 - Sentence Dictation R4: 4, 16, 40, 66, 92, 107, 110 TG5 : Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 167, 215, 253, 316; Step 9 - Spelling; Step 10 - Sentence Dictation R5: 11, 51, 57, 101, 108, 115, 260, 316 TG6: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation R6: 28, 47, 55, 78, 92, 103, 178</p>
<p>Reading Standards for Informational Text K-5</p>	
<p><i>Key Ideas and Details</i></p>	

<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 WB4: 33, 59, 61 BLM3: 53-55 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 175, 229, 235, 272, 324, 331 WB5: 38, 47, 62, 64, 75, 90, 92 BLM5: 64-67 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287 WB6: 18, 57, 73, 76 BLM6: 76-79</p>
<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 61 BLM4: 54, 61 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p>

<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118 WB4: 16, 31 BLM4: 53 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 175, 229, 286, 293 WB5: 47, 162, 79, 82 BLM5: 64 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344 WB6: 7, 9, 34, 71, 89 BLM6: 76</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 122, 224, 230 TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322 TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271</p>
<p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>n/a</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>n/a</p>

<p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Teacher can use program components to teach this standard using the Student Reader and Workbook, e.g.,</p> <p>TG4: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231</p> <p>R4: 58, 99, 102</p> <p>WB4: 33, 59, 61</p> <p>TG5: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322</p> <p>R5: 6, 21, 57, 99, 124, 154, 176</p> <p>WB5: 5, 12, 52, 64, 79, 90</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 70, 210, 287</p> <p>R6: 41, 113, 155</p> <p>WB6: 18, 57, 76</p>
<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>TG5: 286</p> <p>WB5: 79</p> <p>TG6: 25-26, 32-33</p> <p>WB6: 5, 7</p>
<i>Range and Level of Text Complexity</i>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231</p> <p>R4: 58, 99, 102</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322</p> <p>R5: 6, 21, 57, 99, 124, 154, 176</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342</p> <p>R6: 5, 41, 109, 120, 139, 161, 173</p>

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>TG4: (Syllable) Step 1 – Phonogram Cards, e.g., 40 ; Step 2 – Phonological Awareness: Sound Providing, e.g., 40, 46, 61; Step 2 – Phonological Awareness: Segmentation, e.g., 46, 54, 121,195, 202; Step 3 – Word Building, e.g., 41, 47, 121, 195; Step 4 – Decoding and Sentence Reading, e.g., 41, 47</p> <p>TG5: (Syllable) Step 2 – Phonological Awareness: Sound Providing, e.g., 62 ;Step 2 – Phonological Awareness: Syllabication, e.g., 23, 146, 152, 328; Step 2 – Phonological Awareness: Segmentation, e.g., 29, 35, 49, 55, 68, 113,164, 186, 213, 250; Step 3 – Word Building, e.g., 55, 63, 68, 121, 164, 269, 284</p> <p>TG6: (Syllable); Step 2 – Phonological Awareness: Syllable Providing, e.g., 37, 51, 94, 153, 201, 214, 221, 237; Step 2 – Phonological Awareness: Segmentation, e.g., 30, 44, 66 ; Step 3 – Word Building, e.g., 74, 94, 120, 126,133,154 Step 5 – Phoneme-Grapheme Analysis, e.g., 127, 134, 187, 216, 278</p> <p>TG6: (Affixes) Lessons 1-3, 17-21: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading; Step 5 – Phoneme-Grapheme Analysis</p> <p>BLM6: (Affixes)3, 4, 5 (Syllables) 17, 18</p>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	

<p>a. Read on-level text with purpose and understanding.</p>	<p>TG4: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 109, 130, 156, 183, 225, 231, 249 R4: All selections can be used to practice fluency TG5: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 26, 103, 154, 209, 235, 279, 293 R5: All selections can be used to practice fluency TG6: All lessons in which students read selections instruct students to read meet standard; Step 6 – Reading Comprehension, e.g., 25, 88, 162, 204, 232, 259, 350, R6: 5, 47, 86, 109, 126, 139, 178,</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>TG4: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R4: 10, 44-45, 54, 76, 85, 92-93, 114 TG5: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R5: 4, 25, 29, 80, 83, 131, 163 TG6: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 60, 88, 96, 142, 162, 169, 350 R6: 28, 47, 55, 78, 86, 92, 178</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169 TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 81, 128, 159, 239, 265, 309 TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 52, 114, 148, 215, 278, 313, 334</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	TG4: 38 WB4: 9 WB6: 34
3. Write narratives to develop real or imagined experiences or events using effective technique	Covered in Level 3: TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TG4: 38 WB4: 9 WB5: 15, 18 WB6: 34
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a

Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	TG4: 38 WB4: 9 WB5: 15, 18 WB6: 34
Writing Standards K–5	
The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	n/a
b. Provide logically ordered reasons that are supported by facts and details.	n/a
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	n/a
d. Provide a concluding statement or section related to the opinion presented.	n/a
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG4: 38 WB4: 9 WB6: 34

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG4: 38 WB4: 9 WB6: 34
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG4: 38 WB4: 9 WB6: 34
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG4: 38 WB4: 9 WB6: 34
e. Provide a concluding statement or section related to the information or explanation presented.	TG4: 38 WB4: 9 WB6: 34
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally..	Covered in Level 3: TG3: 232 WB3: 86
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Covered in Level 3: TG3: 232 WB3: 86
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Covered in Level 3: TG3: 232 WB3: 86
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Covered in Level 3: TG3: 232 WB3: 86
e. Provide a conclusion that follows from the narrated experiences or events.	Covered in Level 3: TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TG4: 38 WB4: 9 WB5: 15, 18 WB6: 34</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>	<p>n/a</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>n/a</p>
<p>Research to Build Knowledge</p>	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>n/a</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>n/a</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>n/a</p>
<p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>n/a</p>

Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG4: 38 WB4: 9 WB5: 15, 18 WB6: 34 Comprehension questions and writing exercises in the student workbook can also be used by teacher to help meet this standard
College and Career Readiness Anchor Standards for Speaking and Listening	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards K–5 The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	WB6: 34
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	n/a
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	n/a

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	n/a
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
College and Career Readiness Anchor Standards for Language	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 22, 55, 109, 150, 217, 257, 264; Step 6 - Reading Comprehension TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 78, 81, 194, 239, 265, 304, 309; Step 6 - Reading Comprehension TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension
<i>Vocabulary Acquisition and Use</i>	

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG4: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG5: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG6: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 - Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG4: 97, 124</p> <p>WB4: 33</p> <p>BLM4: 55</p> <p>TG5: 109, 124, 261, 278</p> <p>WB5: 28, 33, 71, 72</p> <p>BLM5: 66</p> <p>TG6: 90, 351</p> <p>WB6: 24, 90</p> <p>BLM6: 78</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>

Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use verb tense to convey various times, sequences, states, and conditions.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Recognize and correct inappropriate shifts in verb tense.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use a comma to separate an introductory element from the rest of the sentence.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Use underlining, quotation marks, or italics to indicate titles of works.	Teacher can use comprehension exercises in the Student Workbook to meet standard

<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG5: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG6: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191 WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 102, 154, 182, 278, 299 WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 26, 42, 50, 72, 84 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 143, 163, 240, 260, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 38, 43, 65, 69, 80</p>
<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>	<p>n/a</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	

<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; ; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; ; Reinforcing Lessons: Step 5 - Prereading</p>
<p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.</p> <p>TG7: Step 1 – Phonogram Cards</p> <p>TG7: Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>TG5: 124, 261, 279</p> <p>WB5: 33, 72</p> <p>TG6: 90, 194, 351</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>TG6: 350-351</p>
<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>

<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Step 6 - Reading Comprehension; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>
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S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 6

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 116, 136, 168, 222, 299 WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 31, 36, 45, 60, 84 BLM5: 64-67 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 139, 253, 280 WB7: All sentence exercises in the workbook meet standard, e.g., 30, 56, 62 BLM7: 72-74

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 42, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 6, 28, 35, 60 BLM7: 73</p>
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: All sentence exercises in the workbook meet standard, e.g., 12, 18, 44, 52, 56, 78, 189 BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89 BLM6: 76-79</p> <p>TG7: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 273 WB7: Reinforcing Lessons: All sentence exercises in the workbook meet standard, e.g., 10, 14, 20, 22, 48, 60 BLM7: 72-74</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p>TG5: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93 R5: All selections in this level can be used to meet standard TG6: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334 R6: All selections in this level can be used to meet standard TG7: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 24, 45, 51, 57, 78, 84 R7: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 246 BLM7: 72-74</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG5: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259 TG6: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196 TG7: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 17, 64, 91, 98, 130, 163, 184, 224; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 218</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	TG5: 286, 292 WB5: 79, 82 TG6: 25-26, 32-33
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 11, 51, 101, 181, 234, 271 R5: All selections in this level can be used to meet standard TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350 R6: All selections in this level can be used to meet standard TG7: Step 6 Reading Comprehension: Comprehension Activity, e.g., 39, 99, 130, 164, 185, 192, 225 R7: All selections in this level can be used to meet standard
Reading Standards for Literature 6–12 The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Key Ideas and Details	

<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 115, 260, 253, 316</p> <p>WB5: Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84</p> <p>BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p>WB6: Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 185, 192</p> <p>WB7: Sentence exercises in the workbook meet standard, e.g., 40, 42</p> <p>BLM6: 72, 73</p>
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286</p> <p>WB5: 18, 56, 78</p> <p>BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p>WB6: 29, 52</p> <p>BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 73</p>

<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 101-102, 215, 221, 316 WB5: 26, 58, 60, 88 BLM5: 66</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 96, 142, 162, 170 WB6: 15, 27, 38, 43, 45 BLM6: 78</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193 WB7: 40, 42 BLM7: 74</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>TG5: Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261 R5: 131, 138</p> <p>TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351 WB6: 24, 90</p>
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193 WB7: 40, 42 BLM7: 72, 73</p>

<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 286, 292 WB5: 79, 82 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 196 WB6: 29, 52 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185 WB7: 42</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>n/a</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>TG5: 286, 292 WB5: 79, 82 TG6: 25-26, 32-33</p>
<i>Range and Level of Text Complexity</i>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG5 : Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 167, 215, 253, 316; Step 9 - Spelling; Step 10 - Sentence Dictation R5: 11, 51, 57, 101, 108, 115, 260, 316 TG6: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation R6: 28, 47, 55, 78, 92, 103, 178 TG7: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185, 192; Step 9 - Spelling; Step 10 - Sentence Dictation R7: 85, 89</p>

Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 175, 229, 235, 272, 324, 331 WB5: 38, 47, 62, 64, 75, 90, 92 BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287 WB6: 18, 57, 73, 76 BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 66, 93, 132, 165, 172, 246, 280 WB7: 14, 20, 27, 35, 37, 54, 62 BLM7: 72</p>
<p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 16, 28, 35, 60 BLM7: 73</p>

<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 175, 229, 286, 293 WB5: 47, 162, 79, 82 BLM5: 64 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344 WB6: 7, 9, 34, 71, 89 BLM6: 76 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 40, 100, 226 WB7: 10, 22, 48 BLM7: 72, 74</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322 TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271 TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 10, 64, 130, 216, 244, 252, 271</p>
<p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 172, 246</p>
<p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>TG7: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 33, 218</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>n/a</p>

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	n/a
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	TG5: 286 WB5: 79
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342 R6: 5, 41, 109, 120, 139, 161, 173 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 39, 99, 138, 171, 216, 245, 272 R7: 21, 45, 63, 77, 96, 111,123
College and Career Readiness Anchor Standards for Writing	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Covered in Level 3: TG3: 232 WB3: 86
Production and Distribution of Writing	

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
Writing Standards 6–12 The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
d. Establish and maintain a formal style.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
e. Provide a concluding statement or section that follows from the argument presented.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
e. Establish and maintain a formal style.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
f. Provide a concluding statement or section that follows from the information or explanation presented.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
e. Provide a conclusion that follows from the narrated experiences or events.	Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	WB5: 15, 18 WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	n/a
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	n/a
Research to Build Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	n/a
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	n/a
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WB5: 15, 18 WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards 6–12	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>1. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion..</p>	
<p>b. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>3. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>n/a</p>
<p>4. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>n/a</p>
Presentation of Knowledge and Ideas	
<p>5. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>n/a</p>
<p>6. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>n/a</p>
<p>7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 78, 81, 194, 239, 265, 304, 309; Step 6 - Reading Comprehension TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 177, 197, 203, 209, 231, 237, 258; Reinforcing Lessons: Step 5 – Prereading, e.g., 10, 31, 64, 91, 130, 184, 224; Step 6 - Reading Comprehension
<i>Vocabulary Acquisition and Use</i>	

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG5: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG6: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG7: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 45, 51, 57, 78, 84, 105, 123; Reinforcing Lessons: Step 5 – Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG5: 109, 124, 261, 278</p> <p>WB5: 28, 33, 71, 72</p> <p>BLM5: 66</p> <p>TG6: 90, 351</p> <p>WB6: 24, 90</p> <p>BLM6: 78</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
<p>Language Standards 6–12</p> <p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.</p>	
<p>Conventions of Standard English</p>	

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Recognize and correct inappropriate shifts in pronoun number and person..	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Spell correctly.	TG5: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG6: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG7: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

<p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 102, 154, 182, 278, 299 WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 26, 42, 50, 72, 84 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 143, 163, 240, 260, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 38, 43, 65, 69, 80 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 186, 193, 225 WB7: All sentence exercises in the workbook can meet standard, e.g., 3, 16, 28, 35, 40, 42, 60, 62</p>
<p>b. Maintain consistency in style and tone.*</p>	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; Reinforcing Lessons: Step 5 – Prereading TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 57, 78, 84, 105, 123, 144; Reinforcing Lessons: Step 5 – Prereading</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin. TG7: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>

<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128 TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120 TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>TG5: 124, 261, 279 WB5: 33, 72 TG6: 90, 194, 351</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>

<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 45, 105, 144, 177, 231, 258; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p>
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S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 7

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 139, 253, 280 WB7: All sentence exercises in the workbook meet standard, e.g., 3, 5, 14, 20, 28, 30, 35, 56, 62 BLM7: 72-74 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 132 WB8: All sentence exercises in the workbook meet standard, e.g., 6, 13, 19, 23, 30, 36 BLM8: 87-89

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 6, 28, 35, 60 BLM7: 73</p> <p>TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 32, 173 WB8: 6, 30 BLM8: 87</p>
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344 WB6: Sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89 BLM6: 76-79</p> <p>TG7: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 273 WB7: Sentence exercises in the workbook meet standard, e.g., 10, 14, 20, 22, 48, 60 BLM7: 72-74</p> <p>TG8: Reinforcing Lessons Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207 WB8: Sentence exercises in the workbook meet standard, e.g., 13, 19, 36 BLM8: 87-89</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p>TG6: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334 R6: All selections in this level can be used to meet standard TG7: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 24, 45, 51, 57, 78, 84 R7: All selections in this level can be used to meet standard TG8: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 44, 86, 144, 185, 213, 225 R8: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 246 BLM7: 72-74 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207 BLM8: 87-89</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG6: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196 TG7: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 17, 64, 91, 98, 130, 163, 184, 224; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 218 TG8: Reinforcing Lessons: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 30, 72, 108, 129, 171, 206, 233; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 234</p>
<p>Integration of Knowledge and Ideas</p>	

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>TG6: 25-26, 32-33</p>
<p>Range and Level of Text Complexity</p>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350 R6: All selections in this level can be used to meet standard TG7: Step 6 Reading Comprehension: Comprehension Activity, e.g., 39, 99, 130, 164, 185, 192, 225 R7: All selections in this level can be used to meet standard TG8: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 30, 72, 108, 129, 171, 206, 233 R8: All selections in this level can be used to meet standard</p>
<p>Reading Standards for Literature 6–12</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	

<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p>WB6: Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 185, 192</p> <p>WB7: Sentence exercises in the workbook meet standard, e.g., 40, 42</p> <p>BLM6: 72, 73</p>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p>WB6: 29, 52</p> <p>BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 73</p>
<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 96, 142, 162, 170</p> <p>WB6: 15, 27, 38, 43, 45</p> <p>BLM6: 78</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 74</p>
<p><i>Craft and Structure</i></p>	

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351 WB6: 24, 90
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	TG6: Step 6 - Reading Comprehension: Comprehension Activity, pp. 195
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	TG6: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	n/a
8. (Not applicable to literature)	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	TG6: 25-26, 32-33
<i>Range and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG6: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation R6: 28, 47, 55, 78, 92, 103, 178 TG7: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185, 192; Step 9 - Spelling; Step 10 - Sentence Dictation R7: 85, 89
Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	

<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287 WB6: 18, 57, 73, 76 BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 66, 93, 132, 165, 172, 246, 280 WB7: 14, 20, 27, 35, 37, 54, 62 BLM7: 72</p> <p>TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74 WB8: 13 BLM8: 87</p>
<p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 16, 28, 35, 60 BLM7: 73</p> <p>TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 32, 173 WB8: 6, 30 BLM7: 87</p>

<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344 WB6: 7, 9, 34, 71, 89 BLM6: 76 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 40, 100, 226 WB7: 10, 22, 48 BLM7: 72, 74 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 110, 207 WB8: 19, 36 BLM8: 88</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271 TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 10, 64, 130, 216, 244, 252, 271 TG8: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 30, 72, 108, 129, 171, 206, 233</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 172, 246 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207</p>
<p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>TG7: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 33, 218 TG8: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 234</p>
<i>Integration of Knowledge and Ideas</i>	

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	n/a
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	n/a
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	n/a
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342</p> <p>R6: 5, 41, 109, 120, 139, 161, 173</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 39, 99, 138, 171, 216, 245, 272</p> <p>R7: 21, 45, 63, 77, 96, 111,123</p> <p>TG8: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 30, 72, 108, 129, 171, 206, 233</p> <p>R8: All selections in this level can be used to meet standard</p>
<p>College and Career Readiness Anchor Standards for Writing</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>WB6: 34</p> <p>TG8: 228, 236</p> <p>WB8: 39-41, 42-45</p>

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Covered in Level 3: TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TG8: 236 WB8: 42-45
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	TG8: 236 WB8: 42-45
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TG8: 228 WB8: 39-41
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	TG8: 228 WB8: 39-41
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG8: 228 WB8: 39-41
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
Writing Standards 6–12	
<p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	

Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
c. Use words, phrases, and clauses to clarify the relationships among claim(s) reasons, and evidence.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
d. Establish and maintain a formal style.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
e. Provide a concluding statement or section that follows from and supports the argument presented.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45

e. Establish and maintain a formal style.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
f. Provide a concluding statement or section that follows from the information or explanation presented.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.

<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>TG8: 236 WB8: 42-45</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>TG8: 236 WB8: 42-45</p>
<i>Research to Build Knowledge</i>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>TG8: 228 WB8: 39-41</p>
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>TG8: 228 WB8: 39-41</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

<p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	n/a
<p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)</p>	n/a
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>College and Career Readiness Anchor Standards for Speaking and Listening</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Comprehension and Collaboration	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	n/a
Presentation of Knowledge and Ideas	

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards 6–12	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	n/a
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	n/a
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	n/a
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	n/a
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
College and Career Readiness Anchor Standards for Language	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate	
Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All Lessons: Step 10 - Sentence Dictation TG8: 228, 236 WB8: 39-41, 42-45 Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>All Lessons: Step 10 - Sentence Dictation TG8: 228, 236 WB8: 39-41, 42-45</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>
Knowledge of Language	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 177, 197, 203, 209, 231, 237, 258; Reinforcing Lessons: Step 5 – Prereading, e.g., 10, 31, 64, 91, 130, 184, 224; Step 6 - Reading Comprehension; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 64, 86, 156, 191, 219, 225; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG6: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG7: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 45, 51, 57, 78, 84, 105, 123; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG8: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 64, 80, 86, 121, 137, 144; Reinforcing Lessons: Step 5 – Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG6: 90, 351 WB6: 24, 90 BLM6: 78</p>

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 179, 185, 191, 198, 213, 219, 225; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
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Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard

<p>b. Spell correctly.</p>	<p>TG6: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG7: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG8: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 143, 163, 240, 260, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 38, 43, 65, 69, 80 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 186, 193, 225 WB7: All sentence exercises in the workbook can meet standard, e.g., 3, 16, 28, 35, 40, 42, 60, 62 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 32, 74, 110, 132, 173, 207, 234 WB8: All sentence exercises in the workbook can meet standard, e.g., 6, 13, 19, 23, 30, 30</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; Reinforcing Lessons: Step 5 – Prereading TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 57, 78, 84, 105, 123, 144; Reinforcing Lessons: Step 5 – Prereading TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 37, 44, 51, 64, 80, 86; Reinforcing Lessons: Step 5 – Prereading</p>

<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.</p> <p>TG7: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p> <p>TG8: Lessons 5-9, 14-24: Step 1 – Phonogram Cards Step 3 – Word Building; Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 37, 44, 51, 64, 121, 137, 156</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>TG8: Independent Work, e. g., 236</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 137, 144, 156, 162, 179, 185, 191</p> <p>TG8: Independent Work, e. g., 236</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>TG6: 90, 194, 351</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG8: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>

<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG8: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 45, 105, 144, 177, 231, 258; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 44, 80, 156, 185, 213, 225; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p>

S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 8

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302</p> <p>WB6: All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 139, 253, 280</p> <p>WB7: All sentence exercises in the workbook meet standard, e.g., 3, 5, 14, 20, 28, 30, 35, 56, 62</p> <p>BLM7: 72-74</p> <p>TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 132</p> <p>WB8: All sentence exercises in the workbook meet standard, e.g., 6, 13, 19, 23, 30, 36</p> <p>BLM8: 87-89</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 6, 28, 35, 60 BLM7: 73</p> <p>TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 32, 173 WB8: 6, 30 BLM8: 87</p>
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344 WB6: Sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89 BLM6: 76-79</p> <p>TG7: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 273 WB7: Sentence exercises in the workbook meet standard, e.g., 10, 14, 20, 22, 48, 60 BLM7: 72-74</p> <p>TG8: Reinforcing Lessons Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207 WB8: Sentence exercises in the workbook meet standard, e.g., 13, 19, 36 BLM8: 87-89</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p>TG6: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334 R6: All selections in this level can be used to meet standard TG7: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 24, 45, 51, 57, 78, 84 R7: All selections in this level can be used to meet standard TG8: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 44, 86, 144, 185, 213, 225 R8: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 246 BLM7: 72-74 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207 BLM8: 87-89</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG6: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196 TG7: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 17, 64, 91, 98, 130, 163, 184, 224; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 218 TG8: Reinforcing Lessons: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 30, 72, 108, 129, 171, 206, 233; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 234</p>
<p>Integration of Knowledge and Ideas</p>	

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>TG6: 25-26, 32-33</p>
<p>Range and Level of Text Complexity</p>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350 R6: All selections in this level can be used to meet standard TG7: Step 6 Reading Comprehension: Comprehension Activity, e.g., 39, 99, 130, 164, 185, 192, 225 R7: All selections in this level can be used to meet standard TG8: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 30, 72, 108, 129, 171, 206, 233 R8: All selections in this level can be used to meet standard</p>
<p>Reading Standards for Literature 6–12</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	

<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p>WB6: Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 185, 192</p> <p>WB7: Sentence exercises in the workbook meet standard, e.g., 40, 42</p> <p>BLM6: 72, 73</p>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p>WB6: 29, 52</p> <p>BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 73</p>
<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 96, 142, 162, 170</p> <p>WB6: 15, 27, 38, 43, 45</p> <p>BLM6: 78</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 74</p>
<p><i>Craft and Structure</i></p>	

<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351 WB6: 24, 90</p>
<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79 TG7: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193 WB7: 40, 42 BLM7: 74</p>
<p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>TG6: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>n/a</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>TG6: 25-26, 32-33</p>
<p><i>Range and Level of Text Complexity</i></p>	

<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>TG6: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation R6: 28, 47, 55, 78, 92, 103, 178 TG7: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185, 192; Step 9 - Spelling; Step 10 - Sentence Dictation R7: 85, 89</p>
<p>Reading Standards for Informational Text 6–12</p>	
<p>Key Ideas and Details</p>	
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287 WB6: 18, 57, 73, 76 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 66, 93, 132, 165, 172, 246, 280 WB7: 14, 20, 27, 35, 37, 54, 62 BLM7: 72 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74 WB8: 13 BLM8: 87</p>

<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 16, 28, 35, 60 BLM7: 73 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 32, 173 WB8: 6, 30 BLM7: 87</p>
<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344 WB6: 7, 9, 34, 71, 89 BLM6: 76 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 40, 100, 226 WB7: 10, 22, 48 BLM7: 72, 74 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 110, 207 WB8: 19, 36 BLM8: 88</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271 TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 10, 64, 130, 216, 244, 252, 271 TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 30, 72, 108, 129, 171, 206, 233</p>

<p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 172, 246 TG8: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 74, 110, 207</p>
<p>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>TG7: Step 6 – Reading Comprehension: Comprehension Activity, e.g.,33, 218 TG8: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 234</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	n/a
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	n/a
<p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	n/a
<i>Range and Level of Text Complexity</i>	
<p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342 R6: 5, 41, 109, 120, 139, 161, 173 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 39, 99, 138, 171, 216, 245, 272 R7: 21, 45, 63, 77, 96, 111,123 TG8: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 30, 72, 108, 129, 171, 206, 233 R8: All selections in this level can be used to meet standard</p>

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Covered in Level 3: TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TG8: 236 WB8: 42-45
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	TG8: 236 WB8: 42-45
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TG8: 228 WB8: 39-41
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	TG8: 228 WB8: 39-41

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG8: 228 WB8: 39-41
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
Writing Standards 6–12	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
d. Establish and maintain a formal style.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
e. Provide a concluding statement or section that follows from and supports the argument presented.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>e. Establish and maintain a formal style.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>

<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 6-8: Comprehension questions and writing exercises can help student meet this standard.</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>	<p>TG8: 236 WB8: 42-45</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>TG8: 236 WB8: 42-45</p>
<i>Research to Build Knowledge</i>	

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	TG8: 228 WB8: 39-41
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TG8: 228 WB8: 39-41
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	n/a
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WB6: 34 TG8: 228, 236 WB8: 39-41, 42-45
<p>College and Career Readiness Anchor Standards for Speaking and Listening</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Comprehension and Collaboration	

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards 6–12 The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	

<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>n/a</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>n/a</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>n/a</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>n/a</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>All Lessons: Step 10 - Sentence Dictation TG8: 228, 236 WB8: 39-41, 42-45</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>All Lessons: Step 10 - Sentence Dictation TG8: 228, 236 WB8: 39-41, 42-45</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 177, 197, 203, 209, 231, 237, 258; Reinforcing Lessons: Step 5 – Prereading, e.g., 10, 31, 64, 91, 130, 184, 224; Step 6 - Reading Comprehension; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 64, 86, 156, 191, 219, 225; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension</p>
<i>Vocabulary Acquisition and Use</i>	

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG6: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG7: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 45, 51, 57, 78, 84, 105, 123; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG8: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 64, 80, 86, 121, 137, 144; Reinforcing Lessons: Step 5 – Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG6: 90, 351</p> <p>WB6: 24, 90</p> <p>BLM6: 78</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 179, 185, 191, 198, 213, 219, 225; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
<p>Language Standards 6–12</p> <p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.</p>	
<p>Conventions of Standard English</p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use verbs in the active and passive voice.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Recognize and correct inappropriate shifts in verb voice and mood.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use an ellipsis to indicate an omission.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Spell correctly.	TG6: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG7: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG8: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Teacher can use comprehension exercises in the Student Workbook to meet standard
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	

<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 57, 78, 84, 105, 123, 144; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 37, 44, 51, 64, 80, 86; Reinforcing Lessons: Step 5 – Prereading</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.</p> <p>TG7: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p> <p>TG8: Lessons 5-9, 14-24: Step 1 – Phonogram Cards Step 3 – Word Building; Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 37, 44, 51, 64, 121, 137, 156</p>
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>TG8: Independent Work, e. g., 236</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 137, 144, 156, 162, 179, 185, 191</p> <p>TG8: Independent Work, e. g., 236</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p>	<p>TG6: 90, 194, 351</p>

<p>b. Use the relationship between particular words to better understand each of the words.</p>	<p>TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG8: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p>TG8: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 45, 105, 144, 177, 231, 258; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG8: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 22, 44, 80, 156, 185, 213, 225; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p>

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5. Numbers and Operations



Numbers are all around us, everyday. They make up our **phone number**, tell us the **location** of where we live, let us know **how much** something costs, and on and on! We are going to learn more about numbers, explaining how you use them. We will understand using one number alone, how numbers can be used together, how they can be compared, and more.

5. Numbers and Operations

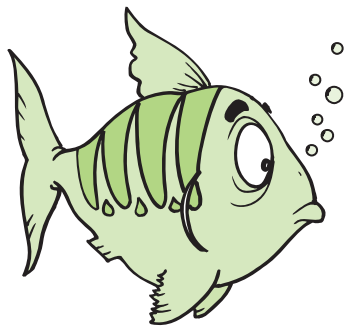
Here is a problem that you might have to solve on a test. Let's solve it together to show what a model answer might look like. Then we can score it using a **rubric**.

Model Problem

Four brothers set up an aquarium. They spent \$13 for the tank, \$9 for a pump, \$8 for fish, and \$2 for food. They **shared** the expenses **equally**.

How much did each of them spend?

Keywords: shared, equally



1. Read and Think

What **question** were we asked?

- We were asked to find out how much money each brother spent.

What are the **keywords**?

- shared
- equally

What **facts** were we given?

- They spent \$13 for the tank.
- They spent \$9 for the pump.
- They spent \$8 for the fish.
- They spent \$2 for food.
- The 4 brothers shared the cost equally.

2. Select a Strategy

There are *two parts* to this problem. The first part is *addition*. The second part is *division*. We will use the **Divide and Conquer** strategy.

5. Numbers and Operations

3. Solve

First let's add to find out how much the brothers spent to set up the aquarium.

$$\begin{array}{r} \$13 \\ 9 \\ 8 \\ + 2 \\ \hline \$32 \end{array}$$

Together they spent \$32.

Now, let's divide to find how much each brother spent?

$$\$32 \div 4 = \$8$$

Each brother spent \$8.

4. Write

To solve this problem, we had to find out how much the brothers spent altogether. So, we added to find the cost to set up the aquarium. It cost \$32. Then, we divided \$32 into 4 equal parts. They paid \$8 each.

5. Reflect

Let's look at our work and answer.

- Did we show that we knew what the problem asked for? **Yes.**
- Did we know what the keywords were? **Yes.**
- Did we show that we knew what facts were given? **Yes.**
- Did we name and use the correct strategy? **Yes.**
- Was our mathematics correct? **Yes. We checked it. It was correct.**
- Did we label our work? **Yes.**
- Was our answer correct? **Yes.**
- Were all of our steps included? **Yes.**
- Did we write a good, clear explanation of our work? **Yes.**

Score

This solution would earn a **4** on our rubric. It is perfect.

5. Numbers and Operations

Let's look at some more problems and see how some **students** solved them.

For each **guided** open-ended math problem, there are **three examples**. The **first** lets you solve the problem. The **second** lets you use a rubric to score someone else's work, and then correct it to make it a perfect score of **4**. The **third** is an example of the work of someone who got a **4** using a strategy that may or may not differ from your own.

Guided Problem #1

Mrs. Applebee planted 2 rows of peppers with 9 plants in each row. She also planted 3 rows of tomatoes with 6 plants in each row. How many plants did she plant altogether?



Keywords: **?** **?**

1. Try It Yourself.

Answer the questions below to get a score of **4**.

What **question** are you being asked to **find**?

What are the **keywords**?

What are the **facts** you need to solve the problem?

What **strategy** can you use to solve the problem?

Hint

Possible answers include **Divide and Conquer**, and **Draw a Picture**.

Solve the problem.

5. Numbers and Operations

Explain what you did to solve the problem.

2. Look How Scott Solved the Problem.

Scott's Paper

Keywords: altogether, each

Facts: 2 rows of peppers with 9 plants and 3 rows of tomatoes with 6 plants in each row

Solve:
 $3 \times 6 = 18$
 $2 \times 9 = 18$
 $18 = 18$



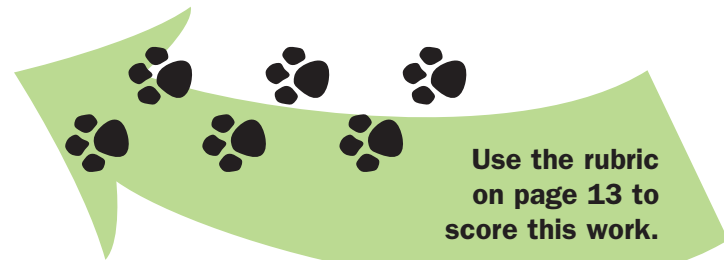
She planted the same number of pepper plants and tomato plants.

Write: I multiplied 3 rows by 6 plants in each row and got 18 tomato plants. Then I multiplied 2 rows by 9 plants in each row and got 18 pepper plants. 18 is the same as 18, so they are equal.

Score the answer.

According to the rubric, from **1** to **3** what score would you give Scott? Explain why you gave that score.

Make it a 4! Rewrite.



Use the rubric
on page 13 to
score this work.

5. Numbers and Operations

3. There's More Than One Way.

Remember there is often more than one way to solve a problem. Here is how Liu solved this problem.

Liu's Paper

Question: How many plants were planted?

Keywords: altogether, each

Facts: 2 rows of peppers with 9 plants in each row and 3 rows of tomatoes with 6 plants in each row

Strategy: I decided to draw a picture.

Solve:

Peppers



$9 + 9 = 18$ pepper plants

Tomatoes



$6 + 6 + 6 = 18$ tomato plants

$18 + 18 = 36$

Mrs. Applebee planted 36 plants altogether.

Write: I drew 2 rows of pepper plants with 9 plants in each row. There are 18 pepper plants. I drew 3 rows of tomato plants with 6 plants in each row. There are 18 tomato plants. I added the 18 pepper plants and the 18 tomato plants to get 36 plants altogether.

Score: Liu's solution would earn a 4 on a test. Liu identified the question that was asked, the keywords, facts, labeled her work, and picked a good strategy. Then she clearly explained the steps taken to solve the problem. It is perfect!

5. Numbers and Operations

4. Answers

Guided Problem #1

Mrs. Applebee planted 2 rows of peppers with 9 plants in each row. She also planted 3 rows of tomatoes with 6 plants in each row. How many plants did she plant altogether?



Keywords: each, altogether

Try It Yourself (pages 33–34)

Question: How many plants did Mrs. Applebee plant altogether?

Facts: 2 rows of peppers with 9 plants in each row
3 rows of tomatoes with 6 plants in each row

Strategy: Divide and Conquer

Solve:
peppers: $2 \times 9 = 18$
tomatoes: $3 \times 6 = 18$
 $18 + 18 = 36$

Explanation: I used the Divide and Conquer strategy. There are *two parts*. First, I *multiplied* to find the total number of peppers and the total number of tomatoes. Second, I *added* the products to find the total number of plants Mrs. Applebee planted. Mrs. Applebee planted 36 plants altogether.

Scott's Paper (page 34)

Score the Answer: I would give Scott a **3**. Scott gave the keywords and listed the facts. His math was right. Scott did not name the strategy he used. Scott did not write the question being asked in the problem. He ended up answering a different question than the one that was asked.

Make it a 4! Rewrite.

Find the total number of plants Mrs. Applebee planted:

$$\text{Find the peppers: } 2 \times 9 = 18$$

$$\text{Find the tomatoes: } 3 \times 6 = 18$$

$$\text{Find the total number of plants: } 18 + 18 = 36$$

I used Number Sentences. First, I multiplied 3 rows by 6 plants in each row and got 18 tomato plants. Then I multiplied 2 rows by 9 plants in each row and got 18 pepper plants. I added $18 + 18 = 36$ to find the total number of plants Mrs. Applebee planted.

5. Numbers and Operations

Guided Problem #2

The Browns went away to fish for 7 days. While fishing, Mrs. Brown caught 5 fish and Mr. Brown caught 3 fish. Their 3 children caught 3 fish each. Who caught more fish, the parents or the children?

Keywords:



1. Try It Yourself.

Answer the questions below to get a score of 4.

What **question** are you being asked to **find**?

What are the **keywords**?

What are the **facts** you need to solve the problem?

What **strategy** can you use to solve the problem?

Hint

Possible answers include **Divide and Conquer**, **Act It Out**, and **Draw a Picture**.

5. Numbers and Operations

Solve the problem.

Explain what you did to solve the problem.

2. Look How Mark Solved the Problem.

Mark's Paper

Question: Who caught more fish: the parents or the children?

Keywords: each, more

Facts: Mrs. Brown caught 5 fish and Mr. Brown caught 3 fish. Each child caught 3 fish.

Strategy: Divide and Conquer.

Solve:

parents: $5 + 3 = 9$. The parents caught 9 fish
children: $3 \times 3 = 9$. The children caught 9 fish.
 $9 = 9$

The children caught the same number of fish as their parents.

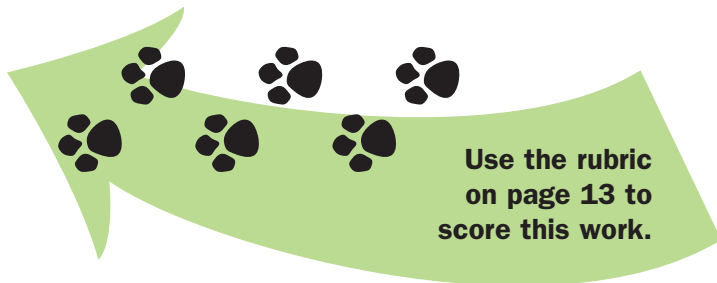
Write: I used the Divide and Conquer strategy. For the first part, I found out how many fish the parents caught altogether by Writing a Number Sentence. It was 9. Then for the second part, I Wrote another Number Sentence. I found out how many fish the children caught. It was also 9. The parents and the children caught the same number of fish.

5. Numbers and Operations

Score the answer.

According to the rubric, from **1** to **3** what score would you give Mark? Explain why you gave that score.

Make it a 4! Rewrite.



5. Numbers and Operations

3. There's More Than One Way.

Remember there is often more than one way to solve a problem. Here is how Helen solved this problem.

Helen's Paper

Question: Who caught more fish: the parents or the children?

Keywords: each, more

Facts: Mrs. Brown caught 5 fish, Mr. Brown caught 3 fish, 3 children caught 3 fish each.

Strategy: Act It Out.

Solve:

Red → 

Yellow → 

I can use counters to see who caught more fish.

Mrs. Brown caught 5 fish and Mr. Brown caught 3 fish.

$5 + 3 = 8$. Together they caught 8 fish. I can take 8 yellow counters.

Each child caught 3 fish. $3 + 3 + 3 = 9$. The children caught 9 fish. I can take 9 red counters

I have more red counters than yellow counters. The children caught more fish than their parents.

Write: I used the Act It Out strategy to solve the problem. I found out how many fish the parents

caught: $5 + 3 = 8$. I took 8 yellow counters to represent the parents.

Then I found out how many fish the children caught: $3 + 3 + 3 = 9$. I took 3 red counters for each of the children, so I took 9 red counters. Since I had more red counters than yellow counters, the children caught more fish than their parents.

Score: Helen's solution would earn a **4** on our rubric. She identified the question that was asked, the keywords, facts, and picked a good strategy. She clearly explained the steps taken to solve the problem. She labeled her work.

5. Numbers and Operations

4. Answers

Guided Problem #2

The Browns went away to fish for 7 days. While fishing, Mrs. Brown caught 5 fish and Mr. Brown caught 3 fish. Their 3 children caught 3 fish each. Who caught more fish, the parents or the children?

Keywords: each, more

Try It Yourself (pages 37–38)

Question: Who caught more fish: the parents or the children?

Facts: Mrs. Brown caught 5 fish.
Mr. Brown caught 3 fish.
3 children caught 3 fish each.

Strategy: Divide and Conquer

Solve: parents: $5 + 3 = 8$
children: $3 \times 3 = 9$
 $8 < 9$

The children caught more fish.

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Explanation: I used the Divide and Conquer strategy. There are *two parts*. For the first part, I *added* to find the number of fish Mr. and Mrs. Brown caught. For the second part, I *multiplied* to find the number of fish the children caught. I then compared the numbers.

Mark's Paper (pages 38–39)

Score the Answer: Mark would get a **3** because his addition is wrong. He said $5 + 3 = 9$. He gave the keywords and the facts. He knew what the question asked and he picked a good strategy. He labeled his work.

Make it a 4! Rewrite.

Find the number of fish the parents caught:

$$5 + 3 = 8$$

Find the number of fish the children caught:

$$3 \times 3 = 9$$

Compare 8 and 9.

$8 < 9$, so the children caught more fish than the parents.

I added $5 + 3 = 8$ to find the number of fish the parents caught. I multiplied $3 \times 3 = 9$ to find the number of fish the children caught. I compared 8 and 9. Since 8 is less than 9, the children caught more fish than the parents.

5. Numbers and Operations

Guided Problem #3

There are 24 balls in the gym storage room.
There are 12 footballs and 4 volleyballs.
The rest of the balls are basketballs.
How many basketballs are in the storage room?



Keywords:



1. Try It Yourself.

Answer the questions below to get a score of 4.

What **question** are you being asked to **find**?

What are the **keywords**?

What are the **facts** you need to solve the problem?

What **strategy** can you use to solve the problem?

Hint

Possible answers include **Divide and Conquer**, **Draw a Picture**.

Solve the problem.

Explain what you did to solve the problem.

5. Numbers and Operations

2. Look How Michaela Solved the Problem.

Michaela's Paper

Question: How many balls in all?

Keywords: rest, many

Facts: 24 balls in the gym. 12 are footballs. 4 are volleyballs. The rest are basketballs.

Solve:

$$\begin{array}{r} 24 \\ 12 \\ + 4 \\ \hline 40 \end{array}$$

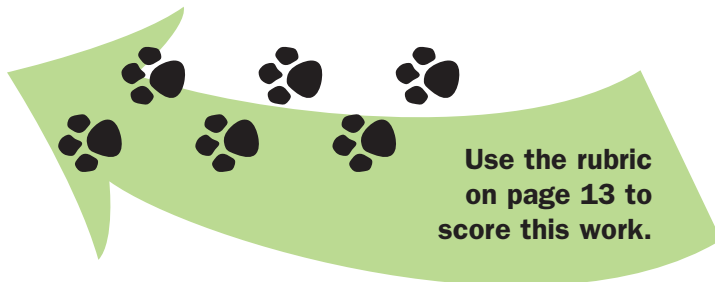
The total number of balls is 40.

Write: I added the balls, the footballs, and the volleyballs to find the total number of balls.

Score the answer.

According to the rubric, from **1** to **3** what score would you give Michaela? Explain why you gave that score.

Make it a 4! Rewrite.



5. Numbers and Operations

3. There's More Than One Way.

Remember there is often more than one way to solve a problem. Here is how Ian solved this problem.

Ian's Paper

Question: How many balls in all?

Keywords: rest, many

Facts: 24 balls in the gym. 12 are footballs. 4 are volleyballs. The rest are basketballs.

Strategy: I drew a picture.

Solve:

F	F	F	F	F	F
F	F	F	F	F	F
V	V	V	V	B	B
B	B	B	B	B	B

There are 8 basketballs.

Write: I drew a picture. There are 24 balls altogether, so I drew 24 boxes. I put 12 footballs and 4 volleyballs in the boxes. In the remaining boxes, I put basketballs. I counted 8 basketballs.

.....
Score: Ian earned a perfect 4 on this problem. He identified the question that was asked, the keywords, the facts, and picked a good strategy. He clearly explained the steps he used to solve the problem. He labeled his work.

5. Numbers and Operations

4. Answers

Guided Problem #3

There are 24 balls in the gym storage room.

There are 12 footballs and 4 volleyballs.

The rest of the balls are basketballs.

How many basketballs are in the storage room?



Keywords: rest, many

Try It Yourself (page 42)

Question: How many basketballs are there?

Facts: There are 24 balls in all. There are 12 footballs.

There are 4 volleyballs. The rest of the balls are basketballs.

Strategy: Divide and Conquer

Solve: Find the number of footballs and volleyballs:

$$12 + 4 = 16$$

Find the number of basketballs: $24 - 16 = 8$

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Explanation: I used the Divide and Conquer strategy. There are *two parts*. For the first part, I Wrote a Number Sentence. I *added* to find the number of footballs and volleyballs. For the second part, I Wrote a Number Sentence. I *subtracted* that sum from the total number of balls.

Michaela's Paper (page 42)

Score the Answer: Michaela would get a **2**. She used the keywords. She labeled her answer. Her addition was correct, but she did not answer the question. She added the number of footballs and volleyballs to the total number of balls. She did not understand the question.

Make it a 4! Rewrite.

Find the number of footballs and volleyballs:

$$12 + 4 = 16$$

Find the number of basketballs: $24 - 16 = 8$

I added to find the number of footballs and volleyballs. I subtracted that sum from the total number of balls.

5. Numbers and Operations

Guided Problem #4

Mildred started her homework at 5:30 p.m. She spent 45 minutes on math. Then she spent 30 minutes on social studies and 30 minutes on reading. At what time did she finish her homework?



Keywords:



1. Try It Yourself.

Answer the questions below to get a score of 4.

What **question** are you being asked to **find**?

What are the **keywords**?

What are the **facts** you need to solve the problem?

What **strategy** can you use to solve the problem?

Hint

Possible answers include **Make a Table** and **Divide and Conquer**.

Solve the problem.

Explain what you did to solve the problem.

5. Numbers and Operations

2. Look How Cindy Solved the Problem.

Cindy's Paper

Question: When did she finish her homework?

Keywords: started, finish

Facts: She started at 5:30, spent 45 min. on math,

Solve: 30 min. on social studies, 30 min. on reading.

$45 + 30 + 30 = 105$ minutes on her homework

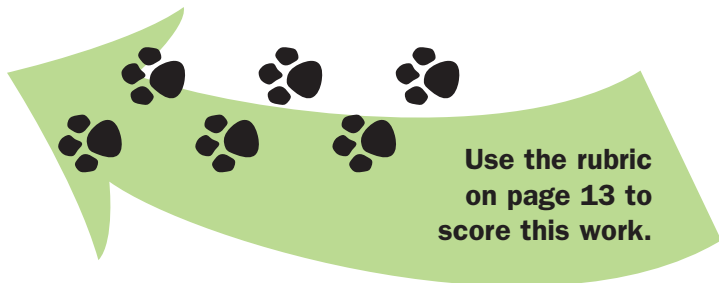
105 minutes = 1 hour and 5 minutes

$5:30$ p.m. + 1 hour and 5 minutes = $6:35$ p.m.

Mildred finished her homework at $6:35$ p.m.

Write: I added the number of minutes that Mildred spent on her homework. She spent 105 minutes.

I changed 105 minutes to 1 hour 5 minutes. Then I added it to 5:30 p.m. She finished her homework at $6:35$ p.m.



Score the answer.

According to the rubric, from **1** to **3** what score would you give Cindy? Explain why you gave that score.

Make it a 4! Rewrite.

5. Numbers and Operations

3. There's More Than One Way.

Remember there is often more than one way to solve a problem. Here is how Kenny solved this problem.

Kenny's Paper

Question: When did she finish her homework?

Keywords: started, finish

Facts: She started at 5:30 p.m., spent 45 min. on math, 30 min. on social studies, 30 min. on reading.

Strategy: Make a Table

Solve:

Subject	Time Began	Time Spent	Time Finished
Math	5:30 p.m.	45 min.	6:15 p.m.
Social Studies	6:15 p.m.	30 min.	6:45 p.m.
Reading	6:45 p.m.	30 min.	7:15 p.m.

Mildred finished her homework at 7:15 p.m.

Write: I made a table to organize the information. I put the time Mildred started and finished the homework for each subject. I added the minutes spent to the time begun for each subject. Math began at 5:30 p.m. I figured out Social Studies began at 6:15 p.m. Then Reading began at 6:45 p.m. Reading was the last subject. So 30 minutes added

to 6:45 p.m. is 7:15 p.m. The table showed that she finished at 7:15 p.m.

Score: Kenny earned a perfect 4 on our rubric. He identified the question that was asked, the keywords, the facts, and picked a good strategy of making a table. He labeled his work. He clearly explained the steps he used to solve the problem.

5. Numbers and Operations

4. Answers

Guided Problem #4

Mildred started her homework at 5:30 p.m. She spent 45 minutes on math. Then she spent 30 minutes on social studies and 30 minutes on reading. At what time did she finish her homework?



Keywords: started, finish

Try It Yourself (page 46)

Question: When did Mildred finish her homework?

Facts: Mildred started at 5:30 p.m. She spent 45 minutes on math.

She spent 30 minutes on social studies. She spent 30 minutes on reading.

Strategy: Divide and Conquer

Solve: Add to find how long she spent doing her homework: $45 + 30 + 30 = 105$ minutes.

Convert 105 minutes to 1 hour 45 minutes.

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Count on from 5:30: 1 hour is 6:30, and 45 minutes is 7:15.

Explanation: I used the Divide and Conquer strategy. There are *two parts*. For the *first part*, I used a Number Sentence. I *added* the minutes Mildred spent doing homework. For the *second part*, I used a Number Sentence. I then counted on from 5:30 p.m. to find what time she finished.

Cindy's Paper (page 47)

Score the Answer: Cindy would get a **3**. She found the keywords, the facts, answered the question that was asked, and labeled her work. She should have named the strategy she used. Her error was in changing 105 min. to 1 h. 5 min.

Make it a 4! Rewrite.

$45 + 30 + 30 = 105$ minutes on her homework

105 minutes = 1 hour and 45 minutes

$5:30$ p.m. + 1 hour and 45 minutes = $7:15$ p.m.

Mildred finished her homework at $7:15$ p.m.

5. Numbers and Operations

Guided Problem #5

Maria bought 3 packages of crackers that cost \$0.75 each. She received two \$1 bills and three quarters in change from the grocer. How much money did she give the grocer?

Keywords: ? ?

1. Try It Yourself.

Answer the questions below to get a score of 4.

What **question** are you being asked to **find**?

What are the **keywords**?

What are the **facts** you need to solve the problem?

What **strategy** can you use to solve the problem?

Hint

Possible answers include **Divide and Conquer**, **Draw a Picture**.

Solve the problem.

Explain what you did to solve the problem.

5. Numbers and Operations

2. Look How Danielle Solved the Problem.

Danielle's Paper

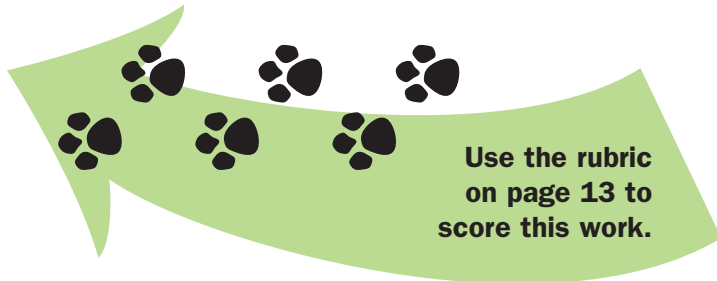
$$3 \times \$0.75 = \$2.15$$

$$\$2.00 + 3 \times \$0.25 = \$2.00 + \$0.65 = \$2.65$$

$$\$2.15 + \$2.65 = \$4.80$$

Maria gave the grocer \$4.80.

Write: I found the cost of 3 packages of crackers. They cost \$2.15. Next, I found the amount of change she received. She received \$2.65. Then I added the cost and the change, and found that Maria gave the grocer \$4.80.



Score the answer.

According to the rubric, from **1** to **3** what score would you give Cindy? Explain why you gave that score.

Make it a 4! Rewrite.

5. Numbers and Operations

3. There's More Than One Way.

Remember there is often more than one way to solve a problem. Here is how Ben solved this problem.

Ben's Paper

Question: How much money did Maria give the grocer to pay for the packages?

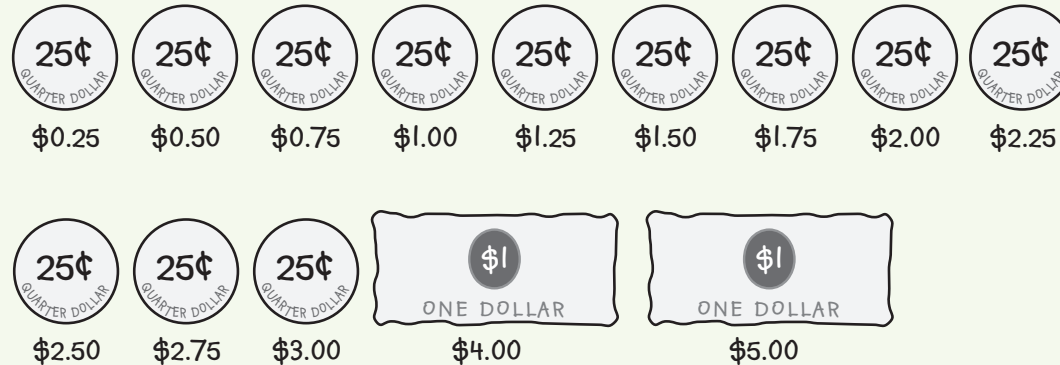
Keywords: each, much

Facts: Maria bought 3 packages for \$0.75 each.

She received two \$1 bills and 3 quarters from the grocer.

Strategy: Draw a Picture

Solve:



Write: I drew a picture. I showed the coins used to buy the crackers and I counted the money. I showed the coins and bills that Maria received from the grocer. I continued counting from the cost of the crackers. Maria gave the grocer \$5.00.

Score: Ben earned a perfect 4 on our rubric. He identified the question that was asked, the keywords, the facts, and picked a good strategy of making a drawing. He clearly explained the steps he used to solve the problem. Then he labeled his work.

5. Numbers and Operations

4. Answers

Guided Problem #5

Maria bought 3 packages of crackers that cost \$0.75 each. She received two \$1 bills and three quarters in change from the grocer. How much money did she give the grocer?

Keywords: each, much

Try It Yourself (page 50)

Question: How much money did Maria give the grocer?

Facts: Maria bought 3 packages for \$0.75 each. She received two \$1 bills and 3 quarters from the grocer.

Strategy: Number Sentences

Solve: $3 \times \$0.75 = \2.25 . This is the cost of the three packages of crackers.
 $3 \times \$0.25 = \0.75 . This is the amount of change she received in quarters.
 $2 \times \$1.00 = \2.00 . This is the amount of change she received in dollar bills.

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$$\$2.25 + \$0.75 + \$2.00 = \$5.00$$

Maria gave the grocer \$5.00.

Explanation: I used Number Sentences to help me solve this problem. I multiplied to find out how much Maria spent for the crackers. I then found the value of 3 quarters. I added $\$0.75$ to $\$2.00 = \2.75 , to find out how much change Maria received from the grocer. I added the change to the cost of the crackers: $\$2.25 + \$2.75 = \$5.00$. Maria gave the grocer \$5.

Danielle's Paper (page 51)

Score the Answer: Danielle would get a **1**. She did not give the keywords, facts, strategy used, or question asked. Her answer is also incorrect.

Make it a 4! Rewrite.

Keywords: each, much

Facts: Maria bought 3 packages for \$0.75 each. She received two \$1 bills and 3 quarters from the grocer.

Question: How much money did she give the grocer?

Solve: I would Write a Number Sentence.

The cost of the crackers: $3 \times \$0.75 = \2.25

The change she received: $2 \times \$1.00 = \2.00 and $3 \times \$0.25 = \0.75 ; $\$0.75 + \$2.00 = \$2.75$

$$\$2.25 + \$2.75 = \$5.00$$

Maria gave the grocer \$5.00.

5. Numbers and Operations

Quiz Problems

Here are some problems for you to try. Keep your **rubric** handy while you solve the problem. Let's see if you can score a **4**.

1. Four classes are going to the science museum. The third-grade bus had 24 students from Ms. Wiley's class and 19 students from Ms. Alan's class. The fourth-grade bus had 27 students from Mr. Field's class and 21 students from Ms. Cooper's class. Which grade had more students at the museum? How many more?

2. Mrs. Roberts baked 24 cookies for her 2 children to share with their friends. Joy received 8 cookies and Lynn received the rest of the cookies. Which girl was given more cookies? How many more?

3. While at the shore, Helen collected 12 shells and Alex collected 20 shells. They decided to share the shells equally. How can they make this happen?

5. Numbers and Operations

4. Four friends went apple picking. Amy picked 16 apples, Nancy picked 17 apples, Danny picked 20 apples, and Jeff picked 27 apples. They decided to share the apples equally. How many apples did each child get?

5. Jackie has 5 one-dollar bills, 3 quarters, and 4 dimes. She bought a piece of pie for \$2.75 and a glass of milk for \$1.25. How much money will she have left after paying for her food?

6. There are 34 students in the chorus. They are going to perform at a senior citizen's home. The students will be driven there by some of the parents. If each parent's car can hold 4 students, how many cars are needed?

7. Frank is 3 years younger than Ralph. Ralph is 4 years older than Mischa. Mischa is 6 years old. How old is Frank?