Organization Information

Application Type *
Acceleration

Operator Type *
EMO/CMO

Primary Contact Name *
Marvin Espinoza-Leiva

Has the School Leader Been Identified? *
(●) Yes ( ) No

Proposed Leader Name *
Marvin Espinoza-Leiva

Proposed School Leader Current Job/Position *
School Director

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Is Management Organization Used
( ) Yes (●) No

Management Organization Name

Primary Contact Relation To Board *
School Founder

Primary Contact Email *
marvinespinoza.jr@gmail.com

Proposed Leader Name *
Marvin Espinoza-Leiva

Management Organization Contact Name

Primary Contact Phone *
2524256495

Management Organization Email

PrimaryContact Address *
5825 General Arthurs Lane

Unit/Suite *
2C

Zip Code *
27282

City *
Jamestown

State *
North Carolina

Proposed Leader Job *
School Director

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

The Dual Language Lab of Greensboro

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

252-425-6495

Q3. Geographic County in which charter school will reside

Guilford County

Q4. LEA/District Name

Guilford County Schools

Q5. Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

27407

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

- (●) Yes
- ( ) No

Q7. Provide the name of the third-party consultant or CSO.

Latino Educational Equity Partnerships, Inc (LEEP)

Q8. Describe any fees provided to the third-party person or CSO in preparation of this application and, if applicable, any future fees as reflected in the budget.

No fees were paid to Latino Educational Equity Partnerships (LEEP) in preparation of this application. Content review and instructional guidance provided by LEEP's Chief Programs Officer, Angelica Foley, during the application preparation period was provided as part of the ACELERA ASPIRANTE fellowship engagement at no direct cost to the school.

The school's Memorandum of Understanding with LEEP, anticipated for June 2026, will establish a time-bound leadership development and capacity-building partnership for the design and early implementation phases of the school's development. Any financial arrangements associated with future advisory services under that MOU will be documented in separate service agreements and reflected in the school's annual operating budget as a professional development and technical assistance expense. These arrangements will not constitute a management fee, replication fee, or any form of ownership or affiliative financial relationship. LEEP does not receive a percentage of the school's per-pupil revenue.

We have also not at this moment discussed any amounts for potential contracted services like technical assistance because we are currently operating with our MOU and will revisit after entering into our Planning Year (Year 0).

Q9. What assistance was provided by the third-party consultant or group while preparing this application, what assistance is currently being provided, and when the assistance will end?

The founding leader completed LEEP's ACELERA ASPIRANTE leadership development fellowship prior to this application, which provided structured training in dual-language instructional design, family and community engagement, and school leadership practices. That training informed the educational model described in this application.

During the preparation of this application, Angelica Foley, LEEP's Chief Programs Officer, has provided direct content support — reviewing draft responses, suggesting edits for clarity and accuracy, and helping ensure that the school's instructional model description accurately reflects the principles and research base of high-quality dual-language immersion programming. Her involvement has been focused specifically on the instructional program sections of the application, and is aimed at ensuring that what is described in this application is educationally sound, faithfully represents the 90/10 two-way dual-language model, and reflects current best practices in the field. The founding leader retains full authorship of and responsibility for the application as submitted.

Under the formal MOU between the school and LEEP (anticipated for June 2026 through August 2028), LEEP will continue to provide the following advisory and capacity-building support during the school's design and early implementation phases:

- Leadership development coaching for the founding leader through the ACELERA framework
- Program design advising on dual-language instructional model, curriculum alignment, and family engagement strategies
- Technical assistance on school systems, practices, and operational planning during the pre-opening and early implementation period
- Opportunities to participate in LEEP's leadership learning communities and professional network

All support is advisory in nature. LEEP does not hold governance authority over the school, does not appoint board members, does not supervise or evaluate school staff, and does not control budgets, contracts, curriculum adoption, or daily operations. All final decisions rest solely with the school's governing board and head of school.

The partnership is explicitly time-limited. The MOU concludes August 31, 2028 -- the school's opening month -- and is structured in three phases: Design and Incubation (current); Early Implementation and Growth; and Independence and Sustainability. The final phase is specifically oriented toward knowledge transfer and leadership self-sufficiency, after which the school operates fully independently.

Q10. Projected School Opening Month

August 2028

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

- ○ Yes (Year-Round)
- ◉ No

Applicant Comments :

No. The Dual Language Lab of Greensboro will operate on a traditional calendar, not a year-round schedule. However, the school will run an extended school year of approximately 195 instructional days, ten days beyond North Carolina's 185-day minimum and fifteen days beyond the typical U.S. public school year of 180 days.

This decision is grounded in research. Roland Fryer's study of high-performing charter schools identifies increased instructional time as one of five practices most strongly associated with student achievement gains. Schools that add 25% or more instructional time show annual gains of approximately 0.050 standard deviations in math.

The Dual Language Lab's combination of a longer school day and a longer school year will yield approximately 1,290 total instructional hours per year, exceeding North Carolina's 1,025-hour minimum.

This extended time is particularly valuable for a dual language immersion program, where students need sustained exposure to the target language to build fluency and where literacy instruction in two languages demands more instructional minutes than a monolingual program. The detailed calendar structure and daily schedule are described in further detail in future questions.

Q12.Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

- Please note: If applying as a **"FACE VIRTUAL"** remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q13.At full capacity, what is your estimated student enrollment and grade spans?

At full capacity under this charter authorization, the Dual Language Lab of Greensboro will serve 386 students across grades K-5. The school is designed to grow one grade at a time, adding a new cohort of Kindergarteners each year while retaining and advancing existing students. By Year 5, the school will have reached its intended full-capacity design for this authorization period.

K-5 is the full scope of this application and this authorization cycle. We are not applying to open a middle or high school, and we are not assuming we will.
That said, the school's long-term vision, contingent entirely on meeting our own quality standards, is to eventually build the first dual-language pathway from kindergarten through high school in North Carolina, developed in subsequent authorization cycles over the next 15 years. That vision is conditional and sequential. We would pursue middle school expansion only after demonstrating sustained excellence in academics, financial health, and organizational performance at the K–5 level. High school expansion would follow only after the same standard is met at the middle school level.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

The Dual Language Lab of Greensboro (DLL GSO) is a proposed school community anchored in southwest Greensboro, centering zip code 27407, which is home to the Hunter Hills neighborhood, and drawing from the adjacent communities of 27403, 27409, 27410, and 27282. In Year 1, DLL GSO will serve kindergarten and first grade, enrolling a projected 125 students across five classrooms. One additional grade level will be added in each subsequent year until DLL GSO reaches full K-5 capacity in Year 5 with a projected enrollment of 386 students.

The decision to open with kindergarten and first grade is a pedagogical requirement of the 90/10 two-way dual language immersion (TWI) model. Research in bilingual education consistently demonstrates that children are most primed for additive language acquisition in the earliest years of schooling, and the 90/10 model concentrates 90% of instruction in Spanish during kindergarten specifically to capitalize on this window. First grade is included in Year 1 because families with Spanish-dominant children and English-dominate children entering first grade can be meaningfully recruited into a bilingual program.

However, DLL GSO will not recruit new second graders into the program until Year 2, when a cohort of DLL-trained first graders naturally progresses. Recruiting new second graders onto opening day would place those students, particularly monolingual English speakers, at significant academic risk. By second grade, students transitioning into a 90/10 model without prior DL instruction lack the Spanish language foundation needed to access grade-level content. They also have not yet developed the biliterate skills expected in third grade, where students begin using both languages simultaneously as tools for content-area learning. Enrolling them without that foundation would be a disservice to those children.

Class sizes are set at 25 to 28 students per classroom, below the median class size for comparable charter schools currently operating in Guilford County according to the NC Statistical Profile. This conservative target is intentional. It reflects both a commitment to instructional quality in a language-intensive environment and a realistic

assessment of what a founding team can reliably fill, retain, and serve well in an inaugural year and in the growth years. It is a sustainable floor that can grow, not an optimistic ceiling that strains the school's capacity to deliver on its core model.

The enrollment projections are grounded in documented and accelerating community need. The Hispanic student population in Guilford County Schools grew from 10,278 students (14% of total enrollment) in 2015-16 to 20,500 students (30% of total enrollment) in 2025-26, a 99.5% increase over ten years. This population has effectively doubled in a decade and overwhelmingly lacks access to Spanish-language maintenance programs. At the same time, overall GCS enrollment declined by 7.6% over that same period, while charter school enrollment in Guilford County increased by 52% between 2018-19 and 2024-25.

These two trends together, a shrinking district footprint and a growing charter market, indicate that families in Guilford County are actively seeking alternatives and that demand has been supply-constrained rather than preference-constrained.

County-wide projections do show a modest decline in the school-age population between 2024 and 2029, from approximately 94,155 to 89,714 children ages 5-18. That trend reflects broader demographic patterns across Guilford County as a whole. It does not, however, capture what is happening specifically in the southwest Greensboro corridor where DLL GSO will operate. The Latino school-age population in that area, which is DLL GSO's primary recruitment base, is the fastest-growing demographic segment in the county and remains underserved by existing school options. There is currently no tuition-free two-way whole-school dual language public school in Greensboro. DLL GSO would be the first.

The zip codes DLL GSO will serve reflect this demand directly. The 27407 zip code, which contains Hunter Hills, is the most densely Latino zip code in southwest Greensboro, with a demographically mixed population that also includes Black and Asian families well-suited to a two-way model. The surrounding zip codes extend DLL GSO's reach into predominantly Black communities in 27403, Asian communities in 27409 and 27282, and White families in 27410, the full demographic range needed to sustain a linguistically and culturally balanced enrollment model with 50% or more Spanish-speaking students.

Broader Guilford County population data further supports long-term demand: the school-age population ages 5-19 grew from 86,171 to 108,808 between 2000 and 2020, a 26% increase across the generation of students whose youngest siblings are now DLL GSO's founding kindergarteners.

At full enrollment in Year 5, DLL GSO will serve 386 students. Given the GCS K-5 enrollment base in these zip codes and the county-wide trend of Latino population growth, this represents a conservative and achievable response to existing unmet demand, not a projection dependent on outperforming the market.

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan

to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

Guilford County's demographic trajectory over the next 10 to 25 years strongly supports sustained and growing demand for a two-way dual language school. Three converging trends, each independently significant, together make a compelling case that DLL GSO's program model is not a response to a current moment but a structure built for where this county is going.

The first trend is the sustained growth of the Hispanic and Latino population. Guilford County's Hispanic community has grown from approximately 2,900 residents in 1990 to over 52,000 in 2020, an 18-fold increase in three decades. The NC Office of State Budget and Management (OSBM) Vintage 2025 county-level projections, the most authoritative forward-looking source available, project that Guilford County's Hispanic population will reach 69,519 by 2030, 87,085 by 2040, and 105,383 by 2050, representing 12.1%, 14.5%, and 16.7% of the county's total population respectively (NC OSBM County/State Population Projections). During that same period, the county's total population is projected to grow from roughly 541,000 to 631,000, an increase of about 17%. Hispanic residents will account for the majority of that net growth. The Hispanic population in Guilford County is projected to roughly double from 2020 to 2050, while the overall county grows by less than one-fifth. This is not a temporary demographic bulge. It is a structural shift in who lives here.

The school-age implications of this shift are disproportionately large. Statewide, approximately 37% of North Carolina's Hispanic residents are under the age of 18, compared to significantly lower shares for non-Hispanic populations, reflecting the younger median age and higher birth rates of the Hispanic community (Carolina Demography, UNC Chapel Hill — NC Hispanic Community Snapshot). Applying that proportion to OSBM's 2030 projection of 69,519 Hispanic residents in Guilford County suggests approximately 24,300 Hispanic youth under 18 by 2030, up from roughly 18,200 in 2020. That is a 33% increase in the Hispanic school-age population in Guilford County over just ten years, even as the total school-age population is projected to remain relatively flat or decline slightly. The children who will fill DLL GSO's classrooms in its third, fourth, and fifth year of operation are already being born into southwest Greensboro families today. Note: this 24,300 figure is a derived estimate based on applying the statewide Hispanic age distribution to OSBM's county-level projection, not a published figure, and should be presented as such.

The second trend is the structural and growing gap between demand for bilingual programming and available supply. Guilford County Schools enrolled 9,171 English Learners as of fall 2024, making it the fourth-largest EL population in North Carolina (NC DPI EL Headcount Report, December 2024). These students speak over 118 languages, with Spanish being the most common by a wide margin. Despite this, only four of GCS's 77 elementary schools offer any form of dual language or immersion programming as a few classrooms (strand) within a school, and no charter school in Guilford County currently operates a dual language program (NC DPI Dual Language Immersion Program Directory). The county's flagship option, Jones Elementary, accepts 96 kindergartners per year through a competitive lottery and maintains a waitlist of approximately 300 families, a roughly 4-to-1 oversubscription rate for available seats in 2020 (WFMY News 2 — Jones Elementary Spanish Immersion Program). The only charter school that attempted to fill this gap, the Triad International Studies Academy in High Point, opened in August 2025 and

enrolled only 42 students against a required minimum of 80. The NC Charter School Review Board revoked its charter in October 2025 (EdNC — Charter Review Board Closes New School Two Months After Opening). That closure leaves Guilford County with zero charter-based and whole-school dual language options and underscores that the challenge is not insufficient demand but insufficient organizational capacity to design and execute a viable dual language program at scale.

By contrast, neighboring Winston-Salem and Forsyth County Schools operates multiple dual language immersion schools with a pathway extending through ninth grade and into high school (Winston-Salem/Forsyth County Schools — Global Studies and Dual Language Immersion). Statewide, North Carolina has over 300 dual language and immersion programs and ranks fifth nationally for program count (NC DPI Dual Language Immersion). Guilford County, the fourth-largest school district in the state, is strikingly underrepresented in that total given its size and its demographics.

The third trend is the charter market's demonstrated appetite for school choice in Guilford County. Charter enrollment in the county grew 52% from 2018-19 to 2024-25, reaching over 11,000 students, while GCS district enrollment fell by more than 5,000 students over the same period (Greensboro News and Record — Guilford County Schools Projected to Lose 3,000 Students by 2035). Statewide, 74,287 students sat on charter school waitlists in 2024-25, with 77% of all charter schools in NC maintaining waitlists (EdNC — Charter Enrollment Grows But Shifts Amid Challenges and Competition). The legislative environment has actively expanded charter capacity, removing enrollment growth caps for non-low-performing charters in 2023 and establishing an independent Charter School Review Board. North Carolina ranks fourth nationally in charter enrollment growth (Carolina Journal — NC Ranks 4th in National Charter School Growth).

Taken together, these three trends, a Hispanic population projected to double by 2050 with a disproportionately young age structure, a structural and growing gap in dual language programming that leaves thousands of families without any bilingual public school option, and a proven and expanding charter market with demonstrated family demand, describe an environment in which DLL GSO is not entering a crowded or uncertain space. It is entering a space with documented unmet need, a favorable policy environment, and a demographic tailwind that will persist for the entire 10-year charter period and well beyond.

DLL GSO's long-term aspiration to expand to a K-12 dual language pathway, contingent on demonstrated quality at each level and subject to future authorization, is grounded in this same demographic logic. If Guilford County's Hispanic school-age population reaches approximately 24,000 or more by 2030 and there remains no K-12 bilingual public school option in the county, the case for expanding the program through middle and high school over the course of the charter period is a straightforward response to a need that the data suggests will only grow. Research conducted in North Carolina by Professors Virginia Collier and Wayne Thomas at George Mason University documents that students in dual language programs close achievement gaps for non-native English speakers within five to six years, directly addressing what GCS leadership has itself acknowledged as a persistent challenge for its English Learner population (NC DPI — Thomas and Collier DL/I Longitudinal Studies in North Carolina).

Q16. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the

following demographic groups.

Please see the attached enrollment demographics table.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q17. Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Yes. The Dual Language Lab of Greensboro (DLL GSO) is designed from the ground up to serve students who have historically been underserved by the educational options available to them in Guilford County. At full enrollment, the school projects 25% English Language Learners, 15% Students with Disabilities, 55% Economically Disadvantaged Students, and 3-4% Students Experiencing Homelessness. Each subgroup receives intentional, specific services described below.

Multilingual Learners and English Language Learners. DLL GSO's 90/10 two-way dual language immersion model constitutes the school's Language Instruction Educational Program (LIEP) as defined under North Carolina State Board of Education Policy 16 NCAC 06D .0106(d), which requires all public school units, including charter schools, to adopt a program for multilingual learners that has a reasonable chance of allowing students to progress in school. North Carolina DPI explicitly recognizes two-way dual language immersion as a qualifying LIEP. The school's model is therefore not a supplemental intervention layered on top of a general education program. It is the program, designed specifically to develop English proficiency in Spanish-dominant students while simultaneously building Spanish proficiency in English-dominant students.

Within the dual language model, all charter schools are required to follow the guidance provided to LEAs and work on their LIEP Service Chart to support students identified as multilingual learners. NC DPI DLL GSO will comply fully with this requirement, designating an (Multilingual Learner) ML coordinator responsible for LIEP development, ACCESS test administration, Student Information System (SIS) data entry, and annual reporting to NC DPI through the Epicenter compliance process. Spanish-dominant multilingual learners will receive the majority of their instruction in their home language in the early grades under the 90/10 model, with structured English language development (ELD) instruction provided in accordance with NC's ELD Standards Course of Study. As students progress through the grades and the language ratio shifts toward a 50/50 balance, ELLs/ML students will have developed the biliterate foundation needed to access grade-level content in both languages.

The school also acknowledges that not all multilingual learners who enroll will be Spanish-dominant. DLL GSO will maintain protocols for identifying and serving ELLs/MLs who speak other home languages, including referral to GCS's multilingual learner support infrastructure where additional language-specific services are needed.

Students with Disabilities.

Federal and State law stipulate that public charter school admission is conducted without regard to, or consideration of, whether the child has a disability. Public charter schools must provide special education and related services to all eligible students NC DPI. DLL GSO will meet this obligation fully. The school will hire licensed

special education staff proportionate to its projected 15% SWD enrollment and will implement Individual Education Programs (IEPs) for all eligible students. Services will be delivered to keep students with disabilities in the least restrictive environment within the dual language classroom rather than pulling them out of the bilingual instructional context unnecessarily. Research in dual language education indicates that students with mild to moderate disabilities can thrive in well-implemented dual language programs, and that removing them from the bilingual environment can undermine both their language development and their sense of belonging in the school community.

The school will operate a Multi-Tiered System of Support (MTSS) framework from Year 1, providing universal screening and tiered interventions in both Spanish and English. This is particularly important in a dual language context, where it can be easy to misidentify language acquisition as a learning disability, or conversely to attribute academic difficulty in one language to a disability rather than to the natural developmental arc of bilingual language learning. Staff professional development will include explicit training on distinguishing language acquisition from disability, and DLL GSO will establish clear Child Find protocols in both Spanish and English to ensure families understand their rights under IDEA.

Economically Disadvantaged Students.

With 56% of students projected to qualify for free or reduced-price lunch, economic disadvantage is a norm. The school's rigorous, joyful instruction with high expectations orientation is embedded in its founding rationale. DLL GSO's two-way model with a 50%+ Spanish-speaking enrollment requirement ensures that economically disadvantaged Latino families are co-owners of the program's mission rather than afterthoughts in its design.

Practically, the school will pursue Title I funding eligibility, which will support supplemental instructional services, family engagement programming, and extended learning time for students who need additional academic support. The school's community center model, planned for integration with the school, will extend services to families through adult English literacy programming and wraparound family support by collaborating long-term with local community based organizations like Reading Connections, directly addressing the economic and social conditions that affect student readiness and attendance.

Students Experiencing Homelessness.

Every LEA and charter school must designate a homeless liaison to determine a student's eligibility under the McKinney-Vento Act. Schools must immediately enroll students experiencing homelessness, even if at the time of enrollment, they do not have proof of residency, school and immunization records, birth certificates or other documents, and even if they are not accompanied by an adult or guardian. NC DPI DLL GSO will designate a trained staff member, most likely the school director or operations lead in the founding years, as its McKinney-Vento liaison prior to opening. All enrollment staff will be trained on the school's immediate enrollment obligations before the first day of school.

Given the school's anchor in Hunter Hills and its intentional focus on economically disadvantaged families in southwest Greensboro, housing instability among enrolled families is an anticipated reality, not an edge case. The school projects approximately 4% of students will qualify under McKinney-Vento in a given year, consistent with

rates seen in high-poverty urban schools in Guilford County. DLL GSO will ensure that its lottery and enrollment process includes flexible documentation procedures and proactive outreach designed to reach families who may have difficulty navigating a formal enrollment process independently, including families with limited English proficiency.

When students experiencing homelessness are identified, the school's McKinney-Vento liaison will serve as the first point of contact for the family. Because DLL GSO will not have dedicated on-site counseling staff in its founding years, student and family mental health and stabilization needs will be addressed through a structured external referral protocol. The liaison will connect families to community-based organizations in Greensboro that provide free or low-cost counseling, case management, and family stabilization services, including organizations with Spanish-language capacity serving the southwest Greensboro corridor. When a student experiencing homelessness transfers to or from DLL GSO, the liaison will coordinate with the McKinney-Vento liaison at the receiving or sending school as required under federal law to ensure continuity of services and transportation arrangements. As enrollment grows and the school's budget stabilizes in Years 3 through 5, DLL GSO will evaluate adding part-time school counseling or social work capacity to bring more of this support in-house.

Q18.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q19.Explanation (optional)

2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q20. Organization Type: Nonprofit Corporation or Municipality

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

(●) Non-Profit Corporation

( ) Municipality

Q21. Official name of the private, non-profit corporation as registered with the NC Secretary of State.

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

The Dual Language Lab of Greensboro, Inc.

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

( ) Yes

(●) No

Applicant Comments :

No, not yet. We will be filing with the IRS for 501c3 nonprofit status immediately after submitting our application.

Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

- ○ Yes
- ◉ No

Applicant Comments :

We will be immediately filing with the IRS after submitting our application on April 24, 2026.

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

We do not yet have federal tax-exempt status.

☑ Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25. Name of Registered Agent and Address as listed with the NC Secretary of State

Marvin Espinoza-Leiva
5825 General Arthurs Ln Apt 2C
Jamestown, NC 27282
Guilford County

Q26. If applying as a municipality, please provide the name of municipality.

We are not applying as a municipality.

Q27. Attach Appendix K Articles of Incorporation or Municipal Charter

- If 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 **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :

Please see the attachment.

Q28. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The 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 **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :

Please see attachment.

3. Governance and Capacity

3.1. School Governing Body

Q29.Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

5825 General Arthurs Ln Apt 2C
Jamestown, NC 27282

3.2. 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.

Q30.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. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 3

Q31.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 Dual Language Lab of Greensboro will be governed by an independent nonprofit board of directors that holds ultimate authority over the school's academic performance, financial health, and legal compliance.

Board Functions and Primary Duties:

The governing board's core responsibilities include: setting the school's strategic direction and academic achievement targets; adopting and overseeing the annual budget; approving major contracts and expenditures above board-set thresholds; ensuring compliance with NC charter school law (G.S. 115C-218 et seq.), federal law, and the terms of the school's charter agreement; adopting school policies (academic, financial, personnel, operational); evaluating the head of school against measurable performance goals; and serving as the school's fiduciary and legal representative.

The board operates in a governance role, setting policy and evaluating outcomes. Day-to-day management, instructional decisions, and personnel management are the responsibility of the head of school. This separation between governance and management is essential to the school's effectiveness and is reinforced through board training, the board's operating norms, and the head of school's job description.

Board Meetings:

The board will meet monthly during the pre-opening planning year and no fewer than ten times per year once the school is operational, in compliance with the NC Open Meetings Law (G.S. 143-318.9 et seq.). Meeting schedules will be posted publicly, and meetings will be open to the public. Standing agenda items include academic performance data review, financial reports, head of school updates, and committee reports.

Recruiting, Hiring, and Supervising the Head of School:

The board will conduct a rigorous search process for the head of school position, drawing on education leadership networks (Teach For America alumni, LEEP's network, New Leaders, NC Charter School Association, national bilingual education organizations) and prioritizing candidates with demonstrated leadership experience in charter school environments, dual language education expertise, and a track record of producing strong student outcomes.

The hiring process includes: a national search with bilingual recruitment outreach, application and resume review by a board search committee, multiple rounds of interviews (including a public interview with stakeholders), reference checks (including the most recent supervisor), and a background check meeting NC charter school requirements.

Once hired, the head of school reports directly to the board. The board will evaluate the head of school annually using a structured evaluation process that includes: student achievement data (EOG proficiency, MAP growth, biliteracy benchmarks), financial management performance, staff retention and satisfaction data, family satisfaction data, and progress toward the school's strategic goals. The evaluation will include both quantitative metrics and a qualitative assessment of leadership effectiveness. The board chair will conduct a formal mid-year check-in and an end-of-year evaluation, with results shared with the full board in executive session.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The governing board will consist of five to nine members, with a target of seven at school launch. This size is large enough to provide diverse expertise and maintain quorum when members are absent, and small enough to enable efficient decision-making and meaningful engagement from every member.

Current Composition

The founding board includes 6 current members (one is nonvoting):

Samuel Wachtel (Co-Founder): Instructional Design Lead at Rize. University of Chicago MBA with concentration in Finance. Assisted Marvin with the launch of Honor Prep bilingual elementary school in Charlotte.

Jeremy Hetrick: Founding Director of Operations at Henderson Collegiate, where he managed facilities, budgets, HR, and operations across three schools serving 1,300 students. Deep experience in charter school startup and growth-phase operations.

Joanna Ericksen: Program Director of Adult Literacy at Reading Connections in Greensboro. Master's degree in TESOL. Direct knowledge of the Greensboro immigrant community, adult language learners, and the families the school intends to serve.

Dorrian Wilson: Expertise in artificial intelligence, educational technology, and marketing. Brings the technical perspective needed for the school's technology-enabled learning pillar and digital communications strategy.

Dra. Elisa Avellar Merçon-Vargas: Professor of Human Development and Family Studies at UNCG. Brings rigorous academic expertise in culturally responsive child development and provides a strategic link to local higher education pipelines.

Marvin Espinoza-Leiva (Founder & Non-Voting Member): Future Executive Director. Brings a decade of charter school operations, dual-language school design, and data analytics expertise. Serves as the crucial bridge between the board's strategic governance and the school's daily operations.

Desired Composition:

The board is actively recruiting 2 additional members to bring the total to eight.

Priority expertise areas include: a local attorney familiar with NC nonprofit and education law, a community member with deep roots in Greensboro's Latino community, and a local-to-Greensboro fundraising and development professional to strengthen the overall capability of the board to support the school financially during startup and beyond.

The school's model depends on enrolling and retaining a balanced population of Spanish-dominant and English-dominant students, maintaining strong relationships with Spanish-speaking families, and making curricular and cultural decisions informed by the lived experience of the community being served. A board member embedded in

Greensboro's Latino community can bridge relationships with Spanish-speaking families, advise on culturally responsive family engagement, help the school recruit bilingual staff, and ensure the board understands the needs and perspectives of the families whose children make the dual language model possible.

Powers and Duties

The board holds all powers granted to charter school governing boards under G.S. 115C-218.15, including the power to: enter contracts, employ and terminate the head of school, adopt an annual budget, approve expenditures, adopt policies, and take any other action necessary to operate the school in accordance with its charter. The board delegates day-to-day management authority to the head of school through a written job description and annual performance agreement. The board may not direct individual staff members, make individual student decisions, or involve itself in operational matters outside its policy-setting and oversight role.

Three standing committees (Finance, Operations, Academics) support the board's work by conducting detailed review and analysis in their respective areas and making recommendations to the full board. All binding decisions are made by the full board through majority vote of a quorum.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

The founding board of The Dual Language Lab of Greensboro brings targeted individual expertise across the school's four core operational pillars: financial management and organizational strategy, school operations and facilities, language education and family literacy, and technology and data governance. Together, and alongside the school's founder, this board has direct and documented experience in each of the areas most critical to launching and sustaining a high-quality dual language charter school.

Samuel Wachtel – Finance, Strategy, and Charter School Development
Samuel Wachtel holds an MBA from the University of Chicago Booth School of Business with concentrations in economics, finance, and statistics. His professional background spans management consulting at Oliver Wyman, where he led financial modeling and commercial due diligence on transactions ranging from $500 million to $5 billion, and corporate strategy at Whirlpool, where he managed competitor analytics and led a $1.7 billion operational carve-out.

He brings to the board a rigorous analytical framework for financial planning, budget modeling, and organizational decision-making that is directly applicable to the school's five-year financial projections, break-even analysis, and long-term sustainability planning.

Equally important, Samuel is not a newcomer to the charter school context. He served as a co-founder and board member of Honor Preparatory Charter School in Charlotte, a dual language K-5 school operating in the same LEEP-aligned model as DLL GSO.

He also taught at Henderson Collegiate Charter School as a TFA corps member, where he achieved among the top two results in the school for student academic growth. His experience in instructional design, curriculum selection, and behavior and culture strategy at Honor Prep means he understands how school design decisions connect to the financial and operational structures the board must govern.

Jeremy Hetrick – School Operations, Nutrition, Transportation, and Facilities

Jeremy Hetrick spent ten years as Director of Resources at Henderson Collegiate Charter School in Henderson, NC, overseeing school nutrition, transportation, facilities, security, and HR functions across three campuses serving 1,325 students.

The scope of that role maps directly to the operational infrastructure DLL GSO must build. He managed a $6.5 million budget, controlled a 12-route transportation system with 14 buses and 14 drivers, spearheaded construction and renovation projects totaling $22 million, supervised 28 employees, and administered the federal Free and Reduced-Price Meal Program in full compliance with USDA regulations. He holds a Master of Science in Management and a Bachelor of Science in Nutrition Science, both completed summa cum laude, along with a Level 4 National School Nutrition Association certification and the NC State School Nutrition Administrators and Supervisors Course credential.

His background is the direct operational answer to the questions the CSRB will most want answered about DLL GSO's facilities, transportation, and nutrition plans. He has done this work before, at scale, in a charter school context in North Carolina.

Joanna Ericksen – Language Education, Family Literacy, and Community Engagement

Joanna Ericksen is the Family Literacy Program Director at Reading Connections in Greensboro, the same organization where DLL GSO's founder spent two years building community relationships and delivering adult literacy programming. She holds a Master of Arts in TESL from Liberty University and brings over four years of direct experience designing and delivering two-generational family literacy programming in Guilford County.

She developed a family literacy curriculum that was approved by Smart Start for statewide adoption across North Carolina, demonstrating both instructional quality and the ability to scale evidence-based program design within the regulatory and funder landscape DLL GSO will operate in.

Her ESOL instructional background, her experience embedding family input into program design, and her deep roots in the Reading Connections network give the board direct community-facing credibility with exactly the population DLL GSO is designed to serve. She lives in Jamestown in Guilford County and has spent years working with the families, organizations, and school partners that make up DLL GSO's target community. Her presence on the board reflects a deliberate connection between the school's founding vision and the community infrastructure that surrounds it.

Dorrian Wilson – Technology, Data Governance, Equity, and Marketing Strategy

Dorrian Wilson is a Certified AI Governance Professional with an executive certificate in AI for Business Strategy from

MIT Sloan and a Master of Arts in Educational Innovation, Technology and Entrepreneurship from UNC Chapel Hill. Her professional background spans EdTech roles at Amplify, PowerSchool, and Instructure, where she worked on product strategy, AI-enabled learning tools, and partnerships with Microsoft and AWS.

She has published peer-reviewed research on systemic bias and equity in education. Her current consulting practice focuses on AI governance, risk mapping, and compliance alignment across education, healthcare, and public sector clients.

DLL GSO's school design includes a planned AI-assisted language coaching component integrated into instruction in later operational years. Wilson's expertise positions the board to govern that implementation responsibly, with attention to equity, bias, data privacy, and compliance. Her background at Amplify, which produces the CKLA curriculum at the core of DLL GSO's English literacy program, gives her specific familiarity with the curricular tools the school will use. Her research on systemic inequities in education connects directly to the school's equity mission and the accountability frameworks the board will use to evaluate student outcomes.

Beyond technology governance, Dorrian brings professional-grade marketing strategy experience from her EdTech roles at PowerSchool, Instructure, and Amplify, where she directed go-to-market strategy, accelerated product adoption by 30%, and designed community engagement campaigns that drove retention across hundreds of K-12 clients. For a school that must sustain 50% Spanish-speaking enrollment through active, ongoing community recruitment, this expertise translates directly into the board's capacity to govern enrollment strategy with discipline and intentionality.

Dra. Elisa Avellar Merçon-Vargas -- Child Development, Culturally Responsive Pedagogy, and Local Higher Education Partnerships

Dra. Elisa Vargas holds a Ph.D. in Human Development and Family Studies from the University of North Carolina at Greensboro (UNCG), where she currently serves as a Professional Track Assistant Professor and Internship Coordinator. Her extensive academic research—including an award-winning doctoral dissertation—specifically investigates human development in cultural contexts, focusing on the sociodevelopmental outcomes of Latin American and U.S. ethnic groups.
She brings to the board a rigorous academic lens on child development, ensuring that DLL GSO’s dual-language framework is grounded in evidence-based developmental psychology. Her expertise allows the board to hold the school's academic leadership accountable not just for test scores, but for the holistic, culturally responsive development of the students.

Furthermore, her professional presence at UNCG strongly anchors the board within the local Greensboro community. As an Internship Coordinator at a local university, she provides DLL GSO with a strategic link to local higher education institutions, creating potential future pipelines for bilingual student-teacher placements, research partnerships, and community resource alignment.

Marvin Espinoza-Leiva -- Founder and Non-Voting Board Member (Dual Language Operations and School

Design)

Serving as the Founder, Lead Petitioner, and non-voting board member, Marvin Espinoza-Leiva will transition to the role of Executive Director upon authorization. He brings a decade of highly successful charter school experience, specifically bridging the gap between instructional pedagogy and operational scaling. As the former K-12 Director of Operations at Henderson Collegiate, he managed a multi-campus network of 1,300+ students and a $900K+ operations budget, while also demonstrating instructional mastery by stepping into the classroom to raise Spanish benchmark proficiency from 30% to 63% in under three months.

Additionally, he served as a School Startup Specialist for Honor Preparatory, a dual-language elementary charter in Charlotte, where he built and managed the foundational enrollment systems while redesigning the dual-language academic program to a 90/10 2-way spanish immersion model so that the school's structure would match its actual enrollment (be financially feasible). His educational background perfectly mirrors the school's "Lab" design, combining an MS in Information Technology and Data Analytics from Carnegie Mellon University, an MA in Educational Innovation from UNC Chapel Hill, and elite fellowship training in dual-language school design through the LEEP ACELERA program and Project GLAD. By sitting on the board as a non-voting member, he ensures seamless, transparent communication between the governing board and the daily management of the school without blurring the lines of fiduciary oversight, with an expectation to roll off the board moving into the planning year.

Collective Capacity and Assessment of Gaps

Collectively, this board covers financial planning and organizational strategy, charter school operations and nutrition compliance, language education and community engagement, and technology governance and equity, all with real-world domain-specific experience rather than general professional credentials applied loosely to an education context.

Two board members have direct prior experience in North Carolina charter schools. One board member lives and works in Guilford County and has existing relationships with the community DLL GSO will serve. One board member has co-founded a charter school in the same programmatic model.

The board recognizes it is still in formation and that additional expertise will strengthen its governance capacity over time. Specifically, the board is actively recruiting members with legal expertise in nonprofit and education law, commercial real estate experience relevant to site selection and lease negotiation, and deeper roots in Greensboro's Latino community to ensure the board reflects the families it serves.

The Governance Committee will lead that recruitment effort with a target of adding at least two additional members during the planning year following authorization.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

The school's governance structure supports success through three mechanisms: expertise alignment, performance accountability, and stakeholder representation.

Expertise Alignment

The board's composition matches the school's core needs. Finance and operations expertise (Samuel Wachtel, Jeremy Hedrick) ensures sound financial management and operational execution. Community and language education expertise (Joanna Ericksen) connects the board to the families the school serves. Technology expertise (Dorrian Wilson) supports the school's third pillar. The board is actively recruiting members with legal expertise and deeper roots in Greensboro's Latino community to round out its capacity. Each standing committee (Finance, Operations, Academics) is chaired by the board member with the most relevant expertise.

Performance Accountability

The board evaluates success through measurable targets, not subjective impressions. The academic dashboard tracks EOG proficiency rates, MAP growth percentiles, biliteracy benchmarks, suspension rates, attendance, and retention, disaggregated by subgroup. The financial dashboard tracks revenue versus projections, expenditures versus budget, and fund balance. The board reviews these dashboards monthly and conducts a formal mid-year review each January to determine whether the school is on track. The head of school is evaluated annually against these same metrics. If the school is not meeting its targets, the board's response is data-driven: analyze root causes, adjust strategy, reallocate resources, and hold leadership accountable.

Stakeholder Representation

The Dual Language Family Council (see Q41) provides a formal channel for parent and community input. Board meetings are open to the public and include a public comment period. The board's Governance Committee actively recruits members who reflect the diversity of the school's community. Family satisfaction surveys and staff climate surveys are administered annually and reviewed by the board as part of its self-evaluation process.

Q35. 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 founding board of DLL GSO was built through a deliberate, competency-driven recruitment process. Rather than starting with a network and finding roles for willing participants, the founder began by mapping the specific organizational capacities the school would need to launch successfully and then identified individuals whose professional backgrounds matched those needs directly.

The five competency areas that drove initial board recruitment were: charter operational infrastructure development from the ground up, including nutrition, transportation, and facilities management; financial planning and budget strategy for a startup nonprofit; marketing strategy and EdTech expertise to sustain enrollment operations over time; local, grassroots connections to Greensboro's Latino community and its broader network of

community-based organizations; culturally responsive child development and higher-education pipelines; and dual-language school design; and organizational and competitive strategy applicable to a new school navigating a complex regulatory and market environment.

Each founding board member was selected because their background addresses one or more of these areas with real, demonstrated experience rather than general professional credentials.

Jeremy Hetrick was recruited for his decade of hands-on charter operations experience in North Carolina, including nutrition, transportation, and facilities management at Henderson Collegiate.

Samuel Wachtel was recruited for his financial modeling and organizational strategy expertise, combined with his prior supporting Marvin Espinoza-Leiva in developing a dual language charter school in Charlotte (Honor Prep).

Dorrian Wilson was recruited for her technology governance expertise and her professional background in EdTech marketing strategy, both of which connect directly to the school's technology integration plans and enrollment sustainability goals.

Joanna Ericksen was recruited for her deep roots in Greensboro's family literacy community through Reading Connections, her TESOL training, and her existing relationships with the Latino families and community organizations DLL GSO will serve.

Dra. Elisa Merçon-Vargas was recruited to anchor the school's model in evidence-based child development. As an Assistant Professor and Internship Coordinator in the Human Development and Family Studies program at UNC Greensboro, her expertise ensures the dual-language framework supports culturally responsive identity development. Furthermore, her role as internship coordinator establishes a vital pipeline to UNCG for future bilingual teaching talent.

Marvin Espinoza-Leiva, the school’s Founder and Lead Petitioner, was seated as a non-voting board member to serve as the critical bridge between the board's strategic governance and the school's startup management. He brings a decade of combined experience in charter education, operations, and dual-language design experience, ensuring the board receives transparent, data-driven insights for effectiveoversight.

The board recognizes that two additional competency areas remain underrepresented in the current composition and is actively recruiting to fill them over the next four to six months. Those areas are: institutional relationships with Greensboro's higher education community, particularly teacher preparation programs that will feed DLL GSO's bilingual teacher pipeline; expertise in cultural foundations of education, including the integration of cultural identity development into curriculum design, teacher training, and socioemotional learning programming for children; and legal, real estate, and fundraising expertise to support the school's facility acquisition process and long-term financial development.

Two candidates are currently in the recruitment pipeline and represent strong matches for the first two of those needs.

Dr. Nodia Mena is a Greensboro native with a Ph.D. in Cultural Foundations of Education from UNC Greensboro, a

Master's degree in Romance Languages and Cultures, and over thirteen years of experience as a curriculum development specialist and instructor at UNCG. She brings expertise in bilingual curriculum design, DEI program development, and the integration of cultural identity and heritage into learning programs, and she has deep institutional roots in Greensboro's academic and advocacy communities.

A second candidate is currently being sourced to fill the legal, real estate, and fundraising gap. This individual is a high-powered attorney based in Greensboro, and an introduction is being developed through a personal connection made at a community event. The board expects to complete this recruitment within the same four-to-six month window.

Upon authorization, the Governance Committee will formalize the board recruitment process, establishing a written competency matrix, candidate vetting criteria, and onboarding protocol. The board will target a total composition of seven to nine members by the end of the planning year, with ongoing recruitment governed by annual Governance Committee review to ensure the board remains representative of the community and aligned with the school's evolving operational needs.

Q36. Describe the group's ties to and/or knowledge of the target community.

The board acknowledges openly that its current composition, while grounded and purposeful, does not yet reflect the full demographic diversity of the community DLL GSO will serve. Two candidates currently in active recruitment, both Greensboro natives with deep institutional ties to the Guilford County academic, legal, and fundraising community, would meaningfully strengthen the board's local presence and cultural rootedness if they join as anticipated in the coming months. The Governance Committee will continue to prioritize recruitment of members who reflect the Latino community at the center of DLL GSO's mission, with a particular focus on individuals who live in or adjacent to the target zip codes and have existing relationships with the families the school is designed to serve.

The founding board's ties to the target community are anchored most deeply in the school's founder and non-voting board member, Marvin Espinoza-Leiva, whose connection to Greensboro's Latino community is sustained, personal, and organizationally embedded. He spent two years as a literacy instructor at Reading Connections in Greensboro, working directly with adult Latino learners in the same southwest Greensboro neighborhoods DLL GSO will serve. Those relationships are active. The families he taught, the community organizations he partnered with, and the trust he built through that work are the foundation on which DLL GSO's community outreach and enrollment strategy rests. His roots in the Hunter Hills area and his relationships with Latino families across zip codes 27407, 27403, and 27282 give the founding team direct, ground-level knowledge of the community's educational needs, linguistic landscape, and existing school options.

Joanna Ericksen extends that community connection through her current role as Family Literacy Program Director at Reading Connections, the same organization where the founder built his Greensboro network. She has spent over four years designing and delivering two-generational family literacy programming across Guilford County, working directly with the low-income, immigrant, and Spanish-speaking families who represent DLL GSO's primary

enrollment population. Her relationships with families, school partners, faith-based organizations, and nonprofits across Greensboro and High Point reflect years of on-the-ground community presence. She lives in Jamestown in Guilford County. She knows these families not as a demographic target but as people she has worked alongside.

Jeremy Hetrick brings ten years of operational experience at Henderson Collegiate Charter School in Henderson, NC, a school serving a similarly high-poverty, diverse student population. His experience managing school nutrition, transportation, and facilities for over 1,300 students across three campuses gives him direct knowledge of what operational infrastructure looks like in a North Carolina charter school serving communities like the one DLL GSO will serve. While his operational roots are in Henderson rather than Greensboro specifically, his decade of experience navigating NC's charter regulatory environment, its USDA nutrition compliance requirements, and its facility and transportation logistics is directly transferable and practically grounded.

Samuel Wachtel's community ties are grounded in the charter school world specifically. He supported Marvin co-founding Honor Preparatory Charter School in Charlotte, a dual language school operating in the same LEEP-aligned model as DLL GSO, giving him firsthand knowledge of the family recruitment dynamics, linguistic enrollment balance challenges, and community trust-building work that launching a bilingual charter school requires. His prior teaching at Henderson Collegiate deepens his understanding of how charter schools serving economically disadvantaged communities function on the ground.

Dorrian Wilson's ties to the target community are rooted in her research background. Her peer-reviewed work on systemic bias and equity in education, completed at UNC Chapel Hill, reflects sustained scholarly engagement with the educational conditions facing Black and Latino students in communities like those DLL GSO will serve. Her background at Amplify, where she worked on community engagement campaigns connecting educators to families, also informs her understanding of how schools build and sustain trust with families over time.

Dra. Elisa Merçon-Vargas roots the board deeply in Greensboro’s local higher education and cultural advocacy community. As a professor and Internship Coordinator in the Human Development and Family Studies program at the University of North Carolina at Greensboro (UNCG), she brings over six years of direct institutional presence in the city. More importantly, her academic research specifically investigates the sociodevelopmental outcomes and cultural values of Latino families. She understands the target community not just demographically, but developmentally, providing the board with an evidence-based lens on how to best support the cultural identity, family dynamics, and social-emotional growth of the specific Spanish-speaking and bilingual students DLL GSO will partner with.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

The governing board will meet monthly during the pre-opening planning year and no fewer than ten times per year once the school is operational, in accordance with the NC Open Meetings Law (G.S. 143-318.9 et seq.). A regular meeting schedule will be established annually and posted publicly at least seven days in advance. Special meetings may be called by the board chair or by a majority of board members with 48 hours' written notice.

Standing committees will include:
- Finance (and Operations) Committee: Reviews monthly financial statements, oversees the annual budget process, and monitors compliance with the fiscal management plan. Meets monthly and reports to the full board at each regular meeting.
- Academic Excellence Committee: Reviews student achievement data, monitors curriculum implementation, and advises on instructional priorities. Meets quarterly.
- Governance Committee: Manages board recruitment, orientation, self-evaluation, and policy review. Meets quarterly.

Each committee will be chaired by a board member and may include non-board advisors with relevant expertise. Committees are advisory only; all binding decisions are made by the full board. Committee reports will be standing agenda items at regular board meetings.

The board will conduct an annual self-evaluation each June, reviewing progress toward strategic goals, board effectiveness, and areas for development. Results will inform the board's professional development plan for the following year.

Q38. 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.

All new board members will complete a structured orientation within 30 days of appointment. The orientation will provide an introductory overview covering the following topics: the school's mission, vision, and educational philosophy with emphasis on the two-way dual language model; NC charter school law (G.S. 115C-218 et seq.), including legal obligations, fiduciary duties, and the NC Open Meetings Law; the school's bylaws, conflict of interest policy, and governance policies; current budget, financial statements, and fiscal management procedures; student achievement goals and the academic accountability framework; and board roles and responsibilities, including the distinction between governance and management.

Orientation will be delivered by the board chair and head of school, supplemented by materials from the NC Office of Charter Schools, the National Alliance for Public Charter Schools, and LEEP through the school's Memorandum of Understanding.

All board members are required to complete orientation and ongoing professional development as a condition of continued service. Attendance at scheduled training sessions is expected unless a documented conflict is communicated to the board chair in advance. Any board member who misses a required training session is expected to complete the content independently within 30 days using provided materials.

The following timetable governs board training and development over the 12-month planning period following authorization.

Month 1 (After application submission) New member orientation for all founding board members. Topics: mission and educational philosophy, dual language model overview, NC charter school law and legal obligations, board roles and responsibilities, governance versus management distinction. Delivered by board chair and head of school.

Month 2 Financial governance deep dive. Topics: reading and interpreting financial statements, the five-year budget model and underlying assumptions, NC Uniform Chart of Accounts for charter schools, fiduciary duties, and internal controls framework. Delivered by board treasurer and back-office financial services provider.

Month 3 Academic accountability and performance framework. Topics: NC school accountability system, EOG assessment structure, MAP Growth and biliteracy assessment tools, how the board reads and responds to student outcome data, and the head of school evaluation process. Delivered by head of school with support from LEEP instructional team.

Month 4 Dual language education governance. Topics: the 90/10 two-way immersion model in depth, linguistic balance as a structural requirement, LIEP compliance obligations for charter schools, and the board's role in supporting the school's instructional model without micromanaging instruction. Delivered by LEEP Chief Programs Officer through the MOU engagement.

Month 5 Facilities and operations governance. Topics: the Certificate of Occupancy process, lease negotiation and board oversight of facilities contracts, transportation and nutrition program compliance, and the board's role in contractor selection and oversight. Delivered by Director of Resources board member and head of school.

Month 6 Enrollment, community engagement, and equity. Topics: weighted lottery process and legal requirements, the linguistic enrollment balance requirement and how to govern it, family engagement strategy, and the board's role in sustaining community trust. Delivered by head of school and board member with community engagement background.

Month 8 Board self-evaluation and governance effectiveness review. Topics: assessing board performance against governance standards, reviewing committee effectiveness, identifying gaps in board composition or knowledge, and setting professional development priorities for the coming year. Facilitated by board chair with external governance tool from the National Alliance for Public Charter Schools.

Month 10 NC charter school compliance and accountability. Topics: annual reporting requirements to the NC Office of Charter Schools, the Charter Schools Review Board performance framework, financial audit process and board responsibilities, and the renewal cycle. Delivered using materials from the NC Office of Charter Schools.

Month 12 Annual planning retreat and board development review. Topics: progress against strategic goals, budget review for the coming year, head of school evaluation process, board recruitment priorities, and professional development planning for Year 2. Full board participation required. Facilitated by board chair with head of school.

In addition to this structured calendar, board members are encouraged to attend the NC Association of Public Charter Schools annual conference, NCAPCS regional training events, and any relevant training offered by the NC Office of Charter Schools. The Governance Committee will review the professional development plan annually and update it to reflect the school's evolving needs and any gaps identified through the board's self-evaluation process.

Q39. 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.

The board will adopt a formal Conflict of Interest Policy prior to the school's opening, requiring all board members to annually disclose financial interests, family relationships, and professional affiliations that could conflict with their duties. Any member with an actual or perceived conflict on a matter before the board must verbally disclose the conflict, abstain from deliberation, and leave the room during the vote. Disclosures and recusals will be recorded in meeting minutes.

At present, no founding board members hold relationships with vendors, landlords, or service providers under consideration by the school. Should any such relationship arise, the board will engage independent legal counsel to assess materiality and determine appropriate mitigation steps. The board will review its Conflict of Interest Policy annually and update it as circumstances warrant.

Q40. Explain the decision-making processes the board will use to develop school policies.

The board will develop school policies through a deliberate, transparent process designed to ensure informed decision-making and stakeholder input.

Policy Development Process:

1. Identification: Policy needs are identified by board committees or individual board members based on operational requirements, legal mandates, or stakeholder feedback.
2. Research and Drafting: The responsible committee researches best practices, reviews applicable NC statutes and regulations, and drafts a proposed policy.
3. First Reading: The proposed policy is presented to the full board at a regular meeting for discussion. No vote is taken at the first reading. Feedback is solicited if applicable from staff, students/families, legal council, etc, depending on the policy.
4. Second Reading and Vote: The board considers feedback, makes revisions as appropriate, and votes on the policy at the next regular meeting. Adoption requires a simple majority of a quorum.

Emergency policies may be adopted at a single meeting by a two-thirds vote of the full board, with ratification at the next regular meeting following the standard process.

The board will review all policies on a three-year cycle to ensure continued alignment with the school's mission, NC law, and best practices.

Q41. 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.

DLL GSO will operate with two advisory bodies:

1. a Dual Language Family Council serving families and community stakeholders, and
2. a leadership development and technical assistance partnership with Latino Educational Equity Partnerships (LEEP) through a formal Memorandum of Understanding.

Dual Language Family Council

The Dual Language Family Council is a recognized structure in two-way dual language education, designed to give families an active, ongoing role in supporting and sustaining the bilingual program. DLL GSO will establish its Dual Language Family Council during the first year of operation. In a two-way model, the Council serves a function beyond general parent engagement. It is a vehicle for building shared understanding of the dual language program across English-dominant and Spanish-dominant families, fostering the cross-cultural community that the model depends on, and ensuring that both linguistic communities have equal voice in how the school communicates, recruits, and supports families.

The Council will be composed of parents, and staff, representing each grade level served at the school, with intentional representation from both Spanish-dominant and English-dominant families to reflect the school's two-way enrollment model. At least two community representatives drawn from organizations with established relationships in southwest Greensboro will also participate.

Membership is open to any enrolled family through an annual interest and availability process. All meetings will be conducted bilingually in Spanish and English, with interpretation available for any family who needs it.

The Council meets monthly with the head of school, who serves as the primary liaison between the Council and school leadership. The Council's role is advisory, not governance. It provides input on school programs (including cultural content within curriculum), family communications, recruitment outreach, and cultural events.

It surfaces concerns and feedback from both language communities and helps the school identify gaps in how it is interacting and engaging families. It does not hold decision-making authority over school policy, staffing, curriculum, or budget. The head of school shares relevant Council feedback with the board's Academic Excellence Committee and with the full board as part of the regular stakeholder engagement report.

The board's Governance Committee reviews family engagement data, including Council participation and feedback themes, as part of its annual governance self-evaluation.

LEEP -- Leadership Development and Technical Assistance Partnership

LEEP (Latino Educational Equity Partnerships) serves as DLL GSO's leadership development and capacity-building

partner through the Camino de LEEP framework, formalized in a Memorandum of Understanding effective June 1, 2026 through August 31, 2028. This partnership is explicitly non-governance in nature. LEEP holds no governance authority over the school. LEEP does not appoint board members or officers, does not employ or supervise school staff, and does not control budgets, contracts, curriculum adoption, or daily operations. All governance, financial, staffing, and instructional decisions remain the sole responsibility of DLL GSO's governing board and school leadership.

Under the MOU, LEEP provides advisory and capacity-building support across three phases aligned to the school's development. In the Design and Incubation phase, LEEP supports leadership development through the ACELERA fellowship, program design advising including dual language instructional frameworks and parent engagement strategies, and intensive technical assistance. In the Early Implementation and Growth phase, LEEP provides targeted leadership coaching and advisory support focused on strengthening the school's internal capacity. In the Independence and Sustainability phase, LEEP provides time-limited advisory support focused on leadership sustainability and knowledge transfer, with the explicit goal of ensuring the school operates fully independently and does not depend on external advisory support to function.

The reporting structure for the LEEP partnership flows through the head of school, who is the primary point of contact for LEEP advisory engagement and who brings relevant technical assistance inputs into instructional and operational planning. The board is informed of the partnership's activities through the head of school's regular updates and through any written service agreements executed under the MOU. The school may describe LEEP publicly as its ACELERA leadership development and technical assistance partner. Neither party will describe the relationship as a replication, network affiliation, or expansion.

The MOU is contingent upon the school securing state, local, or national funding to support implementation of the described services and may be terminated by either party with 30 days written notice following completion of any active service agreement. Termination of the MOU does not affect the independent governance or operations of the school.

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

The board is committed to hearing and resolving concerns from parents and staff through a clear, accessible grievance process.

Parent Grievances:

1. Parents are encouraged to first address concerns directly with the relevant teacher or staff member. If unresolved, the parent may request a meeting with the head of school.
2. If the concern remains unresolved after meeting with the head of school, the parent may submit a written grievance to the board chair. The written grievance should describe the concern, steps already taken, and the desired resolution.
3. The board chair (or designee) will acknowledge receipt within five business days and investigate the matter. A written response will be provided within 15 business days. If the grievance involves the head of school, the board chair will handle the investigation directly.
4. If the parent is dissatisfied with the response, the parent may request that the matter be placed on the agenda of the next regular board meeting for consideration by the full board. The board's decision is final.

Staff Grievances:

1. Staff members may raise concerns with the head of school. If the concern involves the head of school, staff may contact the board chair directly.
2. A written grievance may be submitted following the same process as parent grievances. Staff will be protected from retaliation for filing a grievance in good faith.

All grievance procedures will be published in the family handbook and the employee handbook, and will be available in English and Spanish. The board will track grievance data annually to identify systemic issues.

Q43.Attach as Appendix Organizational Chart.

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

Q44.Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

Please see attachments.

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

Q45.Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **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).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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

Applicant Comments :

Please see attachments

3.3. Staffing: Hiring, Management, and Evaluation

Q46. Projected Staff: Complete the staffing chart below outlining your staffing projections.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :

Please see the attachment.

Q47. Explain the board's strategy for recruiting and retaining high-performing teachers.

The school's teacher recruitment strategy addresses the central challenge of dual language education which is the national shortage of qualified bilingual educators. Our approach combines targeted pipeline development, mission-driven recruitment, competitive compensation, and a professional culture designed to retain talented teachers over time.

Recruitment Pipelines

The school will recruit through multiple channels beginning 14 months before opening. A primary and institutionally anchored pipeline runs through the University of North Carolina at Greensboro. Board member Dr. Elisa Merçon-Vargas serves as an Assistant Professor and Internship Coordinator in UNCG's Human Development and Family Studies program, giving the school a direct, working relationship with one of the largest teacher-adjacent preparation programs in Guilford County. Through her role, the school will pursue formal agreements with UNCG to place student teachers, practicum students, and volunteers at DLL GSO for credit hours, creating a recurring pipeline of pre-service educators who are trained in the school's instructional model before they are hired. This is not an aspirational partnership. It is a board-level institutional relationship that begins before the school opens.

Additional recruitment pipelines include partnerships with university teacher preparation programs that have bilingual education tracks, including Appalachian State and other UNC system institutions, as well as universities in Puerto Rico and other Spanish-speaking regions where NC licensure reciprocity or provisional licensure pathways apply. The school will also recruit through Teach For America alumni networks, drawing on the founder's TFA background; national bilingual education organizations including NABE, Dual Language Education of New Mexico, and the La Cosecha conference network; LEEP's emerging national network of dual language educators; and direct outreach to existing dual language programs in North Carolina and neighboring states. For persistently hard-to-fill bilingual positions, the school will consider the Visiting International Faculty program and bilateral teacher exchange pathways with Mexico, Spain, Colombia, and other Latin American countries.

Candidate Selection

All instructional candidates will be evaluated on four criteria: alignment with the school's mission and values, demonstrated content knowledge, bilingual proficiency in English and Spanish assessed through both written and oral evaluation, and the ability to use data to differentiate instruction. The hiring process includes application review, phone screening with language proficiency assessment, an in-person interview with the head of school and a teacher panel, a demonstration lesson, and reference checks including the most recent supervisor.

Retention Strategy

Compensation will be competitive with or above Guilford County Schools for equivalent experience, with a bilingual stipend for teachers who hold bilingual education certification or demonstrate advanced proficiency in both languages. The school will offer a standard benefits package including health insurance, retirement contributions, and paid leave.

Professional growth is the retention lever that matters most in dual language settings, where teachers often leave not for pay but for isolation and lack of support. Every teacher receives biweekly coaching through observation and feedback cycles, participates in weekly collaborative planning with grade-level teams, and has access to specialized professional development in dual language pedagogy, the Bridge framework, and Be GLAD strategies. The school will support teachers pursuing additional certifications through tuition assistance and mentorship. Teachers play a meaningful role in school decisions through grade-level leadership, curriculum development, and representation in the Dual Language Family Council structure.

Grow Your Own Pipeline

The school will develop a long-term bilingual teacher pipeline by hiring bilingual instructional aides from the local community and supporting them in obtaining teaching credentials through alternative licensure pathways or traditional university programs. Following LEEP's grow-your-own model, this approach treats the school's own staff and community as the most sustainable source of future bilingual educators, addressing the bilingual teacher shortage while deepening the school's community roots. LEEP's technical assistance through the Camino de LEEP partnership supports the school in designing and refining this pipeline, drawing on LEEP's experience developing similar pathways in other dual language school communities. Dr. Merçon-Vargas's role as HDFS Internship

Coordinator at UNCG also positions the board to help design formal pathways through which community members and UNCG students can move toward dual language teaching as a career, with DLL GSO serving as both a training site and an employment destination. Together, LEEP's programmatic framework and the UNCG institutional relationship give the school two complementary and concrete mechanisms for building the bilingual teacher supply it will need to sustain quality instruction as it grows.

Socioemotional Learning and Teacher Development

Teacher retention in schools serving high-need communities depends not only on instructional support but on the professional climate teachers work in. Board member Dr. Merçon-Vargas brings research expertise in socioemotional learning interventions and child identity development that will directly inform the school's teacher training program. She will support the head of school and Dean of Curriculum and Instruction in designing professional development that trains teachers in SEL implementation alongside instructional practice, equipping them to build the kind of affirming, culturally grounded classrooms that are both more effective for students and more professionally sustaining for teachers. This integration of SEL into teacher training is not an add-on. It is part of how the school builds a professional culture where teachers want to stay.

Q48. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

The founding school leader has been identified. Marvin Espinoza-Leiva, the founder of The Dual Language Lab of Greensboro, will serve as the school's Head of School. His background combines operational leadership at scale in NC charter schools, direct program design experience in dual language education, community embeddedness in the specific population DLL GSO will serve, and ongoing leadership development through LEEP's ACELERA fellowship, one of the few nationally recognized programs focused specifically on preparing founders to lead dual language schools.

Operational Leadership

Marvin served as Director of Operations at Henderson Collegiate Charter School, a three-campus NC charter network serving more than 1,300 students in Henderson, NC. In that role he managed school-wide operations, personnel, compliance, and the operational infrastructure that allowed the school's instructional program to function. This role gave him direct, sustained experience with the systems and structures required to open and operate a charter school, including facilities management, budget management, regulatory compliance, and vendor management. He understands from practice what the operational backbone of a charter school requires.

Direct Instructional Experience and Student Outcomes

Beyond his operational role, Marvin stepped in at Henderson Collegiate as a Spanish 1 and Spanish 3 teacher, retraining himself as a practitioner of data-driven instruction. Within 2.5 months, he raised benchmark proficiency in his classes from 30% to 63%, demonstrating that his operational identity does not come at the expense of instructional commitment or the capacity to produce measurable academic results. This experience is directly relevant to leading a dual language school, where the head of school must understand language instruction deeply

enough to hold teachers accountable for bilingual student outcomes and to make credible instructional decisions alongside the Dean of Curriculum and Instruction.

Dual Language Program Design and Launch

At Honor Preparatory Charter School in Charlotte, Marvin launched the school's dual language program from the ground up, recruiting 92 students into the program before departing. That experience included designing enrollment systems, recruiting bilingual families, building community awareness of the two-way model, and redesigning the Dual-Language Education (DLE) program from a 50/50 model to a 90/10 model to meet not only financial solvency requirements but also raising the program's effectiveness in developing bilingual and biliterate students. He experienced first hand the design decisions that founders face before a single student walks through the door. He also built his first bilingual program earlier in his career at a parish afterschool center during college, giving him a longer arc of experience with bilingual community education than his professional resume alone reflects.

Community Roots in the Target Population

Marvin has spent two years as a literacy instructor at Reading Connections in Greensboro, working directly with adult Latino learners in the southwest Greensboro communities that DLL GSO will serve. These are not recruitment relationships built to support a school application. They are ongoing, genuine community ties built through sustained, direct service to the families DLL GSO is designed to reach. Board member Joanna Ericksen, who serves as Family Literacy Program Director at Reading Connections, is a colleague, not just a reference. The community relationships Marvin brings to this school were earned outside of the school-founding context, which makes them more credible and more durable.

Educational Preparation and Domain-Specific Training

Marvin holds a Bachelor of Arts in Economics from the University of Chicago, a Master of Arts in Educational Innovation, Technology, and Entrepreneurship from UNC Chapel Hill, and is completing a Master of Science in Information Technology with a concentration in Business Intelligence and Data Analytics at Carnegie Mellon University, with a current GPA of approximately 3.94. He is a Teach For America alumnus, teaching for 2 years in a high-needs elementary charter school.

His domain-specific training in dual language and bilingual education is substantial and directly applicable. He completed the Instituto Mundo Verde fellowship, a professional development program that prepares educators to implement bilingual education grounded in project-based learning.

He holds training in Project GLAD (Guided Language Acquisition Design), a research-based instructional framework of strategies specifically designed to develop academic language proficiency in bilingual settings, which is the primary pedagogical framework DLL GSO's teachers will use in the classroom. He is also completing NABE Para Todos/Niños training through the National Association for Bilingual Education (NABE), which focuses on bilingual program design and the instructional practices that support biliteracy development for all students, with particular attention to students from vulnerable communities.

Together, these three training experiences give Marvin a working knowledge of the instructional framework, pedagogical methodology, and program design principles that define high-quality two-way dual language education, knowledge he will draw on directly in his work with the Dean of Curriculum and Instruction and in his own instructional leadership development.

He is also currently an ACELERA Aspirante Fellow through LEEP, the organization's leadership development program specifically designed to prepare founders to design and launch high-quality dual language charter schools. LEEP's ACELERA fellowship is domain-specific preparation for exactly the role Marvin is stepping into.

Acknowledged Gap and Strategic Response

Marvin does not have prior experience as a full-time classroom teacher in a dual language program or as a building-level instructional leader in a DLE setting at scale. The school's design addresses it directly through three interconnected mechanisms.

First, Marvin is building his own dual language instructional knowledge through the ACELERA fellowship and the domain-specific training described above.

Second, LEEP provides ongoing technical assistance through the Camino de LEEP partnership, giving the school access to experienced dual language practitioners who will support program design and instructional infrastructure throughout the planning and early implementation years.

Third, the school's staffing plan includes a Dean of Curriculum and Instruction with deep dual language expertise who will both lead the instructional program and develop Marvin's capacity alongside it.

These 3 elements provide a structured, honest, and well-resourced approach to building the instructional leadership the school needs while Marvin's own expertise grows through direct experience and structured support.

The combination of operational credibility, dual language program launch experience, demonstrated instructional results, authentic community embeddedness, and structured instructional leadership development makes Marvin the right founder to lead this school. He brings what is hardest to hire for: genuine community trust and operational infrastructure knowledge, alongside a clear-eyed plan to develop what requires time and deliberate practice to build.

Q49.If the school leader has been identified, attach the school leader's one-page resume as Appendix

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

Q50.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

All employees of the charter school will be employed at-will by the nonprofit corporation's governing board, in accordance with G.S. 115C-218.90(a)(2). Charter school employees are not employees of the local LEA and are not subject to the State Personnel Act.

The board will hire and evaluate the head of school (school director/principal), who serves as the sole direct report to the board. All other staff members report to the head of school through the school's organizational structure. The board will not direct, supervise, or manage staff other than the head of school; day-to-day personnel decisions are the responsibility of the head of school.

The board will:

- Set compensation ranges and benefits policies
- Approve the annual staffing plan and budget
- Adopt personnel policies, including hiring, evaluation, grievance, and termination procedures
- Evaluate the head of school annually against mutually agreed-upon performance goals

The head of school will:

- Hire, supervise, evaluate, and if necessary terminate all other school employees, subject to board-adopted personnel policies
- Manage daily operations, instruction, and school culture
- Report to the board on staffing, performance, and personnel matters at regular board meetings

This structure maintains a clear separation between governance (board) and management (head of school), ensuring accountability while protecting the school from unnecessary micromanagement that will negatively impact its effectiveness for students and families.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Procedures:

1. The head of school identifies staffing needs based on the board-approved staffing plan and budget.
2. Positions are advertised through job boards, university partnerships, bilingual education networks, recruiting team (wehn applicable) and/or the school's website. For instructional positions, recruitment will prioritize candidates with bilingual (English/Spanish) proficiency, dual-language education experience, and experience operating in startup/new-school environments.
3. Candidates are screened, interviewed, and evaluated by the head of school and, when applicable, relevant staff.
4. Prior to hire, all employees must undergo a criminal background check that meets the requirements of G.S. 115C-218.90(a)(4), including a check of the NC Sex Offender Registry and the National Sex Offender Public Website. Applicants must also disclose any prior criminal convictions.
5. The head of school makes hiring decisions for all positions. Board approval is required for the head of school position and all leadership team positions.

Dismissal Procedures:

1. All employees are at-will. Employment may be terminated by either party at any time, with or without cause, subject to applicable law and board-adopted personnel policies.
2. For performance-related concerns, the head of school will follow a progressive approach: verbal counseling, written warning with an improvement plan, and final written warning before termination. This progressive approach may be bypassed in cases of serious misconduct, safety violations, or illegal activity. Barring serious misconduct, safety violations, illegal activity or extreme underperformance, the most common termination time will be end-of-year to preserve continuity for students.
3. All exiting (including terminated) employees will be invited to conduct an exit interview, which will be retained & analyzed to improve the school.
4. The head of school's employment may be terminated by a majority vote of the board, following the board's evaluation process and any applicable contract terms.

All hiring and dismissal procedures will be documented in the employee handbook and reviewed annually by the board.

The above constitutes guidance, not a legally binding contract; all employees are at-will.

Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.

Position	Estimated Salary	Average % Increase	Benefits
			Sate Retirement

Executive Director / Head of School	80,000	1.5%	Medical Vision Dental Sate Retirement
Dean of Curriculum and Instruction - DLE	70,000	1.5%	Medical Vision Dental Sate Retirement
Dean of Student Culture	62,000	1.5%	Medical Vision Dental Sate Retirement
DLE Instructional Coach	50,000	1.5%	Medical Vision Dental Sate Retirement
DLE Core Teacher	50,000	1.5%	Medical Vision

			Dental
EC Program Manager	60,000	1.5%	Sate Retirement Medical Vision Dental
EC Teacher	52,000	1.5%	Sate Retirement Medical Vision Dental
Director of Nutrition	47,000	1.5%	Sate Retirement Medical Vision Dental
Enrichment / Specials Teacher	48,000	1.5%	Sate Retirement Medical Vision Dental

Operations Manager	65,000	1.5%	Sate Retirement Medical Vision Dental
Operations Support Staff	45,000	1.5%	Sate Retirement Medical Vision Dental
Instructional Aide	40,000	1.5%	Sate Retirement Medical Vision Dental

Q53.Provide the procedures for handling employee grievances and/or termination.

Employee Grievance Procedure

1. Step 1 - Informal Resolution: The employee discusses the concern with their direct supervisor. If the concern involves the supervisor, the employee may proceed directly to Step 2.
2. Step 2 - Written Grievance to head of school: The employee submits a written grievance describing the issue, relevant facts, and desired resolution. The head of school will investigate and provide a written response within ten business days.
3. Step 3 - Appeal to the Board: If the employee is dissatisfied with the head of school's response, or if the grievance involves the head of school, the employee may submit a written appeal to the board chair. The board chair (or a designated board member) will review the matter and respond in writing within 15 business days.
4. Step 4 - Full Board Review: If still unresolved, the employee may request a hearing before the full board at its next regular meeting. The board will render a final decision in writing within ten business days of the hearing.

Employees will be protected from retaliation for filing a grievance in good faith. All grievance records will be maintained confidentially in the employee's personnel file.

Termination Procedures:

- Involuntary termination will be documented in writing, including the reason for dismissal.
- Employees will receive their final paycheck in accordance with NC wage payment laws (G.S. 95-25.7).
- The employee will be informed of their right to file a grievance.
- Exit interviews will be conducted when practicable to gather feedback for organizational improvement.

All procedures will be published in the employee handbook and provided to each employee at the time of hire.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

Several positions in the school's staffing plan will carry dual responsibilities, particularly in the early years when enrollment and revenue are smaller. This structure is intentional and reflects the reality of a founding-year school where the per-pupil revenue of 125 students cannot support a fully specialized administrative team. Each dual-responsibility design described below was made with the workload honestly assessed, not optimistically compressed. The school will contract with a back-office financial services provider and retain an education attorney to provide compliance support, technical assistance, and legal review. These external partners provide the specialized expertise that the internal team draws on, particularly in Year 1 when the school is establishing its systems for the first time. Internal compliance distribution clarifies accountability across the leadership team. It does not replace external expertise.

Head of School / Strategic Compliance Lead / Federal Programs Coordinator / HR Lead

The Head of School carries four distinct responsibility domains. As the school's instructional leader, the Head of School observes teachers weekly, delivers structured feedback through coaching cycles, and partners with the DCI-

DLE to develop teacher capacity in bilingual instructional practice, data-driven instruction, bilingual formative assessment, and bilingual unit and lesson planning with integrated language learning targets. As the school's strategic compliance lead, the Head of School is accountable to the board and to the NC Office of Charter Schools for the school's overall compliance posture. The Head of School signs off on all federal program plans, certifies expenditures, and serves as the authorizer-facing compliance contact. Day-to-day compliance documentation and reporting is distributed across the leadership team as described below, with the Head of School retaining strategic oversight and final accountability. The Head of School retains direct ownership of Title I, the school's largest federal funding stream, approving the Title I plan, ensuring use of funds decisions are strategically aligned to the school's academic priorities, and partnering with the education attorney and back-office provider for technical compliance review. As the school's primary HR decision-maker, the Head of School owns all talent functions, including leading the hiring process for all staff positions, making final hiring and dismissal decisions, conducting annual performance evaluations for all direct reports, setting compensation within board-approved ranges, and managing employee relations matters including grievances and disciplinary actions. The Head of School owns the school's talent strategy from pipeline development through retention, working with the DCI-DLE to define instructional competency standards for hiring and evaluation and with the Manager of Operations to ensure HR administrative functions are executed cleanly. Funding source: state and federal administrative allocations. As enrollment grows, federal programs coordination and HR administrative duties may be delegated to a Director of Operations or a dedicated compliance position.

Director of Curriculum and Instruction - Dual Language Education (DCI-DLE) / Title III Compliance Coordinator

The DCI-DLE carries dual responsibilities in instructional leadership, program administration, and Title III compliance. As the school's instructional leader for the dual language program, the DCI-DLE observes teachers weekly, delivers structured feedback through coaching cycles, and develops teacher capacity in bilingual pedagogy, GLAD strategy integration, cross-linguistic transfer, and the Bridge framework. As the school's dual language program coordinator, the DCI-DLE oversees fidelity to the 90/10 model, manages the bilingual assessment program as testing coordinator managing assessment administration and data analysis, and coordinates Bridge framework implementation across grade levels. The DCI-DLE also serves as the school's curriculum development specialist, directing curriculum audits of content and scope and sequence quarterly with teachers and managing the school's instructional materials for both the English and Spanish programs. As Title III Compliance Coordinator, the DCI-DLE owns the day-to-day compliance requirements of the school's English Language Acquisition federal program, including WIDA ACCESS administration, reclassification decisions, EL service documentation, parent notification under Title III, and annual measurable achievement objectives. These responsibilities are a natural extension of the DCI-DLE's bilingual assessment and program management functions. The DCI-DLE works in coordination with the education attorney for procedural guidance and the back-office provider for Title III expenditure documentation. Funding source: state instructional allocations and, where applicable, Title III funds for language instruction programs.

Special Education Program Manager / EC Direct Services Provider / IDEA Compliance Officer

The Special Education Program Manager carries dual responsibilities in program administration, direct student services, and IDEA compliance. As IDEA Compliance Officer, the Program Manager is the school's designated owner of all procedural safeguards and compliance obligations under the Individuals with Disabilities Education Act and NC Exceptional Children Program regulations, including IEP timelines, prior written notice, evaluation procedures, placement decisions, parent rights documentation, and all EC reporting to NC DPI. The Program Manager works in direct coordination with the education attorney for procedural guidance on complex or contested cases and with the back-office provider for IDEA expenditure tracking and reporting. On the administrative side, the Program Manager oversees all EC program functions, coordinates contracted related services providers including speech-language pathology, occupational therapy, and physical therapy, and maintains all EC documentation. On the direct services side, the Program Manager delivers push-in and pull-out instruction to students with IEPs, working alongside classroom teachers to implement accommodations and modifications within the bilingual classroom setting. In the dual language context, the Program Manager coordinates with the DCI-DLE to ensure that IEP goals are addressed in both the Spanish and English instructional environments and that EC students are not inadvertently tracked out of their Spanish language development pathway. Funding source: IDEA Part B funds, Title I funds for students who are both EC-eligible and low-income, and state EC allotment funds. As EC enrollment grows, the Program Manager's caseload will be assessed annually and additional EC teaching staff added when caseload exceeds manageable limits for a single provider to maintain both administrative and direct service quality.

Manager of Operations / Business Manager / Operational Compliance Coordinator

The Manager of Operations carries dual responsibilities across operational logistics, day-to-day financial management, and operational compliance. On the operations side, the Manager oversees facilities, transportation, food service, technology, and arrival and dismissal procedures and schedules. On the financial side, the Manager handles purchasing, vendor management, contract administration, and payroll coordination with the back-office financial services provider, serving as the primary internal liaison to that provider on a day-to-day basis. As Operational Compliance Coordinator, the Manager owns compliance functions that are operational in nature, including charter school operational reporting requirements to NC DPI, facilities compliance and Certificate of Occupancy maintenance, USDA National School Lunch and Breakfast Program compliance, transportation compliance, and the administrative components of Title I including parent notification letters, parent engagement policy documentation, and school-parent compact maintenance. The Manager also supports the Title I instructional alignment work owned by the Head of School and DCI-DLE by ensuring that Title I-funded materials, staffing, and activities are documented and reported accurately. The Manager supports the Head of School's HR function by managing the administrative infrastructure of hiring, including background check coordination, onboarding documentation, benefits enrollment, and personnel file maintenance. The back-office provider and education attorney serve as compliance resources for the Manager on matters requiring specialized financial or legal expertise. Funding source: state and local administrative allocations.

Director of Nutrition / USDA Program Administrator / Meal Service Coordinator

The Director of Nutrition carries dual responsibilities in program compliance and direct meal service operations. In Years 1 and 2, this is a part-time position at $25,000 per year. As USDA Program Administrator, the Director manages the school's participation in the National School Lunch Program and School Breakfast Program, including submitting monthly reimbursement claims to NCDPI Child Nutrition Services, maintaining all required USDA compliance documentation, processing free and reduced-price meal applications, coordinating the school's pursuit of Community Eligibility Provision status, and ensuring that all meal pattern requirements under 7 C.F.R. Part 210 and Part 220 are met. As Meal Service Coordinator, the Director manages the contracted food service provider relationship, oversees daily meal delivery and service logistics, maintains food safety and temperature compliance records, and manages the school's POS system and student meal account infrastructure. In Years 1 and 2, the Director works in close coordination with the Manager of Operations, who provides administrative support for vendor management and compliance reporting. Beginning in Year 3, the position transitions to full-time at $47,000 per year as enrollment grows to 265 students and program complexity increases. Funding source: USDA reimbursement revenue from the NSLP and SBP, with any gap funded from state and local administrative allocations.

Instructional Coach in Dual Language Instruction / Mentor / Lunch and Recess Supervisor

The DLI Instructional Coach carries dual responsibilities in instructional coaching and school operations support. As Instructional Coach, the DLI Coach works in direct partnership with the DCI-DLE to administer OPAL observations, deliver weekly coaching cycles to teachers, support GLAD strategy implementation and cross-linguistic transfer practice, and facilitate grade-level collaborative planning sessions. The DLI Coach focuses specifically on the instructional practices most consequential for multilingual learner outcomes and serves as a formal mentor to newer teachers, pairing with them for weekly check-ins, co-planning support, and informal classroom observation. As part of the school's daily operational structure, the DLI Coach supervises student lunch and recess periods on a rotating schedule with other non-classroom staff, providing an additional adult presence that reduces the burden on classroom teachers and ensures safe, structured transitions in the non-instructional parts of the day. This operational contribution is a practical and appropriate use of non-instructional time for a coaching role whose primary work occurs during the instructional day and in planning periods. Funding source: state instructional allocations and, where applicable, Title II funds for teacher and principal quality.

Teacher Aides / Instructional Support / Lunch and Recess Supervisors

Teacher Aides carry dual responsibilities in direct instructional support and school operations. On the instructional side, aides support classroom teachers and the EC Teacher in implementing accommodations, delivering small-group instruction under teacher direction, supporting students during bilingual transitions, and assisting with the partner teacher model in 4th and 5th grade classrooms where students are rotating between designated-language teachers. EC-designated aides work under the direct supervision of the Special Education Program Manager to support students with IEPs in both the general education bilingual classroom and EC service settings. On the operational side, Teacher Aides supervise student lunch and recess periods on a rotating schedule with other non-classroom staff, providing structured adult supervision during non-instructional time without drawing classroom teachers away from planning or preparation. Funding source: IDEA Part B funds for EC-designated aides supporting students with IEPs; Title I funds for aides supporting academically at-risk students in general education settings;

state instructional allocations for remaining aide positions.

Lead Teachers / Grade-Level Team Leaders

In each grade span, one experienced teacher will serve as lead teacher, taking on additional responsibilities for mentoring colleagues, coordinating curriculum planning with the DCI-DLE, and facilitating weekly data meetings after being trained by the DCI-DLE in data-driven instruction protocols. Lead teachers may receive a stipend of $1,500 to $2,500 annually funded through the regular budget allocations.

As the school grows and revenue increases, the board will evaluate whether dual-responsibility positions should be split into dedicated roles, prioritizing those where the workload most directly affects student outcomes. The distribution of compliance responsibilities across the leadership team will be reviewed annually by the Head of School and the board's Finance Committee to ensure that no single position is carrying an unsustainable compliance load and that the school's relationships with its back-office provider and education attorney are being used effectively.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

The school's staffing plan ensures adequate qualified personnel for all student populations across all five years of operation. The plan is built around a graduated staffing model that matches specialized positions to enrollment growth, ensuring that the school is not understaffed in Year 1 and not financially overextended in early years before per-pupil revenue scales.

Students with Disabilities

From Year 1, the school employs an Exceptional Children Program Manager who carries dual responsibilities in both program administration and direct student services, as described in Q54. The Program Manager holds a valid NC special education teaching license and is responsible for IEP development and implementation, direct push-in and pull-out instruction for students with IEPs, IDEA compliance, coordination of contracted related services providers including speech-language pathology, occupational therapy, and physical therapy, and coordination with the DCI-DLE to ensure IEP goals are addressed in both the Spanish and English instructional environments. A bilingual instructional aide supports EC service delivery in Spanish from Year 1.

By Year 3, as enrollment reaches 265 students and the projected EC population approaches 40 students based on the school's 15% SWD projection, a dedicated Exceptional Children Teacher is added to the staff. At that point the EC Program Manager transitions from carrying the full direct services caseload alone to sharing it with the EC Teacher, allowing the Program Manager to concentrate more time on program administration, compliance oversight, and coordination with the DCI-DLE. Contracted related services remain in place throughout all five years. The school projects that approximately 10-15% of students will receive EC services, consistent with NC state averages.

Multilingual Learners

In a two-way DLE school, every classroom teacher is by design a teacher of Multilingual Learners. All classroom teachers hold valid NC teaching licenses, are proficient in both English and Spanish, and are trained in sheltered instruction techniques, Be GLAD strategies, and the Bridge framework. This means that ML students are never in a classroom where the teacher is not equipped to support their language development, which is the foundational advantage of the DLE model over traditional pull-out ESL programs.

The DCI-DLE oversees the ML program from Year 1, holding Title III compliance as described in Q54, including WIDA ACCESS administration, reclassification decisions, EL service documentation, and parent notification. The DCI-DLE also manages the bilingual assessment program including STAMP, AAPPL, and EDLTM2 administration and data analysis, ensuring that the school has current, accurate data on each student's bilingual development trajectory across both languages.

By Year 3, a dedicated Instructional Coach in Dual Language Instruction is added to the staff. This position directly addresses the ML program's most important operational need as the school scales: teachers in a growing DLE school need consistent, embedded coaching to maintain fidelity to language allocation protocols, implement Be GLAD strategies with increasing sophistication, and use assessment data to adjust their bilingual instructional approach. The DLI Coach focuses specifically on the instructional practices that drive ML outcomes, working in partnership with the DCI-DLE and reporting to the head of school.

Academically or Intellectually Gifted Students

The DCI-DLE oversees the AIG program from Year 1. All classroom teachers receive professional development in differentiation for advanced learners, including curriculum compacting, flexible grouping, and independent research projects. Formal AIG identification uses multiple criteria including NWEA MAP data, teacher observation, and non-verbal ability assessment to ensure equitable identification across racial, linguistic, and socioeconomic groups. This multi-criteria approach is particularly important in a dual language school where language proficiency assessments can mask intellectual ability in English-dominant students who are early in their Spanish acquisition journey and in Spanish-dominant students who are still developing English academic language.

The school's technology-enabled mastery learning model, introduced as a pilot in Year 2 and expanded from Year 3, directly supports AIG students by allowing them to advance through content at their own pace rather than moving in lockstep with whole-class instruction. Students who demonstrate mastery access enriched content within the adaptive platform and, in the upper grades, engage in independent research projects and cross-linguistic inquiry tasks designed to challenge advanced bilingual learners specifically. As enrollment grows, the school will evaluate the need for a dedicated AIG specialist position, with a formal review at the end of Year 3.

Socioemotional Learning and the Whole Child

Beginning in Year 3, the school adds a Dean of Student Culture to the staffing structure. This position supports all student populations by building the school's SEL infrastructure, including restorative practices implementation, culturally sustaining classroom culture development, and teacher training in SEL practice. Board member Dr. Elisa Mercon-Vargas, whose research focuses on identity development in children across cultural contexts and socioemotional learning interventions in school settings, will work directly with the Dean of Student Culture and the

DCI-DLE to design and refine the school's SEL program, ensuring it is developmentally grounded, culturally affirming, and specifically designed to nurture healthy bilingual identity in children from both language communities the school serves.

Enrichment and Specials

The school employs Enrichment and Specials teachers from Year 1, scaling from 1 in Year 1 to 3 by Year 5. These teachers provide physical education, arts, and enrichment programming and also create the simultaneous specials blocks that enable common grade-level planning time for classroom teachers, which is the structural mechanism the school relies on for collaborative data review and Bridge activity planning across grade levels.

Q56. How will teachers be evaluated? What system or tool will be utilized?

Teacher evaluation at DLL GSO operates on two parallel tracks that serve different but complementary purposes. The first is the state-required evaluation using the North Carolina Educator Effectiveness System (NCEES) and the North Carolina Teacher Evaluation Process (NCTEP), which all NC public school teachers must complete in accordance with state law. The second is the school's internal evaluation and development system anchored in the Observation Protocol for Academic Literacies (OPAL), a DLE-specific observation and instructional development framework designed specifically for bilingual teaching contexts.

NC Teacher Evaluation Process

All teachers employed at DLL GSO are evaluated annually using the NCTEP, which assesses performance across the NC Professional Teaching Standards. The head of school is the designated evaluator for all instructional staff and holds responsibility for completing formal observations, pre-observation conferences, post-observation conferences, and the annual summative evaluation. Teachers on provisional or lateral entry licenses are evaluated on an accelerated timeline consistent with NC licensure requirements. The head of school uses NCTEP data as one input into compensation decisions, retention decisions, and professional development planning.

OPAL: The Observation Protocol for Academic Literacies

The NCTEP, while legally required, was not designed for the bilingual instructional context DLL GSO teachers work in. A teacher can score proficient on all five NC Professional Teaching Standards and still be failing to maintain language allocation fidelity, failing to implement effective Bridge transitions, or failing to use GLAD strategies in ways that develop academic language in the designated language of instruction. The OPAL addresses this gap directly.

The OPAL is DLL GSO's primary diagnostic and developmental observation tool for effective bilingual instruction school-wide. It is built around the specific instructional behaviors that research identifies as most consequential for student biliteracy outcomes in a two-way DLE setting, including, comprehensible input techniques, oracy development strategies, cross-linguistic transfer practices, and the integration of GLAD strategies into content instruction. Crucially, the OPAL is the instructional framework that organizes the school's entire year-long professional development sequence and coaching program.

The DCI-DLE administers the OPAL through weekly classroom observations of every teacher. Observation data from the OPAL diagnoses each teacher's current instructional strengths and the specific development targets they need to focus on within the bilingual teaching framework. Those diagnostic findings directly drive the coaching conversations, the collaborative planning focus areas, and the structured PD content that teachers receive throughout the year. A teacher whose OPAL data shows strong language scaffolding with language allocation fidelity but inconsistent implementation of GLAD strategies that amplify student input through guided oral practice receives coaching and PD targeted specifically to guided oral practice with s[ecific GLAD strategies. A teacher whose OPAL data shows strong strategy use but uses English repeatedly during Spanish instructional blocks receives targeted support on language allocation and self-monitoring practices.

The Instructional Coach in Dual Language Instruction, added in Year 3, works alongside the DCI-DLE in administering OPAL observations and delivering the coaching cycles that follow.

Together, the DCI-DLE and DLI Coach ensure that every teacher receives weekly structured feedback grounded in OPAL data and that the school's year-long PD arc advances from foundational bilingual instructional practices in the early arcs to sophisticated academic discourse and cross-linguistic transfer in the later arcs, consistent with the OPAL framework's developmental progression for teachers.

Student Achievement Data

Observation data alone does not constitute a complete picture of teacher effectiveness. Student achievement data is integrated into the evaluation system as a second, independent lens on instructional quality. Three times per year, following each NWEA MAP Growth administration, the DCI-DLE and head of school review each teacher's student growth data disaggregated by language, subgroup, and grade level. Teachers whose students demonstrate strong growth relative to national norms and to the school's internal targets receive that recognition explicitly in their mid-year and end-of-year evaluation conferences. Teachers whose students are not demonstrating expected growth trigger a collaborative diagnostic conversation: the head of school and DCI-DLE review that teacher's OPAL data, their coaching logs, and the relevant student assessment data together to identify whether the issue is instructional practice, student population factors, assessment administration, or something else. Student achievement data is used as one input among several, not as the sole basis for evaluation or as a punitive metric disconnected from instructional context. Biliteracy assessment data including STAMP, AAPPL, and EDLTM2 results are also reviewed annually as part of the teacher evaluation cycle, with particular attention to whether students in each classroom are demonstrating expected progression along both the English and Spanish language development trajectories.

Self-Assessment and Goal Setting

At the beginning of each school year, every teacher completes a structured self-assessment using the OPAL framework as the reference point. Teachers identify their own perceived strengths and growth areas within the bilingual instructional framework, review their OPAL data from the prior year if available, and set two to three specific professional growth goals for the coming year. These goals are documented in writing, reviewed with the DCI-DLE in a formal goal-setting conference within the first four weeks of school, and incorporated into the teacher's individual coaching plan for the year.

At mid-year, teachers revisit their goals in a structured self-reflection using current OPAL observation data and student achievement data as evidence of progress. This mid-year check-in is a collaborative conversation with the DCI-DLE rather than a unilateral review.

Teachers are expected to come to that conversation with their own honest assessment of where they are relative to their goals, what is driving their progress or lack of it, and what support they need in the second half of the year. The self-assessment and goal-setting process is grounded in the school's belief that professional growth is most durable when it is internally motivated and self-directed rather than externally imposed, and that the DCI-DLE's role is to develop each teacher's capacity for honest self-diagnosis alongside their instructional skill.

Summative Rating

Each teacher receives an annual summative evaluation rating in the spring using the NCTEP framework as required by NC law. The summative rating is determined by the head of school based on a synthesis of four evidence sources reviewed across the year: formal NCTEP observation ratings, OPAL observation data and coaching logs maintained by the DCI-DLE, student achievement and growth data disaggregated by subgroup and language, and the teacher's self-assessment and progress toward their professional growth goals.

Teachers who receive a rating of Developing or lower receive a formal improvement plan with specific, measurable goals, explicit timelines, and defined supports from the DCI-DLE and head of school. The improvement plan includes increased observation frequency, more intensive coaching, and a formal check-in at eight weeks to assess whether progress is sufficient.

Teachers who receive an improvement plan are not eligible for the bilingual stipend in the following year unless the plan is formally closed with a satisfactory progress determination by the head of school. The summative rating is shared with the teacher in a formal end-of-year conference, documented in writing, and retained in the teacher's personnel file.

All summative ratings are reviewed by the head of school with the board's Academic Excellence Committee as part of the annual academic performance report, with individual teacher identities protected but aggregate data on rating distributions shared as an indicator of the school's instructional health.

Integration of the Two Systems

The NCTEP and OPAL are administered on separate cycles but inform each other. OPAL observation data informs the head of school's NCTEP summative ratings, particularly in the domains of instructional practice and professional development.

Conversely, NCTEP standards provide the legal and professional accountability framework within which OPAL-guided development operates. The head of school reviews OPAL data monthly with the DCI-DLE to ensure that patterns across classrooms are addressed through school-wide PD rather than only through individual coaching, and to flag teachers whose OPAL development trajectory indicates a retention risk or a need for more intensive support before the annual NCTEP summative evaluation.

Teachers receive written feedback after every OPAL observation, access to their OPAL data via a shared dashboard, and formal mid-year conferences with the DCI-DLE to review OPAL progress against their individual development targets.

Q57. 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).

To ensure operational sustainability in the founding years, the Dual Language Lab of Greensboro (DLLG) intentionally designed a staffing model where administrative and leadership positions carry dual responsibilities. This structure allows the school to function effectively on early-year revenues while relying on contracted external experts (back-office providers, education attorney) for specialized compliance support.

Executive Director / Head of School
Responsibilities: Serves as the primary instructional, strategic, and operational leader. Carries dual responsibilities as Strategic Compliance Lead (accountable to NC OCS), Federal Programs Coordinator (Title I owner), and HR Lead (hiring, evaluation, employee relations).

Qualifications: Master's degree in Educational Leadership or a related field; 5+ years of school leadership and management experience. Deep alignment with the dual-language mission.

Licenses: NC Principal License preferred (charter flexibility applies).

Director of Curriculum and Instruction - Dual Language (DCI-DLE)
Responsibilities: Instructional leader for the 90/10 program. Conducts weekly coaching cycles (OPAL observations, GLAD strategies). Serves dual roles as the Title III Compliance Coordinator (managing EL service documentation, WIDA ACCESS, reclassification) and Curriculum Development Specialist.

Qualifications: Master's degree in Education, TESOL, or Bilingual Education. Extensive experience in cross-linguistic transfer and dual-language program design.

Licenses: NC Teaching License required; ESL/TESOL add-on or Bilingual certification strongly preferred.

Exceptional Children (EC) Program Manager & EC Teacher
Responsibilities: Serves as the IDEA Compliance Officer managing all procedural safeguards, IEP timelines, and DPI reporting. Acts as the direct services provider delivering push-in/pull-out instruction, ensuring IEP goals are met within the bilingual context without tracking students out of Spanish pathways. Manages contracted related service providers.

Qualifications: Bachelor's or Master's in Special Education. Proven experience managing IEPs, EC compliance, and state reporting.

Licenses: Valid NC Special Education Teaching License (Required).

Manager of Operations
Responsibilities: Oversees facilities, transportation, and daily financial management (purchasing, vendor management). Serves as the Operational Compliance Coordinator, managing charter reporting to DPI, facility certifications, USDA administrative compliance, and Title I administrative notifications.

Qualifications: Bachelor's degree in Business, Public Administration, or related field; 3+ years of school operations or project management experience.

Licenses: None required.

Director of Nutrition
Responsibilities: USDA Program Administrator responsible for NSLP/SBP reimbursement claims and compliance documentation. Serves as Meal Service Coordinator, managing the food vendor, daily delivery logistics, temperature compliance, and the POS system.

Qualifications: Experience managing USDA school meal programs and vendor contracts.

Licenses: ServSafe Manager Certification (Required).

Core Classroom Teachers (Includes Lead Teachers)
Responsibilities: Deliver rigorous instruction in either Spanish or English to execute the 90/10 model using core curricula (Amplify CKLA, Caminos, Eureka Math). Lead Teachers receive a stipend to coordinate curriculum planning and facilitate weekly data meetings.

Qualifications: Bachelor's degree. Native or near-native fluency in the language of instruction.

Licenses: Per NC charter school law, at least 50% of the core teaching staff must hold a valid NC Teaching License.

Dean of Student Culture
Responsibilities: Leads school climate initiatives, behavioral interventions, and MTSS behavioral support. Coaches teachers on restorative practices and coordinates deep family engagement initiatives.

Qualifications: Bachelor's degree; extensive experience in behavioral coaching and restorative practices.

Licenses: NC Teaching or School Counseling License preferred.

Instructional Coach in Dual Language Instruction
Responsibilities: Partners with DCI-DLE to administer observations and weekly coaching cycles. Supports GLAD implementation, formally mentors new teachers, and shares dual responsibility for supervising lunch/recess to relieve core teachers.

Qualifications: 3+ years of highly effective bilingual teaching experience with a track record of student growth.

Licenses: NC Teaching License (Required).

Enrichment / Specials Teacher
Responsibilities: Delivers specialized instruction (e.g., Physical Education, Art, Music) that complements the school's cultural empowerment and bilingual mission.

Qualifications: Bachelor’s degree in the relevant subject area.

Licenses: NC Teaching License in relevant specialty area preferred.

Teacher Aides / Instructional Support
Responsibilities: Provide direct instructional support (small groups, bilingual transitions) and assist with the partner-teacher model in upper grades. Take on dual responsibility for lunch/recess supervision. EC-designated aides support IEP execution under the EC Manager.

Qualifications: Associate’s degree or 48+ college credit hours.

Licenses: None required.

School Operations Support Staff
Responsibilities: Manages the front office, daily family communications, PowerSchool data entry, and attendance tracking. Provides direct administrative support to the Manager of Operations.

Qualifications: High school diploma (Bachelor's preferred). Fully bilingual in Spanish and English to ensure welcoming family communications.

Licenses: None required.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

Two positions hold primary responsibility, with a third added in Year 3 as the school grows.

The Head of School holds ultimate accountability for licensure compliance across all staff. As the school's strategic compliance lead and primary HR decision-maker, the Head of School is responsible for ensuring that all teachers hold valid NC licenses in the relevant content area and grade span, that no teacher is placed in an out-of-field assignment, that teachers on provisional or lateral entry status are actively progressing toward full licensure, and that special education teachers hold valid NC special education licenses without exception. Licensure compliance status is reported to the board annually as part of the Head of School's compliance review. The Head of School also monitors the school's ESSA educator equity obligations to ensure that students from low-income families, English Learners, and students with disabilities are not disproportionately assigned to inexperienced or unlicensed teachers.

The Director of Curriculum and Instruction – Dual Language Education (DCI-DLE) is responsible for the design, delivery, and day-to-day management of the school's professional development program. The DCI-DLE administers weekly OPAL observations, leads individual coaching cycles for all instructional staff, facilitates grade-level collaborative planning sessions, designs school-wide quarterly PD days based on OPAL pattern data, and coordinates the Summer Institute. The DCI-DLE also supports individual teachers in meeting NC licensure renewal requirements, including the ESL add-on certification, bilingual education endorsements, and maintains the school's centralized licensure tracking system, surfacing compliance concerns to the Head of School monthly.

Beginning in Year 3, the DLI Instructional Coach supports the DCI-DLE in OPAL observation and coaching delivery as the school grows to 11 classrooms. The DLI Coach operates under the DCI-DLE's direction and contributes to the same licensure tracking and professional development infrastructure.

Q59. Explain the school's professional development model or plan. The plan should 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.

DLL GSO's professional development model is built around one foundational conviction: in a two-way dual language school, generic instructional professional development is insufficient. A teacher who is excellent in a monolingual setting is not automatically excellent in a bilingual one. The specific practices that drive biliteracy outcomes require targeted, sustained, domain-specific development supported by a coaching infrastructure designed for the DLE context. At the same time, strong dual language instruction cannot compensate for a weak organizational foundation. A school where operations are unreliable, where teachers do not collaborate effectively, or where data is not used to drive instructional decisions will underperform regardless of how strong its bilingual program design is. The school's PD model builds in that order: organizational foundation first, DLE program excellence second, and technology-enabled learning acceleration third. Each pillar is a prerequisite for the next.

Pillar 1: Strong School Foundation

Pillar 1 establishes the organizational and instructional conditions that make all subsequent PD investment possible. It draws from two research bases. The first is the University of Chicago's 5Essentials framework, which identifies five

conditions present in schools that improve student outcomes: effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction. The second is Roland Fryer's research on the five high-dosage practices that characterize high-performing urban schools: diagnostic teaching, high-dosage tutoring, extended instructional time, frequent structured coaching cycles, and a culture of high expectations.

The central practice of Pillar 1 is diagnostic teaching, sometimes called data-driven instruction. Teachers learn to administer diagnostic assessments, analyze results quickly and accurately, form flexible instructional groups based on data, design reteach sequences when students have not mastered content, and use weekly data meetings as the primary vehicle for instructional adjustment. At DLL GSO, diagnostic teaching operates in both languages simultaneously. Teachers learn to track each student's growth in Spanish and English independently and to distinguish between a language proficiency gap and a content knowledge gap, which require different instructional responses and cannot be treated as the same problem.

Pillar 1 also develops collaborative teaching practices: the protocols, norms, and feedback structures that make grade-level teams function as genuine learning communities rather than administrative compliance groups. Teachers learn how to give and receive instructional feedback from peers, calibrate assessment scoring across classrooms, co-plan lessons with shared language targets, and use collaborative planning time productively. In the partner teacher configuration used in 4th and 5th grade, Pillar 1 covers the additional coordination practices of the designated-language model: how to plan Bridge activities together, how to maintain consistent language allocation expectations across two classrooms sharing the same students, and how to communicate about individual student needs across the two instructional environments.

Tight classroom operational systems are the third focus of Pillar 1. Teachers develop arrival and dismissal routines, transition procedures, material distribution systems, and independent work structures that maximize instructional time and minimize disruption. In a bilingual classroom, operational clarity is an instructional concern, not merely an efficiency one. Language allocation discipline depends on consistent environmental cues, and a classroom without reliable routines creates the conditions for language bleed even when the teacher intends to maintain strict allocation.

Pillar 2: Fundamentally Strong Dual Language Education Program Implementation

Pillar 2 builds directly on Pillar 1 and addresses the DLE-specific instructional practices that drive biliteracy outcomes. It is organized around two anchors: the guiding principles of two-way dual language education and the Observation Protocol for Academic Literacies (OPAL).

The guiding principles of dual language education establish the theoretical and pedagogical foundation every DLL GSO teacher must deeply understand. This includes additive bilingualism as the program's philosophical foundation and what it means in practice for how teachers speak to and about students' home languages. It includes the research on cross-linguistic transfer and why it justifies the Bridge framework as a structured instructional practice rather than an optional enrichment activity. It includes how comprehensible input theory shapes instructional design at 90/10, where a teacher must make grade-level content fully accessible to students who are still developing proficiency in the language of instruction. It includes the developmental progression of biliteracy from oracy through

reading and writing in two languages, and the specific instructional decisions required to maintain language allocation fidelity across a full instructional day. Teachers who understand these principles make better instructional decisions in the moment than teachers who follow protocols without understanding why the protocols exist.

The OPAL is DLL GSO's primary diagnostic and developmental observation tool for bilingual instruction. Its domains correspond directly to the instructional practices Pillar 2 develops: language allocation fidelity, comprehensible input delivery, oracy and academic language development, cross-linguistic connection through the Bridge, and DLE program implementation more broadly. The OPAL does not merely evaluate whether teachers are performing these practices. It diagnoses at what level of sophistication they are performing them and identifies the specific next developmental target for each teacher within the bilingual instructional framework.

OPAL data drives every coaching conversation, every collaborative planning focus area, and every individual PD assignment throughout the year. A teacher whose OPAL data shows strong language allocation fidelity but inconsistent comprehensible input delivery receives coaching targeted specifically at scaffolding techniques and vocabulary development. A teacher whose OPAL data shows strong comprehensible input but limited oracy development receives coaching on structured participation routines and academic discourse. The OPAL is not a generic observation rubric applied to a bilingual classroom. It is a tool designed specifically for the developmental arc of a DLE teacher, and it organizes the entire year-long professional development sequence.

Project GLAD strategies, including Pictorial Input Charts, Cognitive Content Dictionaries, Sentence Patterning Charts, Learning Logs, and 10/2 processing structures, are the primary pedagogical toolkit integrated throughout Pillar 2. Project GLAD certified trainers provide external support for initial strategy training in the Summer Institute and for advanced strategy integration in later years. LEEP's instructional team through the Camino de LEEP partnership provides additional DLE-specific advisory support for program implementation and instructional design.

Pillar 3: Technology-Enabled Mastery Learning

Pillar 3 addresses how teachers use adaptive learning technology and mastery-based pacing to differentiate instruction and create conditions for high-dosage targeted intervention. This pillar is introduced gradually and deliberately because Pillars 1 and 2 are prerequisites for it to function effectively. A classroom without strong management systems and language allocation discipline cannot sustain a mastery-based technology model without significant instructional disruption.

In Year 1, Pillar 3 PD is limited to essential tools: the student information system, diagnostic assessment platforms, and family communication systems. Teachers learn to use these tools with confidence but are not expected to run differentiated technology-enabled learning tracks in their first year.

Beginning in Year 2, the school introduces an adaptive learning platform pilot in selected grade levels and content areas. PD expands to cover how to set up and monitor student mastery pathways, how to organize a classroom where students are working at multiple levels simultaneously, and how to use the time freed by student technology-based practice for targeted small-group instruction with students who need direct human attention most. This is the Fryer high-dosage tutoring principle applied at scale through a mastery-learning model.

By Year 3 and beyond, Pillar 3 PD covers more sophisticated implementation: managing classrooms where students are working across multiple mastery levels in two languages, integrating adaptive platform data with the school's bilingual assessment system, and designing differentiation strategies for both students who are struggling and students who are academically advanced. The goal is for teachers to reach a point where the technology manages individualized practice and the teacher manages language development, relationships, and targeted intervention, which are the dimensions of instruction that technology cannot replicate.

OPAL as the Organizing Framework for Year-Long Teacher Development

The OPAL is not a separate system layered on top of the three pillars. It is the lens through which Pillar 2 instruction is observed, diagnosed, and developed across the school year. Weekly OPAL observations by the DCI-DLE generate the data that drives individual coaching plans, school-wide PD topic selection, and the pacing of each teacher's movement through the year-long arc sequence. As the school grows to 11 classrooms in Year 3, the DLI Instructional Coach works alongside the DCI-DLE to administer OPAL observations and deliver coaching cycles, expanding the school's internal coaching capacity at the same rate as its instructional staff.

The year-long arc sequence moves teachers through a structured developmental progression from foundational classroom management and language allocation systems in the early arcs through comprehensible input delivery, oracy development, connected literacy, and sophisticated academic discourse in the later arcs. The arc structure is designed for Year 1 teachers entering the school for the first time. Returning teachers advance through later arcs more quickly based on prior OPAL data. New hires in subsequent years cycle through foundational arcs with support from returning colleagues who serve as lead teachers and informal mentors.

The arc sequence is organized as follows. Arc 0, the Summer Institute, establishes the DLE mindset, SLA theory, language allocation protocols, and restorative practices foundation before school opens. Arc 1 establishes classroom management systems, lesson planning with integrated language targets, and assessment procedures in the first weeks of school. Arcs 1a and 1b cover beginning-of-year diagnostic assessment administration and data-driven grouping. Arc 2, running from late September through December, develops mastery of comprehensible input delivery: visual scaffolding, TPR, comprehension monitoring, and Project GLAD strategy integration. Arc 1c resets classroom culture in January after winter break. Arc 1d covers mid-year assessment and instructional adjustment. Arc 3, running from February through mid-March, develops oracy: structured partner talk, academic discussion protocols, and strategies that honor the silent period for students in early language acquisition. Arc 4, running from late March through late April, develops connected literacy through culturally sustaining materials and explicit Bridge activities. Arc 5, running through mid-May, addresses sophisticated academic discourse and advanced cross-linguistic transfer. Arcs 1e and 6 close the year with end-of-year assessment, data analysis, and planning for the following year. Arc 7 runs throughout the entire year as an ongoing thread, introducing additional Project GLAD strategies on a differentiated, teacher-by-teacher basis as each teacher demonstrates readiness through OPAL data.

Structure, Delivery, and Budget Alignment

PD is delivered through four primary structures, each connected to a staffing position and a budget line.

The three-week Summer Institute before opening provides approximately 90 hours of foundational DLE training

covering Arc 0 and establishing the systems for Arc 1. The Head of School and DCI-DLE lead delivery, with LEEP's instructional team providing DLE-specific training sessions through the Camino de LEEP partnership and Project GLAD-trained educators (like the Head of School) providing strategy-specific instruction.

Weekly coaching cycles provide the primary ongoing vehicle for teacher development throughout the school year. Every teacher receives at least one formal OPAL observation per week with written feedback and a follow-up coaching conversation led by the DCI-DLE from Year 1. The DLI Coach added in Year 3 shares this load, enabling both leaders to sustain meaningful coaching depth as the school grows. Weekly coaching is funded through the DCI-DLE and DLI Coach salary lines in the personnel budget. This time is also funded through the Enrichment and Specials teacher salary line, which makes the teacher planning time possible within the schedule.

Collaborative planning time is embedded in the weekly schedule through the Friday early-release day, which creates a minimum of 60 minutes of common grade-level planning time per week for data meetings, Bridge activity planning, and curriculum alignment. This time is funded by the longer school-day that allows for an early release day to be possible.

Quarterly full PD days provide school-wide professional development on topics identified through OPAL pattern data. When multiple teachers share a common development need, the DCI-DLE designs a full-day session rather than addressing it only through individual coaching. This is also funded through an extended school year, adding additional days to the school year to ensure there are more than enough instructional days to meet the legal requirement and then some. Additionally, the school budgets $1,500 to $2,000 per teacher annually for external training including Project GLAD events, NABE conference attendance, and LEEP network convenings, all coordinated by the DCI-DLE and Head of School.

The Dean of Student Culture, added in Year 3, participates in all school-wide PD and leads dedicated training for all staff on SEL implementation and restorative practices. The Manager of Operations and School Operations Support Staff receive compliance and operational training in NC charter school requirements, USDA nutrition program compliance, and school safety procedures, coordinated by the Head of School and supported by the education attorney and back-office provider on retainer.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

Two positions hold primary responsibility, with a third added in Year 3 as the school grows.

The Head of School holds ultimate accountability for licensure compliance across all staff. As the school's strategic compliance lead and primary HR decision-maker, the Head of School is responsible for ensuring that all teachers hold valid NC licenses in the relevant content area and grade span, that no teacher is placed in an out-of-field assignment, that teachers on provisional or lateral entry status are actively progressing toward full licensure, and that special education teachers hold valid NC special education licenses without exception. Licensure compliance status is reported to the board annually as part of the Head of School's compliance review. The Head of School also monitors the school's ESSA educator equity obligations to ensure that students from low-income families, English Learners, and students with disabilities are not disproportionately assigned to inexperienced or unlicensed teachers.

The Director of Curriculum and Instruction – Dual Language Education (DCI-DLE) is responsible for the design, delivery, and day-to-day management of the school's professional development program. The DCI-DLE administers weekly OPAL observations, leads individual coaching cycles for all instructional staff, facilitates grade-level collaborative planning sessions, designs school-wide quarterly PD days based on OPAL pattern data, and coordinates the Summer Institute. The DCI-DLE also supports individual teachers in meeting NC licensure renewal requirements, including the ESL add-on certification, bilingual education endorsements, and maintains the school's centralized licensure tracking system, surfacing compliance concerns to the Head of School monthly.

Beginning in Year 3, the DLI Instructional Coach supports the DCI-DLE in OPAL observation and coaching delivery as the school grows to 11 classrooms. The DLI Coach operates under the DCI-DLE's direction and contributes to the same licensure tracking and professional development infrastructure.

Q61. 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. The 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.

Mentoring

DLL GSO's mentoring model is built around the reality that Year 1 is a founding year. Every teacher is new to the school, and there are no veteran colleagues to serve as traditional mentors. The model addresses this directly and describes how the mentoring structure matures as the school grows.

In Year 1, the Head of School and DCI-DLE serve as the primary instructional mentors for all teachers. Each teacher receives weekly OPAL-based observation and a follow-up coaching conversation focused on dual language pedagogy, language allocation fidelity, classroom management in a bilingual setting, and the school's data and assessment systems. Teachers are organized into cross-grade peer pairs for reciprocal classroom observation, co-planning, and weekly debrief. This peer structure builds collective ownership and horizontal accountability from the start. LEEP provides external advisory support through the Camino de LEEP partnership, giving founding teachers access to experienced DLE practitioners beyond the building. Teachers on provisional or lateral entry licenses receive

supplemental mentoring aligned with NC licensure requirements as part of their individual coaching plan.

Beginning in Year 2, the school transitions to a formal mentor-mentee model. Every new hire is paired with a returning teacher who has demonstrated strong instructional practice and alignment with the school's values. Mentors provide weekly check-ins, co-planning support, and informal classroom observation. New teachers also join a monthly new-teacher cohort led by the DCI-DLE. In Year 3, the DLI Instructional Coach joins the mentoring infrastructure, expanding the school's internal coaching capacity as the staff grows to 22 positions across 11 classrooms. Teachers who show aptitude for coaching are developed into formal mentor roles over time, building a sustainable internal pipeline of instructional leaders rooted in the school's specific bilingual program model.

Retention

The school's retention strategy is built on four pillars.

Compensation is the first. Salary ranges are competitive with or above Guilford County Schools for equivalent experience, with a bilingual stipend for teachers who hold bilingual education certification or demonstrate advanced proficiency in both languages. The school offers a standard benefits package including health insurance, retirement contributions, and paid leave. The bilingual teacher shortage nationally means that compensation competitiveness is a retention necessity, not merely a recruitment one.

Professional growth is the second. Teachers receive biweekly coaching through OPAL observation and feedback cycles, participate in weekly collaborative planning with grade-level teams, and have access to specialized professional development in dual language pedagogy, the Bridge framework, and Project GLAD strategies. The school supports teachers pursuing ESL add-on certification, bilingual education endorsements, and National Board Certification through tuition assistance and mentorship. Career advancement pathways include lead teacher roles with stipends of $1,500 to $2,500 annually, and longer-term growth toward the DLI Coach and DCI-DLE roles as the school scales.

Teacher voice is the third. Teachers play a meaningful role in school decisions through grade-level leadership, curriculum development, and the Dual Language Family Council structure. The school's professional culture values honest feedback, shared problem-solving, and collective ownership of student outcomes. Annual staff climate surveys are reviewed by the Head of School and shared with the board.
Mission alignment is the fourth. DLL GSO is a rare school: the only tuition-free two-way dual language program in Greensboro, serving a community with genuine unmet need. Teachers who join this school are not filling a vacancy. They are co-founding something. That intrinsic motivation, when paired with strong support and competitive compensation, is the most durable retention mechanism available.

Evaluation

Teacher evaluation operates on two parallel tracks as described in Q56. The state-required NC Teacher Evaluation Process (NCTEP) is completed annually for all teachers, assessing performance across the NC Professional Teaching Standards. The Head of School is the designated evaluator and completes formal observations, pre- and post-observation conferences, and the annual summative rating.

The OPAL provides the DLE-specific evaluation lens. Weekly OPAL observations by the DCI-DLE generate ongoing

data on each teacher's bilingual instructional development across the domains of language allocation fidelity, comprehensible input delivery, oracy development, cross-linguistic transfer, and DLE program implementation. OPAL data informs the Head of School's NCTEP summative ratings and drives individual coaching plans throughout the year.
Student achievement data serves as a third lens. NWEA MAP Growth results, language proficiency assessment data, and bilingual benchmark assessment data are reviewed three times per year, disaggregated by language and subgroup. Student growth patterns inform both individual teacher coaching conversations and school-wide PD priorities. Data is used as one input among several, not as a punitive metric disconnected from instructional context.

Teachers complete a self-assessment and set two to three professional growth goals at the beginning of each year, reviewed with the DCI-DLE in a formal goal-setting conference within the first four weeks. Mid-year self-reflection reviews progress against goals using current OPAL and assessment data. Teachers who receive a Developing or lower summative rating on the NCTEP are placed on a formal improvement plan with specific goals, timelines, and intensive coaching support.

Licensure Requirements

All teachers hold valid NC teaching licenses in the relevant content area and grade span, consistent with G.S. 115C-218.90 and ESSA requirements for teachers in Title I-funded programs. Special education teachers hold valid NC special education licenses without exception, consistent with IDEA. All classroom teachers demonstrate bilingual proficiency in English and Spanish as a condition of employment, consistent with Title III requirements for teachers in language acquisition programs. Teachers on provisional or lateral entry status are actively enrolled in approved NC licensure programs and receive supplemental mentoring to support timely completion. All teachers complete the required 8 NC license renewal credits per five-year cycle, including the required cultural diversity credit. License compliance is tracked monthly by the DCI-DLE and reported to the board annually by the Head of School.

Q62. 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.

Core Components

The school's professional development plan has six core components that together build the instructional capacity required to deliver a high-quality 90/10 two-way dual language program.

The first component is the Summer Institute. Before the school opens, all teaching staff participate in a three-week, approximately 90-hour intensive training program. The Summer Institute covers the foundational DLE mindset and second language acquisition theory, language allocation protocols and self-monitoring practices, restorative practices as the cultural foundation for the school, Project GLAD strategy introduction including Pictorial Input Charts, Cognitive Content Dictionaries, and Sentence Patterning Charts, the school's diagnostic assessment systems in both languages, lesson planning with integrated language and content objectives, and classroom management systems designed for a bilingual environment. The Summer Institute is the only school-wide PD event that is

simultaneously foundational and uniform, because every teacher needs the same starting point before students arrive.

The second component is weekly OPAL-based coaching cycles. Every teacher receives at least one formal classroom observation per week using the Observation Protocol for Academic Literacies, followed by written feedback and a coaching conversation. The OPAL diagnoses each teacher's specific development targets within the bilingual instructional framework and drives the content and focus of every coaching interaction. The DCI-DLE leads all coaching in Years 1 and 2. The DLI Instructional Coach, added in Year 3, shares this load as the school grows to 11 classrooms.

The third component is weekly collaborative planning. All teachers at the same grade level meet for a minimum of 60 minutes of common planning time daily during the simultaneous specials block. This time is used for grade-level data meetings, Bridge activity co-planning, curriculum alignment, and peer feedback on upcoming lessons. Collaborative planning is internally facilitated by grade-level lead teachers trained by the DCI-DLE, and it is the primary venue where Pillar 1 diagnostic teaching practices are applied in real time with real student data.

The fourth component is quarterly full PD days. Four times per year, the school holds a full-day professional development session for all instructional staff. Topics are identified through OPAL pattern data. When multiple teachers share a common development need, the DCI-DLE designs a school-wide session rather than addressing it only through individual coaching. These sessions address both school-wide instructional priorities and compliance-adjacent training such as assessment administration protocols, IEP implementation in bilingual classrooms, and ESSA educator equity practices. Quarterly PD days are primarily internally designed and led by the DCI-DLE, with external presenters brought in when specialized expertise is required.

The fifth component is technology-enabled mastery learning development, introduced as a pilot in Year 2 and expanded in Year 3. In Year 1, technology PD is limited to essential tools: the student information system, diagnostic assessment platforms, and family communication systems. Beginning in Year 2, the school introduces a pilot of adaptive learning platforms in selected grade levels and content areas. PD in this component covers how to set up and monitor student mastery pathways, how to organize a classroom where students are working at multiple levels simultaneously, and how to use the time freed by student technology-based practice for high-dosage small-group instruction with students who need direct human attention most. By Year 3 and beyond, PD expands to cover more sophisticated implementation: managing classrooms where students work across multiple mastery levels in two languages, integrating adaptive platform data with the school's bilingual assessment system, and designing differentiation strategies for both struggling learners and academically advanced students. This component is delivered internally by the DCI-DLE and Head of School, drawing on external platform provider training resources as needed. Its introduction is deliberately sequenced after Pillars 1 and 2 are established, because a classroom without strong management systems and language allocation discipline cannot sustain a mastery-based technology model effectively.

The sixth component is external professional development. The school budgets $1,500 to $2,000 per teacher annually for external training. This includes Project GLAD strategy training events for teachers deepening their GLAD implementation, NABE conference attendance for teachers pursuing bilingual education professional community

engagement, and LEEP network convenings through the Camino de LEEP partnership. External PD supplements internal coaching rather than replacing it, and is used specifically for domain-specific training that cannot be delivered with equivalent quality from internal staff.

Internal vs. External Delivery

The large majority of DLL GSO's professional development is delivered internally. The Summer Institute, weekly coaching cycles, collaborative planning, quarterly PD days, and technology-enabled mastery learning development are all led by the Head of School and DCI-DLE, with the DLI Coach joining in Year 3. This is deliberate. In a dual language school, generic external PD providers almost never have sufficient familiarity with the 90/10 model, the OPAL framework, or the specific bilingual instructional practices the school uses to deliver meaningful development. An external presenter who has never worked in a two-way DLE school cannot coach a teacher on language allocation fidelity or Bridge implementation in a useful way.

External providers are used for three specific purposes: Project GLAD certified trainers for initial and advanced strategy training, which requires certification-level expertise; LEEP's instructional team through the Camino de LEEP MOU, which brings DLE program design expertise specific to the school's model; and NABE and similar professional organizations for community and network development that builds teachers' professional identities as bilingual educators. Platform providers for the technology-enabled mastery learning pilot may also provide onboarding and technical training, which the DCI-DLE then contextualizes for the bilingual instructional environment.

Individualized vs. Uniform Delivery

The Summer Institute and quarterly full PD days are uniform, meaning all instructional staff participate in the same content at the same time. Uniformity at these junctures is intentional. The Summer Institute establishes shared language, shared norms, and shared instructional systems before school opens. Quarterly PD days address school-wide patterns identified through OPAL data, ensuring that the whole staff develops together rather than in isolated pockets.

Weekly coaching cycles operate as a both-and model: structured and differentiated simultaneously. The school's year-long arc sequence provides the common developmental framework that all teachers move through across the school year, progressing from foundational classroom management and language allocation systems in the early arcs through comprehensible input delivery, oracy development, connected literacy, and sophisticated academic discourse in the later arcs. All teachers are working within this shared arc structure at any given point in the year. What varies is the pace and the specific focus within each arc. A teacher who demonstrates mastery of an arc's core practices moves into the next arc more quickly. A teacher who needs more time within an arc receives additional coaching depth and support before progressing. Within each arc, individual coaching conversations are driven by each teacher's specific OPAL observation data, addressing the precise development targets most consequential for that teacher's students at that point in the year. The arc structure provides the common curriculum of teacher development. The OPAL provides the diagnostic tool that individualizes the path through it.

Technology-enabled mastery learning PD follows a similar pattern. The introduction of the pilot in Year 2 is a uniform event, with all teachers at the relevant grade levels receiving the same foundational training on the platform and the

mastery-based pacing model. As the pilot expands in Year 3, differentiation emerges based on each teacher's readiness and classroom context. Teachers who are further along in Pillar 1 and Pillar 2 development, and whose classrooms have reliable management systems and strong language allocation fidelity, are better positioned to implement mastery-based technology models with depth. The DCI-DLE calibrates the pacing of technology PD to each teacher's overall instructional development rather than rolling it out uniformly regardless of readiness.

Collaborative planning operates similarly to coaching. The grade-level data meeting structure is uniform across all grade levels, following the same protocol and cadence. But the content of each meeting is specific to that grade level's students, assessment data, and upcoming instructional challenges. A 1st grade team in Year 1 will be working through very different instructional questions than a 4th grade team in Year 4, even when the protocol structure looks identical.

Q63. Provide a schedule and explanation of professional development that will take place prior to the 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.

Summer PD in Context

The professional development prior to the opening of the Dual Language Lab of Greensboro (DLLG) is structured as a 10 day Summer Institute totaling 90 instructional hours. This period serves as Arc 0: Lay the Foundations for Dual Language Education, providing the mindset, theoretical framework, and operational systems necessary to execute the school's specific 90/10 dual language model.

Summer PD Explanation

The induction begins by aligning staff with the organization’s mission, strategy, and roadmap. A critical component of this early training is the introduction of Mutual Learning Behaviors, which are designed to foster a psychologically safe and collaborative adult culture essential for the high pressure environment of a startup school.

Following the cultural orientation, the training shifts to Dual Language Education (DLE) Theory and Research. Teachers master the foundational instructional sequence of Comprehensible Input to Oracy to Literacy. This theoretical grounding ensures that teachers understand why specific methods, such as Total Physical Response (TPR) and visual scaffolding, are non-negotiable for second language acquisition.

To prepare for the instructional demands of the classroom, teachers engage in a deep dive into the "GLADification" of the curriculum. This involves adapting Amplify CKLA/Caminos and Eureka Math using Guided Language Acquisition Design (GLAD) strategies to make complex academic content accessible. Teachers also learn the mechanics of The Bridge, an explicit teaching moment where they use metalinguistic analysis to help students transfer knowledge and language skills between Spanish and English.

Finally, the induction period concludes with practical application. Teachers practice delivering lessons, calibrate their assessment approaches using WIDA-aligned rubrics, and set up their physical classrooms with bilingual materials and cultural assets. This preparation directly supports Arc 1 (August to October), where the focus shifts to establishing classroom routines and conducting Beginning of Year (BOY) assessments to form the school’s initial data-driven flexible groups.

Once we get close to implementing Pillar 3 – tech-enabled mastery learning cohorts – through small, controlled pilot, we will add additional days as needed to accommodate the additional pillar’s training into summar PD.

Applicant Comments :

Please see the attachment.

Q64. 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.

Explanation of PD Hours and Days Given the Structure of Calendar, daily schedule, and staffing

First, for each teacher, we will provide approximately 286 hours of structured professional development throughout the school year to ensure the rigorous implementation of our 90/10 dual language model.

This total includes the initial 90 hour Summer Institute induction followed by 108 hours of weekly Friday sessions, 70 hours of quarterly full day intensives, and 18 hours of individualized instructional coaching. This high frequency of development is necessary to support teachers in mastering the "GLADified" curriculum, data-driven instruction, and the specific metalinguistic/cross-linguistic transfer strategies required for academic biliteracy. The scheduling of these hours is strategically aligned with our instructional arcs so that teachers receive training on specific data analysis and pedagogy just in time for the start of each new implementation phase.

Second, we will use a weekly early dismissal on Fridays to accommodate the majority of our collaborative professional development and grade level planning. We have intentionally designed our school calendar so that students are dismissed at midday every Friday, which provides a consistent three hour block for staff to work together. This structural choice is a response to the financial reality that providing simultaneous common planning time for entire grade levels during the instructional week is prohibitively expensive for a new school, as it would require a large number of enrichment teachers very early in our growth. By moving grade level collaboration to Friday afternoons, we preserve our budget while still ensuring that teachers have the necessary time to align their Spanish and English instructional targets and review student work as a team.

Third, we will facilitate individualized instructional coaching during the school week by leveraging the individual planning blocks built into the daily schedule. While teachers do not have common planning time with their peers from Monday through Thursday, the master schedule provides every lead teacher with a 45-60 minute individual block while their students are attending enrichment classes. One of these blocks each week is dedicated to a coaching cycle with the Director of Curriculum and Instruction, Head of School, or another instructional coach. These sessions focus on the Observation Protocol for Academic Literacies (OPAL), providing teachers with immediate and actionable feedback on their use of language scaffolds and their ability to facilitate cross-linguistic transfer during instruction.

Finally, we will support this professional development plan through a staffing structure that prioritizes instructional leadership. Our staffing model includes a full time Director of Curriculum and Instruction in Year 1 who partners with the Head of School for the design and facilitation of all Friday PD sessions and the management of the coaching calendar. This role ensures that professional development is a continuous and coherent experience rather than a series of disconnected events. By having a dedicated leader to manage these systems, the school can maintain a high bar for instructional quality even as we scale, eventually adding a dedicated Instructional Coach in Year 3 to provide even more frequent feedback to our growing teaching staff.

Appendix: Calculation of Professional Development Hours

First, the Dual Language Lab of Greensboro allocates 90 hours to the foundational Summer Institute induction period. This calculation is derived from a 10 day intensive schedule where staff members are on-site for 9 hours each day, typically from 8:00 AM to 5:00 PM. While this duration includes necessary transitions and collaborative meal periods, the full daily block is categorized as professional development because it is dedicated to immersive cultural

alignment and the establishment of the school's high-stakes operational and instructional norms.

Second, the school provides over 70 hours of professional development through its weekly Friday early dismissal schedule. Over a standard 36-week academic year, every Friday afternoon includes a 3 hour block reserved exclusively for staff. This time is strategically divided between whole-school professional development and the grade-level collaboration that is not otherwise feasible during the Monday through Thursday instructional blocks, ensuring that teachers have consistent, protected time for the weekly planning required by our dual language model.

Third, the school includes over 70 hours of development through quarterly 2-3 full day sessions. 2-3 days per quarter are designated as a student-free days dedicated to comprehensive data analysis and long-range curriculum mapping. These ~10 sessions provide 6 hours of structured professional working time each, allowing staff to engage in a deep dive into student proficiency data and the adjustment of instructional strategies for the subsequent academic arc.

Finally, the remaining 18 hours are accounted for through individualized instructional coaching cycles conducted during the school week. Because our master schedule provides lead teachers with individual planning blocks, we are able to facilitate a 30-minute targeted observation feedback or coaching session for each teacher once per week. Across the 36 weeks of the school year, these high-impact, one-on-one sessions aggregate to 18 hours of specialized professional support tailored to the specific instructional needs of each educator.

Together, these four components -- the 90 hour Summer Institute, 108 hours of Friday sessions, 70 hours of quarterly full days, and 18 hours of individualized coaching -- add up to a total of approximately 286 hours of professional development annually for every lead teacher.

3.5. Student Recruitment

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.

Q65.Marketing Plan: 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.

First, we will align our recruitment strategy with the demographic shifts observed in Guilford County, where Latino student enrollment in the district has increased by over 100 percent in the last decade. We have intentionally selected Southwest Greensboro as our location because the overwhelming majority of the city's Latino population is concentrated in and around the Hunter Hills area. Furthermore, this specific geographic region hosts a healthy mix of White, Asian, and Black families, which directly supports our mission to develop an open dual language program where all families can participate in building a multiracial coalition. To support our 90/10 two-way immersion model, we aim to recruit a student body that is 60 percent Spanish dominant and 40 percent English dominant, ensuring the school serves as a diverse community hub where bilingualism is a shared asset.

Second, we will execute Phase 1: Initial Interest Discovery, which focuses on intense grassroots outreach and the collection of 1,500 signatures of interest and support. Our bilingual co-founder, Marvin Espinoza, is locally rooted in the Greensboro community and will lead these efforts to ensure all marketing materials are produced with cultural competence in both English and Spanish. We will distribute bilingual flyers and enrollment materials at high traffic locations such as laundromats, tiendas, mercados, barbershops, pediatric clinics, and WIC offices. The explicit goal of gathering 1,500 signatures is to build a massive lead database that we can quickly convert into active word of mouth supporters through targeted text message campaigns. This approach allows us to reach 2 of ur most important target parent personas, Angela (black mother) and Fatima (Latina mother), where they live and work, creating a deep pool of interest that can be harvested into formal applications as soon as the enrollment window opens.

Third, we will transition into Phase 2: Demand Harvesting, by utilizing targeted digital marketing and strategic community partnerships to convert our database of leads into formal enrollment applications. Between September 2027 and January 2028, we will deploy Google Ads and social media campaigns geo-fenced to Southwest Greensboro zip codes to drive traffic to our bilingual school website. Simultaneously, we will build deep relationships with organizations that serve our target community, such as Reading Connections, local immigrant services agencies, and Black churches or civic associations. These partners will serve as trusted referral sources and co-hosts for "cafecitos," which are casual coffee and conversation meetups in accessible community locations where parents can ask detailed questions about our curriculum and restorative practices. This combination of digital precision and personal dialogue is intended to secure 250 formal applications for our 150 available seats in the opening year.

Finally, we will solidify student commitment and prevent summer melt through Phase 3: Regular Recruitment Operations, which focuses on word of mouth advocacy and community integration. From February 2028 until our August opening, we will recruit and train a team of bilingual community ambassadors, consisting of parents and local leaders, who will speak to the value of our dual language program at festivals and through their own personal networks. These ambassadors will play a crucial role in hosting family cookouts and community events that build a sense of belonging among our enrolled families. Additionally, we will engage with school board members and city council representatives to ensure the school is viewed as a vital piece of neighborhood infrastructure. By maintaining continuous engagement through our ambassadors and professional leaders, we will ensure that the Dual Language Lab of Greensboro opens with a fully enrolled and diverse student body that reflects the linguistic richness and multiracial demographics of Southwest Greensboro.

Q66. Describe how parents and other members of the community will be informed about the school.

First, we will inform the broader community through a comprehensive bilingual communication strategy that prioritizes linguistic accessibility in both English and Spanish across all platforms. Every piece of outreach material, including brochures, flyers, the school website, and social media content on Facebook and Instagram, will be produced in both languages to ensure there are no information barriers for our target families. Our co-founder, Marvin Espinoza, who is locally rooted in the Greensboro community and fluent in both languages, will lead this effort by representing the school at local festivals, farmers markets, and cultural events. By maintaining a constant presence in local Spanish language media outlets and community-specific digital groups, we will ensure that the Dual Language Lab of Greensboro is a recognizable and trusted name throughout the district.

Second, we will utilize a high-touch grassroots approach to inform families where they live, work, and gather within Southwest Greensboro. Our team will conduct intensive door-to-door canvassing in high-density residential areas such as the Juniper Ridge II and Westbrook apartment complexes to provide direct information to parents. We will also distribute bilingual enrollment materials at essential community hubs, including laundromats, grocery stores, tiendas, barbershops, pediatric clinics, WIC offices, and Head Start programs. This physical presence will be supplemented by formal information sessions hosted at public libraries, community centers, and local churches, including Spanish-language congregations. These efforts are designed to ensure that the 90/10 dual language model is clearly explained to families in the Hunter Hills area and surrounding neighborhoods.

Third, we will leverage a technology-enabled (text messaging system, newsletters, virtual townhalls) outreach system to keep interested families informed and engaged throughout the pre-opening period. By gathering an initial 1,500 signatures of interest, we will create a robust database that allows us to launch targeted text message and email campaigns. These digital touchpoints will provide families with timely updates regarding enrollment deadlines, upcoming town halls, and school progress milestones. This strategy also includes the use of "cafecitos," which are informal coffee and conversation meetups held in accessible neighborhood locations. These small-scale events allow parents to ask detailed questions in a low-pressure environment, moving them from initial awareness to a deeper understanding of our "GLADified" curriculum and restorative practices.

Finally, we will inform the community through a network of strategic partnerships and local leadership collaborations that lend credibility to our mission. We will build formal relationships with organizations such as Reading Connections and other immigrant service agencies to co-host information sessions for their adult learners and constituents. Additionally, we will recruit and train a cohort of bilingual community ambassadors, including parents and local advocates, who can speak to the value of dual language education within their own personal networks. By engaging with school board members, city council representatives, and civic leaders, we will ensure that the school's mission is amplified at civic forums and community meetings. This multi-layered approach ensures that information about the school is delivered by trusted local voices, fostering broad community support and a strong inaugural enrollment.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

First, we will implement a direct and high-touch canvassing strategy to build a robust database of interested families within our target neighborhoods in Greensboro. Our team will visit local apartment complexes such as Cedar Trace, Twin Oaks, and Westbrook Apartments to engage in door-to-door outreach and distribute bilingual informational packets that clearly outline our educational offerings. This hands-on approach allows us to address specific parent concerns regarding school logistics and academic rigor in real-time while securing physical and digital signatures of support. The Executive Director will spearhead this effort, supported by recruitment staff and volunteers who have deep roots in the local community.

Second, we will leverage existing community hubs such as local daycares, faith centers, and small businesses to establish the school's reputation as a trusted educational partner. We plan to collaborate with childcare centers like Wishview Children's Center and Hunter Hills to provide presentations to parents during morning drop-off or evening pick-up times when they are most accessible. Furthermore, we will establish a presence at high-traffic local businesses like the Tortaz Lokaz taco truck or Rainbow Laundry to meet families during their daily routines. These engagements will be led by the School Leader and supported by the Board of Directors, ensuring that we are visible and available to answer questions about our dual-language model.

Third, we will utilize a data-driven digital advertising campaign to broaden our recruitment funnel and capture interest from parents who are searching for school options online. By using platforms like Google Ads and targeted social media campaigns, we can reach specific demographics in the Greensboro area who are actively looking for high-quality alternative school options or language immersion programs. This digital strategy will direct potential families to a user-friendly landing page where they can sign up for updates and receive regular communications about our milestones. The Executive Director will monitor the analytics from these campaigns to adjust our messaging and ensure we are effectively reaching families who value a rigorous, bilingual education for their children.

Fourth, we will conduct formal information sessions and community town halls to finalize the enrollment of students who have expressed initial interest during the earlier phases of our outreach. These gatherings will take place at accessible local landmarks like the Glenwood Library and will feature live demonstrations of our instructional materials, including the Amplify CKLA and Singapore Math curricula. Providing families with a tangible look at the high academic standards and unique instructional approach of the school will help transition leads into committed applicants. The Board of Directors will play a central role in these events, providing oversight and sharing their vision for the school's contribution to the academic success of Greensboro students.

Q68. 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.

DLL GSO is not searching for at-risk students, English learners, or economically disadvantaged families in a community where they are hard to find. It is planting itself in the center of a community where those families are the community.

Hunter Hills and the surrounding southwest Greensboro neighborhoods have childhood poverty rates higher than 91.1% of US neighborhoods, with 43% of children living below the federal poverty line and household income lower than 88.5% of all US neighborhoods. Hunter Elementary, the neighborhood's zoned school, serves a student body where over 74% of students are economically disadvantaged, 52.5% are Hispanic, and 35.7% are African American. Only 40% of students score at proficiency in math and 30% in reading, both below district and state averages. Across Greensboro, the poverty rate for Hispanic or Latino residents stands at 26.5%, more than double the rate for White non-Hispanic residents.

This is the central insight underlying DLL GSO's equal opportunity approach: a school that genuinely reaches the families of southwest Greensboro will, by the very nature of that community, be reaching families in poverty, academically below-grade-level students, English learners, and students at risk of academic failure. These are not separate populations requiring separate outreach strategies. They are the same families, living in the same neighborhoods, shopping at the same tiendas, attending the same churches, and sending their children to the same underperforming schools. The school's equal opportunity strategy is therefore not a set of targeted sub-programs layered onto general recruitment. It is the recruitment strategy itself, designed from the ground up around the community where need is highest and where the school is located.

Enrollment Design

The lottery is administered in English and Spanish with extended hours, multiple sign-up channels including online, phone, and paper at partner community locations, and in-person assistance available at outreach sites. No barrier related to immigration status, documentation, or prior academic performance exists in the enrollment process. A weighted lottery gives enrollment priority to economically disadvantaged students, consistent with NC charter school law, preventing the program from drifting toward middle-class families as many dual language programs nationally have done. Students experiencing housing instability are enrolled immediately under McKinney-Vento Act protections, with a designated liaison in place prior to opening and flexible documentation options available.

Ground Game Outreach

The families of southwest Greensboro do not search for schools on websites. They hear about schools from neighbors, at laundromats, in church, at apartment complexes, and at community events. The school's outreach is built entirely around those channels.

The Head of School and board volunteers conduct direct outreach at laundromats, apartment complexes, grocery stores, tiendas, barbershops, pediatric clinics, WIC offices, and Head Start programs in Hunter Hills, Hewitt, Lindley Park, Glenwood, Southmount, Hillsdale Park, Rainbow/Meadowood, and the surrounding neighborhoods. Bilingual flyers and brochures differentiated by target demographic are distributed at every location. Community interest tables are set up regularly at high-traffic locations including Tote Boy's Bin Store, Sabor Latino, La Monarca Michoacana, Carniceria El Rey, and Tortaz Lokaz, all of which have opened their doors to the school through active relationship development already underway. The school has already distributed flyers at three preschools and daycares within the target community, building those recruitment channels and relationships ahead of the school's authorized recruitment period.

Community canvassing at apartment complexes including Cedar Terrace, Hidden Hollow, Westbrook, Twin Oaks, and Hope Court has been underway since November 2025. Universal Church and other southwest Greensboro faith communities have opened their congregations to school outreach. The Glenwood Library, which has a strong reputation with multilingual families in the area, is a distribution and tabling site. Every channel is bilingual. Every channel is in the physical geography of the families the school is designed to serve.

Community Anchor Partnerships

The school's partnership with Reading Connections is the most significant institutional relationship in the outreach infrastructure. Founder Marvin Espinoza-Leiva spent two years as an adult literacy instructor at Reading Connections serving Spanish-speaking immigrant families in southwest Greensboro, many of whom have elementary-age children. Board member Joanna Ericksen serves as Family Literacy Program Director there. This is a pre-existing, sustained community relationship, not a referral agreement established for the purpose of a charter application. FaithAction International House, the YMCA, and the YWCA round out the core partner network for reaching immigrant and multilingual families.

The school will conduct a minimum of four bilingual community information sessions in southwest Greensboro neighborhoods beginning 18 months before opening, with childcare, bilingual presenters, and Spanish-language materials provided. Board member Dr. Elisa Mercon-Vargas provides institutional connection through UNCG's HDFS program, which serves as both a teacher pipeline and a community engagement resource.

Serving Students with Disabilities

The school communicates directly to families of students with IEPs and 504 plans that DLL GSO is designed to serve them. Research in dual language education indicates that students with mild to moderate disabilities can thrive in well-implemented DLE programs because the specialized instructional practices of the model, including total physical response, visual supports, graphic organizers, language scaffolds, and targeted language development instruction, increase overall content access for all learners, including those with disabilities. Community sessions include information on the EC Program Manager, bilingual IEP implementation, and the school's commitment to serving students with disabilities within the least restrictive bilingual environment. Outreach through pediatric clinics and early intervention programs begins at least 12 months before enrollment opens.

Academically Low-Achieving Students

The school's outreach is direct: DLL GSO is not a gifted program for students who already succeed. It is a research-proven model that produces stronger long-term academic outcomes for the students who need it most, including students who enter below grade level. Outreach materials describe the research base for dual language education in accessible, bilingual language. The school's MTSS framework, diagnostic teaching model, and dual language instructional design are built explicitly for students entering behind grade level. That message is communicated to families at every outreach event and in every community session.

Responsible Parties

The Head of School leads all recruitment and outreach. Board members support through their community networks. Joanna Ericksen leads Reading Connections connections. Dr. Mercon-Vargas provides the UNCG institutional pipeline. The Dual Language Family Council, once formed, becomes the school's most credible ongoing outreach vehicle, with enrolled families as peer advocates within their own networks and neighborhoods.

Q69. What established community organizations would you target for marketing and recruitment?

Since November 2025, DLL GSO has been conducting initial active, in-person outreach across southwest Greensboro, building working relationships with community organizations, businesses, and faith communities in the target neighborhoods. The organizations below reflect both the school's planned partnerships and the relationships already established through that outreach.

Adult Education and Family Literacy

Reading Connections is the school's most important institutional partner for reaching the families most in need of DLL GSO's program. Founder Marvin Espinoza-Leiva spent two years as an adult literacy instructor at Reading Connections serving Spanish-speaking immigrant families in southwest Greensboro. Board member Joanna Ericksen serves as Family Literacy Program Director there. The school has already made contact with Reading Connections adult literacy learners connected to Hunter Elementary and Bessemer Elementary who have expressed interest in the school and offered to share information with their own networks and church communities.

Preschools and Child Development Centers

Preschools and daycares are the school's highest-priority recruitment channel because they reach families at the exact moment the kindergarten enrollment decision is being made. The school has established active outreach relationships with Wishview Children's Center and Piedmont Global Preschool in the Hewitt Area, where directors have agreed to allow tabling at pickup and dismissal times and to distribute school flyers to families. Just What I Needed Child Development Center and Myra's Learning Kids Academy in Hunter Hills are active contacts with flyering and tabling in progress. Peppermint Academy on Merritt Drive is also being actively pursued. The school intends to expand these relationships to include every preschool and Head Start program within a five-mile radius of the target neighborhood before enrollment opens.

Faith Communities

Universal Church has been one of the most productive single outreach sites in the school's recruitment history. On March 1, 2026, the school tabled at Universal Church and made 28 direct family contacts representing 37 children in a single session. The church's leadership and congregation members have been engaged as ongoing connectors to other Spanish-speaking churches in the area. Our Lady of Grace Catholic Church, Iglesia Evangelica Casa Belen, and Definition Church are all active or planned outreach targets. Faith communities are particularly valuable for reaching Spanish-speaking families who are skeptical of institutions and who trust information that comes through a pastor or congregation leader rather than through a stranger at a table.

Community-Based Organizations

The YMCA of Greensboro is an active partner. The school tabled at the Alexander W. Spears YMCA on April 4, 2026, making 29 direct family contacts representing 22 children in a single session. The YMCA serves multilingual families across southwest Greensboro and has expressed openness to ongoing tabling and promotional collaboration. The YWCA and FaithAction International House are both planned formal partnership targets as the school moves toward the enrollment period. FaithAction works directly with immigrant families navigating community resources and holds deep trust within Greensboro's Spanish-speaking community. Children's Home Society of North Carolina is a specific and productive partner already engaged: Community Navigator Lashawnda Howard at Cedar Terrace Apartments serves families with expectant and young mothers aged 0 to 5, giving the school access to families making educational plans before their children are school-age.

Libraries

The Glenwood Library at 1901 W. Florida St. serves the Rainbow/Meadowood neighborhood and has a strong reputation with multilingual families in southwest Greensboro. It is a planned flyer distribution and tabling site for ongoing recruitment through the opening period.

Latino-Owned Businesses and Community Commercial Anchors

Several southwest Greensboro businesses have become active community partners for the school's outreach, opening their physical locations to flyer displays and tabling. Sabor Latino Restaurant owner Rudy Molina has a flyer stand at his checkout counter and has been engaged as a parent interview prospect. La Monarca Michoacana owner Noel B.S. has agreed to weekly flyer restocking. Carniceria El Rey has given permission for flyer posting at checkout. Tortaz Lokaz food truck owner Ricoz on West Market Street has opened his location to tabling and flyer placement. Tote Boy's Bin Store on South Holden Road, run by former educator and at-risk youth advocate Marvin Martin, has been the school's single highest-volume contact site, with two tabling sessions in March 2026 producing 86 direct contacts and 49 children, making it the most productive outreach location in the school's history to date.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

First, we will initiate a high-frequency digital and physical communication campaign immediately following school approval to leverage our existing database of 1,500 signatures of support. Since we have already established a robust contact list through flyering at locations like Rainbow Laundry, La Palma, and the West Market Street Laundromat, we will use automated text and email broadcasts to transition these supporters into a targeted recruitment funnel. The primary mechanism for this transition will be a strictly "Interested Families" form designed to capture detailed enrollment data and student ages. Our goal is to convert as many of the initial 1,500 leads as possible into this specific interest list, which will serve as our primary audience for explicit enrollment updates and priority notifications once the formal application window opens in the fall of 2027.

Second, we will deepen our engagement with this targeted group of interested families through high-touch, in-person events throughout the Southwest Greensboro area. We will host "cafecitos" at local libraries and neighborhood hubs to provide a space where parents can engage in direct, personal dialogue with our bilingual co-founder, Marvin Espinoza, regarding the "GLADified" curriculum and our restorative practices. These sessions are intended to move families from general awareness to a deep commitment to the 90/10 dual language model. By maintaining a constant presence in the Hunter Hills community and providing these low-pressure opportunities for conversation, we ensure that parents feel fully informed and confident in their choice to apply for enrollment.

Third, we will utilize a Community Ambassador Program beginning in early 2028 to maintain engagement through trusted local voices and word-of-mouth networks. We will recruit a small cohort of bilingual parents and community leaders from our initial "Interested Families" list to serve as official liaisons for their neighborhoods. These ambassadors will be responsible for hosting small-group information sessions and distributing bilingual updates within high-density residential complexes such as Juniper Ridge II and Westbrook Apartments. This strategy ensures that the school remains a visible and relevant topic of conversation in the community, providing a relatable and accessible way for new families to learn about the school’s progress and upcoming enrollment milestones.

Finally, we will solidify our relationship with enrolled families from February 2028 through the August opening to prevent summer melt and build a strong school culture. Once the enrollment process is finalized, we will transition our communication strategy to focus on community-building events, such as family cookouts and back-to-school orientations. We will also formally convene the Dual Language Family Council as indicated in our organizational structure to provide a platform for parents to participate in the school's leadership and planning. By combining consistent digital updates through our text messaging system with these intentional face-to-face interactions, we will ensure that the Dual Language Lab of Greensboro opens with a fully engaged and committed family body that is ready to support the school’s mission from day one.

Q71. Describe how you will engage parents in the life of the public charter school.

First, we will establish the Dual Language Family Council as a formal advisory body designed to integrate parent voice into the school's organizational life. This council will work in direct partnership with the Executive Director to inform school policies, programming, and community activities, ensuring that the school remains responsive to the needs of the families we serve. By serving in this advisory capacity, parents will act as key stakeholders in the governance of the school, helping to shape the strategic direction and cultural norms of the institution. This structure is essential to our mission of preparing scholars to be advocates for equity, as it models for our students how a multiracial and linguistically diverse community can collaborate to influence institutional change.

Second, we will host monthly Biliteracy and Bilingualism Nights to empower parents as active partners in their children's linguistic development. These events provide a dedicated space where families can learn the specific instructional strategies we use in the classroom, such as Guided Language Acquisition Design strategies or metalinguistic awareness techniques, so they can reinforce these concepts at home in either language. By demystifying the dual language model and celebrating the diverse cultural heritages of our community, we create an inclusive environment where parents feel competent and valued as co-educators. These nights will also feature student showcases and cultural celebrations, strengthening the bond between the school's academic rigor and the lived experiences of our families.

Third, we will maintain a high frequency of proactive communication regarding individual student progress through bi-weekly text messages or phone calls from classroom teachers. This strategy ensures that parents are consistently informed of their child's academic and social standing, allowing for immediate collaboration on any necessary interventions or celebrations of success. We will supplement this digital outreach with physical letters sent home in student homework folders every week to announce school updates, celebrations, and invitations for volunteer opportunities. These folders act as a consistent tactile touchpoint for families, keeping them informed about upcoming organizational partner collaborations for additional services, such as adult literacy or community health resources, ensuring the school functions as a holistic support system.

Finally, we will facilitate quarterly parent conferences to review comprehensive student data and co-create learning goals for each academic arc. These in-depth meetings allow teachers and parents to analyze results from assessments such as NWEA MAP and language proficiency rubrics together, ensuring a unified approach to the student's bilingual journey. These conferences are designed to be restorative and collaborative, focusing on the agency of the student and the partnership between the home and the classroom.

By providing these multiple tiers of engagement, ranging from formal advisory governance to individual progress monitoring, we ensure that every parent has a clear and meaningful pathway to participate in the life and growth of the Dual Language Lab of Greensboro.

Q72.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.

First, we will establish a strategic collaboration with Reading Connections to host their FamLit program at our school site during evening hours. This program provides adult literacy and English for Speakers of Other Languages (ESOL) instruction for our parents and community members, which directly addresses the educational needs of the entire family unit. The primary benefit to our students is the direct correlation between a parent's literacy level and a child's academic achievement. By strengthening the literacy environment of the home, we ensure that our students have the foundational support necessary to thrive in our rigorous dual language curriculum. This program supports our mission of equity by removing linguistic barriers that historically prevent families from fully participating in their child's educational journey.

Second, we will partner with Dr. Elisa Vargas to develop and deliver the Human Family Development program, which is a specialized initiative open to parents and community members throughout Southwest Greensboro. This program focuses on partnering with parents on practices for conscious parenting to develop the identity, character, and family structure of the child. The benefit to our students is the creation of a stable and nurturing social-emotional foundation that fosters resilience, self-awareness, and academic persistence. By centering the development of identity and character, this program directly supports our school's vision of growing bilingual learners who are secure in their cultural heritage and empowered to lead as advocates for equity within their communities.

Third, we will offer monthly Biliteracy and Bilingualism Nights designed to provide parents with the same instructional strategies and metalinguistic awareness techniques used by our teachers in the classroom. These nights allow parents to learn and practice Guided Language Acquisition Design (GLAD) strategies, which makes academic content accessible in both Spanish and English. The benefit to students is a highly consistent instructional experience between the classroom and the home, which accelerates their progress toward academic biliteracy and bilingualism. This program supports our mission of preparing scholars for academic success by ensuring that the dual language model is a shared journey that values the linguistic assets of every family member.

Finally, we will facilitate the Dual Language Family Council as an advisory program and host a Community Resource Workshop series in collaboration with local organizational partners. The Council provides parents with a formal mechanism to partner with the Executive Director on school activities and policy, while the workshops provide essential services such as health screenings and social service navigation. The benefit to students is the mitigation of external stressors that can impede learning, ensuring they arrive at school healthy, supported, and ready to engage. These programs align with our vision of a healthy and empowered Greensboro and reinforce the school's mission to serve as a vital piece of community infrastructure that advocates for the holistic well-being of its diverse families.

3.7. Admissions Policy

Q73.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

Q74. 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

The school's mission requires a weighted lottery because the two-way dual language immersion model depends on a specific linguistic composition to function effectively. Research on two-way immersion (Lindholm-Leary, 2001, 2012; Howard et al., 2018, Guiding Principles for Dual Language Education) consistently demonstrates that balanced representation of native speakers of each language is essential to the model's success. In a two-way program, students serve as language models for one another: Spanish-dominant students model academic Spanish for English-dominant students, and vice versa. Without sufficient numbers of each language group, this peer-mediated learning breaks down.

The school targets approximately 60% Spanish-dominant and 40% English-dominant enrollment. If the lottery were unweighted, natural variation in applicant demographics could produce a class that is 80% one language group and 20% the other, fundamentally undermining the instructional model. The weighted lottery ensures that the school can maintain the linguistic balance necessary for every student to receive the full benefit of two-way immersion.

This is consistent with the school's mission to cultivate bilingual, biliterate, culturally fluent leaders. The mission cannot be fulfilled without both language communities present in sufficient numbers. The weighted lottery is the mechanism that makes the mission operationally possible while maintaining open, nondiscriminatory enrollment.

Q75. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

First, the Dual Language Lab of Greensboro (DLLG) will operate an open enrollment application window beginning in October of the year preceding enrollment and closing in late February. To ensure equitable access for the multiracial and linguistically diverse families of Southwest Greensboro, applications will be provided in both English and Spanish and made available in online and paper formats at the school, through community partners like Reading Connections, and at high-traffic neighborhood hubs such as local laundromats, preschools/daycares, and pediatric clinics.

Second, we will implement enrollment priorities in strict accordance with North Carolina charter school law (G.S. 115C-218.45). Before the lottery is conducted, priority will be granted to the children of the school's full-time employees (limited to 15% of total enrollment), siblings of currently enrolled students, and children of the school's founding board members during the inaugural year.

Third, we are requesting to utilize a weighted lottery to fulfill our mission of providing a rigorous dual language program to the Spanish-dominant and economically disadvantaged families of the Hunter Hills area. This weighting is essential to maintain the linguistic balance required by our 90/10 two-way immersion model, targeting a student body that is approximately 60% Spanish-dominant and 40% English-dominant as determined by the Home Language Survey that all applicants fill out with the application to enroll. As demonstrated in research examining dual language programs nationally, these specialized educational models can unintentionally exclude the very populations they were designed to enroll if a weighted mechanism is not in place to protect access. A 2023 analysis of over 1,600 dual language immersion programs by The Century Foundation found that without enrollment structures protecting access, demand from English-dominant and often more affluent families can displace the Spanish-Speakers and target families that the very programs intend to educate and benefit most (Williams et al., 2023).

Fourth, our weighted lottery will follow a "Reserved Seat" structure to ensure fidelity to our demographic and linguistic targets. The target population (Spanish-dominant applicants) will be drawn first until the specific number of reserved seats (approximately 60% of the grade level) is filled. Any applicants from the target population who are not selected during this initial phase will be pushed into the general population pool. The lottery will then be run on the general population to fill the remaining 40% of available seats from the pool of English-dominant applicants and the remaining Spanish-dominant applicants.

Fifth, the lottery will be conducted publicly using an independent, third-party software provider (such as SchoolMint) to ensure total transparency and accuracy. A neutral auditor or third party will be present to verify the integrity of the process, and all applicants will be assigned a random number for selection. Students not selected during the lottery will be placed on a waitlist in the order they were drawn, and if seats become available, they will be offered enrollment in a sequence that maintains the school’s 60/40 linguistic balance.

Finally, we will maintain high-frequency communication with all families regarding their enrollment status. All applicants will be notified of lottery results within five business days via phone, email, text message, and postal mail in their indicated home language. This proactive approach ensures that our inaugural families remain engaged and informed as they prepare to join our multiracial school student body.

Q76.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

The research supporting a weighted lottery for two-way dual language programs is extensive and well-established.

The foundational research comes from Thomas and Collier (2004, 2012, 2017), whose longitudinal studies across multiple states (including North Carolina) demonstrate that two-way dual language programs produce the strongest academic outcomes when the student population includes balanced representation of both language groups. Their NC-specific study found that students in two-way DLE programs in grades 3-8 scored significantly higher than non-DLE peers, with the largest effects in programs with balanced linguistic composition.

Lindholm-Leary (2001, 2012) found that English-speaking students who received only 10-20% of instruction in English in the early grades scored as well on English assessments as peers in English-only programs, but only when sufficient native Spanish speakers were present to serve as language models during Spanish-medium instruction. Without this balance, English-dominant students do not receive adequate target-language input from peers, and the program underperforms.

The Guiding Principles for Dual Language Education (Howard et al., 2018), the field's primary implementation guide, explicitly recommends that two-way programs maintain a balance of approximately 50/50 to 2/3-1/3 native speakers of each language. Programs that drift outside this range lose the peer interaction effect that distinguishes two-way immersion from one-way enrichment.

The RAND Corporation's randomized controlled trial of dual language immersion in Portland, Oregon (Steele et al., 2017), the most rigorous experimental study of DLE to date, was conducted in programs that maintained balanced linguistic composition. The reading gains of 0.13 to 0.22 standard deviations found in that study are attributable in part to the linguistic balance of the student population.

Legal precedent supports the use of weighted lotteries to maintain program integrity. Multiple charter schools operating two-way DLE models across the country (including in North Carolina) use weighted lotteries for this purpose. The weighting is based on linguistic background, which is a programmatic requirement rather than a proxy for race or ethnicity, and is consistent with the nondiscrimination provisions of NC charter school law.

Q77.Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. 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.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

First, the Dual Language Lab of Greensboro will conduct its open enrollment application period beginning in October of the year preceding opening and concluding in late February of the opening year, ensuring all procedures occur only after final approval from the State Board of Education. Applications will be available in both English and Spanish through an accessible online portal as well as in paper form at the school's main office and various community partner locations across Southwest Greensboro, such as local libraries and laundromats. Once the enrollment deadline passes, the school will determine if the number of applications exceeds the capacity of a program, class, grade level, or building. If capacity is exceeded, a public lottery will be held in March to ensure a fair and transparent selection process, with all families receiving notification of their status within five business days of the drawing via mail, email, and text message.

Second, the school will implement a clear lottery plan that includes all permitted statutory student enrollment preferences in accordance with G.S. 115C-218.45. These preferences will be applied in the following order: children of the school's full-time employees, provided they do not exceed 15 percent of total enrollment; siblings of currently enrolled students; and, during the inaugural year only, children of the school's founding board members. To maintain the 90/10 two-way immersion model, we will utilize a weighted lottery system that employs a reserved seat structure. In this process, the target population of Spanish-dominant applicants will be drawn first to fill approximately 60 percent of the available seats. Any Spanish-dominant applicants not selected in this initial draw will be moved into the general population pool, where the remaining 40 percent of seats will be filled from a combined pool of English-dominant and remaining Spanish-dominant applicants to ensure a linguistically balanced and multiracial student body.

Third, we will maintain a transparent waitlist and re-enrollment policy to manage student movement throughout the academic year. Students not selected during the initial lottery will be placed on a waitlist in the order in which they were drawn, categorized by their primary language to ensure any mid-year vacancies are filled in a way that preserves the 60/40 linguistic balance. For subsequent years, currently enrolled students will be given a designated period to submit an "Intent to Return" form to secure their seat for the following grade level without participating in the lottery again. If a student chooses to withdraw, the parent or guardian must submit a written notification of withdrawal to the school office. We will then process the transfer of student records to the new school within five to ten business days of receiving an official records request, ensuring a seamless transition for the student.

Finally, the Dual Language Lab of Greensboro will not require any pre-admission activities, such as interviews, essays, or academic testing, as a condition for application or enrollment. While we will host "cafecitos," town halls, and information sessions during the recruitment period, these are strictly optional engagement opportunities designed to inform parents about the school's 90/10 immersion model and "GLADified" curriculum. Once a student is officially admitted through the lottery and completes the enrollment packet, we will offer orientation events and family cookouts to help students and parents transition into the school community. These post-admission activities are intended to build a strong school culture and prevent "summer melt" but have no bearing on a student's eligibility for admission, ensuring the school remains an open and equitable public option for all families in the district.

3.8. Certify

Q78.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q79.Explanation (optional):

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

- ○ Yes
- ◉ No

5. Conversion

Q94.Is this application a conversion from a traditional public school or private school?

- ○ Yes
- ◉ No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The CSRB may also, in certain well-defined instances, grant permission for a nonprofit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

1. "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
2. "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
3. "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
4. "Fast-Track Replication" is a special form of replication in which the approved applicant forgoes the planning year required of new charter school applicants.

Q109.Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- ○ Standard
- ○ Fast-Track
- ◉ No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:

1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
3. the students shall be currently under suspension for more than 10 days from a public or private school; or
4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

- ○ Yes
- ◉ No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

- ○ Yes
- ◉ No

9. Remote Academies

§ 115C-218.120(a). Remote charter academies.
A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q142.

Is the school you're applying to create a remote charter academy?

- ○ Yes
- ◉ No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

1. Identify the students and community to be served;
2. Illustrate what success will look like; and
3. Align with the purposes of the NC Charter School Law.

10.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q169.Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

We cultivate bilingual, biliterate, and culturally fluent leaders who achieve extraordinary academic success and holistic well-being by permanently establishing a data-driven, diverse, and high-performing dual-language elementary charter school that continually learns and adapts to meet the evolving needs of all its students – here in Greensboro, North Carolina.

Q170.Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

The Dual Language Lab of Greensboro will be a national model school for excellence, functioning as a tech-enabled 90/10 spanish-immersion leadership incubator and a vital community center. We envision a joyful, data-driven environment where scholars achieve deep bilingualism and biliteracy with high academic achievement while families thrive through shared literacy and integrated community services support. Our long-term vision is to pioneer North Carolina's first K-12 Dual Language Charter District, empowering graduates to lead with Courage, Curiosity, Compassion, Integrity, and Excellence.

Q171. In narrative form, please describe how you have assessed parental demand for the school.

Our assessment of parental demand began with a two-year immersion in the Southwest Greensboro community by our co-founder, Marvin Espinoza-Leiva. Through his work teaching adult literacy with Reading Connections, Marvin identified a profound "information gap" among families in the Hunter Hills area. Despite a desire for bilingual education, many parents—including those with children currently attending Hunter Elementary—reported being unaware of local dual-language opportunities or finding them inaccessible. This qualitative insight served as the catalyst for our systematic demand-gathering phase.

To quantify this need, we implemented a direct "go-to-them" canvassing strategy starting in November 2025. Rather than waiting for families to attend formal sessions, we engaged parents at 22 distinct community hubs where they already gather, including Rainbow, Royal, and West Market Laundromats, Carniceria El Rey, Sabor Latino, and the Alexander W. Spears YMCA. As of April 2026, these efforts have resulted in 252 direct expressions of support (230 in-person and 22 via digital interest forms).

The demographic composition of these 252 contacts validates that we are reaching the specific multiracial and multilingual coalition our model is designed to serve. Our database includes families dominant in Spanish and English, as well as home languages such as Yoruba, Nepali, French, Arabic, and Amharic. The geographic concentration is focused heavily on high-density residential corridors, including Stonesthrow Crossing, Juniper Ridge II, and Cedar Terrace.

Critically, we have assessed demand within the specific age cohort required for our August 2028 opening. Our data identifies 32 adults representing approximately 37 children currently aged zero to four. These children will be the exact population eligible for our founding Kindergarten and first-grade classes. The quality of this demand is exceptionally high; digital respondents reported an average enthusiasm rating of 9.7 out of 10, citing heritage connection and future career opportunities as their primary motivators.

Finally, we have tested the "warmth" of this demand through three bilingual text broadcast campaigns reaching up to 203 contacts with a zero delivery failure rate. The active response to these digital touchpoints, combined with the established passive distribution channels (flyer stands) at local businesses, confirms a broad, sustained, and growing appetite for the Dual Language Lab of Greensboro. We are currently leveraging this initial momentum toward our ultimate goal of 1,500 community signatures by the conclusion of our planning year.

Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative

format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

******Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

The following describes the school's community engagement activities conducted between November 2025 and April 2026. Personal information of individuals contacted has been omitted per application guidance. Events are described in chronological order with type of contact, date, approximate number of attendees, and indication of demand.

Apartment Complex Canvassing, November 15, 2025. Type: in-person canvassing.

Locations: Juniper Ridge II Apartment Homes and Westbrook Apartments in southwest Greensboro. Attendees: approximately 5 individuals engaged. Indication of demand: Spanish-dominant and English-dominant families with school-age children expressed interest in a free bilingual school option; several provided contact information voluntarily. One contact made at this session, a community connector with ties to multiple child-serving organizations and faith communities in the area, became an ongoing outreach resource.

Laundromat Canvassing, November 15 and December 6, 2025. Type: in-person canvassing at community laundromats.

Locations: Rainbow Laundry, Royal Laundry, West Market Street Laundry. Attendees: approximately 21 individuals across both sessions. Indication of demand: families with children ranging from infants to school age were receptive to the bilingual model; several indicated there is no existing public option serving their language background. Demographic range included Spanish-dominant Latino families, Black and African American families, White families, and one family of Sudanese origin.

Strip Mall and Business Corridor Canvassing, February 28, 2026. Type: in-person canvassing across a business district in the target zip code.

Locations: Stonesthrow Crossing strip mall, DP Business Center, Superama mini-market, Carniceria El Rey. Attendees: approximately 27 individuals. Indication of demand: majority of contacts were Spanish-dominant Latino residents with children; multiple business owners gave open permission for flyer display at their checkout counters, creating ongoing passive distribution channels. Two church-affiliated community leaders with connections to Spanish-speaking congregations in the area were identified and began engaging as network connectors.

Universal Church Visit, March 1, 2026. Type: in-person community engagement event with permission of church

leadership.

Location: Iglesia Universal in the DP Business Center corridor. Attendees: approximately 28 individuals representing a combined 37 children. Indication of demand: this was the highest-density concentration of school-age children across any single engagement event. All contacts were Spanish-dominant Latino families. Enthusiastic reception from congregation members, several of whom had children in the two-to-nine-year age range directly aligned with the school's inaugural enrollment cohorts. Multiple families requested information about the enrollment timeline.

Strip Mall Canvassing and Business Outreach, March 7, 2026. Type: in-person canvassing across multiple commercial locations.

Locations: Carniceria El Rey, SK Solekonveot, Stonesthrow Crossing, Sabor Latino, La Monarca Michoacana, and The Wash Tub Lavanderia. Attendees: approximately 30 individuals. Indication of demand: grocery store contacts skewed heavily toward Spanish-dominant families with young children, including several with infants and toddlers. A business owner at Sabor Latino, who has four children of his own including an infant, agreed to display a permanent flyer stand at checkout and expressed personal interest in enrollment. An owner at La Monarca Michoacana did the same. A community connector at Cedar Terrace Apartments, who works as a community navigator for a family-services nonprofit and has access to families with children from birth to age five, was engaged as an ongoing outreach partner.

Tote Boy's Bin Store Tabling, March 14 and 15, 2026. Type: in-person tabling event at a high-traffic local business whose owner is a former principal and educator.

Location: Tote Boy's Bin Store, West Gate City Boulevard corridor. Attendees: approximately 86 individuals across two sessions. Indication of demand: this was the highest total attendance across any venue in the school's outreach program. Demographic composition was mixed, including Black, Latino, White, and Ethiopian families. Multiple families with children in the zero-to-four and five-to-eight age ranges asked about enrollment specifics and opening date. Several contacts identified themselves as connected to larger networks (church groups, YMCA programs, a UNCG academic department) who could amplify awareness of the school.

Alexander W. Spears YMCA Canvassing, April 4, 2026. Type: in-person canvassing at a community recreational facility.

Location: Alexander W. Spears YMCA, Greensboro. Attendees: approximately 29 individuals representing 22 children. Indication of demand: families present included parents of toddlers and early-elementary-age children. A contact with connections to Impact Church of Greensboro, a congregation with strong ties to Hispanic and other immigrant communities, was identified and engaged. One contact is a mentor with a high-powered attorney daughter who has deep Greensboro civic connections and was flagged for potential board interest.

Digital Interest Form, December 2025 through April 2026. Type: digital bilingual survey. Platform: school website.

Submissions: 22. Indication of demand: average enthusiasm rating approximately 9.7 out of 10. Approximately 13 submitters have school-age or near-school-age children. Among the stated motivations: future career opportunities, cultural heritage connection, and greater second-language fluency were the most frequently selected. Families

willing to travel 5 to 15 miles were the majority. Representative comments from respondents include that the school is "a great addition to the community," that "bilingual schooling is essential," and that the school represents "an opportunity for children and parents" that honors Latino heritage. At least two families noted they are looking forward to submitting an enrollment application.

Bilingual Text Message Campaigns, March and April 2026. Type: direct text outreach.

Three campaigns were sent: March 21 to 153 contacts announcing the school's selection as a NewSchools Venture Fund finalist; March 21 to 40 new contacts from the Tote Boy's canvassing; and April 9 to 203 contacts announcing the launch of the school's bilingual website. All campaigns were sent in English and Spanish. Delivery failure rate: zero across all three campaigns.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173.If applicable, provide evidence of any committed business, civic, or other community support.

The Dual Language Lab of Greensboro has secured an early emerging, broad coalition of support that spans grassroots faith leadership, local business owners, social service providers, and statewide charter school experts. These partnerships provide the school with an emerging strong foundation of deep cultural trust, high-traffic physical access points for recruitment, and a strategic pipeline for future enrollment. This collaborative and growing foundation ensures that the school is not an isolated project but a community-led initiative designed to meet the specific needs of Southwest Greensboro families.

A cornerstone of this support is our relationship with Pastor Jose of Iglesia Universal, a Spanish-language congregation in the DP Business Center corridor. Pastor Jose has welcomed the school's presence in his congregation and expressed direct support for our mission. His church community was the source of our single highest-density engagement event, during which approximately 28 families representing 37 children were reached in one session. His endorsement carries particular weight because it reflects trust built within the Spanish-dominant Latino community the school is specifically designed to serve, and because faith communities are among the most durable and trusted communication channels for reaching families who are least likely to engage with formal school marketing.

We have further solidified our community presence through the support of local business anchors who provide both physical access and professional validation. Marvin Martin, owner of Tote Boy's Bin Store and a former principal focused on at-risk youth, has extended open standing permission for the school to table at his location, which has generated more community contacts than any other single venue. Similarly, Biana E. Guerrero, owner of La Palma Dominican Food, has granted open tabling permission, while the owners of Sabor Latino, La Monarca Michoacana, and Carniceria El Rey have agreed to house permanent bilingual flyer stands at their checkout counters. These partnerships ensure ongoing passive distribution in locations frequented by our target families on a routine, daily basis.

To ensure the long-term sustainability of our enrollment, we are working with Lashawnda Howard, a Community Navigator with Children's Home Society of North Carolina stationed in the Cedar Terrace Apartments. Through her role, she has regular access to families with children from birth to age five and expectant mothers in our target corridor, providing the exact pipeline the school needs to build for future enrollment cohorts. By engaging Lashawnda as a formal referral and outreach partner, we are rooting the school’s growth in the real-time needs of Southwest Greensboro’s youngest residents. This intentional effort is grounded by the deep local ties of our co-founder, Marvin Espinoza-Leiva, whose two years as an adult literacy instructor with Reading Connections allowed him to identify specific educational access gaps and build the rapport necessary to secure our initial database of support.

Finally, the school’s design and leadership have been formally vetted by state and regional charter school experts specifically for the purpose of high-level national funding. Rhonda Dillingham, Executive Director of the NC Association of Public Charter Schools, and Paul Barnhardt, founder of Honor Preparatory Charter School, both provided formal letters of support for the school’s application to win the NewSchools Venture Fund’s School Design Grant and Fellowship. These endorsements, based on years of mentorship and direct professional collaboration during the design of successful dual-language programs, signify that the school has the operational capacity and innovative design required to compete for prestigious national grants. These professional endorsements, combined

with our growing grassroots foundation, demonstrate that the Dual Language Lab of Greensboro is a community-anchored institution ready to provide high-quality, equitable education to the families of Greensboro.

Q174. Select one or more of the six legislative purposes the proposed charter will achieve.

- [x] Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- [ ] Hold schools accountable for meeting measurable student achievement results.
- [x] Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- [x] Improving student learning
- [x] Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- [x] Encourage the use of different and innovative teaching methods.

Q175. For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

Improve student learning and academic achievement

The school's 90/10 two-way dual language model is supported by the largest randomized controlled trial of DLE programs to date (Steele et al., 2017), which found reading gains of 0.13 to 0.22 standard deviations for DLE students compared to peers in traditional programs. Thomas and Collier's (2012) North Carolina-specific study found that DLE students in grades 3-8 scored significantly higher than non-DLE peers, with African American students scoring at least one grade level higher in reading and more than two grade levels ahead in math. The school will improve student learning by combining this evidence-based instructional model with the high-expectation, data-driven practices identified by Fryer (2014) as characteristic of the highest-performing charter schools.

Increase learning opportunities for all students, with special emphasis on at-risk or gifted students

The school's target population (56%+ free/reduced lunch, approximately 60% Hispanic/Latino, 25% Black) includes students who are disproportionately underserved by existing options in Guilford County, where Latino students achieve only 38% reading proficiency and 43% math proficiency. The two-way model provides native Spanish speakers with rigorous instruction that builds on their linguistic strengths rather than treating their home language as a deficit. For gifted students, the cognitive demands of bilingual learning, combined with technology-enabled mastery pathways that allow advancement beyond grade level, provide enrichment opportunities within the core program. The school's MTSS framework provides tiered support for students performing below grade level.

Encourage the use of different and innovative teaching methods

The Dual Language Lab functions as an incubator for instructional innovation within the Guilford County landscape,

introducing a "GLADified" 90/10 two-way, whole-school immersion model -- a first for the Greensboro public school landscape. We utilize the "Bridge" framework for cross-linguistic transfer (Beeman and Urow, 2013), which moves beyond traditional pull-out methods to treat bilingualism as a primary cognitive asset. Furthermore, we integrate tech-enabled, mastery-based learning platforms and AI tools to accelerate foundational skill acquisition. This allows for a "Lab" environment where data-driven instruction is personalized to each student's pace, ensuring that our teaching methods are as dynamic as the multiracial and multilingual community we serve.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

As a professional incubator, the Dual Language Lab provides teachers with significant ownership of the instructional program. Grade-level teams collaboratively plan curriculum and analyze student data in weekly meetings, making critical instructional decisions for their classrooms within the school's framework. This ownership is enhanced by the opportunity to lead at the intersection of language instruction and emerging technology, as teachers learn to effectively integrate AI tools, such as AI-language coaches, directly into their daily pedagogy.

The school creates professional pathways that are currently uncommon in the district, including roles for Bilingual Lead Teachers and DLE Instructional Coaches who become experts in technology-accelerated language acquisition. By fostering a culture of high-level professional development and technological fluency, we prepare our staff for a growing national career field with immense demand. This structure ensures that teachers certified in bilingual education are not just practitioners, but innovative leaders responsible for the continuous evolution of the school site's learning program.

Provide parents and students with expanded choices in the types of educational opportunities available within the public school system

There is currently no whole-school public 90/10 two-way immersion option in Guilford County. Hispanic and Latino families in Southwest Greensboro seeking an education that values their linguistic heritage alongside English proficiency currently face significant enrollment barriers or a complete lack of local choice. While magnet programs like Jones Elementary offer one-way immersion, they lack the diverse, peer-to-peer linguistic exchange that our two-way model provides. The Dual Language Lab fills this void by offering a unique "School-as-Community-Center" model, providing a high-achievement academic pathway and integrated family services that do not exist elsewhere.

Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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 MLL population of the district? See G.S. 115C-218.45(e).

The Dual Language Lab of Greensboro (DLLG) intends to serve a diverse, multiracial student body that reflects the shifting demographics of Southwest Greensboro. Our school is designed to provide a high-performing, data-drive

90/10 two-way immersion whole-school model that addresses the persistent academic achievement gaps observed in traditional public schools, ensuring that a student's linguistic background is leveraged as a high-performance asset.

Demographic Profile of the Target Population

The primary target population resides within the Southwest Greensboro corridor, with a specific focus on the Hunter Hills neighborhood and high-density residential areas such as Stonesthrow Crossing, Juniper Ridge, and Cedar Terrace. Over the last decade, this region has experienced a demographic shift, with Latino student enrollment increasing by 100 percent in Guilford County overall. Despite this growth, the area remains an "educational desert" for families seeking rigorous, high-quality choices that align with either their linguistic heritage or their academic aspirations.

First, let's take a look at the comparative demographics of the surrounding community in which we want to establish The Language Lab.

Student Body Demographic Comparison within Southwest Greensboro (Source: NC Statistical Profile - Table 10)

School or District Name	Black (%)	Latino (%)	White (%)	Asian / Other / Multiracial (%)	EL (%)	EDS (%)	SWD (%)
Guilford County Schools Overall	42%	19%	26%	7%	14%	51%	16%
Hunter Elementary	33%	54%	6%	7%	Not Available	72%	Not Available
Sedgefield Elementary	34%	53%	2%	11%	Not Available	66%	Not Available
Foust Elementary	46%	31%	6%	17%	Not Available	66%	Not Available

Alderman Elementary	43%	35%	9%	13%		Not Available	67%	Not Available
Pilot Elementary	52%	14%	19%	15%		Not Available	59%	Not Available
Next Generation Academy	82%	9%	2%	1%			73%	Not Available
Allen Jay Elementary	22%	28%	11%	39%		Not Available	65%	Not Available

General Evidence of Educational Need (Comparative Data)

The educational necessity for the school is grounded in the stark performance disparities within the local Southwest Greensboro landscape. Neighboring schools serving our target families are currently struggling to provide academic excellence, as evidenced by the proficiency levels below.

Comparative School Performance Grade with Score in Parenthesis (##): Southwest Greensboro Area in SY 24-25 (Source: NC Report Cards)

School or District Name	General	Latino	Black	English Learner	EDS	SWD
Guilford County Schools Overall	Reading (R) - 49%	R-38%	R-37%	R-19%	R-37%	R-15%
(Grade Level Proficiency)	Math (M) - 51%	M-43%	M-37%	M-31%	M-39%	M-19%

Hunter Elementary School	D	D	D	D	D	F
Sedgefield Elementary	D	D	D	D	D	F
Foust Elementary	D	F	F	D	F	F
Alderman Elementary	C	C	C	D	C	- (Too few)
Next Generation Academy	D	- (Too few)	D (49)	- (Too few)	D (44)	- (Too few)
Pilot Elementary School	C	D (54)	D (48)	- (Too few)	D (48)	D (40)

This data highlights a critical opportunity gap. In the schools closest to our target families, performance is consistently in the low C to F range. This confirms that standard English-only or one-way immersion models are failing to deliver academic parity for the families in our community.

Dual Language Option Quality in Greensboro / High Point

While Guilford County offers some dual-language strands (a few classrooms within a larger school), the quality and accessibility of these programs are limited. Most current options are strands within a school rather than whole-school models, leading to low, inconsistent results and limited capacity.

Current Dual Language Quality Landscape Comparison (Source: NC Report Cards)

School Name	Model	General Grade	English Learners	Additional Notes on Access
Hunter Elementary (PK-5)	2-Way Strand	D	D	Local (Low Performance, Limited Seats)
Allen Jay Elementary (PK-5)	2-Way Strand	C	C (61) Low C	High Point (Geographic Barrier)
David D. Jones Elementary(PK-5)	1-Way Strand	C	- (Too Few)	Greensboro (Limited Seats, serving largely English students)
Swann Middle (6-8)	1-Way Strand	B	F	District (Poor Subgroup Result) with few quality entry points from good DLE programs
Grimsley High School (9-12)	1-Way Strand	B	D	High School with few quality entry points from good DLE programs
Kirkman Park Elementary (PK-5)	1-Way Srand	D	- (Too Few)	High Point (Geographic Barrier)

The data shows that even when families access a dual-language track, the results are often disappointing. For instance, Swann Middle maintains a B grade overall, yet its Multilingual Learner (MLL) proficiency is an F. Furthermore, the only C-rated 2-way program is Allen Jay, which is located in High Point and remains geographically out of reach for many Southwest Greensboro families. DLLG fills this void by partnering with LEEP to provide a whole-school, 90/10, 2-way immersion environment where every resource is dedicated to bilingual excellence.

The Language Lab's Expected Demographics

DLLG is strategically designed to reflect the racial, ethnic, and socioeconomic diversity of the Guilford County Schools district. The following table illustrates our projected enrollment comparison.

Projected Student Body Demographic Comparison

School or District Name	Black (%)	Latino (%)	White (%)	Asian / Other / Multiracial (%)	EL (%)	EDS (%)	SWD (%)
The Dual-Language Lab of Greensboro	25%	56%	10%	9%	25%	56%	15%

We expect our Economically Disadvantaged Student (EDS) population to approximate the district average of 60 percent, with a target of 56% EDS. Furthermore, our 90/10 model naturally attracts a significant Multilingual Learner (MLL) population. Rather than viewing these students through a lens of deficiency, we use their home language as the foundation for academic success, aiming to close the proficiency gap in the district. We are also committed to serving Students with Disabilities (SWD) through our mastery-based "Lab" approach, which utilizes adaptive technology to provide individualized instruction for every student.

Conclusion

To achieve and maintain these demographic targets, the Dual Language Lab of Greensboro will utilize a weighted lottery system as permitted by North Carolina law. This system will include preferences for students from economically disadvantaged backgrounds and those residing in the immediate Southwest Greensboro corridor. This intentional strategy ensures that our student body consistently reflects the community we serve while maintaining the diversity required for an effective two-way immersion environment.

By providing a tech-enabled, high-rigor bilingual school option to families in Southwest Greensboro, we are not just opening a school; we are establishing a leadership incubator that transforms the educational trajectory for students in low-performing zones and sets a new state standard for academic excellence by leveraging well-implemented, data-driven bilingual education.

Some Additional Notes

- Calculating GCS EL Student Population
  - EL Headcounty by County in ‘24:Charter Schools Annual Report
  - Student Enrollment in Guilford County Schools: District-wide Enrollment Study Update
- Economically Disadvantaged Students - Data: Economically Disadvantaged | NC DPI

Q177.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?

The Dual Language Lab of Greensboro (DLLG) is a direct response to a localized academic crisis in Southwest Greensboro, where traditional school models have failed to provide a high-performing pathway for a rapidly evolving student body.

Local Contextual Overview

Southwest Greensboro, particularly the Hunter Hills corridor, is home to a dense, multiracial community that has historically been underserved by the public school system. While the Guilford County Schools (GCS) district reports a general reading proficiency of 49 percent, the schools in our immediate target local area are significantly trailing this mark. DLLG is designed to transform this area from an educational desert into a leadership incubator, providing a high-performing, tech-enabled choice for families seeking academic excellence and global competitiveness through dual-language education.

Enrollment Trends and Capacity Analysis

Southwest Greensboro has experienced a significant demographic shift. Over the last decade, Latino enrollment in GCS has increased by 100 percent, and local schools like Hunter and Sedgefield now serve student bodies that are over 50 percent Latino. Despite this clear trend, the district’s dual-language tracks are limited to "strands within a school," which creates capacity bottlenecks and inconsistent academic cultures within those buildings. Families in our target area are currently required to choose from largely low-performing local options or travel to High Point for two-way immersion programs, creating an urgent demand for a well-implemented whole-school 90/10 model within the Greensboro city limits that is open to all community members and delivers an excellent education to both our English Learners/Multilingual Learners and our English-Speaking Black, White, and Asian family members.

Academic Performance Outcomes

The current performance outcomes for our target student body reveal a systemic failure to achieve academic parity. The following data highlights the proficiency gaps in the schools closest to our families.

Comparative Performance Data: Southwest Greensboro Area (SY 24-25)

School or District Name	General Grade	Latino	ML/EL	EDS
GCS District Overall	49% Reading (R) 51% Math (M)	R-38% M-43%	R-37% M-37%	R-19% M-31%
Hunter Elementary	D	D	D	D
Sedgefield Elementary	D	D	D	D
Foust Elementary	D	F	D	F
Swann Middle (Magnet)	B	D	F	F

The data suggests that even in higher-rated district magnets like Swann Middle, the Multilingual Learner (ML) population is failing at an "F" level. In the Southwest corridor, schools like Hunter, Sedgefield, and Foust remain performing at a "D" status, indicating that the status quo is insufficient for closing the achievement gap.

Unmet Educational Needs

Our analysis identifies two critical unmet needs in Southwest Greensboro:

- There is a severe lack of high-performing public options immediately available in this area. As demonstrated by the data, every neighborhood school in the immediate vicinity – Hunter, Sedgefield, and Foust – is performing at a "D" level. For families in our target zip code, there are simply no schools producing high-level academic results within a reasonable distance, necessitating the addition of a high-quality alternative.
- Current dual-language programs are restricted to "strands" – and mostly 1-way strands – within larger, often struggling schools that primarily serve English-Speaking students. This leaves hundreds of families without access to a comprehensive, whole-school bilingual culture that prioritizes linguistic fluency as an academic asset.

To achieve and maintain these demographic targets, the Dual Language Lab of Greensboro will utilize a weighted lottery system as permitted by North Carolina law. This system will include preferences for students from economically disadvantaged backgrounds and those residing in the immediate Southwest Greensboro corridor.

Recognizing that transportation is often an operational hurdle for families in high-density corridors, DLLG is committed to expanding access through a dedicated bussing program. We will provide bussing for families within our target zip code, utilizing strategically placed community stops to ensure that this high-quality academic option is accessible to all families and students. This intentional strategy ensures that our student body consistently reflects the community we serve while maintaining the diversity required for a high-performing two-way immersion school and environment.

By aligning these high-performing school model elements with a commitment to removing barriers to entry, DLLG establishes a leadership incubator that transforms the educational trajectory for students in low-performing localities and sets a new state standard for academic excellence.

Q178.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).

The Dual Language Lab of Greensboro is designed to be a small, high-performance learning environment that provides a meaningful alternative to traditional district settings without creating a significant fiscal or operational burden on the Local Education Agency (LEA).

DLLG will follow a measured growth model, starting with Kindergarten and 1st Grade in its first year of operation and adding one grade level annually until reaching full K-5 capacity in Year 5. In Year 1, total enrollment is expected to be125 students. By Year 5, fully enrolled, total enrollment is expected to be 386 students K-5.

DLLG's Projected Enrollment by Year and Grade is below:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	75	75	75	75	75
1st Grade	50	72	72	72	72
2nd Grade	0	49	68	68	68
3rd Grade	0	0	48	64	64
4th Grade	0	0	0	47	61
5th Grade	0	0	0	0	46

LEA Grade-Level Identification

The relevant LEA for this comparison is Guilford County Schools (GCS), which has a total district-wide enrollment of 68,607 for the 2025-26school year. To determine the percentage of the Average Daily Membership (ADM) for the grade levels offered by DLLG, we utilize the most recent granular grade-level data available for GCS (2025).

GCS Elementary Grade Level (2025)	Enrollment Count
Kindergarten	4,882
1st Grade	4,945
2nd Grade	5,121
3rd Grade	5,168
4th Grade	4,950
5th Grade	5,233
Total LEA K-5 ADM	30,299 students

Percentage of ADM Calculation

The percentage of the LEA's ADM reflects the ratio of DLLG's full-capacity enrollment to the equivalent grade-level population within the district.

- Calculation: (DLLG Year 5 Enrollment / GCS K-5 ADM)
- Equation: (386 / 30,299) * 100 = 1.27%

Impact Statement

At its full projected capacity, the Dual Language Lab of Greensboro will serve only 1.27% of the total elementary (K-5) population in Guilford County Schools. This negligible footprint ensures that the school will have a minimal impact on the district's overall budget and student facilities while fulfilling a critical niche in Southwest Greensboro. By serving a focused population of 386 students, DLLG provides a highly specialized, 90/10 immersion model that effectively expands educational choice in a region that currently lacks high-performing bilingual options.

Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

The Dual Language Lab of Greensboro differs from available schools in three fundamental ways.

First, no public school in Guilford County offers a whole-school, two-way dual language immersion program. Jones Elementary operates a one-way Spanish Immersion Magnet designed primarily for native English speakers learning Spanish. That model does not serve native Spanish-speaking families seeking an education that builds on their children's home language. The district's English as a Second Language programs treat Spanish as a barrier to be overcome rather than an asset to be developed. The Dual Language Lab provides something that does not currently exist in Greensboro: a school where Spanish-dominant and English-dominant students learn together in both languages, where both languages carry equal academic value, and where bilingualism and biliteracy is the goal for every child.

Second, the school integrates the practices of high-performing charter schools into the DLE model. Research by Roland Fryer identifies five ingredients common to effective urban charters: high expectations, data-driven instruction, increased instructional time, high-dosage tutoring, and human capital investment. Many dual language programs operate within traditional district structures that do not prioritize these practices. The Dual Language Lab builds them into its operating DNA: weekly data meetings drive instruction, teachers receive intensive coaching and observation cycles, extended literacy blocks provide more time on task, and the school's culture of Courage, Curiosity, Compassion, Integrity, Excellence sets a high bar for both academic achievement and character development.

Third, the school is designed to pioneer technology-enabled, mastery-based learning within a dual language context. Beginning in Year 2, the school will pilot adaptive educational technology that allows students to progress at their own pace in foundational skills, freeing teachers to focus direct instruction on discussion, higher-order thinking, and language-rich activities that software cannot replicate. This approach treats technology as a tool for differentiation and teacher empowerment rather than a replacement for human instruction. The combination of rigorous dual language education with adaptive technology is, to our knowledge, unprecedented in North Carolina public schools.

The net result is a school that serves families who currently have no option that matches their aspirations: rigorous academics, bilingual proficiency, cultural affirmation, and a forward-looking approach to how children learn.

10.2. Goals for the Proposed Charter School

Q180. 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.

The Dual Language Lab of Greensboro: Performance Goals Matrix

Area	Measurable Goal	Assessment Tool	Reporting Frequency/Method
Operations	Retain 90% of highly effective, bilingual-certified teachers each year.	Employee Observation / Staff Evaluations, Coaching Observations, Student Achievement Data	Monthly
Operations	Minimum 95% of anticipated enrollment (based on Year 1–5 growth plan) on an annual basis.	Enrollment Reports	Monthly
Operations	Maintain Average Daily Attendance (ADA) of 96% or higher, specifically monitoring the effectiveness of community-stop bussing.	Attendance Records	Weekly
Academics	65% of scholars (including ELL and EC) meet growth targets in literacy and math measured by MAP (3X per year).	MAP (Measures of Academic Progress)	3X Per Year
Academics	Outperform state and GCS averages on state EOG assessments.	State EOG Assessments	Annually
Academics	Meet or exceed the expected growth determined by NC Accountability System.	State EOG Assessments	Annually
Academics	85% of scholars (including special populations) make at least 1 year's growth in oral language, reading/writing, and vocabulary.	K-2: Batería IV Woodcock-Muñoz 3-5: Avant STAMP 4Se	Annually

Finance	Remain on or under budget each academic year with zero material findings in audits.	Budget vs. Actual Reports	Monthly Update
Finance	Develop a reserve fund greater than $300,000 (or 45 days cash-on-hand) by the end of Year 5.	Financial Statements	Monthly Update
Finance	Complete annual financial audit by an approved external auditor; all findings presented to the board, and addressed and corrected within two months.	External Auditer	Annually
Governance	Complete annual Board self-evaluation and School Leader performance evaluation based on academic and financial targets.	Board/Leader Rubrics	Annually
Governance	Hold annual Board retreat to review DLLG "Language Lab" performance data and establish strategic goals for the upcoming year.	Retreat Minutes/Goals	Annually
Academics	By 5th Grade, 80%+ students are on grade level according to the end of year EOG assessments.	State EOG Assessments	Annually
Academics	By 5th Grade, 80%+ students are bilingual and biliterate	• Gr. 5- Spanish - STAMP 4Se • Gr 5 - English- NC EOG in Reading	Annually

Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Board is fundamentally responsible for the success of the Dual Language Lab of Greensboro (DLLG). The Board's chief responsibility is that of the governing body of the school and must establish clear systems and routines to fully understand the school's progress towards its goals and attainment of the mission. Our board represents a wide range of professional skills and experiences—including expertise in bilingual education, school finance, and community advocacy -- to support our school in meeting our mission, measuring our progress towards goals, and establishing policies to guide the success of the school.

Dashboards and Committee Reports

DLLG will use an Academic Dashboard, Operations Dashboard, and Finance Dashboard to center our monthly Board Committee meetings and the committee reports that are given at each monthly board meeting. Each committee, led by the committee chair, will be expected to provide a substantive report to the full Board each month that outlines progress to goals, concerns, necessary actions, and any necessary policy proposals. All Board members will be encouraged to ask critical questions to ensure that our school community is accountable to our mission and goals and on track to successfully deliver on our mission. The School Leader will fully participate in meetings to respond to questions, address concerns, and implement all Board-approved policies.

Annual Board Retreat: SOAR Analysis

Annually, the Board will hold a retreat to evaluate the school's progress towards the mission and set any needed strategy adjustments to ensure we are on track to fulfilling our objective. Instead of a traditional deficit-based model, the Board will utilize a SOAR (Strengths, Opportunities, Aspirations, Results) analysis. This appreciative inquiry framework empowers the board to think strategically about the future and take action based on what is working best for DLLG.

Key data that will be included in this SOAR strategic planning process includes:

- Attendance trends (monitoring the impact of community-stop bussing).
- Parent survey feedback (focused on bilingual development and school culture).
- Annual audit of the school's finances.
- State assessment results (EOG and EVAAS growth data).
- Biliteracy proficiency data (Batería IV and Avant STAMP 4Se results).
- Staff satisfaction and scholar attrition data.

Mid-Year Review: NOISE Analysis

To ensure mid-year course corrections are grounded in practical solutions, the Board and School Leader will conduct a mid-year "troubleshooting" session using a NOISE (Needs, Opportunities, Improvements, Strengths, Exceptions) analysis. This allows the governance team to look beyond the "noise" of daily operations to find "exceptions" -- specific instances where the school is already succeeding despite challenges—and scale those successes across the building.

Action Planning and Goal Setting

The annual board retreat will conclude with the board and the School Leader establishing a proposed set of goals for the following year. These new goals will ground and guide our work in the coming year and assist the entire school community in having a clear focus and direction.

In partnership with the Board, the school's leadership will use the data and the analysis from the SOAR and NOISE sessions to develop a detailed plan of action. The action plan will include specific steps and benchmarks that we can evaluate on a monthly, semester, or annual basis to track our progress toward the Dual Language Lab of Greensboro's mission.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

The Dual Language Lab of Greensboro (DLLG) operates a high-fidelity 90/10 dual-language immersion program grounded in the Three Pillars of Dual Language Education: bilingualism/biliteracy, high academic achievement, and sociocultural competence. Our overall instructional program is oriented by a fundamental philosophy that dictates a rigorous progression of learning: **Comprehensible Input Oracy Literacy (accurate) Assessment**. This core logic ensures that every instructional minute is purposeful and that our students—particularly Multilingual Learners (ML), those from economically disadvantaged backgrounds, and students with special needs -- receive the high-support scaffold necessary to bridge the gap between spoken language and academic mastery by raising access (traction) to content material and (accelerating growth) moving students to mastery.

Linguistic Time Allocation by Subject Area

Our 90/10 two-way dual language model is defined by a strategic allocation of instructional time designed to build a deep linguistic well in the partner language during the most critical years of development. In the foundational grades of Kindergarten and 1st Grade, 90% of the instructional day is conducted in Spanish. This translates to 120 minutes of Spanish Language Arts (Caminos), 95 minutes of Mathematics (Eureka Math), and 60 minutes of integrated Science and Social Studies, all delivered exclusively in Spanish. English instructional time during these initial years is concentrated into a 40-minute block focused on English Language Development and metalinguistic "bridging." As students progress through the elementary years, the allocation of English increases by 10% annually until a 50/50 balance is reached in 4th and 5th Grade, at which point English Language Arts (CKLA) and content instruction are distributed equally to ensure full biliteracy across all academic domains.

The "Tomb" of Instructional Methods: Project GLAD

The mechanics of our bilingual instruction are pulled from our primary "tomb" of methods: Project GLAD (Guided Language Acquisition Design). We have selected GLAD specifically because it organizes bilingual instructional strategies in the exact order of our philosophy, moving students from initial exposure to productive language use. Central to this is "The Bridge," a planned instructional moment integrated into the Caminos and CKLA scope where teachers lead a contrastive analysis using the Waterfall Instructional Method to facilitate cross-linguistic transfer between languages. Throughout the day, teachers utilize Total Physical Response (TPR) and patterned guided oral practice, such as the Sentence Patterning Chart and nursery rhyme recitation, to anchor new vocabulary and syntax before transitioning into formal literacy.

To maintain high cognitive demand while ensuring comprehensibility, our teachers utilize direct instruction

supported by rich visuals and narratives. This includes the regular use of Pictorial Input Charts and Narrative Input Charts, which provide students with anchored references for complex content. Classrooms feature cognate walls, bilingual sentence frames, and consistent color-coding -- Spanish in green and English in blue (for example) -- to help students navigate their linguistic repertoire. To ensure the language development of all students is always integrated into daily instruction, we require and train all teachers to integrate language learning targets into daily lesson and unit plans, deriving these targets from WIDA Spanish and English Language Development standards for grades K–5.

While we are still refining our application of technology, one our strategic goals is to use digital tools to accelerate comprehensible input and oracy practice that provide real-time feedback to students in individual or group practice by integrating AI Language Coaches into classrooms, allowing students to reach literacy benchmarks and demonstrate proficiency on assessments faster.

As the Dual Language Lab grows, we expect to pilot a tech-enabled mastery learning model designed to decentralize the traditional "one-size-fits-all" pace. In this forward-looking model, groups of students will be prepared to lead their own learning during a dedicated block of time, working within mixed-grade and mixed-language cohorts to foster natural peer-to-peer exchange through AI-adaptive modules facilitated by software leased from partners like 2-Hour Learning or developed internally through grant funding. This environment acts as a force multiplier for our educators, providing a level of personalization that ensures no student is left behind and no student is held back.

Our Three-Dimensional Assessment and Instructional Model Fidelity Loop

Our assessment strategy represents the final stage of our philosophical cycle, providing a 360-degree view of progress across three critical dimensions. The first dimension measures knowledge and skills aligned to state standards through benchmarks from Caminos, CKLA, and Eureka Math. The second dimension tracks language proficiency, both oral and written, aligned to WIDA’s Spanish Language Development (SLD) and English Language Development (ELD) standards using the Batería IV for grades K-2 and the Avant STAMP 4Se for grades 3-5. The third dimension monitors foundational literacy and numeracy. In grades K-2, we utilize mCLASS for both English and Spanish early literacy, as well as mCLASS Math to measure early numeracy foundations. For grades 3-5, we transition to NWEA MAP Growth for reading comprehension and numeracy to track national percentile growth.

To ensure these methods are implemented with consistency, DLLG utilizes the OPAL (Observation Protocol for Academic Literacies) instrument designed for evaluating instructional practice effectiveness in language-focused schools. This tool allows leadership to measure how effectively teachers are using GLAD strategies, implementing curriculum, and adapting to student needs—linguistically, academically, and socioemotionally—across domains such as rigorous curriculum, connections, and comprehensibility. These assessments tell us how effectively our instruction is driving student learning. We operate an aggressive data-driven instruction loop where teachers collect daily data from standards-aligned exit tickets and quarterly benchmarks to create plans that meet student needs through reteaching, differentiated small group instruction with flexible groupings, and afterschool tutoring. By partnering with instructional coaches to pull the appropriate strategy from the GLAD resource set, our teachers can close linguistic and academic gaps immediately, ensuring our Southwest Greensboro scholars are not just surviving, but thriving in a dual-language environment, regardless of their background.

Q183.Will the proposed charter school serve a single-sex student population?

- ○ Yes
- ◉ No

Q187.What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

The educational philosophy of the Dual Language Lab of Greensboro (DLLG) is built upon the fundamental conviction that when a school provides high supports alongside high expectations for both children and families, every scholar will succeed. We believe that a high-performance environment is not a luxury, but a necessity for the community we serve. At our core, we are a "good school first," grounding our operations in the research-validated frameworks of Roland Fryer and the UChicago 5 Essentials. This means prioritizing high-dosage tutoring, data-driven instruction, high-quality human capital, and a culture of relentless high expectations. By establishing this baseline of organizational excellence -- characterized by ambitious instruction, effective leadership, and involved families -- we create the stable, supportive environment required to layer on the complexities of a high-fidelity dual-language model.

Our approach to language acquisition is codified in a rigorous, non-negotiable progression of learning: (accurate) Assessment.

This core logic ensures that every instructional minute is purposeful, providing students—particularly Multilingual Learners, those from economically disadvantaged backgrounds, and students with special needs -- the high-support scaffold necessary to bridge the gap between spoken language and academic mastery. We do not "water down" content; instead, we raise the "traction" or access to content material through bilingual instructional practices and curriculum design. Our 90/10 model, utilizing the *Caminos* and *Eureka Math* curricula, is a philosophical stand for building a deep linguistic well early in development because Caminos and CKLA are designed for dual-language education and integrate cross-linguistic transfer into the curriculum's scope and sequence and beacuse Eureka Math has transadapted Spanish equivalents to their curriculum scope and sequence, ensuring that background knowledge built in Spanish serves as a direct foundation for academic English acquisition (and vice versa).

Building upon the foundations of a good school and a great dual-language program, we integrate technology and tech-enabled learning models to accelerate both learning and community building. Our strategic goal is to use digital tools to accelerate the transition from input to literacy, providing students with an environment of experimentation and innovation. We utilize AI Language Coaches to provide real-time feedback during practice, allowing students to demonstrate proficiency on assessments with greater velocity. As the "Lab" grows, we expect to pilot a tech-enabled mastery learning model where mixed-grade and mixed-language cohorts foster natural peer-to-peer linguistic exchange. Scholars navigate AI-adaptive modules—facilitated by software from partners like 2-Hour Learning—to ensure they advance only upon demonstrating true mastery.

This three-tiered structure—a solid organizational foundation, a high-fidelity dual-language core, and a tech-enabled acceleration layer—creates a school environment that is both academically uncompromising and culturally affectionate. By fostering collaboration across languages and grades, we provide a collegial environment where innovation is the norm. We treat every student’s linguistic background as a primary asset, leveraging it to move them toward mastery in two languages. This comprehensive philosophy ensures that our scholars are not just meeting state standards, but are emerging as bilingual, biliterate, and cross-culturally competent leaders ready to succeed in a global society. Through this intentional design, the Dual Language Lab of Greensboro ensures that the success of our students is the predictable result of our foundational beliefs and high-fidelity practices.

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

The daily student experience at the Dual Language Lab of Greensboro (DLLG) is designed to build bilingual, biliterate, and cross-culturally competent scholars who possess immense student agency. Grounded in the *Pedagogy of Cariño*, our classrooms offer a culturally affirming, high-support environment paired with uncompromising academic rigor. A typical day is not defined by passive listening, but by active, highly oral, and tech-enabled engagement, moving students predictably from comprehensible input to academic mastery. However, the structure of that day intentionally evolves as a student progresses from early childhood to upper elementary.

Early Elementary (K-2)

For a foundational scholar, the day is defined by a high-fidelity 90/10 immersion environment. A student arrives and begins their day with a bilingual morning meeting designed to explicitly build sociocultural competence and peer-to-peer empathy. From there, they transition into a highly active, 120-minute Spanish Language Arts block using the *Caminos* curriculum, followed by a 95-minute *Eureka Math* block, both delivered entirely in Spanish. During this critical window, our primary instructional methods rely heavily on the early stages of the Project GLAD framework. Because the goal is moving from comprehensible input to oracy, the classroom is highly kinetic. Teachers utilize Total Physical Response (TPR) and chant Sentence Patterning Charts, allowing students to physically anchor new Spanish vocabulary and syntax in their memory.

Core subjects are never taught in isolation. The 60 minutes dedicated to Science and Social Studies are deeply integrated into the literacy block. Teachers use direct instruction with narratives and rich Pictorial Input Charts to teach complex scientific cycles or historical events in Spanish. The content of the science lesson becomes the vocabulary for the literacy lesson, ensuring that students are building the background knowledge necessary for future reading comprehension. The foundational day concludes with a targeted, 40-minute English Language Development (ELD) block, where teachers playfully introduce early metalinguistic connections, such as identifying mini-cognates, to prepare students for the English literacy transition.

Upper Elementary (3-5): The 50/50 Language Split and Tech-Enabled Lab

By the time a scholar reaches upper elementary, their daily schedule has shifted to a true 50/50 linguistic balance -- meaning exactly 50% of their instructional day is conducted in English and 50% in Spanish. The day is no longer just split by literacy blocks; content subjects are also strategically divided. For example, a 5th grader might take Science in Spanish but Social Studies in English. Because our *CKLA* and *Caminos* curricula are organized around thematic units, the academic vocabulary students learn in a Spanish science block directly connects to the concepts they explore in their English literacy block. This intentional design, anchored by explicit WIDA language-learning targets, means that every class is a language-development block. A typical student experience involves walking into a classroom speaking Spanish, seamlessly switching into English for the next instructional block, and pivoting back to Spanish later in the afternoon.

During core instruction, teachers explicitly use "The Bridge" to support this 50/50 split ("The Bridge" is always

planned and can be a longer block of instruction or a small "mini moment" of a few minutes that connects concepts of one language to another through quick word study). Through the Waterfall Method, a 5th-grade class will sit side-by-side with English and Spanish texts, engaging in contrastive analysis to compare complex grammatical rules across both languages. It is also in these upper grades that the school's "Lab" designation and commitment to student agency truly come to life. For a dedicated block of time each day, students step away from whole-group instruction to engage in our tech-enabled mastery learning model. Working in mixed-grade and mixed-language cohorts, students log into an AI-adaptive learning environment—facilitated by specialized software such as 2-Hour Learning—to advance through customized modules at their own pace. During this time, a student might practice an oral presentation with an AI Language Coach, receiving real-time, individualized feedback on their pronunciation and syntax.

General Thread Throughout

While students navigate these tech-enabled modules or engage in collaborative peer tasks, the teacher's role shifts to highly targeted intervention. The teacher will pull small, flexible groups of peers to tackle complex sentence structures in either English or Spanish based on their specific language proficiency needs. In these pull-outs, we operationalize a core DLLG philosophy: *language is the container and mechanics, while grade-level knowledge is the content within those mechanics*. Teachers do not teach grammar in isolation; they use the thematic, grade-level science or history content of the week to explicitly teach language structure and syntax, ensuring students can articulate high-level concepts with sophisticated academic mechanics.

Whether leading a kindergarten through a nursery rhyme or pulling a small group of 5th graders to deconstruct the syntax of a historical primary source, the teacher ensures that every lesson concludes with a clear metric of success. A typical day for every DLLG student ends with a standards-aligned exit ticket. These daily formative assessments provide the critical data loop that drives our entire model. After the students leave, teachers utilize their collaborative planning time to analyze this data, adjusting their flexible groupings and selecting the precise scaffolding strategies needed to address the language and content gaps identified that day, ensuring the next morning begins with targeted, highly effective instruction.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

The Dual Language Lab of Greensboro (DLLG) believes that addressing diverse learning needs does not mean lowering expectations or diluting academic content. Instead, we maintain the uncompromising rigor of our knowledge-rich curricula while varying the scaffolding to provide high support alongside high challenge. We operate from an asset-based philosophy, viewing linguistic diversity and varied academic backgrounds as strengths rather than deficits. Grounded in the *Pedagogy of Cariño*, our model addresses student diversity across three interconnected dimensions: academic mastery, language proficiency, and socioemotional readiness. By systematically monitoring these dimensions, we ensure every scholar receives the precise support they need to reach their highest potential.

During Tier 1 core instruction, differentiation is built directly into our curricular foundation and pedagogical

framework. The *Caminos* and *CKLA* curricula do not operate in silos; they intentionally partner to deliver cross-linguistic transfer strategies. Metalinguistic moments -- such as "The Bridge" -- are built directly into the scope and sequence, ensuring students can leverage their entire linguistic repertoire. Because dual-language classrooms inherently contain a wide spectrum of language proficiencies, our teachers supplement this curriculum with Project GLAD. The heavy reliance on visuals and Total Physical Response (TPR) allows students of varying levels to access the same complex grade-level content simultaneously. Furthermore, teachers rely on tried-and-true flexible groupings during these language blocks. Using real-time assessment data, teachers provide highly targeted mini-lessons tailored precisely to a small group's immediate proficiency level.

Beyond Tier 1 core instruction, DLLG implements a robust Multi-Tiered System of Supports (MTSS) anchored by a dedicated daily intervention block. In the K–1 years, this Tier 2 block is heavily targeted toward English Language Development (ELD). In grades 2–5, it becomes fluid, providing targeted support in either language or focusing explicitly on academic skills. For students requiring Tier 3 intensive support, including Students with Disabilities, we provide high-dosage tutoring and ensure IEPs are seamlessly integrated into the dual-language model.

As the school matures, we further address academic diversity through our innovative "Lab" mastery block. At DLLG, we utilize a tech-enabled block powered by AI Language Coaches and adaptive software, such as 2-Hour Learning. During this time, students of vastly different academic levels work in the same room but advance through customized modules at their own pace. This allows advanced learners to accelerate their growth, while students who need more time can loop back through targeted concepts without the stigma of being "left behind."

To ensure our curriculum constantly adapts to student needs, DLLG operates an aggressive, multi-layered curriculum adaptation process overseen by our Dean of Curriculum and Instruction - Dual Language Education (DCI-DLE). This systematic oversight begins proactively before the school year even starts. During the summer, the DCI-DLE conducts comprehensive curriculum audits with a small subset of selected and motivated teachers to enrich our core materials. This process involves identifying any missing state standards to determine needed content additions and proactively embedding language scaffolds directly into upcoming unit assessments. This ensures our curriculum is customized for the exact linguistic realities of our Southwest Greensboro scholars before day one. The DCI-DLE will then teach teachers how to run these audits themselves and develop curriculum collaboratively so that the skill becomes diffuse throughout the school instructional staff.

Once the year begins, this system transitions into a continuous, responsive student data loop. On a daily, formative level, teachers utilize standards-aligned exit tickets provided directly by the *Caminos* and *Eureka Math* curricula. During collaborative weekly planning time, grade-level and cross-grade-level teachers analyze this immediate data to dictate the flexible groupings and GLAD scaffolding required for the next morning.

On a macro level, the DCI-DLE executes formal quarterly data reviews with the instructional staff. During these quarterly data and assessment meetings, teachers analyze our three-dimensional assessment suite -- *mCLASS* and *MAP* for academics, alongside the *Batería IV* and *Avant STAMP* for language proficiency -- to identify macro-trends, adjust curriculum maps as needed, and strategically shift students in and out of intervention blocks. Through this combination of proactive leadership audits and daily formative adjustments, DLLG ensures that our curriculum and corresponding instruction aggressively and accurately responds to student progress.

A Note for Science and Social Studies:

We are still exploring what curriculum would be best suited to compliment our academic program, and we are considering building our own with our teachers. We will more than likely purchase a social studies and science curriculum across K-5 that best fits dual-language education programs for 90/10 programs.

Q190. 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.

Alignment with Mission and Targeted Student Population

The core mission of the Dual Language Lab of Greensboro (DLLG) is to move students systematically through a rigorous progression of learning: Comprehensible Input (reliable) Assessment. Our selection of Amplify CKLA, Amplify Caminos, and Eureka Math directly operationalizes this mission. For our targeted student population in Southwest Greensboro—predominantly Multilingual Learners and economically disadvantaged scholars—these knowledge-rich curricula provide culturally relevant, grade-level content equipped with built-in scaffolding, cross-linguistic transfer instruction, and benchmark assessments in both English and Spanish. Rather than watering down content to accommodate language barriers, these programs validate our students' home languages while accelerating academic English (and vice versa). Furthermore, by integrating Science and Social Studies into the thematic units of our language arts blocks, we ensure that our students are constantly building the vital background knowledge required for long-term academic success.

Evidence of Success in Closing Achievement Gaps

Our curricular and programmatic choices are grounded in both foundational research and real-world results. On a macro level, the seminal research of Thomas and Collier demonstrates that high-fidelity dual-language immersion is the only educational model proven to fully close the achievement gap for Multilingual Learners over the long term, avoiding the middle-school plateau common in English-only programs. On a curricular level, our chosen materials have a documented history of transforming student outcomes. High-performing districts, such as Saint Paul Public Schools in Minnesota, utilize Amplify Caminos and CKLA to execute a bilingual Science of Reading approach, resulting in a staggering increase in reading proficiency from 23% to 86%. Closer to home, Henderson County Public Schools serves as a local proof point; Hendersonville Elementary utilizes Amplify CKLA for core literacy, while Bruce Drysdale Elementary operates a successful Dual Language Program using parallel rigorous instructional models to achieve biliteracy. In mathematics, a 2025 study by the University of Southern California analyzing 107 North Carolina schools found that those utilizing Eureka Math demonstrated significantly higher achievement gains in Grades 3 and 5 compared to non-adopting peers.

Alignment with the North Carolina Accountability Model

The North Carolina Accountability Model places a premium on proficiency, measurable growth, and evidence-based instructional practices. Our curriculum choices are explicitly verified through official state adoptions and legislative mandates. Amplify CKLA is a state-approved core curriculum evaluated by the North Carolina Department of Public Instruction (NCDPI), directly answering the mandate of the Excellent Public Schools Act of 2021 (Senate Bill 387), which requires all literacy instruction to be grounded in the Science of Reading. CKLA and Caminos execute this through a rigorous two-strand approach that maps perfectly to the NC Literacy Instruction Standards (LIS). Because these curricula aggressively build background knowledge, our scholars acquire the necessary historical and scientific context to decode complex EOG reading passages. Similarly, Eureka Math is officially aligned with the North Carolina Standard Course of Study (NCSCOS), with major districts like Guilford County Schools officially adopting it for Grades K–8 to ensure rigorous, conceptual coverage of state math standards rather than relying on rote memorization.

Driving Academic Improvement for All Students

To ensure this rigorous curriculum drives improvement for every scholar, regardless of their starting proficiency, DLLG relies on accessible design and targeted delivery mechanisms. Our core materials are inherently inclusive; Eureka Math is built on Universal Design for Learning (UDL) principles and provides comprehensive Spanish editions for both students and teachers, ensuring our multilingual learners can build deep conceptual understanding using consistent visual models across both languages. During core instruction, teachers layer on Project GLAD strategies —such as Total Physical Response and Pictorial Input Charts—to provide the necessary scaffolding so that all students can access grade-level CKLA and Caminos texts. To further accelerate growth, we utilize our tech-enabled "Lab" block. By integrating AI Language Coaches and adaptive software, students interact with the curriculum at their own customized pace, ensuring advanced students are continuously challenged while students requiring more support receive immediate intervention without the stigma of falling behind.

Continuous Improvement Data Loop

Finally, we recognize that even the best curriculum requires continuous calibration to close achievement gaps effectively. Our Dean of Curriculum and Instruction - Dual Language Education (DCI-DLE) leads this effort through summer curriculum audits, enriching our materials to ensure all North Carolina state standards are met and language scaffolds are proactively embedded into assessments. Throughout the year, our staff executes quarterly "Data Bridge" reviews. Because North Carolina utilizes mCLASS (DIBELS 8th Edition) as its statewide universal literacy screener, our choice of Amplify CKLA and Caminos creates a seamless instructional ecosystem. By analyzing real-time data from mCLASS, NWEA MAP, the Batería IV, and the Avant STAMP, our teachers directly translate screening results into the targeted differentiation and intervention strategies already built into the curriculum guides, ensuring our instruction is aggressively and accurately responding to our scholars' needs.

Q191. 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.

At the Dual Language Lab of Greensboro (DLLG), our instructional vision is driven by the conviction that rigorous, grade-level content must be paired with exceptional, culturally responsive scaffolding. To serve our targeted population of Multilingual Learners (MLs) and economically disadvantaged scholars in Southwest Greensboro, our instructional strategies are not chosen at random. They are explicitly designed to execute our central, non-negotiable educational philosophy:

Comprehensible Input → Oracy → Literacy → (Reliable) Assessment

We require our educators to master a specific suite of sheltered instruction and tech-enabled strategies because they move students predictably through this exact cognitive progression, ensuring that no scholar is left behind by the pace of dual-language immersion.

The first strategy our teachers must master is effective, research-based bilingual instructional practices via Project GLAD (Guided Language Acquisition Design), which serves as the engine for the Comprehensible Input → Oracy phase. Because our classrooms are immersion environments, teachers cannot rely on traditional, lecture-based instruction. They must master the delivery of input through high-visual and high-movement strategies. Teachers will utilize Total Physical Response (TPR), Sentence Patterning Charts, and rich Pictorial Input Charts to anchor complex academic vocabulary and intensively facilitate guided oral language development. For our target population, these GLAD strategies are critical. By systematically building background knowledge before introducing a complex text, teachers lower the "affective filter" (academic anxiety) and give students the "mental Velcro" needed to attach new vocabulary to concrete concepts, naturally prompting them to begin speaking (Oracy). Following this input, teachers provide robust scaffolding for high-volume oral practice. Students engage in repetitive chanting and sentence patterning, supported by immediate writing scaffolds (such as bilingual sentence frames) and a print-rich environment where academic vocabulary is highly visible and immediately accessible for use.

The second primary strategy teachers must master is Cross-Linguistic Transfer, which drives the critical transition from Oracy → Literacy. Dual-language education fails when languages are taught in isolated silos. Therefore, our teachers are trained to execute "The Bridge" using the Waterfall Instructional Method. Teachers lead planned contrastive analysis sessions where students examine English and Spanish texts side-by-side to identify cognates, contrast sentence structures, and transfer morphological rules. For our Multilingual Learners, this strategy is transformational. It takes "translanguaging" -- which students naturally use as a survival mechanism -- and elevates it into a sophisticated, highly cognitive academic skill, resulting in accelerated reading comprehension and formal literacy in both languages.

The third required instructional strategy is Data-Driven Instruction, Flexible Grouping, and Tech-Enabled Facilitation, which closes the loop through (Reliable) Assessment.

To drive long-term academic growth, teachers engage in rigorous instructional planning alongside their instructional coach. Four times a year, they analyze academic benchmark data, paired with bi-annual language proficiency assessments, to strategically map the upcoming quarter of instruction. By previewing upcoming units through this data lens, teachers proactively embed whole-group reteaches, design differentiated small groups for targeted skill and language development, and systematically spiral unmastered content into daily 'Do Now' routines.

To execute data-driven instruction effectively day-to-day, teachers must master the use of daily formative assessments. This includes analyzing standards-aligned exit tickets to immediately identify content gaps and pull targeted, small-group mini-lessons. Beyond academic metrics, teachers will continuously evaluate language development by assessing writing samples and speaking observations against grade-specific WIDA proficiency rubrics. By synthesizing this dual stream of data --academic and linguistic -- teachers can make immediate instructional decisions. This data directly dictates the flexible groupings used for language development during the dedicated intervention block, as well as the differentiated small groups pulled during core language arts blocks to ensure mastery of grade-level content and skills.

Finally, teachers must master the integration of our AI-adaptive software and AI Language Coaches. By facilitating this "Lab" mastery block, teachers ensure students have multiple, frequent interactions with the content at their own precise instructional level, generating reliable data on their true mastery. This strategy is vital for our economically disadvantaged scholars, as it guarantees immediate, personalized intervention and high-dosage feedback without the stigma of traditional remediation.

While DLLG serves a single elementary grade span (K–5), the application of these strategies intentionally evolves to mirror our philosophical progression as students mature.

In the Foundational Grades (Kindergarten through 2nd Grade), the instructional focus is aggressively skewed toward the front half of our philosophy -- Comprehensible Input and Oracy -- as students navigate the heaviest Spanish-immersion years of our model. Teachers rely predominantly on the most kinetic Project GLAD strategies. A typical lesson involves choral chanting, Total Physical Response (TPR), and patterned oral recitation to build a deep, foundational "linguistic well" in the partner language. This heavy emphasis on oral language development ensures that Multilingual Learners and native English speakers alike develop the robust phonemic awareness and vocabulary required to access formal literacy before the linguistic balance shifts in later years.

In the Upper Elementary Grades (3rd through 5th Grade), the cognitive demand shifts toward the back half of our philosophy—Literacy and Assessment—as the schedule balances into a true 50/50 linguistic split. Here, teachers lean heavily into "The Bridge" and cross-linguistic transfer strategies. Because students now possess foundational oracy from their K–2 years, teachers expect them to engage in complex, peer-to-peer academic discourse about texts. The tech-enabled "Lab" strategy becomes the primary driver for independent application. Students spend dedicated blocks navigating customized AI modules to practice syntax and reading comprehension. This ensures that as the academic content becomes exponentially more difficult -- shifting from "learning to read" to "reading to learn" -- our scholars possess the agency and bilingual mechanics necessary to achieve top-tier proficiency on state assessments.

Q192. 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.

At the Dual Language Lab of Greensboro (DLLG), we believe that promotion must be based on verified academic mastery and linguistic proficiency, not mere seat time. Our instructional plan and promotion requirements work in

tandem to ensure that every student is fully prepared to transition safely through our elementary grade bands and ultimately graduate to middle school as a biliterate, highly capable scholar.

The Instructional Plan

Our instructional philosophy -- Comprehensible Input → Oracy → Literacy → Reliable Assessment -- is inherently designed to prevent gaps in readiness. We do not wait for end-of-year exams to determine if a student is prepared for the next grade. Readiness is ensured daily through our tech-enabled "Lab" mastery block. Because students progress through AI-adaptive modules at their own customized pace, teachers have real-time data on exactly which North Carolina Standard Course of Study (NCSCOS) standards a student has mastered. When combined with our quarterly "Data Bridge" reviews—analyzing mCLASS for literacy, MAP for math, and Avant STAMP/Batería IV for language -- our instructional plan functions as an aggressive early-warning system. Any student at risk of not meeting promotion standards is immediately shifted into targeted Tier 2 or Tier 3 interventions.

North Carolina-Aligned Promotion Requirements

To transition from grade to grade, DLLG students must meet comprehensive promotional criteria aligned with state law, utilizing a holistic matrix of academic performance, language development, and attendance.

1. **Grades K–2 (Foundational Readiness)** Promotion in the early grades is heavily focused on foundational oracy and literacy in both English and Spanish, alongside early numeracy. Readiness is determined by adequate growth on the state-mandated mCLASS (DIBELS 8th Edition) screener, mastery of Eureka Math benchmarks, and progression on grade-specific WIDA language rubrics.
2. **Grade 3 (NC Read to Achieve Compliance)** The transition from 3rd to 4th grade is a critical legislative gate. In strict compliance with the North Carolina Read to Achieve law (G.S. 115C-83.1), 3rd-grade students must demonstrate reading proficiency to be promoted. Our Amplify CKLA and Caminos curricula are intentionally selected to build the deep background knowledge required to pass the 3rd-grade reading EOG. For our Multilingual Learners, we will appropriately apply state-approved "Good Cause Exemptions" for Limited English Proficient students when legally applicable, ensuring equitable promotion practices.
3. **Grades 4–5 (Upper Elementary Readiness)** In the upper grades, readiness is heavily tied to objective state proficiency. Students are expected to achieve Level 3, 4, or 5 on the North Carolina End of Grade (EOG) assessments in Reading and Math (and Science in 5th grade) to demonstrate readiness for the next grade.

Program Completion and Transition to Middle School

Upon program completion at the end of 5th grade, DLLG scholars will be exceptionally prepared for the rigors of middle school. Because our upper elementary instructional plan relies heavily on "The Bridge" and cross-linguistic transfer, a graduating DLLG 5th grader does not just possess rote knowledge; they possess high-level metalinguistic awareness and the ability to engage in complex academic discourse. They will leave DLLG ready to tackle advanced middle-school coursework with full conceptual understanding in both languages.

Retention as a Last Resort

While we maintain high promotional standards, DLLG aligns with the NC Multi-Tiered System of Support (MTSS) framework, viewing retention as an absolute last resort. If a student fails to meet the promotional matrix despite aggressive, documented intervention throughout the year, the final decision rests with the Principal, in accordance with statutory authority (NC G.S. 115C-288(a)). The Principal will collaborate with the instructional team, the Dean of Curriculum and Instruction, and the parents to make a holistic determination that serves the best long-term academic and socioemotional interests of the scholar.

Q193. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

At the Dual Language Lab of Greensboro (DLLG), our academic calendar is a vital instructional tool designed to execute our mission while strictly adhering to North Carolina charter school regulations. The acquisition of academic biliteracy requires immense cognitive effort and sustained linguistic exposure. To move our Multilingual Learners and economically disadvantaged scholars predictably from Comprehensible Input → Oracy → Literacy, we recognize that time is our most critical variable. Grounded in the research of Roland G. Fryer on high-performing urban schools, our calendar explicitly operationalizes "more time on task" to close the achievement gap. This focus on "more time" is also a foundational requirement for organized, high-growth schools according to the UChicago 5Essentials; we aim to maximize "learning productivity" by ensuring that effective instructional strategies are paired with significantly increased time on task.

As a charter school, DLLG leverages the statutory calendar flexibility granted under G.S. 115C-218.85, allowing us to bypass the traditional LEA start and end date restrictions. Our education plan relies on an extended school year that runs from the first week of August to the end of the third week in June, combined with an extended school day that concludes at 3:45 PM. By scheduling over 200 instructional days, we far exceed the state minimum requirement of 185 days or 1,025 hours. This massive hourly runway actively combats the "summer slide" and ensures that explicit Spanish literacy, English literacy, and rigorous Eureka Math blocks do not have to compete for scarce minutes.

Because executing our ambitious dual-language model requires profound educator preparation, our academic calendar begins with a mandatory Two-Week Summer Institute for all staff to calibrate on Project GLAD methodologies and cross-linguistic transfer strategies. To sustain this collaborative rigor throughout the year, our calendar includes Early Release Fridays. This provides our educators with a protected, weekly block for grade-level planning and continuous professional development, ensuring our scaffolding remains highly responsive.

Finally, our calendar balances rigorous data-driven instruction with sustainable staff practices. It is structurally anchored by four quarterly benchmark assessment periods, each immediately followed by a student-free "Data Bridge" workday where staff synthesizes mCLASS, NWEA MAP, and language proficiency data to restructure MTSS groupings. However, to prevent burnout in an extended-year model, our calendar intentionally mirrors LEA staff benefits, embedding the state-equivalent 11 legal holidays (including Veterans Day) and 10 annual vacation leave days for staff. This ensures DLLG remains a highly attractive, sustainable workplace for elite dual-language educators while continuously driving our mission of rigorous, personalized academic achievement.

As a public charter school, DLLG utilizes the statutory calendar flexibility granted under G.S. 115C-218.85, exempting the school from traditional LEA start and end date restrictions. This flexibility allows DLLG to open on the first week of August and close in mid-June, implementing the extended-year model required to combat the summer slide and maximize learning productivity for our target demographic.

Q194. 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.

Schedule Overview

The Dual Language Lab of Greensboro (DLLG) operates on an intentional, extended-day schedule that maximizes student exposure to both core academic content and linguistic development. From Monday through Thursday, the school day begins with arrival and breakfast between 7:20 AM and 8:00 AM, ensuring all scholars are nourished and settled before formal instruction commences. The instructional day officially opens at 8:00 AM with a 30-minute Morning Meeting conducted in Spanish, which anchors the school's culture and prepares students for the cognitive demands of the day. Scholars are dismissed between 3:15 PM and 3:45 PM, providing a total building window of eight hours and 25 minutes. Within this timeframe, the school guarantees 375 minutes, or 6.25 hours, of rigorous instructional time daily.

Language Allocation Across Grades and Subjects

The allocation of instructional minutes is specifically engineered to support the school's 90/10 to 50/50 linguistic trajectory. In the foundational grades of Kindergarten through 2nd Grade, Language Arts instruction is heavily weighted toward Spanish to build a robust "linguistic well." Students engage in 150 minutes of Spanish Language Arts (SLA) daily, which includes explicit literacy instruction and integrated content. As students progress into 1st Grade, a 15-minute English Language Arts (ELA) foundational block is introduced, which expands to a full 75-minute ELA block by 3rd Grade as the school transitions to a partner-teacher model. Mathematics is prioritized with a consistent 75-minute block in the lower grades, while Science and Social Studies receive 45 minutes of daily inquiry-based instruction. This distribution ensures that core subjects are never sacrificed for language acquisition; rather, they serve as the vehicle for it.

The Friday Early Release for Professional Development Model

To sustain the sophisticated instruction required for a high-performing dual-language program, DLLG utilizes an early-release Friday model. Students follow the standard arrival and Morning Meeting schedule but are dismissed at 1:00 PM. This provides a focused 240-minute instructional window that preserves primary blocks for literacy and mathematics while omitting the daily intervention block. The early dismissal is a non-negotiable component of the school's operational strategy, as it carves out a four-hour protected block for teachers to engage in the heavy collaborative lifting required by the waterfall instructional method. During this time, staff engage in contrastive analysis planning, or "The Bridge," and review quarterly data to adjust flexible groupings, ensuring that the shortened Friday for students translates into higher learning productivity for the following week.

Increased Instructional Time

The DLLG schedule is optimized for student learning by applying the research of Roland Fryer regarding the impact of "more time on task" in high-performing urban schools. By extending the day to 3:45 PM, the school provides the "massive hourly runway" needed to deliver two complete literacy programs -- Amplify CKLA and Caminos -- without fragmentation. This extended time allows teachers to utilize sheltered instruction strategies, such as Project GLAD, which require additional minutes for background building and visual scaffolding that traditional 50-minute blocks cannot accommodate. Furthermore, the 30-minute daily Intervention Lab block, facilitated by tech-enabled AI coaches, provides personalized reinforcement that prevents scholars from falling behind the pace of the immersion

model. This structured combination of extended core instruction and targeted intervention ensures that DLLG scholars achieve biliteracy and academic mastery simultaneously.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

The Student Experience

Morning Arrival and Immersion
A typical day for a Kindergarten scholar in our foundational year begins at 7:20 AM with a warm, bilingual greeting. Because DLLG serves a targeted population, the first forty minutes ensure scholars are physically and emotionally settled with a nutritious breakfast. When a student walks into school after a rough night—perhaps a younger sibling was sick -- they are immediately met by a staff member who waves with a warm smile, calls them by name in Spanish, and kneels down to eye level to ask if they want to talk it over during breakfast.

At 8:00 AM, the instructional day officially opens with a Morning Meeting in Spanish where this emotional support continues. The student might take a few minutes in the "feel better corner," utilizing noise-canceling headphones and a book to self-regulate. When they are ready to rejoin the Morning Meeting, a table teammate seamlessly catches them up on anything they missed. This routine immediately immerses students in the school's core philosophical framework: comprehensible input leading to oracy, which ultimately drives literacy and reliable assessment. By lowering the affective filter, students safely engage in highly predictable, patterned academic language that builds early speaking confidence and sets the tone for the day.

Knowledge and Foundations in Spanish
As the morning transitions into the 150-minute Spanish Language Arts block, the scholar experiences the environment shift to high-energy, comprehensible input where two distinct but complementary strands of the Caminos curriculum are provided.

During the Knowledge strand, the classroom comes alive with heavy language scaffolding and Project GLAD strategies. A student might use Total Physical Response gestures to define new vocabulary or collaboratively label a Pictorial Input Chart, seamlessly integrating curricular content with language acquisition. Sitting at the carpet for the Caminos Knowledge strand, the class sings the current unit's nursery rhyme, mimicking gestures for vocabulary words connected to photos of the human body. The teacher calls on the student to approach the board, post a picture representing the "sistema digestivo," and practice pronouncing the term out loud. Throughout this time, the classroom walls act as a vital scaffold, heavily decorated with these Pictorial Input Charts and growing cognate walls.

The focus then seamlessly shifts to the Foundations strand for dedicated early literacy skills like phonemic awareness, phonics, and foundational reading mechanics. The scholar concludes this morning block with a writing activity (for early Kindergarten, this often begins with drawing detailed pictures) where they integrate grade-level content vocabulary with these new literacy skills, constantly looking up at hanging Pictorial Input Charts, look up at the graphic organizers generated from the morning's GLAD strategies, and look to the growing cognate wall to connect Spanish and English terms as they write for spelling.

Differentiated Language Development
Throughout the Spanish block, differentiated small group instruction and guided oral practice are the daily norm. While students engage in tasks independently or in teams (table groups), the teacher strategically pulls small groups for targeted Spanish language development and/or content and skill development. These mini-lessons and differentiated, flexible small group instruction are designed around WIDA Spanish language development standards and are driven by data from Spanish language proficiency checks, DIBELS, and Amplify benchmarks. This ensures that every scholar receives the precise support they need to master both content knowledge and linguistic fluency.

In the future, while their peers engage in tasks independently or in teams, the student might log into our AI-adaptive software, speaking directly into the computer to receive immediate, highly personalized feedback on their pronunciation in Spanish to accelerate their Spanish Language development (and therefore their English Language Development in the future).

English Intervention and The Bridge
After lunch and recess, the Kindergarten scholar transitions to the 30-minute English Intervention block. During this time, students receive targeted English Language Development intervention. This block is also the dedicated space for explicit cross-linguistic transfer, or "The Bridge." For example, a teacher might facilitate a mini-lesson comparing the soft "h" sound in English for the letter 'h' to the identical sound made by the letter 'j' in Spanish.

Core Content in the Target Language
Following intervention, the scholar dives into a rigorous 75-minute Mathematics block using the Eureka Math curriculum, immediately followed by a 45-minute Science and Social Studies block. Crucially, both of these subjects are taught entirely in Spanish. Rather than diluting the rigor of the math or science content to accommodate language learners, the teacher uses the same comprehensible input strategies from the morning -- such as visual scaffolding, manipulatives, and structured partner talk -- to ensure the cognitive demand remains high while the language remains accessible. And because all subjects' units are structured around a theme, each subject will reinforce the others using similar terms with the same themes being applied and explored.

By the time dismissal occurs at 3:45 PM, the scholar has experienced a joyful, rigorous day of balanced bilingual instruction, building high-level academic vocabulary across all core subjects.

The Teacher Experience

For a DLLG Kindergarten teacher, the first year is defined by high expectations paired with exceptionally high support. The teacher’s journey begins well before scholars arrive, having been thoroughly trained during the Summer Institute in the school’s vision, culture, and instructional program. At 7:20 AM, the teacher is at the door, setting the joyful, empathetic tone for the day. During the morning Spanish blocks, the teacher functions as an active linguistic facilitator, aggressively modeling language, directing choral responses, and utilizing Project GLAD strategies to move students predictably from comprehensible input to guided oracy. As the day progresses into math and science, the teacher pairs rigorous grade-level content with explicit language scaffolding, constantly monitoring student output against WIDA proficiency rubrics. Amidst this intensive instruction, the teacher relies on

a protected 45-minute daily planning block during student Specials to create materials, review upcoming lesson plans, or collaboratively observe peer teachers to continually refine their practice.

Throughout the week, the teacher's growth is supported by a highly structured coaching cycle, receiving a weekly observation from their instructional coach based on the Observation Protocol for Academic Literacies (OPAL) rubric. In a collaborative debrief meeting, the coach and teacher diagnose needs and determine one immediate, actionable area for daily practice. While Monday through Thursday focus on this intensive instructional rhythm, Friday afternoons serve as the main driver of teacher development and strong, high-quality bilingual instructional practice diffuse within the building. After dismissing students at 1:00 PM, the teacher sits with their grade-level team to review weekly language proficiency data, literacy data (mCLASS Dibels in Spanish and English), and other formative assessment data (quizzes) to adjust flexible groupings, and share the workload of creating differentiated materials. The team looks two weeks ahead to draft precise language learning targets, accelerating the planning process.

The Friday afternoon culminates in a structured professional development session where teachers actively practice the "skill of the day"—such as executing a contrastive analysis for The Bridge or mapping out a Pictorial Input Chart—and reflect on how it connects to the OPAL evaluation indicators. This ensures that what they learn to do is exactly what they are evaluated upon. This weekly cycle is ultimately anchored by quarterly, student-free Data Bridge Days, where the teacher and coach conduct a deep dive into reliable assessment data to map out a comprehensive, targeted instructional plan for the months ahead.

Q196.Will this proposed school include a high school?

- ○ Yes
- ◉ No

Q201.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:** 30 **Total Files Count:** 5

Q202.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

Q203.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.

☑ Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 15

11.2. Special Populations and "At-Risk" Students

Q204. 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 Dual Language Lab of Greensboro (DLLG) utilizes a highly structured Multi-Tiered System of Support (MTSS) to identify, support, and monitor students performing below grade level. Because we serve a targeted population of Multilingual Learners, our MTSS framework is grounded in accurate identification and academic rigor. We operate on the fundamental principle that a language acquisition barrier must never be misidentified as a cognitive deficit. To ensure accurate academic tracking, our interventions are systematically deployed in both the target language (Spanish) and the native language (English), ensuring students receive the precise support they need to master grade-level standards.

The MTSS Team and Identification Audits

Our MTSS process is strictly governed by the school's MTSS Team. In our foundational years, this team is composed of the Head of School, Director of Curriculum and Instruction - Dual Language (DCI-DLE), the Exceptional Children Program Manager, and rotating general education classroom teachers. As the school scales and caseloads expand, an Instructional Coach and a Dean of Student Culture will formally join this team in Year 3. This team meets bi-weekly to review data-backed teacher referrals generated during our Friday Early Release planning sessions. To maintain strict operational accountability, the MTSS Team conducts an Identification Audit at the end of each semester. This audit reviews school-wide referral trends to verify that Multilingual Learners are not being misidentified or over-referred to Special Education due to language barriers, ensuring our interventions remain objective and data-driven.

Tier 1: Universal Core Instruction and Support

Tier 1 serves as the foundation for all students and is expected to meet the needs of 80 percent of our scholars. Instructionally, Tier 1 is delivered through our rigorous, NCSCOS-aligned curricula (Amplify CKLA, Caminos, and Eureka Math). To make this high-level content accessible, Tier 1 heavily features Project GLAD strategies, including Pictorial Input Charts and Total Physical Response, ensuring comprehensible input for all learners. Behaviorally, Tier 1 is anchored by a proactive, highly structured school culture. This includes daily Morning Meetings conducted in Spanish to build predictable routines, daily emotional check-ins during breakfast, and the integration of classroom self-regulation spaces. Student responsiveness to Tier 1 is universally screened three times a year using objective baseline data from mCLASS DIBELS, MAP Growth, Amplify Benchmarks/assessments, and WIDA-aligned formative assessments. We will also have outlined a school-wide student culture program that manages discipline with restorative practices, structured expectations standard across classrooms, and clearly communicated "hard red lines" for student behavior (punching, biting, bringing weapons, etc) that govern student behavior.

Tier 2: Targeted Intervention Cycles

When Friday data reviews or universal screeners indicate a scholar is struggling academically or behaviorally, the teacher submits a formal, data-backed referral to the MTSS Team to initiate Tier 2 supports. Tier 2 consists of targeted, evidence-based interventions administered in standard 6-to-8-week cycles. Instructionally, this occurs during the dedicated 30-minute daily Intervention block and/or through targeted small-group pulls during independent practice. Interventions may include explicit cross-linguistic transfer lessons (such as mapping English and Spanish phonemes) targeted direct instruction in math skills, reading comprehension, or structured behavioral

practice and conversations. During a Tier 2 cycle, the classroom teacher conducts progress monitoring bi-weekly to objectively measure if the intervention is closing the identified academic and/or behavioral gap.

Tier 3: Intensive Support and EC Personnel
For the estimated 5 percent of scholars who do not demonstrate adequate growth after a Tier 2 cycle, the MTSS Team elevates the student to Tier 3. Tier 3 interventions are highly targeted, intense in scope, and typically administered in a one-on-one or one-on-two setting. Crucially, Tier 3 academic interventions at DLLG are led by fully licensed Exceptional Children (EC) educators. In Years 1 and 2, the Exceptional Children Program Manager acts directly as the SPED teacher to deliver and/or coordinate these intensive supports. To maintain instructional fidelity as the student body grows, DLLG strategically adds a dedicated Exceptional Children Teacher in Year 3. Because of the intensive nature of Tier 3, progress monitoring occurs once or twice a week. If a student does not make adequate progress at the conclusion of a 6-to-8-week Tier 3 cycle, this compiled progress-monitoring data serves as the formal foundation for a referral to Exceptional Children testing, ensuring full compliance with state and federal child find mandates.

Q205. 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, MLs, 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 founding board of the Dual Language Lab of Greensboro (DLLG) has strong, direct experience working with English Learners (ELs), students identified as gifted, and students at risk of dropping out.

Board Experience by Special Population:

- Joanna Ericksen (English Learners & At-Risk): Holds a Master of Arts in TESOL. As a Family Literacy Program Director, she designed and scaled a state-approved multicultural literacy model serving 150+ at-risk families annually. She brings years of direct instructional experience as an ESL teacher.

- Marvin Espinoza-Leiva (At-Risk & Tier 2 Interventions): Former Teach For America educator and Director of Operations at a Title I charter school. He has direct experience managing academic interventions, notably restructuring Tier 2 student support to increase intervention time from 25 minutes to 75 minutes weekly within his TFA classroom, and reducing district-wide truancy by 50%. As a TFA Teacher, he was also a math interventionist for K-2 and 6-8.

- Sam Wachtel (Academically Gifted & At-Risk): Former Teach For America high school educator. He taught the top two highest-achieving advanced Calculus and Precalculus classes at a low-income school, driving +35% and +22% student growth. This ensures the board understands how to challenge gifted scholars.

- Dr. Elisa Merçon-Vargas (English Learners & Immigrant Youth): Professor of Human Development and Family Studies. She brings deep, data-driven academic expertise regarding the developmental and educational trajectories of immigrant and Latino youth.

- Dorrian Wilson (At-Risk): Former educator at Mentorship Academy, where he led interdisciplinary arts and communication initiatives specifically designed to build confidence, engagement, and measurable academic growth in at-risk youth.

Pre-Opening Plan for Students with Disabilities & 504

Plans While the board has deep expertise with ELs and at-risk students, we recognize the highly specialized legal requirements of serving students with disabilities and 504 Plans. Because our founding board does not currently include a career Exceptional Children (EC) teacher, DLLG will execute the following pre-opening plan to ensure Day 1 readiness:

1. Early Specialized Hiring (Year 0): The board will prioritize hiring the Exceptional Children Program Manager and the Director of Curriculum and Instruction - Dual Language prior to opening.

2. Immediate File Audits: Upon completion of the enrollment lottery, this leadership team will immediately audit all incoming student files to review IEPs, 504 Plans, and WIDA scores to accurately project staffing needs.

3. Contracting Service Providers: During the pre-opening period, the school will secure contracted service providers for specialized needs that cannot be immediately met in-house (e.g., Speech-Language Pathology and Occupational Therapy).

4. Mandatory Summer Institute Training: Before the doors open, all general education staff will undergo

4. Mandatory Summer Institute Training. Before the doors open, all general education staff will undergo mandatory training on legally executing IEP and 504 accommodations within the mainstream dual-language classroom.

Q206. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

Accurate, legally compliant identification is the first step in our academic pipeline. Upon submitting an application, every family completes a Home Language Survey (HLS). If a language other than English is indicated, our Director of Curriculum and Instruction - Dual Language (DCI-DLE) reviews prior school records and conducts a family interview to avoid misidentification from the beginning by doing due diligence and understanding the child's family context. To prevent MLs from being misidentified for Special Education, we evaluate academic baseline data (Benchmarks and MAP in both Spanish and English) alongside comprehensive language proficiency data (mCLASS, Woodcock-Muñoz, and Avant STAMP 4Se). Furthermore, our MTSS Team conducts a semesterly Identification Audit to ensure MLs are not disproportionately flagged for learning disabilities.

For students with a high likelihood of EL/ML designation, DLLG administers the state-mandated WIDA Screener within 30 days of enrollment, or within 14 days if the student enrolls mid-year, to establish ML eligibility and baseline proficiency.

Because DLLG utilizes a 90/10 to 50/50 dual-language immersion model, English Language Development is integrated into rigorous, daily core instruction. We utilize high-rigor, state-aligned curricula including Amplify CKLA, Caminos, and Eureka Math. To ensure equitable access to this content without diluting academic rigor, all teachers are extensively trained in Project GLAD (Guided Language Acquisition Design) Strategies at the beginning and throughout the school year. This ensures instruction relies heavily on comprehensible input, utilizing strategies like Pictorial Input Charts, realia, Total Physical Response, and sentence frames so students can anchor new vocabulary to concrete concepts. Additionally, during the daily 30-minute Intervention, teachers facilitate "The Bridge," providing explicit cross-linguistic transfer lessons that systematically teach the phonetic and structural differences between English and Spanish to accelerate biliteracy.

We track ML growth to ensure our instructional model translates into academic mastery. Progress is evaluated dynamically throughout the year using formative assessments, including DIBELS, MAP, and WIDA-aligned language proficiency formative assessments. During Friday Early Release data-planning sessions, grade-level teams review this data against WIDA proficiency rubrics to immediately adjust flexible grouping and scaffolds.

Annually, all identified MLs participate in the WIDA ACCESS for ELLs state assessment. DLLG strictly follows North

Carolina Department of Public Instruction exit criteria: an ML student is officially exited from the program only when they achieve an overall composite score of 4.8 or higher on the ACCESS assessment. Post-exit, the DCI-DLE formally monitors the student's academic performance for four consecutive years to ensure sustained grade-level success without ML accommodations.

Because dual-language immersion requires specialized pedagogy, every general education teacher at DLLG is an essential language teacher. Before Day 1, all instructional staff attend a mandatory Summer Institute strictly focused on WIDA standards, Project GLAD strategies, developing language learning targets for lesson planning, and bilingual instructional delivery. To maintain fidelity throughout the year, teachers receive weekly observations from an Instructional Coach utilizing the Observation Protocol for Academic Literacies (OPAL) rubric, which is specifically designed for language-based instructional practice. Every Friday afternoon, teachers engage in targeted professional development to practice specific ML instructional skills, such as executing a contrastive analysis. The school's overarching ML program, testing protocols, and Title III compliance are managed by the Head of School and the DCI-DLE, ensuring robust, qualified oversight at the leadership level. This is our "Grow Our Own" plan for long-term sustainability of bilingual instructional talent and development.

Additionally, to ensure top-tier linguistic instruction, DLLG will aggressively recruit educators who possess the English as a Second Language (ESL) add-on license approved by the State of North Carolina, prioritizing candidates with a Master's degree in TESOL or a related field. We will leverage our board's deep networks within the local education and non-profit sectors to attract educators with extensive, proven experience serving Multilingual communities. Furthermore, the Head of School and relevant Board Members (Joanna Erickson and Dr. Elisa Vargas) will build strategic pipelines with local university educator preparation programs (such as UNCG and NC A&T) to directly recruit emerging talent, allowing university students to complete their clinical or student teaching hours within our dual-language classrooms.

Q207. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Methods for Identifying Gifted Students (and Avoiding Underidentification)
To avoid the historical underidentification of Multilingual Learners and economically disadvantaged students, the Dual Language Lab of Greensboro (DLLG) utilizes a data-driven, universal screening process rather than relying on subjective parent or teacher referrals. All students are universally screened annually using standard NWEA MAP Growth data. Students scoring at or above the 90th percentile are flagged for evaluation by the MTSS Team. To capture non-traditional giftedness, teachers also utilize an objective behavioral observation rubric, such as the HOPE Scale, to identify advanced abstract reasoning and problem-solving skills. In cases where a student's English language proficiency may be masking their intellectual capacity on traditional screeners, DLLG may consider administering a culturally responsive, nonverbal assessment such as the NNAT3 to ensure equitable identification.

Because our student population will primarily consist of standard general education and Multilingual Learners, DLLG will not run a separate, labor-intensive pull-out program for gifted students. Instead, our foundational dual-language immersion model provides the primary cognitive enrichment for all scholars by demanding daily executive function, cognitive flexibility, and metalinguistic awareness. For formally identified AIG students, the immediate instructional strategy relies on high-quality differentiation within the general education classroom, including standard curriculum compacting and flexible grouping for advanced extension activities. Over time, as we phase in our technology-enabled learning model—following the successful establishment of our core, data-driven bilingual foundation—scholars will have further opportunities for acceleration. During designated Intervention Lab blocks, AIG students will leverage adaptive platforms to advance rapidly beyond grade level and apply that accelerated knowledge to self-directed, mixed-grade collaborative enrichment projects that are also available to all students given the appropriate supports.

Upon identification, the MTSS Team collaborates with the classroom teacher and family to develop a simple, individualized AIG Plan. This plan outlines the specific in-class differentiation strategies the teacher will use to keep the student challenged. Because we integrate AIG support into the core classroom, AIG student progress is rigorously tracked using the school’s standard, existing assessment battery, including NWEA MAP and internal benchmarks. DLLG expects AIG students to maintain their high-achievement percentiles and demonstrate consistent academic growth year over year. The MTSS team evaluates and updates these individual AIG Plans at the end of each academic year based on this standard testing data.

To maintain a lean, realistic staffing model during our foundational years, DLLG will not employ a full-time AIG pull-out teacher. The Academically or Intellectually Gifted program is managed directly by the Director of Curriculum and Instruction - Dual Language (DCI-DLE). For highly specialized needs, such as official psychological evaluations or compliance consulting, the school will utilize targeted contract services rather than hiring full-time staff. To ensure classroom teachers are prepared to support gifted scholars, all staff receive baseline professional development on curriculum compacting and gifted differentiation during the Summer Institute. Furthermore, any general education teacher who has an identified AIG student placed in their classroom receives targeted, ongoing instructional support from the MTSS Team to ensure the student's AIG Plan is executed effectively without overburdening the teacher.

11.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities.* ***All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.*** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q208. 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.

The school will identify enrolled students with existing IEPs or Section 504 plans through a three-part process conducted at registration and during the first weeks of attendance.

First, the enrollment application will include a Home Language Survey and a dedicated section in which families indicate any prior or current special education services, including IEP, 504 plan, speech/language services, AIG designation, or related services. The application will be available in English and Spanish, and bilingual enrollment staff will be available to assist families who prefer to complete the form in conversation rather than in writing. Families will be invited to submit copies of existing plans at the time of application; plans received will be stored in the student's confidential file under the supervision of the EC Program Manager.

Second, the Director of Operations will submit formal records requests to each student's prior school, preschool, or early childhood program within five business days of enrollment confirmation. Requests will include a release-of-information form signed by the parent or guardian and will specifically request IEPs, 504 plans, evaluation reports, progress monitoring data, and related services records. If records have not been received within ten business days, the Director of Operations will place a direct phone call to the prior school to determine when records will arrive and whether any interim information is available.

Third, the EC Program Manager will review all incoming records before the student's first day of instruction and will convene a transition meeting with the classroom teacher, the family, and the student (when age-appropriate) to review the plan, confirm the accommodations and services the student will receive, and identify any immediate questions that require IEP team follow-up. For students whose records arrive after the school year has begun, the transition meeting will occur within five school days of record receipt.

If a student demonstrates academic, behavioral, or language needs that suggest eligibility for special education services, and no prior records are available, the student will be referred to the school's MTSS team as described in Q208, and the family will be notified in writing in their home language. The school will not use the absence of prior records as a reason to delay evaluation or services.

Q209. 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 Dual Language Lab of Greensboro will comply fully with the federal Child Find mandate under IDEA and with North Carolina Policy 1501. Any student enrolled in the school who is suspected of having a disability will be referred for evaluation regardless of grade, language, or current academic performance. The school also recognizes that dual language settings create specific risks of both under-identification (missing students whose disabilities are masked by second-language acquisition) and over-identification (referring students whose academic or behavioral presentation reflects typical language development rather than disability). The school's Child Find process is designed to address both risks directly.

Referral pathways
Referrals may originate from any adult stakeholder: a parent or guardian, any staff member, or an outside professional working with the family. Students may also be referred by themselves when age-appropriate. All referrals are directed to the EC Program Manager, who logs the referral, notifies the family within three school days, and convenes the appropriate next step.

Parent-initiated referrals proceed directly to evaluation planning. Within ten school days of receiving a parent referral, the EC Program Manager will convene an initial meeting with the family to review concerns, discuss the evaluation process, and obtain informed parental consent. Evaluation will be completed within the timelines required by IDEA and NC Policy 1501 (no later than 90 days from the date of referral, with initial placement determination within 90 days of consent to evaluate).

School-initiated referrals proceed through MTSS before formal evaluation, consistent with the MTSS process described in Q208. A teacher or staff member with a concern documents specific academic or behavioral data across a minimum of six to eight weeks of instructional time and shares that data with the MTSS team (classroom teacher, EC Program Manager, DCI-DLE, Head of School). The MTSS team reviews the data, determines whether Tier 2 or Tier 3 interventions are warranted, and implements a specific intervention plan with defined progress monitoring. If a student does not demonstrate sufficient progress after two rounds of targeted intervention, the team refers the student for comprehensive evaluation with parental consent.

Avoiding misidentification in a dual language setting
Because the school serves a student population where approximately 60% are Spanish-dominant at entry and all students are developing proficiency in a second language, staff training and assessment protocols are built to distinguish language-related patterns from disability-related patterns.

1. Bilingual evaluation. All evaluations conducted at the school will be performed by a licensed evaluator who is proficient in the student's dominant language, or by a licensed evaluator working with a trained bilingual interpreter. Assessment instruments will be administered in the student's dominant language, or in both languages where appropriate, using instruments validated for use with bilingual populations (including Bateria-III Woodcock-Munoz and Spanish-language versions of the WJ-IV where available).

2. Staff training on language versus disability. Before the school opens and in ongoing professional development, all classroom teachers, instructional aides, and the EC Program Manager will receive training on the typical trajectory of second-language acquisition, including the silent period, code-switching, and expected patterns of cross-linguistic transfer. Staff will be explicitly trained to recognize that limited English proficiency by itself is not a disability, and that language difference must be ruled out before considering disability as an explanation for academic struggle.

3. Dual-language data before referral. For any student referred through the school pathway, the MTSS team will review academic performance and classroom participation data in both Spanish and English before proceeding to evaluation. If a student is performing at grade level in their dominant language and struggling only in their second language, the team will adjust scaffolding and language supports rather than initiate an EC referral. If a student is struggling in both languages at levels inconsistent with their peers, the team will proceed with evaluation planning.

4. Distinguishing ML status from disability status. A student may be classified as a Multilingual Learner, as a student with a disability, or as both. These classifications are independent, and the school will not delay or waive EC services for a student who is also designated ML. The EC Program Manager and the DCI-DLE jointly maintain oversight of any student with dual ML and IEP status to ensure services from both programs are coordinated and complementary.

5. Cultural and linguistic responsiveness in behavioral referrals. The school will pay particular attention to the risk that behavior presenting as noncompliance, withdrawal, or inattention in a student navigating a bilingual environment may reflect language frustration, cultural adjustment, or unfamiliarity with classroom routines rather than a behavioral or emotional disability. The Dean of Student Culture (added Year 3) and the school's restorative discipline framework described in Q229 provide additional context-specific interpretation of student behavior before any behavioral referral to EC.

The Head of School and EC Program Manager will jointly review referral data annually to monitor for disproportionality, comparing the demographic composition of identified students against the school's total enrollment, and reporting findings to the board's Academic Excellence Committee.

Q210.Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

The school will manage the records of students with disabilities and Section 504 accommodation plans in compliance with FERPA, IDEA, and NC Policy 1501, with procedures covering request, confidentiality, and ongoing compliance.

1. Requesting records from previous schools
At the time of enrollment, families sign a records release authorization as part of the standard enrollment packet. The authorization is provided in English and Spanish and covers IEPs, 504 plans, evaluation reports, progress monitoring data, and all related services records. The Director of Operations submits records requests to prior schools within five business days of enrollment confirmation, with follow-up at ten and fifteen business days if no response is received. All records received are logged, dated, and transferred to the EC Program Manager for review. The school will maintain records in North Carolina's ECATS (Every Child Accountability and Tracking System) as required for all NC public schools, with uploads completed within the required timeframes following record receipt or plan development.

2. Record confidentiality (on-site)
All paper records of students with disabilities and 504 plans will be stored in locked, fireproof filing cabinets in a secured room within the school's main office. Electronic records will be maintained in ECATS and in the school's student information system with role-based access controls. Access to records is limited to staff with a legitimate educational interest, including the student's classroom teacher, the EC Program Manager, the DCI-DLE, the Head of School, and authorized related services providers. A sign-out log is maintained for all paper record access, including the date, time, name of accessing staff member, and purpose of access. All staff receive annual FERPA training with documented completion, and all contractors with record access sign a confidentiality agreement before the first day of service.

3. Record compliance (on-site)
The EC Program Manager serves as the school's records compliance lead for students with IEPs and 504 plans. Compliance procedures include: (a) a standing monthly audit of all active IEPs and 504 plans to confirm that annual review and triennial reevaluation deadlines are being met; (b) a quarterly review of the alignment between the student's IEP goals and the accommodations and modifications actually delivered in the classroom, documented through classroom observation and teacher confirmation; (c) verification at the end of each grading period that progress reports on IEP goals have been provided to families at the frequency specified in the IEP; and (d) an annual records audit coinciding with state reporting requirements, conducted jointly with the school's contracted special education compliance consultant during Years 1-3 and subsequently with the EC Program Manager and Director of Operations.

The school's contracted financial services provider will maintain records of all EC-related expenditures, including contracted related services, specialized equipment, and staff compensation, to support the school's annual EC funding reporting to the state.

Q211. 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.

The Dual Language Lab of Greensboro provides a continuum of special education services designed to serve students across the full range of disability severity, with placement decisions driven by the individual student's IEP and a commitment to the least restrictive environment.

The school's primary instructional model is inclusion. The EC Program Manager and, beginning in Year 3, the EC Teacher provide push-in support within the general education classroom for students with IEPs. Accommodations, modifications, and targeted instructional strategies are delivered in the context of the 90/10 bilingual environment, with the EC Program Manager coordinating directly with classroom teachers to ensure that IEP goals are addressed in both the Spanish and English instructional blocks. This approach preserves the student's access to the full dual-language curriculum, the peer interdependence that is foundational to the school's culture (see Q227), and the social and developmental benefits of integrated instruction.

Students with mild disabilities typically receive their full instructional program in the general education classroom with in-class accommodations and modifications. The EC Program Manager consults with classroom teachers on instructional strategies, monitors student progress against IEP goals, and provides direct push-in instruction during targeted academic blocks as specified in the IEP.

Students with moderate disabilities generally receive the majority of their instruction in the general education classroom with targeted push-in services, supplemented by pull-out instruction for specific academic or related services as specified in the IEP. Pull-out instruction is scheduled to avoid conflict with the student's dominant-language instructional block, with morning community meetings (rondas populares), recess, and specials, consistent with the school's commitment to inclusion.

Students with severe disabilities may require a more individualized placement, including pull-out instruction for a substantial portion of the school day or, in rare cases requiring services the school cannot deliver internally, a combination of school-based services and contracted specialized services delivered on-site. Year 1 costs associated with specialized services that exceed internal staff capacity will be funded through the school's general contracted-services allocation and through state Exceptional Children per-pupil funding, which flows based on documented IEP service needs. As actual enrollment and IEP profiles are established following authorization, the Finance Committee will size and formalize a dedicated related-services budget line. The school does not anticipate operating a separate self-contained classroom in Years 1-5 given projected enrollment; students whose IEPs would require a self-contained setting will be served through an individualized combination of push-in, pull-out, and contracted services developed by the IEP team in collaboration with the family.

The school explicitly rejects the assumption that dual-language education is inappropriate for students with disabilities. Research on bilingual special education (including work by Kathryn Lindholm-Leary, Else Hamayan, and others) consistently indicates that students with learning disabilities, speech and language impairments, and other disabilities benefit from dual-language instruction and should not be removed from the bilingual program on the basis of disability status alone. The school commits that no student will be removed from the DLE program solely because the student has an IEP. Placement decisions that would reduce access to dual-language instruction require specific IEP team justification and family consent.

All classroom teachers receive pre-opening and ongoing professional development in differentiated instruction for

All classroom teachers receive pre-opening and ongoing professional development in differentiated instruction for students with disabilities, co-planning with EC staff, and specific accommodations and modifications commonly used in K-5 settings. The DCI-DLE coordinates this professional development with the EC Program Manager to ensure it is integrated into the school's broader instructional development work rather than treated as a separate track.

Q212. 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?

The school provides a full continuum of special education services as required by IDEA, structured around the principle that every student with a disability has the right to access the general education curriculum alongside nondisabled peers to the maximum extent appropriate.

Continuum of placement options

1. Full inclusion with consultative support — The classroom teacher implements IEP accommodations with consultation from the EC Program Manager. This is the expected placement for most students with mild disabilities.
2. Full inclusion with direct push-in services — The EC Program Manager or, from Year 3, the EC Teacher delivers direct instruction or service within the general education classroom during specified blocks. This is typical for students with moderate disabilities and speech/language services.
3. Inclusion with pull-out services — The student participates in the general education classroom for the majority of the day and receives pull-out services for specific academic skill instruction, speech/language therapy, occupational therapy, or other services as specified in the IEP.
4. Individualized programming with on-site contracted services — For students whose needs exceed the capacity of school-based staff, the school contracts with licensed related services providers to deliver services on-site. The student remains enrolled at the school and participates in the general education environment to the maximum extent appropriate.
5. Off-site specialized services — In rare cases where a student's IEP requires services that cannot be delivered on-site, the IEP team will collaborate with the family and, where appropriate, the student's LEA of residence to arrange appropriate placement while maintaining the student's enrollment rights.

Access to the general education curriculum

For every student with an IEP, the IEP team documents specifically how the student will access grade-level curriculum and standards in both English and Spanish. Access strategies include: curricular accommodations (extended time, large print, assistive technology, text-to-speech, translated materials); curricular modifications where appropriate (reduced length, alternative response modes, modified complexity); physical accommodations (preferential seating, sensory supports, movement breaks); and communication supports (visual schedules, alternative communication devices, bilingual picture supports).

The school's 90/10 dual-language instructional design includes multiple built-in supports that benefit students with disabilities, including visual supports embedded in every lesson, Total Physical Response (TPR) and gesture-based instruction from Project GLAD, sentence stems and scaffolded academic language frames, extensive cooperative learning and peer support structures, and strategic grouping that pairs students for mutual support. These structural features of the DLE program function as Tier 1 supports for all students and often reduce the intensity of additional accommodations a student with a disability requires.

Co-planning between classroom teachers and EC staff

Classroom teachers and the EC Program Manager (and later the EC Teacher) meet in a structured weekly co-planning block. During co-planning, staff review each student with an IEP on that teacher's roster, identify the specific accommodations and modifications needed in the coming week's instruction, divide responsibility for who will deliver which support, and confirm progress monitoring data for each active IEP goal. Co-planning notes are documented in ECATS and in the school's shared internal planning platform.

Contracted related services providers (speech-language pathologists, occupational therapists, physical therapists, school psychologists, and others as indicated by student IEPs) are scheduled in coordination with the EC Program Manager to avoid conflict with the student's primary instructional blocks and to support rather than replace classroom participation wherever possible.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The Dual Language Lab of Greensboro will provide a Free and Appropriate Public Education to every student with a disability in full compliance with IDEA, Section 504 of the Rehabilitation Act, NC Policy 1501, and Article 9 of Chapter 115C of the NC General Statutes. The school's FAPE commitment rests on four operating mechanisms.

1. Qualified staffing from Year 1
The EC Program Manager, hired prior to the school's opening, holds a valid NC special education teaching license covering the grade span served and reports directly to the Head of School. The Program Manager carries dual responsibility for program administration and direct student services: she or he develops and implements IEPs, delivers push-in and pull-out instruction, oversees all IDEA compliance functions, serves as the school's IDEA Compliance Officer, and coordinates contracted related services providers. Beginning in Year 3, a dedicated EC Teacher is added to provide additional direct instructional support as enrollment grows. Bilingual proficiency in English and Spanish is strongly preferred for both positions. Related services (speech/language therapy, occupational therapy, physical therapy, school psychology, counseling, and others indicated by student IEPs) are provided by contracted licensed professionals on-site.

2. IEP-driven individualization
Every eligible student has an IEP developed by an IEP team that includes the parent or guardian, the student where appropriate, a general education teacher, the EC Program Manager (serving as the special education representative), a representative of the local educational agency (the Head of School or designee), and any related services providers or evaluators whose expertise is relevant to the student's plan. IEPs specify measurable annual goals, the specific services to be provided, the frequency and duration of services, the environment in which services will be delivered, accommodations and modifications in the classroom and on assessments, and the progress monitoring schedule. All IEPs address how the student will access instruction in both Spanish and English.

3. Ongoing monitoring and professional development
The Head of School and the DCI-DLE conduct classroom walkthroughs that include explicit attention to IEP implementation: whether the accommodations and modifications documented in active IEPs are visible and being delivered in practice. The EC Program Manager reviews IEP implementation at the individual student level monthly, with formal progress reporting to families at the frequency specified in each IEP (generally quarterly, aligned with the school's report card cycle).

All classroom teachers receive pre-opening training on inclusive practice, co-teaching, accommodations and modifications, and working with the EC Program Manager as a collaborative partner. Ongoing PD includes case

studies drawn from the school's actual IEP population (presented anonymously) to build staff capacity to serve an increasingly diverse EC caseload.

4. Clear family partnership
Families of students with disabilities receive the Procedural Safeguards Notice in their preferred language at every IEP meeting and at any change in services. Families are invited to participate actively in IEP development and review meetings, are provided notice of their rights in English and Spanish, and are given the contact information of the EC Program Manager as their direct point of contact for any concern. The school provides a translator for any IEP meeting in which the family's preferred language is not English, and holds meetings at times that accommodate working family schedules.

External compliance support:
During Years 1-3, the school will maintain multiple channels of EC compliance support, including technical assistance from the NC DPI Exceptional Children Division available to all NC public schools, peer-network learning with other NC charter schools operating similar programs, and contracted consulting support as needs arise. Compliance support costs will be funded from the school's general professional development and contracted services allocations.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

The Dual Language Lab of Greensboro (DLLG) monitors IEP implementation continuously and reports progress to families, staff, and the governing board through structured, data-driven cycles.

To ensure IEPs are implemented with fidelity across our 90/10 dual-language model, DLLG leverages a highly collaborative staffing structure. For each IEP goal, the Exceptional Children (EC) Program Manager, EC Teachers, and Instructional Aides work as a cohesive unit alongside core classroom teachers. While the EC Program Manager maintains the official progress monitoring file in ECATS, the actual service delivery and data collection are distributed. EC Teachers and Instructional Aides (operating under the direct supervision of the EC Team) provide targeted push-in and pull-out support during both Spanish and English instructional blocks. They gather real-time measurement data—including curriculum-based measures, bilingual running records, observation data, and classroom work samples—at the frequency specified in the IEP. This progress data is reviewed at least monthly by the EC Program Manager and discussed with the EC Teacher, Instructional Aides, and general education teachers during weekly co-planning sessions to immediately adjust scaffolds.

Families receive a formal progress report on each IEP goal at the frequency specified in the IEP, which is generally quarterly in alignment with the school's report card cycle. Reports are written in plain language and provided in both English and Spanish. Each report includes a statement of current performance on the goal, the data supporting that statement, a comparison against the prior reporting period, and an indication of whether the student is on track to achieve the annual goal. Families may request additional communication at any time and will receive a response within three school days.

Every IEP is reviewed at least annually by the full IEP team. The review examines goal mastery, persistent areas of need, the appropriateness of the current placement and services, and the plan for the coming year. Families receive advance notice of the review meeting, a draft of proposed revisions where applicable, and the opportunity to participate meaningfully. Annual reviews are scheduled in alignment with the calendar established in the current IEP and are not clustered at the end of the school year.

Every three years, the EC Program Manager convenes a reevaluation process to determine whether the student continues to qualify for special education services and, if so, whether the student's educational needs have changed. The reevaluation follows the evaluation process described in our Child Find procedures and includes bilingual assessment where appropriate to ensure language acquisition is not mistaken for a cognitive deficit.

The EC Program Manager reports aggregate EC program data to the Head of School monthly, including the number of active IEPs, percentage of IEP goals on track, percentage of service minutes delivered as specified, and any compliance flags. The Head of School incorporates this data into the governing board's monthly academic dashboard and presents a full EC program review to the Academic Excellence Committee twice per year. Board-level reporting includes aggregate IEP goal attainment rates, disproportionality data, and any patterns of concern.

Any IEP team member, including the family, may request an interim IEP meeting at any time to address new data, changing needs, or concerns about implementation. The school commits to convening requested interim meetings within ten school days of the request.

All IEPs, progress monitoring data, and related documentation are maintained in ECATS as required by NCDPI. DLLG

uses ECATS in combination with Infinite Campus (our student information system) to ensure seamless continuity of information between special education case management and general education data systems.

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Based on the Guilford County Schools district average (approximately 14-15% of students receiving EC services) and the demographics of the school's projected student population, the school plans for a Year 1 EC population of approximately 14-15% of enrolled students and adjusts staffing accordingly as enrollment grows. The school will not cap or limit EC enrollment and will serve all students eligible for services under IDEA and Section 504, consistent with its legal obligation as an NC public charter school.

Direct instructional staffing
Year 1: One full-time EC Program Manager (licensed NC special education teacher; bilingual strongly preferred). Projected student enrollment of ~125 (K-1) supports a single EC instructional position.
Year 2: Addition of one full-time EC Teacher as enrollment reaches ~196 students (K-2), bringing total EC instructional FTE to 2.0. The EC Program Manager continues in the program administration and compliance officer role while also delivering direct services.
Year 5 and beyond: Additional EC FTE are added as enrollment grows to K-5 (386 students), sized to maintain an average caseload consistent with NC guidelines and with the student population's actual service needs.

The school will contract with licensed providers on-site for related services that are not efficiently staffed in-house given the school's scale, including speech-language pathology (SLP), occupational therapy (OT), physical therapy (PT), school psychology (for evaluations and consultation), counseling and behavioral support (in coordination with the Dean of Student Culture beginning Year 3), and audiology, vision, and other low-incidence specialists as required by individual IEPs.

Year 1 related-services costs will be funded through the school's general contracted-services allocation and through state Exceptional Children per-pupil funding, which flows based on documented IEP service needs. As actual enrollment and IEP profiles are established following authorization, the Finance Committee will size and formalize a dedicated related-services budget line sized to projected service minutes and market rates in the Guilford County area. The EC Program Manager serves as the primary liaison between contracted providers and the school, scheduling services, monitoring session delivery, and ensuring continuity between contracted services and classroom instruction.

Bilingual proficiency in English and Spanish is strongly preferred for the EC Program Manager and EC Teacher positions. For contracted related services providers, the school will prioritize bilingual providers where available and will arrange for trained interpreters where bilingual providers cannot be secured. Assessments conducted on-site will be administered by bilingual evaluators or by evaluators working with trained interpreters, using instruments validated for the student's dominant language.

The EC Program Manager, EC Teachers, and all classroom teachers and instructional aides participate in ongoing professional development on inclusive practice, IDEA compliance, bilingual special education, and specific disabilities encountered in the school's actual EC population. Training is delivered through the DCI-DLE's instructional development cycle and through partnerships with NC DPI's EC Division, local universities, and peer-network learning with other NC charter schools operating similar programs.

The Head of School reports annually to the board's Academic Excellence Committee on EC staffing adequacy, including caseload size, service minute delivery rates, compliance audit results, and any patterns suggesting the

including caseload size, service minute delivery rates, compliance audit results, and any patterns suggesting the need for additional staff capacity. The committee reviews and approves the EC staffing plan for the following academic year as part of the annual budget cycle.

11.4. Student Performance Standards

Q216. **Describe how the school will measure student performance.**

The school will measure student performance through a comprehensive assessment system that tracks academic achievement, academic growth, bilingual language development, and student well-being.

NC End-of-Grade assessments in reading, math, and science (grades 3-5) provide the primary measure of academic achievement aligned to the NC Accountability Model. These results determine the school's School Performance Grade (80% achievement weighting). The school's target is for 80% of students to score proficient or above on EOG assessments by Year 5 of operation.

NWEA MAP Growth assessments in Spanish and English, administered at the beginning, middle, and end of each school year, provide nationally normed growth data in reading and math. MAP Growth data serves two purposes: it provides the school with a leading indicator of performance on state assessments, and it measures individual student growth regardless of starting point. The school's target is for 95% of students to demonstrate at least one year of growth annually on MAP. NC EVAAS growth data (20% of SPG) will also be monitored once available.

The school will assess bilingual proficiency using WIDA ACCESS for ELLs (for students classified as ML), STAMP or Bateria IV assessments (measuring proficiency in reading, writing, listening, and speaking in both languages). The school's target is for 80% of students to demonstrate grade-level biliteracy by 5th grade.

The school will administer regular student surveys (at least twice per year) to measure school culture, socio-emotional development, and student engagement. These surveys will assess student happiness, sense of belonging, quality of peer relationships, and whether students feel excited about coming to school. For a dual language school, these indicators matter doubly: students who feel safe and connected are more willing to take the linguistic risks that language acquisition requires. Survey results will be reviewed by grade-level teams and the school leadership to identify areas where the school culture needs strengthening.

Intercultural Competence: As a two-way dual language school that brings together students from different linguistic and cultural backgrounds, the school will track the development of intercultural competence. Beginning in 2nd grade, age-appropriate measures will assess students' ability to collaborate across cultural and linguistic differences, their curiosity about other perspectives, and their comfort navigating bilingual and bicultural settings. These measures will be integrated into the school's broader culture surveys and reported to the board alongside academic data.

Teachers use formative assessments daily (exit tickets, oral language checks, writing samples, running records) and administer curriculum-aligned benchmark assessments three times per year. This data is analyzed in weekly grade-level data meetings to guide instructional decisions.

Additionally, students will take quarterly benchmark assessments in the Language of Instruction for their subject area. These benchmark assessments are aligned to the rigor of the end-of-year state assessments for tested subject areas, and teachers will review their data at the end of the quarter during "Data Bridge" days, which are prescheduled full days where teachers analyze benchmark assessment data to plan their next quarter's worth of instruction (develop reteach plans, skills, and knowledge spiral plans, and small group differentiation).

Q217.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 the data will be used to inform instruction and improve student performance.

NWEA MAP Growth (Reading, Math, Science) in both English and Spanish

Administered three times per year (fall, winter, spring) to all students in grades K-5. MAP is the school's primary internal assessment tool. It provides a nationally normed measure of student achievement and growth that allows the school to compare performance against national benchmarks and track individual student trajectories over time. Teachers use MAP data to identify students' instructional levels, form small groups, and set individualized growth targets. MAP results also serve as a leading indicator for EOG performance, enabling mid-year instructional adjustments.

mCLASS Dibels 8 and mCLASS Lectura (early liteacy for both English and Spanish) - K-2

Students will be assessed for their early biliteracy with mCLASS for both English and Spanish to get a truly biliterate view of student early literacy, which will inform teacher decisions for differentiated, flexible small groups during the intervention block and during group/team tasks where the teacher can pull small, targetted groups of students to focus on specific skills.

STAMP/Bateria IV (Standards-based Measurement of Spanish Language Proficiency)

Administered annually to measure bilingual proficiency in both Spanish and English. These assessments evaluate reading, writing, listening, and speaking and provide the school with a direct measure of progress toward its biliteracy goals. Results inform curriculum adjustments and help the school demonstrate the value added by the DLE model.

Internal Benchmark Assessments

Curriculum-aligned assessments administered 4 times per year to measure mastery of grade-level standards in all content area -- and the test is adminsitered in the student's Language of Instruction. These assessments are developed or selected by the instructional team to align with the NC Standard Course of Study and the school's scope and sequence.

WIDA ACCESS for ELLs

Administered annually to all students classified as Multilingual Learners. This assessment measures English language proficiency across four domains (listening, speaking, reading, writing) and determines when students have reached proficiency for reclassification. Progress on ACCESS informs the school's English language development instruction and ML student support planning.

Q218. 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 provided to students.

The school will establish clear, research-based criteria for promoting students from one grade level to the next, with appropriate accommodations for students with special needs.

Students will be promoted to the next grade level when they demonstrate satisfactory progress toward grade-level standards in English Language Arts (ELA), mathematics, and the school's Spanish-language arts benchmarks. Promotion decisions will be based on multiple measures, including:
- Performance on state-mandated assessments (NC Check-Ins, EOGs where applicable)
- Performance on the school's internal benchmark assessments, administered at least three times per year
- Classroom-based assessments, including teacher evaluations of student work and mastery of grade-level standards
- Progress in language development

Students with Special Needs
- Students with IEPs will be evaluated against the goals and benchmarks specified in their individualized education programs. Promotion decisions for SWD students will be made by the IEP team in accordance with IDEA.
- Students with 504 Plans will be evaluated using the same criteria as general education students, with accommodations provided as specified in their plans.
- Multilingual learners will be assessed using linguistically appropriate measures, and progress in both English and Spanish will be considered.

If a student is at risk of not meeting promotion criteria, the school will: (a) notify the family in writing by the end of the second quarter, (b) develop an academic improvement plan with specific goals and supports, (c) provide additional interventions (tutoring, extended learning time, differentiated instruction), and (d) make a final promotion decision collaboratively with the teacher, head of school, and family by the end of the school year. Retention will be a last resort, used only when the team determines it is in the best interest of the student.

Promotion criteria and procedures will be communicated to families at the beginning of each school year in the family handbook, in both English and Spanish.

A Promotion-Retention Committee convenes each January to review any student at risk of retention. The committee includes the Head of School, the student's classroom teacher, the EC Program Manager (for students with IEPs or 504 plans), the DCI-DLE, and the family. The committee reviews grades, assessment data, work samples, teacher and parent observations, and documents whether all appropriate services and interventions have been delivered with fidelity. The committee's recommendation is informed by research-based retention rubrics and considers both academic and social-emotional factors.

Third-grade students who do not meet NC Read-to-Achieve proficiency requirements will participate in the mandated Read-to-Achieve summer program or a transition fourth-grade placement, consistent with NC statute

Q219.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. If serving high school, include plans for students at risk of dropping out.

As a K-5 elementary school, the school's exit standards define what students completing the highest grade served (5th grade) will know and be able to do upon promotion to middle school:

Academic Standards

1. Language Arts: Students will demonstrate reading comprehension, writing, speaking, and listening skills at or above the 5th-grade level as defined by the NC Standard Course of Study in English and Spanish.
2. Students will be able to read and analyze grade-level texts independently, write organized multi-paragraph compositions, and communicate ideas effectively in academic English and Spanish.
3. Mathematics: Students will demonstrate mastery of 5th-grade NC mathematics standards, including operations with fractions and decimals, measurement and data analysis, and foundational algebraic thinking.
4. Science and Social Studies: Students will meet or exceed NC 5th-grade standards in science and social studies.

Dual-Language Proficiency:

- Students will demonstrate functional bilingual proficiency. Specifically, students will be able to read, write, speak, and listen in both English and Spanish.
- Language proficiency will be assessed using the school's internal biliteracy benchmarks and, where available, standardized assessments such as the STAMP.

Social-Emotional and Cultural Development:

- Students will demonstrate the social-emotional and cultural competencies emphasized in the school's culture framework, including self-management, values, responsible decision-making, respect for cultural and linguistic diversity, and collaborative problem-solving.

Assessment of Exit Standards:

- Exit standards will be assessed through a combination of NC EOG performance (grades 3–5), the school's internal benchmark assessments, teacher evaluations, and DLE-specific language proficiency measures.
- Families will receive a comprehensive exit report summarizing their child's readiness for middle school in both English and Spanish.

Specific Exit Benchmarks:

The school's exit criteria are measured against the following specific benchmarks. A 5th-grade student is considered to have met the school's exit standards when they demonstrate all of the following:

1. ELA: Level 3, 4, or 5 on the 5th-grade NC EOG Reading assessment OR a grade of "Proficient" or "Advanced" on the 5th-grade internal ELA benchmark.
2. Math: Level 3, 4, or 5 on the 5th-grade NC EOG Math assessment OR a grade of "Proficient" or "Advanced" on the 5th-grade internal math benchmark
3. Spanish Language Arts (SLA):

- Reading: Level 4 or higher on STAMP

- Reading: Level 4 or higher on STAMP
- Listening: Level 4 or higher on STAMP
- Writing: Level 3 or higher on STAMP
- Speaking: Level 3 or higher on STAMP

4. Social-emotional and cultural competencies: Documented demonstration of the school's five core values across the academic year, assessed through teacher and student reflection portfolios.

11.5. School Culture and Discipline

Q220. 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.

The Dual Language Lab of Greensboro is built on a culture of high expectations, mutual respect, and joy in learning. The school's five core values (Courage, Curiosity, Compassion, Integrity, Excellence) are embedded in every aspect of school life, from the way adults greet students at the door each morning to the way students give and receive feedback on their work.

The school's culture rests on three operating principles.

First, every person in the building has important work to do. Students are expected to work hard, take intellectual risks, and support one another's learning. Teachers are expected to continuously improve their craft through coaching, data analysis, and collaborative planning. Families are respected as partners whose knowledge of their children is essential to the school's success. This principle creates a purposeful, focused environment where time is valued and effort is celebrated.

Second, we learn and grow together across languages and cultures. The two-way model brings Spanish-dominant and English-dominant students together as genuine peers, each contributing linguistic knowledge that the other needs. This mutual interdependence is the foundation of the school's social environment. Students learn early that their classmates are resources, that helping someone else understand is itself an act of learning, and that cultural and linguistic diversity makes the community stronger. The school's bilingual environment extends this principle to families: parent workshops, school communications, and community events are conducted in both English and Spanish, ensuring that no family is excluded from participation.

Third, we combine warmth with rigor. The school rejects the false choice between a nurturing environment and demanding academics. Morning community meetings (rondas populares) build relationships and social-emotional skills. Classroom routines include structured opportunities for peer support and emotional regulation (such as calm corners with noise-cancelling headphones for students who need a moment to regroup). Teachers use warm, firm language that communicates both care and high standards. The school's discipline approach (detailed in Q229) emphasizes restorative practices and positive behavior support rather than punitive exclusion.

This culture promotes academic achievement by creating the psychological safety students need to take the risks that learning a second language requires. Research on language acquisition consistently shows that anxiety inhibits language production. A student who fears embarrassment will not volunteer to speak in a new language. The school's culture is deliberately designed to make linguistic risk-taking safe and celebrated, which directly supports the instructional program. Student intellectual development is reinforced through the cognitive demands of bilingual learning itself (processing information in two languages, transferring knowledge across linguistic systems, and developing metalinguistic awareness), combined with explicit instruction in the school's values of Excellence (improving through regular practice and reflection) and Courage (trying even when we are uncertain).

Q221. 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.

Culture-building begins before the first student arrives and continues as a daily practice throughout the year.

Pre-Opening (Summer Before Year 1)
During the three-week Summer Institute preceding the school's opening, all staff will participate in intensive culture-building activities. The first week focuses on mission internalization: staff read and discuss the school's foundational documents, practice the language and routines of the five core values, and experience the ronda popular format they will lead with students. Staff also participate in structured team-building activities designed to model the collaborative, candid professional culture the school expects. The second week introduces classroom systems: teachers practice specific routines (morning greetings in Spanish, transition procedures, voice-level expectations, peer support structures) until they are fluent. The third week includes dress rehearsals where teachers run full simulated school days, with colleagues playing the role of students and providing feedback.

First Two Weeks of School
The opening weeks are dedicated primarily to culture rather than academics. Students learn and practice every routine explicitly: how to enter the classroom, how to greet their teacher and classmates in Spanish, how to transition between activities, how to work with a partner, how to ask for help in the language of instruction, and how to participate in the ronda popular. Each of the five values is introduced through stories, role-play, and discussion over the first two weeks. Teachers narrate expectations in positive terms ("Voice level 2 for partner work") rather than through prohibitions. By the end of the second week, students know what is expected and have practiced it enough to succeed.

Ongoing Culture Maintenance:
Culture does not sustain itself. The school maintains its culture through daily practices: morning rondas populares in every classroom, consistent use of the five values as a shared language for feedback and reflection, regular celebrations of student effort and achievement (both academic and character), and structured family engagement events (at least monthly) that bring the school community together across languages. Staff meetings include time for culture calibration, where teachers share observations about student behavior and discuss adjustments.

Mid-Year Enrollment
Students who enter mid-year receive an individualized onboarding experience. Before their first full day, the student and family meet with the head of school or a designated staff member for an orientation covering the school's values, daily routines, and behavioral expectations. The student is paired with a "buddy" from their classroom who models routines, introduces them to classmates, and serves as a go-to resource for the first two weeks. The classroom teacher checks in with the new student daily during the first week and communicates with the family about how the transition is going. If the student's language proficiency differs significantly from classroom peers, the teacher adjusts grouping and scaffolding accordingly and connects the family with relevant support resources.

Family Culture
Families are part of the school's culture from the start. The enrollment process includes a family orientation where parents learn about the school's values, the DLE model (including what to expect during the early "J-curve" period when English test scores may initially dip before rising), and how they can support learning at home. Parent workshops, ESL classes for Spanish-speaking families learning English, and bilingual family math and literacy nights

create regular touchpoints that reinforce the school's identity as a community center, where adults and children learn together.

Q222.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. Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. 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.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Student conduct at the Dual Language Lab is governed by a relationship-centered approach grounded in high expectations that aligns with the school's mission and values. In a school where students are learning to communicate across languages and cultures, discipline must build understanding and strengthen the school community.

1. Practices to Promote Effective Discipline
The school's primary discipline strategy is prevention through strong culture and consistently high expectations for student behavior.

Specific practices include:

1. Positive Behavior Framework where school-wide expectations are framed in positive, observable terms aligned with the five core values. For example, "Teamwork means using voice level 2 during partner work" rather than "Don't be loud." Expectations are taught explicitly during the first two weeks of school and reinforced daily through teacher language, visual reminders, and acknowledgment of students who demonstrate the values. Students are held to high behavioral standards because the school believes every child is capable of meeting them.
2. Community Meetings like daily rondas populares provide a regular forum for students to practice communication, build relationships, and address concerns proactively. These meetings also serve as an early-warning system, allowing teachers to identify social dynamics that could escalate.
3. Tiered Behavior Support through the school's MTSS framework applies to behavior as well as academics.

    1. Tier 1 includes the universal practices described above, along with restorative conversations as the default response when conflicts arise. Teachers and administrators guide students through a structured process: What happened? Who was affected? What can we do to repair the harm? This builds students' capacity to resolve conflicts, take responsibility for their actions, and empathize with others.
    2. Tier 2 includes targeted support such as check-in/check-out with a mentor, a behavior support plan, or small-group social skills instruction.
    3. Tier 3 includes individualized behavior intervention plans developed in collaboration with the family and, when appropriate, outside specialists.

2. Offenses That May Result in Suspension or Expulsion
Short-term suspension (1-10 days) may be imposed for repeated and serious violations of the school's code of conduct after other interventions have been attempted, including: repeated bullying or harassment (including sexual harassment), fighting resulting in injury, willful destruction of school property, and possession or use of controlled substances.

Long-term suspension (more than 10 days) or expulsion may be imposed for: possession of a firearm or dangerous weapon on school grounds (mandatory under the Gun-Free Schools Act and G.S. 115C-390.10), assault resulting in serious bodily injury to a student or staff member, sexual assault, and distribution of controlled substances.

The head of school will make suspension decisions. Expulsion recommendations will be reviewed and decided by the governing board.

3. Rights of Students with Disabilities
Before suspending or expelling a student with an IEP or Section 504 Plan, the school will convene a manifestation determination meeting within 10 school days, as required by IDEA. If the behavior is determined to be a manifestation of the student's disability, the student will not be suspended or expelled for that behavior; instead, the IEP team will review and revise the student's behavior intervention plan and placement as appropriate. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as students without disabilities, but the school must continue to provide educational services during any period of removal. Students with disabilities will not be removed from their current placement for more than 10 cumulative school days in a school year without a manifestation determination.

4. Due Process and Grievance Procedures
For short-term suspensions, the student and parent/guardian will receive written notice (in the family's home language) of the charges and evidence, and an opportunity to respond before the suspension takes effect, except in cases where the student's presence poses an immediate safety risk.

For long-term suspensions or expulsions, the family will receive written notice of the charges, evidence, and proposed action, and will have the right to a formal hearing before the governing board (or a board-designated panel) within 10 business days. At the hearing, the student may be represented by counsel, present evidence, and question witnesses. The board will issue a written decision within 5 business days of the hearing. Families may appeal to the State Board of Education in accordance with applicable law.

All discipline policies will be published in the family handbook (in English and Spanish), distributed at enrollment, and reviewed during family orientation.

Developmental Calibration of Restorative Practices
Restorative practices are developmentally calibrated. In K-2, restorative conversations focus on naming what happened, practicing respect, and repairing specific harms with direct, concrete language. In 3-5, restorative work expands to include group impact, emotional reflection, and applying restorative skills across school and community contexts.

Functional Behavior Assessment following manifestation determination

If the IEP team determines that the behavior is a manifestation of the student's disability, or if the student's behavior indicates the need for a more comprehensive plan, the team will conduct a Functional Behavior Assessment (FBA) within five instructional days and develop or update a Behavior Intervention Plan (BIP) based on the FBA results

Q223. **Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.**

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

The school may exclude or expel a student only in accordance with G.S. 115C-218.60, Article 27 of Chapter 115C, and the school's charter agreement. Exclusion or expulsion will be used only as a last resort after all other interventions have been exhausted or when the safety of students and staff requires immediate removal.

Exclusion or expulsion may be recommended for conduct including but not limited to: possession of a firearm or dangerous weapon on school grounds (mandatory under the Gun-Free Schools Act and G.S. 115C-390.10), assault resulting in serious injury, possession or distribution of controlled substances, and other conduct that poses an imminent threat to the safety of students or staff.

Due Process Procedures:

1. The head of school will provide the student and parent/guardian with written notice (in the family's home language) of the specific charges, the evidence supporting the charges, and the proposed disciplinary action.
2. The student and parent/guardian will be afforded the right to a hearing before the board (or a board-designated hearing panel) within ten business days of the notice. At the hearing, the student may be represented by counsel, present evidence, and question witnesses.
3. The board will render a written decision within five business days of the hearing.
4. If the student is excluded, the school will notify the student's LEA of residence and provide all educational records necessary for the student's enrollment in another school.
5. The family may appeal the board's decision to the State Board of Education in accordance with applicable law.

The exclusion and expulsion policy will be included in the family handbook, distributed at enrollment, and reviewed with families at orientation. The policy will be available in English and Spanish. Families will be informed of their rights at every stage of the process.

Alignment with State Law:
The school will comply with all provisions of Article 27, including protections for students with disabilities (manifestation determination, continued educational services during removal), limitations on short-term and long-term suspensions, and reporting requirements to the NC Department of Public Instruction.

Note: In some cases, the school’s vision may simply not be a good fit for certain families/students, for example families and students who decide they do not want dual language education. Cases of fundamental “lack of fit” will be handled by the head of school in conversation with students and families, aiming to come to a mutual agreement on the best path to resolution, which may include a school transfer in extreme circumstances.

Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q225.Explanation (optional).

11.6. Certify

Q226.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q227.Explanation (optional):

12. Operations

12.1. Transportation Plan

Q228. 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:

1. 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.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

DLL GSO is located in Hunter Hills and the surrounding southwest Greensboro neighborhoods, where 43% of children live below the federal poverty line and a significant share of families lack reliable access to personal vehicles. The school is designed to serve this community, and the transportation plan reflects that commitment directly: no student will be denied enrollment or attendance because of an inability to get to school. Transportation is not a supplemental service at DLL GSO. It is a core component of the school's access and equity model.

The school will provide its own transportation using school-owned buses operated by staff members paid stipends as part-time drivers. This approach is more cost-effective at the school's enrollment scale than contracting with a private provider, provides greater scheduling flexibility, and keeps oversight internal. The transportation program is designed to grow with enrollment over five years, adding routes and buses as the student body expands.

Oversight and Management

Day-to-day oversight of the transportation program is the responsibility of the Manager of Operations, who serves as the school's transportation coordinator. Responsibilities include managing driver schedules and stipends, maintaining vehicle maintenance records, monitoring route efficiency, ensuring regulatory compliance, coordinating communications with families about pickup times and locations, and managing any transportation-related emergency or incident. The Manager of Operations reports to the Head of School and provides a monthly transportation status report covering ridership, on-time performance, maintenance issues, and any incidents.

Route Design and Bus Capacity

Routes are designed with community access as the organizing principle rather than individual household pickup. Stop locations are anchored at parking lots and community gathering points — not street corners — to maximize safety and convenience. As families complete enrollment interest forms, the school will collect transportation needs

data including home address and whether transportation is required, enabling route mapping before the school opens. Stop locations will be determined based on address density within the target neighborhoods, with the goal of placing stops within walking distance of all enrolled families who opt into transportation.

Each bus has a standard capacity of 65 passengers, though the school operates at conservative ridership projections. The plan assumes approximately 65% of students will utilize school transportation, consistent with typical utilization rates for schools serving high-poverty communities. In Year 1 with 125 students, that means approximately 80 riders, served by two buses running morning and afternoon routes with no more than five stops per route.

Five-Year Transportation Growth Plan

The transportation program grows in proportion to enrollment:

Year	Students	Buses	Approx. Riders (65%)	Driver Stipends
1	125	2	~81	1 stipend
2	196	3	~127	2 stipends
3	265	4	~172	3 stipends
4	326	5	~212	4 stipends
5	386	6	~251	5 stipends

One spare bus is available each year as a contingency in case of breakdown, ensuring that a mechanical failure never results in students missing school. Each spare also allows for route coverage flexibility when driver availability changes.

Budgetary Assumptions

The school's transportation budget is built on the following cost assumptions, applied consistently across all five years of the plan:

Bus acquisition is budgeted at $10,000 per bus. The school will pursue NCDPI's public bus purchase program as the primary sourcing option, which sells retired public school buses for no more than $3,000 per unit -- significantly below private market prices of approximately $10,000 per bus. If NCDPI-sourced buses are available, the actual acquisition cost will be substantially lower than the budgeted figure, creating a favorable variance. The Head Mechanic at Franklin County Schools has been identified as a resource for evaluating used bus quality prior to purchase, providing the school access to expert evaluation without contracting an outside inspector.

Annual maintenance is budgeted at $4,000 per bus per year. Fuel is budgeted at $1,000 per bus per month. Driver stipends are set at $350 per month per driver, compensating staff members for driving two hours in the morning

and two hours after school each day. In Year 1, one staff member receives a driver stipend; this grows by one stipend per year through Year 5 as routes expand.

Year 1 total transportation budget: 2 buses × $10,000 acquisition + (2 buses × $4,000 maintenance) + (2 buses × $1,000/month × 11 months fuel) + (1 stipend × $350/month × 11 months) = $20,000 acquisition + $8,000 maintenance + $22,000 fuel + $3,850 stipend = approximately $53,850 in Year 1, declining in subsequent years as acquisition costs are one-time and maintenance becomes the primary recurring cost per bus.

As a percentage of the overall budget, transportation is projected to represent a small percentage of total expenditures in Year 1 and decline modestly as a share in later years as per-pupil revenue grows with enrollment. This is consistent with the range for high-quality charter schools serving similar demographics and reflects a deliberate investment in access equity.

Special Transportation Needs

The school serves students with disabilities in compliance with IDEA, which requires that transportation be provided as a related service when it is included in a student's Individualized Education Program. The school will address special transportation needs through two mechanisms.

For students whose IEP requires transportation as a related service and whose needs can be accommodated on the school's standard buses, those students will be transported on regular routes with appropriate accommodations. For students with significant mobility disabilities who require ADA-compliant vehicles, the school has budgeted for one small school bus with a wheelchair lift, available for purchase at approximately $5,000 from the NCDPI surplus program. This vehicle can accommodate a small group of students with significant mobility needs. If a student's ADA transportation need is highly individualized and cannot be cost-effectively met through a school-owned accessible vehicle, the school will contract with a local ADA-compliant transportation provider for that student's route. The budget assumes a contingency of $10,000 per year for contracted ADA transportation, which is sufficient to cover one student's dedicated accessible transport. This line item will be updated annually based on actual IEP transportation mandates as the school learns more about the specific needs of enrolled students.

The EC Program Manager coordinates with the Manager of Operations to ensure that transportation arrangements are in place for all students with IEP-mandated transportation services prior to the first day of school, and reviews those arrangements at each IEP meeting where transportation is a service on the plan.

Regulatory Compliance

The school will comply fully with all applicable state and federal transportation laws and regulations, including the following:

North Carolina G.S. 115C-245 through 115C-264, which govern public school transportation, apply to charter schools receiving transportation funding. The Manager of Operations maintains all required vehicle inspection records, driver qualification records, and route documentation. All school buses operated by DLL GSO will pass the required annual NC DOT safety inspection. All drivers will hold a valid NC Commercial Driver's License with a Passenger (P)

endorsement and a School Bus (S) endorsement as required by NC law. Background checks are conducted on all drivers prior to service. The school will register with the NC Department of Public Instruction's transportation division and maintain compliance with all NCDPI reporting requirements for charter school transportation.

The school will designate the Manager of Operations as the school's transportation safety officer, responsible for maintaining all required documentation, filing reports in the event of an incident, ensuring drivers complete required training, and serving as the primary contact with NCDPI and local emergency services on transportation matters. All transportation incidents, including minor ones, will be logged and reviewed by the Head of School within 24 hours.

Under the Americans with Disabilities Act and Section 504, the school is prohibited from denying transportation to any student on the basis of disability. The ADA-compliant vehicle and contracting contingency described above reflect the school's commitment to meeting this obligation in practice, not merely on paper.

Family Communication

Transportation information will be included in all enrollment materials and will be available in both English and Spanish. Families who indicate a transportation need on the interest form will receive route and stop information at least two weeks before the first day of school. A transportation hotline, managed by the School Operations Support Staff, will be available during school hours for questions, updates, or changes. The Manager of Operations will conduct a transportation orientation session for all families using school transportation before the school year begins, available in both languages, covering stop locations, pickup and drop-off procedures, safety expectations for students on buses, and the process for reporting a concern.

12.2. School Lunch Plan

Q229. 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:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. 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.

DLL GSO's student body is projected to be 56% economically disadvantaged in Year 1, with Hunter Hills and the surrounding southwest Greensboro neighborhoods representing one of the highest concentrations of childhood poverty in Guilford County. Ensuring that every student has access to a nutritious daily meal is not a regulatory obligation the school treats lightly. It is a direct expression of the school's founding mission to serve families who have historically been underserved by available institutions. Hunger is one of the most well-documented barriers to learning, and the school's nutrition program is designed from the start to eliminate it as a barrier for every enrolled

student.

The school will participate in both the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), administered through the NC Department of Public Instruction's Child Nutrition Services division. Participation will be pursued during the planning year so that both programs are fully operational on the first day of school.

Program Enrollment and USDA Compliance

The school will submit the required application to NCDPI's Child Nutrition Services to participate in the NSLP and SBP. This application is completed through NCDPI's online portal, which provides charter schools access to the required USDA-mandated management tools and reporting infrastructure. Board member Jeremy Hetrick, who brings direct operational familiarity with food service program management, will support the application process and has established a relationship with Dr. Linden Thayer, a contracted nutrition consultant who will support the school's USDA program enrollment for an estimated cost of $3,000 to $5,000.

The school will comply fully with all applicable USDA, state, and federal requirements governing the NSLP and SBP, including meal pattern requirements under 7 C.F.R. Part 210 and Part 220, which specify required food components and portions by age group. The school will maintain records of all meals served, reimbursement claims submitted, and income eligibility applications as required by federal law. All required USDA training for nutrition program administrators will be completed by the Nutrition Director prior to the school's opening. The Manager of Operations provides day-to-day oversight of nutrition operations and is the school's designated program compliance contact with NCDPI Child Nutrition Services.

Food Service Delivery Model

The school will contract with an established food service provider for Years 1 through 5 rather than operating a central kitchen. This is the appropriate model for a new school at DLL GSO's scale and physical footprint. Two food service companies headquartered in Greensboro have been identified as candidate vendors. The contracted provider will deliver prepared meals daily, eliminating the need for a central kitchen and significantly reducing startup equipment costs.

Because the provider delivers fully prepared food, the school does not require a full commercial kitchen. The required facility infrastructure is limited to a serving line or table, a heating cabinet to maintain proper food temperature, a freezer, and refrigeration. Initial equipment investment is budgeted at $10,000 in Year 1 and $10,000 per year in Years 2 through 5 for maintenance, replacement, and incremental additions as enrollment grows. Because the contractor delivers food, the school also does not need to purchase significant quantities of serving ware in Year 1, reducing startup costs further.

Reimbursement Rates and Budget Structure

The NSLP reimbursement rate used for budget planning is $4.26 per lunch and $1.92 per breakfast. These rates are multiplied by Average Daily Attendance (ADA) to project total annual reimbursement revenue. The food service cost

is estimated at one-half to three-quarters of the reimbursement rate, meaning the nutrition program is designed to operate within or close to the reimbursement revenue it generates rather than requiring significant net subsidy from the school's general operating budget.

Year 1 includes an upfront cost of $15,000 to fund meals during the initial period before NSLP and SBP reimbursements begin flowing, typically a lag of 30 to 60 days after the school year opens. This startup bridge ensures that no student goes without a meal during the reimbursement lag period.

Five-Year Cost Summary

Item	Year 1	Year 2	Year 3	Year 4	Year 5
Nutrition Consultant (USDA Enrollment)	$3,000 to $5,000	-	-	-	-
Startup Meal Bridge Funding	$15,000	-	-	-	-
Equipment (serving, heating, freezer)	$10,000	$10,000	$10,000	$10,000	$10,000
Nutrition Director Salary	$25,000	$25,000	$47,000	$47,000	$47,000
POS System	$10,000	$2,000	$2,000	$2,000	$2,000
Food Service Contract (net of reimbursement)	Variable	Variable	Variable	Variable	Variable

Nutrition Director and Staffing

The Nutrition Director position is staffed part-time in Years 1 and 2 at $25,000 per year, with responsibilities divided between nutrition program administration and support to the Manager of Operations on related compliance tasks. Beginning in Year 3, as enrollment reaches 265 students and the program complexity grows, the Nutrition Director transitions to a full-time position at $47,000 per year. The Nutrition Director is responsible for managing the food service contractor relationship, maintaining USDA compliance documentation, processing free and reduced-price lunch applications, submitting monthly reimbursement claims to NCDPI, and ensuring that the school's nutrition program meets all applicable meal pattern standards.

Point-of-Sale System

The school will implement a point-of-sale (POS) technology system in Year 1, budgeted at $10,000 for initial setup, with an annual licensing cost of $2,000 in Years 2 through 5. The POS system manages meal account balances, tracks participation by student, generates the data required for NSLP and SBP reimbursement claims, and protects student privacy by ensuring that no student can be identified at the serving line as receiving a free or reduced-price meal, a requirement under the USDA's anti-stigma provisions. Candidate systems include Meals Plus, Titan, and Nutrikids, all of which are USDA-approved platforms with existing implementation in NC public school settings. A paper-based backup system will be maintained as a contingency in the event of system failure.

Meeting the Needs of Low-Income Students

Given that the school projects 56% economically disadvantaged enrollment in Year 1 rising as the school serves more grades, DLL GSO will pursue Community Eligibility Provision (CEP) status as soon as the school qualifies. CEP allows schools where at least 40% of students are identified as directly certified for free meals, through participation in SNAP, Medicaid, TANF, or other qualifying programs, to provide free meals to all students without requiring individual family applications. This eliminates the application burden on families entirely, eliminates stigma at the lunch line, and maximizes participation by ensuring that no eligible student goes without a meal because a family did not complete or return a form.

To determine CEP eligibility, the Nutrition Director will work with the Manager of Operations to access the NCDPI direct certification database, which cross-references student enrollment data against state social services records to identify students who are directly certified. The school's target community in Hunter Hills and southwest Greensboro has an exceptionally high concentration of families enrolled in SNAP and Medicaid, and the school anticipates that direct certification rates will exceed the 40% CEP threshold by Year 1 or Year 2 at the latest.

In the event that CEP eligibility is not established in Year 1, the school will conduct an aggressive free and reduced-price lunch application campaign. Applications will be available in both English and Spanish from the first day of school, distributed at enrollment events, included in Back to School Night materials, sent home in student folders, and made available digitally through the school's website and family communication platform. School Operations Support Staff will assist families in completing applications in person and by phone, and will make follow-up contact with families of students who appear income-eligible but have not yet submitted an application. No student will be denied a meal while an application is pending. The school will establish a negative balance policy that ensures every student receives a meal regardless of account status, consistent with USDA requirements.

Special Dietary Needs

The food service contractor will be required, as a condition of the contract, to accommodate documented special dietary needs including food allergies, religious dietary restrictions, and medical dietary modifications. The Nutrition Director will maintain on file the required medical documentation for any student whose meal must be modified from the standard pattern, and will coordinate with the food service contractor to ensure those modifications are implemented correctly and consistently. Students with IEPs or 504 plans that include dietary accommodations will have those accommodations documented and communicated to the contractor before the school year begins.

Ensuring No Child Lacks a Daily Meal

The school's commitment to universal meal access is operationalized through three overlapping mechanisms: the pursuit of CEP status to provide free meals to all students without application barriers; a no-refusal policy that ensures every student receives a meal regardless of account balance while the family is contacted to resolve the outstanding balance; and proactive outreach to families who may be eligible for free or reduced-price meals but have not yet applied. Together these mechanisms ensure that the nutrition program serves its core purpose, that every child who walks into DLL GSO each day has access to a nutritious breakfast and lunch, regardless of their family's economic circumstances.

12.3. 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

Q230.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

12.4. 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.

Q231.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

Logo

12.5. Start-Up Plan

Q232. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Year	Time Period	Recruitment	Ops Infrastructure	Board Support / Major Tasks
			• Get incorporated as 501c3	
2026	**Jan - April**	• 250+ community signatures • Host 1 town hall	• Identify 2-3 main facility options with some communications • Create workable draft of curriculum and school model / design	• Submit charter application • Define/finalize relationship with LEEP
			• Finalize curriculum and school model / design	• CSRB Interview and preparation
	May - October	• Continue initial phase of recruitment operations by flyering, cnavassing, tabling at preschools, and interviewing parents while building relationships with community based organizations	• **May/June 2026: Determine facility requirements (NCDPI Lot Sizes, Room Sizes, EC/Specials)** • **July 2026: Look for property (assume NsVF Grant Funding is won)**	• NsVF Funding decision • Board Interviews with CSRB (if invited)
			• Develop talent pipeline strategy	• Board Interviews with CSRB

	Nov. - December	• 1500 signatures of interest	• November **2026: Conditional Lease/own property (with authorization condition)**	• Stanford Grant Application
2027	**January**	Host Town Halls text message campaign sharing decision from CSRB to generate excitement (assuming positive)	• Find / Secure fractional DLE DCI • Teacher/Student Recruitment Support (contractor people)	• CSRB authorization decision
	Feb - June	Text message campaign sharing initial building and facilities updates Ongoing: - canvassing - tabling at community events	**• Fe 2027: Hire architect / mechanical engineer / modular company** • Finalize instructional DLE infrastructure (documentation and implementation plan) **• March 2027: Bid Construction Contract** **• June 2027: Construction begins**	- applying to grants for funding
	July	Ongoing: - canvassing - tabling at community events		
	August - September		• Teacher sourcing begins	• Board members start the state's Ready-To-Open (RTO) process

2028	**January**	• 200 applications	• Ramp up teacher recruitment	
	February	• Run lottery and notify families		
	March			
			• Maximize the intensity of recruitment to get teachers	
		• 300 applications (validated)	• Lock in teachers	
	April - May			
		• Community events	• **April 2028: Construction complete**	
			• **April-May 2028: Obtain Occupancy Certificate**	
		• Intense family programming		
	June	• Fall ‘28 sourcing is done		• Board members complete RTO process with state
		• Develop Fall ‘29 enrollment plan		
		• Intense family programming		
	July	• Host Back to School Night	• Staff orientation and intense PD	
		• School Cookout		

		• Building, nutrition, buses, and furniture/fixtures are in place	• Official transition to traditional governance (no more rolling up sleeves)
August	• Kids walk in the door (125)	• All teachers hired and trained to be put in front of kids	• Check in and evaluate level of commitment of members
		• **August 2028: School officially opens**	
October	• Kickoff recruitment for '29		
November	• Open lottery for '29		

Q233. 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.

The biggest challenges will be:

- sourcing an adequate facility and land within the target location / geography the school is intended to serve
- fundraising enough money through grants and donations to:
    - win over initial loan financing to secure facilities and pay for appropriate expertise (real estate consultants/brokers, attorney fees)
    - pay for fractional contracted staff (operations and DLE curriculum and instruction) so that instructional infrastructure is ready (actual documents and materials for professional development in the year)
    - pay for the head of school to strictly focus full-time on school development start January 2027

We're still working on a startup year budget, given that we are waiting a grant decision.

12.6. Facility

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.

Q234. 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.

The Dual Language Lab of Greensboro's facility strategy is built around a land ownership and modular construction model, which provides cost control, physical permanence, and ownership equity that a traditional lease cannot. The school's long-term plan is to acquire approximately five acres of land in or near the Hunter Hills corridor in southwest Greensboro, site that land for modular educational construction, and open the building in August 2028.

The board has mapped a phased timeline from authorization through opening, with the following milestones:

Between authorization (projected late 2026) and the end of that year, the board will confirm facility criteria, define the minimum required square footage for Year 1 operations, and begin a structured property search in the target geographic area. By November 2026, the board will have identified the preferred property and begun lease or purchase negotiations, with the goal of securing a formal agreement on the land no later than that point.

In January 2027, the school will hire an architect, mechanical engineer, and modular building company to begin design and site planning. Board member Jeremy Hetrick, who managed $22 million in construction and renovation projects at Henderson Collegiate, will lead the board's engagement with these contractors, with the Head of School serving as the day-to-day point of contact. The school will solicit at least three bids on the construction contract, with the bidding process complete by March 2027.

Construction on the modular facility will begin no later than June 2027, allowing approximately ten months of build time before the school's planned August 2028 opening. The construction timeline accounts for site preparation, utility connections, foundation work, modular delivery and installation, and interior finishing.

The school will submit for the NC State Fire Marshal inspection and local health inspection no later than January 2028. The target date for the Educational Certificate of Occupancy is April to May 2028, leaving a minimum of two to three months before opening to complete furniture procurement, technology installation, and final preparation for the Summer Institute.

The board has identified the Charter School Facility Team (or a comparable NC-experienced charter facility consulting firm) as a potential technical assistance partner for the COO acquisition process. The school's contracted education attorney will provide legal review of all property agreements and will advise on any regulatory compliance requirements applicable to the facility.

The school will not admit students and will not draw state funding until a valid Certificate of Occupancy for educational use has been submitted to the NC Office of Charter Schools, consistent with state requirements.

Q235. 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.

The Dual Language Lab of Greensboro's facility requirements are shaped by three variables working simultaneously: enrollment growth of roughly 65 students per year, the instructional design of the 90/10 model in grades K-2 (self-contained classrooms requiring substantial bilingual display environment), and the partner teacher model introduced in grades 3-5 (where each teacher occupies a designated-language room and students rotate between them). The result is a room count that equals the teacher count from Year 1 through Year 5, not the cohort count, which produces a different space calculation than a standard self-contained elementary school.

The school uses NCDPI room size standards as its floor: 1,200 square feet per kindergarten classroom and 1,000 to 1,200 square feet per classroom for grades 1 through 3. In a dual language setting, classroom size is not a minor operational preference. Every wall carries instructional weight. Project GLAD strategy materials including large-format Pictorial Input Charts, Sentence Patterning Charts, cognate walls, bilingual anchor charts, and grade-level word walls require continuous, accessible wall surface. A K-2 classroom running at 90% Spanish immersion depends on that print-rich physical environment as a core scaffold for comprehensible input, not as decoration. Undersized rooms reduce the effectiveness of the visual environment that makes the instructional model work.

The school's classroom count and estimated gross square footage by year are as follows:

Year 1 opens with 5 classrooms serving 125 students in kindergarten and first grade, all self-contained. Three kindergarten rooms and two first grade rooms, each at 1,200 square feet, yield 6,000 square feet of classroom space. Adding the multipurpose room, main office, small conference room, copy and workroom, bathrooms, storage, and hallways produces an estimated gross building footprint of approximately 9,000 to 10,000 square feet.

Year 2 adds second grade and expands to 8 classrooms serving 196 students. All classrooms remain self-contained. Estimated gross footprint of approximately 12,500 to 13,500 square feet.

Year 3 adds third grade and moves to 11 classrooms serving 265 students. Third grade introduces the partner teacher model with one pair of designated-language teachers occupying two rooms. Grades K-2 remain self-contained. Estimated gross footprint of approximately 15,500 to 16,500 square feet.

Year 4 adds fourth grade and moves to 15 classrooms serving 326 students. Third grade expands to two partner pairs across four rooms. Fourth grade begins with one partner pair across two rooms. Grades K-2 remain self-contained at nine rooms. Estimated gross footprint of approximately 19,000 to 21,000 square feet.

Year 5 reaches full K-5 capacity at 19 classrooms serving 386 students. Third grade holds at four rooms across two partner pairs. Fourth grade expands to four rooms across two partner pairs as enrollment grows from 47 to 61 students. Fifth grade opens with two rooms and one partner pair, with class sizes of approximately 23 students per room per instructional block. Grades K-2 remain at nine self-contained rooms. Estimated gross footprint of approximately 23,000 to 25,000 square feet.

The partner teacher model in grades 3-5 has a meaningful implication for facility planning that differs from standard charter school projections. Because each teacher occupies a dedicated room for their designated language, and

students rotate between rooms, the school needs one physical room per teacher rather than one room per cohort. In Year 5, for example, fourth grade has 61 students served by four teachers across four rooms. During any given instructional block, approximately 15 to 16 students are in each room. This results in a lower room utilization rate per student than the K-2 self-contained model, but it is the structural requirement of high-fidelity 50/50 language separation, and it is the standard configuration in upper-elementary dual language programs operating at this model fidelity. The facility plan and budget account for this directly.

The common areas required at full capacity include a multipurpose room large enough to seat the full student body for assemblies and to serve as the physical education space on days when outdoor use is not possible, which the school estimates at approximately 2,500 to 3,000 square feet. The main office, health room, and administrative offices occupy approximately 1,200 to 1,500 square feet. The conference room, copy and workroom, staff mailboxes, and collaborative planning space occupy approximately 800 to 1,000 square feet. Bathrooms, hallways, storage, and mechanical space add approximately 2,500 to 3,000 square feet at full footprint.

The facility plan does not include a dedicated library, science lab, computer lab, gymnasium, or auditorium during the five-year authorization period. Classroom libraries in both Spanish and English serve the literacy environment in each room. Science instruction is integrated into the language arts content blocks in grades K-3 and delivered in general education classrooms in grades 4-5 using portable materials. Student devices are distributed within classrooms rather than centralized in a lab. Physical education uses the multipurpose room and outdoor space. These design choices reflect both the financial realities of a founding school and a deliberate instructional philosophy: the school invests its space in the bilingual instructional environment that produces outcomes, not in underutilized specialty spaces.

The facility budget is reasonable by reference to the modular construction model the school is pursuing. The annual modular building lease of $42,000 for the initial footprint of approximately 9,000 to 10,000 gross square feet works out to approximately $4.20 to $4.67 per square foot for the structure itself, well below the commercial and educational lease market in Greensboro where available properties currently range from $8 to $18 per square foot depending on location and build-out. The land loan payment of $20,000 per year represents the debt service on the school's five-acre land acquisition in the southwest Greensboro corridor. Land development costs, budgeted at $35,000 in Year 1 and growing at approximately 10 percent annually to $51,243 in Year 5, cover site preparation, utility connections, and the incremental modular additions required as each new grade level is added. All-in annual facility costs in Year 1, including the modular lease, land loan, land development, maintenance, custodial services, insurance, and security, total approximately $166,000. Across the estimated 9,000 to 10,000 square foot Year 1 footprint, that is an all-in rate of approximately $16.60 to $18.44 per square foot, which is at or below the lower range of the Greensboro commercial market and significantly below the cost of leasing a purpose-built educational facility. As enrollment grows, the modular footprint expands while several fixed costs remain stable, so the effective per-square-foot cost declines each year. By Year 5, total facility costs distributed across approximately 23,000 to 25,000 square feet produce an all-in rate that compares favorably with any lease alternative in the Greensboro market, while building land equity rather than paying rent into a landlord's balance sheet.

Q236. 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, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

The school's instructional model and operational design determine the specific spaces needed at each phase of growth. The descriptions below reflect the school's current planning, with the understanding that specific facility configurations will be finalized once a property is selected in late 2026.

Classrooms are the school's primary facility requirement. In Years 1 and 2, all classrooms function as general education dual language classrooms, each configured for whole-group instruction, small-group pull-outs within the room, and extensive display of bilingual instructional materials on all four walls. Each classroom includes a designated calm corner for student self-regulation, consistent with the school's restorative practices framework. As enrollment grows into Years 3 through 5, the school will add classrooms according to the grade-level growth plan, maintaining a standard 1,000 to 1,200 square foot target per classroom.

In the foundational years, science and social studies instruction is integrated into the Spanish language arts and English language arts blocks using the school's Caminos and CKLA curricula, both of which embed content knowledge into the literacy program. A dedicated science lab is therefore not needed in Years 1 through 3. Beginning in Year 4, as upper elementary instruction in science and social studies expands in scope and complexity, the board will evaluate whether a dedicated science room is warranted. In the interim, hands-on science investigations are conducted within general education classrooms using portable materials.

Art and music instruction is delivered by the school's Enrichment and Specials teachers in a multipurpose space during Years 1 through 3. The multipurpose room is designed to function as the school's all-purpose space, serving assemblies, physical education, family events, whole-staff professional development, and the Friday early-release collaborative planning sessions in which the entire instructional staff meets. By Year 4, as the school approaches 14 classrooms, the board will evaluate whether to designate a dedicated arts space from the expanding footprint.

The school does not have or need a gymnasium or auditorium during Years 1 through 5. Physical education is conducted in the multipurpose room and on the outdoor space associated with the site. The board will assess whether an auditorium is warranted in connection with any future expansion beyond the K-5 authorization period.

A dedicated computer lab is not part of the school's initial facility plan. The school's technology model embeds student devices within classrooms rather than routing students to a centralized lab, which is consistent with the mastery-based learning design in Pillar 3. Each classroom will have a set of devices allocated to it, managed by the Manager of Operations. A small technology storage and charging room adjacent to the main office will serve as the central device management hub.

A library and media center, in the traditional sense, is not included in Years 1 through 3. Each classroom maintains a leveled bilingual classroom library in both Spanish and English, and the school's curriculum is knowledge-rich enough that students have consistent access to grade-appropriate text without a centralized library facility. As the school approaches full K-5 capacity, the board will evaluate incorporating a shared bilingual library space as part of the Year 4 or Year 5 facility expansion, particularly given the school's vision of functioning as a community resource

hub over time.

The main office is designed to accommodate front office reception, student sign-in and out, a nurse's station or health room, and workstations for the School Operations Support Staff and the Manager of Operations. A separate small office is allocated to the Head of School for private meetings, with a second small office shared between the DCI-DLE and other administrative staff. A secure storage room within or adjacent to the main office holds student records, assessment materials, and controlled medications. A copy room and workroom adjacent to the main office includes a copier, printer, refrigerator, microwave, and staff mailboxes, with a small table for informal use.

A small conference room seating eight to ten people is the school's primary meeting space for IEP meetings, parent conferences, grade-level planning, and coaching conversations. In the early years, the Friday early-release collaborative planning sessions for the full instructional staff will take place in the multipurpose room, which is large enough to seat all staff at tables simultaneously.

Storage and supplies space is distributed throughout the facility. Each classroom has dedicated cabinet or closet storage. A central supply and materials storage room adjacent to the copy room holds consumable instructional supplies, assessment materials, and bilingual library overflow. A separate outdoor storage unit holds PE equipment, arrival and dismissal supplies, and facilities maintenance materials.

Q237.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 school's facility budget reflects a modular construction and land ownership model rather than a traditional commercial lease, which produces a different cost structure than a per-square-foot lease comparison would suggest. The three primary ongoing facility cost drivers are the annual modular building lease, the land loan payment, and land development costs.

The modular building lease is budgeted at $42,000 per year across all five years of the plan. Based on the Year 1 footprint of approximately 9,000 to 10,000 gross square feet, this produces an effective annual lease rate of approximately $4.20 to $4.67 per square foot for the physical building. This is substantially below the commercial and educational real estate market in the Greensboro area, where available lease properties currently range from approximately $8 to $18 per square foot annually depending on location, build-out quality, and lease terms. The lower cost is the primary financial advantage of the modular-on-owned-land model: the school is paying a lease rate for the modular structure itself rather than a combined land-and-building rate.

The land loan payment of $20,000 per year reflects the debt service on the school's acquisition of approximately five acres of land in the target southwest Greensboro corridor. Land prices in that corridor vary significantly depending on whether the parcel is in the Hunter Hills area, along major commercial corridors, or in adjacent residential zones. The board will conduct a market comparison and formal appraisal at the time of acquisition, which is targeted for November 2026.

Land development costs, budgeted at $35,000 in Year 1 and growing at approximately 10 percent annually to $51,243 in Year 5, cover site preparation, utility connections, paving, fencing, and ongoing site improvements as the footprint expands with each grade addition. These costs include the incremental modular additions needed in each year as a new grade level is introduced.

All-in annual facility costs in Year 1, including the modular lease, land loan, maintenance, custodial contract, custodial supplies, insurance, security hardware installation, and security service, total approximately $166,000. Divided across the estimated 9,000 to 10,000 square foot Year 1 footprint, this works out to an all-in cost of approximately $16.60 to $18.44 per square foot in Year 1. This range is competitive with and at or below the lower end of the general commercial lease market in southwest Greensboro, and is significantly below the cost of leasing a purpose-built educational facility in the area. The school's model is financially sound relative to market comparables, and the ownership equity being built through the land loan will strengthen the school's long-term balance sheet in a way that a traditional lease arrangement would not.

As enrollment grows in Years 2 through 5, the modular footprint expands while the lease rate stays constant, which means the effective per-square-foot cost of the modular building itself declines. By Year 5 at approximately 22,000 gross square feet, the modular lease of $42,000 produces an effective building-only rate of approximately $1.91 per square foot, with total all-in facility costs per square foot declining as the school spreads fixed costs across a larger footprint and a larger per-pupil revenue base.

Q238. 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.

The school has not yet identified a specific facility. The board's target is to execute a property agreement by November 2026 following a structured search that begins in July 2026, immediately following authorization. If the primary property the board has identified cannot be secured, or if construction or permitting delays push the Certificate of Occupancy beyond the spring 2028 target, the board has identified two contingency pathways.

The first and most likely contingency is a temporary arrangement with a community-based host facility while the permanent site is completed. The board has active relationships with faith communities, nonprofits, and community organizations in southwest Greensboro, including Universal Church and other organizations that have opened their doors to the school's outreach work. In the event of a facility delay, the school will approach these partners about leasing their space for the first semester or first year of operation. A church hall, community center, or similar space that can accommodate a minimum of five classrooms and an office area would meet Year 1 operational requirements without compromising the instructional program's core design. The school's instructional model is explicitly designed around materials and methods that work in a standard classroom environment without specialized built-in infrastructure, which makes a temporary host facility a viable option.

The second contingency is an accelerated modular deployment on a temporary leased land parcel if the target property's permitting process runs longer than expected. Modular building companies operating in the Greensboro and Triad market can deliver and install modular classroom units within four to six months of contract execution. If property identification is delayed but a modular solution is confirmed by early 2028, the school could still reach a Certificate of Occupancy in time for the August 2028 opening by using a temporary land lease in lieu of the permanent ownership arrangement.

In either contingency scenario, the core instructional program is fully deliverable from Year 1. The specials and enrichment programming, the multipurpose room programming, and the community family events that are part of the school's community center vision may be scaled back or relocated during a temporary arrangement, but no element of the academic program, including the DLE instructional blocks, the Friday early-release professional development structure, or the dual language assessment program, depends on a particular type of facility space to function. The school would communicate any facility contingency arrangement to enrolled families and to the NC Office of Charter Schools well in advance of the first day of school.

The board's Finance Committee will evaluate the financial implications of each contingency scenario if triggered, including any cost differences between the contingency arrangement and the primary facility plan, and will present options to the full board for a decision with sufficient lead time to avoid disruption.

Q239. **Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

The board's most directly relevant expertise in facilities acquisition and management sits with Jeremy Hetrick, who spent a decade as Director of Resources at Henderson Collegiate Charter School in Henderson, NC. In that role he oversaw facilities operations across three campuses serving 1,325 students, managed a 12-route transportation system, and spearheaded construction and renovation projects totaling $22 million in scope. He has direct, practical experience with the full lifecycle of a charter school facility: identifying and evaluating properties, managing construction contractors and timelines, navigating NC regulatory requirements including inspections and Certificate of Occupancy processes, and maintaining facility compliance over time. His background in school nutrition, transportation, and facilities management at scale is the operational answer to the questions the CSRB will most want answered about whether the board can execute a facility build-out without disrupting the school's academic program timeline.

Samuel Wachtel brings complementary capacity on the financial side of the facilities strategy. His background in management consulting and financial modeling at Oliver Wyman, where he led commercial due diligence on major transactions, and in corporate strategy at Whirlpool, where he managed a $1.7 billion operational carve-out, gives him the analytical framework to evaluate property acquisition costs, lease-versus-own tradeoffs, modular construction financing structures, and long-term facility cost modeling. The five-year facility cost projections in this application were developed with his direct involvement.

The board acknowledges that it is actively recruiting a member with commercial real estate expertise specific to the Greensboro market. A candidate with deep civic and legal connections in Greensboro has been identified through a community introduction and is being pursued actively. This individual's expertise in property acquisition, lease negotiation, and NC real estate law would strengthen the board's capacity on the specific dimensions of the facility search and property agreement process that Jeremy Hetrick's construction management background does not directly cover. The Governance Committee's target is to have this recruitment complete within the same four-to-six month window as the other pending board additions, well in advance of the July 2026 property search launch.

In the interim and throughout the acquisition process, the board will engage a charter school facility consulting firm with NC experience, such as the Charter School Facility Team or a comparable organization, to provide technical assistance on property evaluation criteria, modular vendor selection, permitting navigation, and COO acquisition. This external expertise supplements the board's internal capacity rather than substituting for it, and the cost is budgeted within the school's pre-opening planning allocations.

12.7. Certify

Q240.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q241.Explanation (optional):

13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

NA

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 Click here to access and download the Budget Template "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use:
Excel 2021 or later (PC and Mac)
Excel for Microsoft 365 Subscriptions (PC and Mac Versions)
Excel Online"

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 5

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q244.Provide the break-even point of student enrollment.

The school's break-even enrollment in Year 1 is approximately 119 students, based on total projected Year 1 expenditures of $1,310,786 and a blended per-pupil revenue rate of approximately $11,047, derived from the combined state ADM allotment ($6,722 per pupil from Guilford County), local per-pupil funds ($3,635 per pupil), and weighted EC supplements distributed across the projected enrollment. The school plans to open with 125 students, placing it approximately six students above the break-even threshold and generating a projected surplus of approximately $70,070 in Year 1.

However, the more operationally meaningful break-even is the minimum enrollment required to sustain the program model. The 90/10 two-way dual language model requires a minimum of five functioning classrooms across kindergarten and first grade to maintain the linguistic balance and instructional design the program depends on. The five core classroom teachers, leadership team, and facilities represent costs that are effectively fixed regardless of whether enrollment is 110 or 125 students. Accordingly, the school's practical operational floor is enrolling enough students to fill those five classrooms at a level that covers fixed personnel and facility costs, which is approximately 115 to 119 students.

The school's enrollment projection builds in a conservative buffer. Projecting 25 students per classroom across five classrooms produces exactly 125 students, which sits above break-even and generates the projected surplus. As enrollment grows in Years 2 through 5, fixed costs remain relatively stable while revenue grows with each additional student and classroom, producing improving surpluses: approximately $62,816 in Year 2, $104,346 in Year 3, $167,060 in Year 4, and $153,568 in Year 5.

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The school's financial contingency plan operates on two levels: preventive measures embedded in the budget design itself, and a graduated set of response actions the board will activate if revenues fall materially below projections.

On the preventive side, the budget is built conservatively. Revenue projections reflect standard per-pupil allotments with no optimistic assumptions about above-formula grants or philanthropic income filling operating gaps. Expenditures are sized to projected enrollment rather than to maximum capacity. The Year 1 surplus of approximately $70,070 functions as the first line of defense against a modest enrollment shortfall or delayed state funding disbursement. The school targets a cumulative fund balance of 10 percent of annual expenditures by Year 5, reached by directing annual surpluses into reserves rather than expanding operations prematurely.

If revenues fall five percent or more below projections in any year, the Finance Committee will report the shortfall to the board within the monthly reporting cycle and initiate the following graduated response. First, all discretionary spending is reviewed, including field trips, supplemental materials, professional development travel, and any non-essential contracted services. These are reduced by up to 25 percent without disrupting instructional continuity. Second, all open positions are frozen pending board review of whether each hire is operationally necessary in the current quarter. Third, the Head of School renegotiates timelines or payment terms with vendors and service providers who are not contractually locked. Fourth, the school activates its external funding pursuit, prioritizing emergency grants, philanthropic pipeline development, and Title I supplement funds that may not have been fully drawn in the prior period.

If the shortfall is projected to persist beyond one semester and enrollment falls below the break-even threshold of 119 students with no clear path to recovery within the school year, the board will conduct a formal financial sustainability review. That review will evaluate all remaining options including program restructuring, facility cost renegotiation, and in the most severe scenario, an orderly wind-down plan developed in consultation with the NC Office of Charter Schools. The Finance Committee will conduct a formal mid-year budget review each January regardless of financial performance, ensuring the board has adequate lead time to make difficult decisions before they become crises.

Q246. 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.

Yes. The Year 1 operating budget includes a $100,000 startup grant credit under anticipated management and startup revenue. This represents grant funding the school is actively pursuing through national funders, with the NewSchools Venture Fund School Design Grant as the primary target. As of the application date, the school is a finalist in that process, with a funding decision expected by late May or early June 2026. The $100,000 figure represents a conservative estimate of the first-year deployment of a multi-year award.

The school is not listing this funding as confirmed revenue because the award has not yet been made. It is disclosed here as a budget assumption the board is actively working to confirm, and assurance documentation will be added to Appendix M upon receipt of the award letter. The school does not rely on this grant to avoid a deficit in Year 1, because the core operating budget generates a modest surplus from state, local, and federal EC funds even without the grant. The grant, if received, would supplement the Year 1 fund balance and support startup-year professional development, curriculum materials, and pre-opening recruitment activities that the per-pupil revenue alone does not fully fund.

Beyond the startup grant, the school is pursuing Title I supplemental program grants, IDEA Part B funds, and Title III language instruction program grants as they become applicable. These are standard federal program grants available to qualifying charter schools and are not speculative: they flow automatically once eligibility is established, enrollment thresholds are met, and required plans are filed with NC DPI. The school does not currently have committed philanthropic donors or in-kind donation agreements beyond the organizational and technical assistance support provided by LEEP under the Memorandum of Understanding, which has been provided at no direct cost to the school.

Q247. Provide the student to teacher ratio that the budget is built on.

The budget is built on a core classroom ratio of 25 students per classroom teacher across grades K-5. In Year 1, five core classroom teachers serve 125 students, producing a 25:1 core classroom ratio. In Year 5, nineteen core classroom teachers serve 386 students, producing a ratio of approximately 20:1 in the classrooms.

The budget also funds non-classroom instructional positions that reduce the effective adult-to-student ratio in practice. In Year 1, the DCI-DLE and EC Program Manager are both instructional positions whose work is distributed across classrooms through observation, coaching, and direct services respectively. Counting all instructional personnel in Year 1 (five core teachers, one specials teacher, the DCI-DLE, and the EC Program Manager), the overall instructional staff-to-student ratio is approximately 15.6 students per instructional staff member.

In Years 3 through 5, the partner teacher model in grades 3-5 changes the operational ratio within any given classroom block. Because each teacher occupies a designated-language room and students rotate between the Spanish-designated and English-designated teacher, each instructional period in a partner classroom serves approximately 15 to 23 students per room rather than 25, depending on the grade level and cohort size. This is not a reduction in class size for budget purposes; it reflects the structural requirement of maintaining language allocation fidelity in the upper grades and is funded through the same per-teacher salary budget that governs K-2. The school does not staff two teachers for the same cohort simultaneously. Each teacher instructs the cohort in their designated language during alternating blocks, so the total teacher-to-student cost is equivalent to a standard self-contained classroom assignment, but the within-room ratio is lower during any given period.

Q248. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Samuel Wachtel holds an MBA from the University of Chicago Booth School of Business with concentrations in finance, economics, and statistics. His professional background includes financial modeling and commercial due diligence at Oliver Wyman on transactions ranging from $500 million to $5 billion, and corporate strategy at Whirlpool where he directed a $1.7 billion operational carve-out. He brings to the board the analytical infrastructure for the school's five-year financial model, break-even analysis, and long-term sustainability planning. He also served as a co-founder of Honor Preparatory Charter School, giving him direct experience with the specific financial conditions of a dual language charter school startup, including the cash flow dynamics of opening months before per-pupil allotments begin flowing.

Jeremy Hetrick spent a decade as Director of Resources at Henderson Collegiate Charter School, managing a $6.5 million operating budget across three campuses, supervising 28 employees, overseeing $22 million in construction and renovation projects, and administering the federal Free and Reduced-Price Meal Program in full compliance with USDA regulations. His experience with charter school financial operations in North Carolina, including the state's Uniform Chart of Accounts and DPI reporting requirements, is directly applicable to the school's financial management planning.

The Head of School, Marvin Espinoza-Leiva, served as Director of Operations at Henderson Collegiate managing operational budgets, vendor relationships, and compliance across a multi-campus charter network.

The board recognizes that it does not yet have a dedicated CPA or nonprofit finance professional in its membership. This gap is addressed through the school's plan to engage an outsourced financial services provider experienced in NC charter school accounting from Year 0, and through the active recruitment of a board member with accounting or nonprofit finance expertise. The Finance Committee, chaired by Samuel Wachtel, will oversee the financial services provider relationship and review monthly financials on behalf of the board.

Q249. 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.

One or more students with high-needs disabilities, such as autism spectrum disorder requiring a dedicated one-on-one aide, a student with significant physical disabilities requiring ADA-accessible transportation and adaptive equipment, or a student needing intensive behavioral or therapeutic services, can materially affect the school's operating budget. The cost of serving a single high-needs student can range from $30,000 to $80,000 or more per year when factoring in a dedicated aide, contracted related services including speech-language pathology, occupational therapy, physical therapy, and behavioral support, specialized materials, and any ADA transportation requirements.

The school's budget addresses this risk through several mechanisms. A dedicated EC related services line of $18,000 in Year 1, growing to $30,000 by Year 5, funds contracted speech/language, occupational therapy, and psychological services for the projected EC population. A supplemental EC reserve within the general operations budget provides additional capacity for unanticipated high-need placements. The school will apply for and draw all available IDEA Part B per-pupil funding and NC Exceptional Children state allotment funds, which flow based on documented IEP service needs and partially offset direct service costs. Where appropriate, the school will also pursue Medicaid reimbursement for eligible services delivered to Medicaid-enrolled students with IEPs.
The school does not plan to hire full-time specialists for low-incidence disabilities in its early years. Contracted licensed providers are engaged on a per-service basis, which allows costs to scale with actual student needs and avoids the full-year salary commitment of a position that may only be needed part-time. The EC Program Manager serves as the coordinator for all contracted providers and is responsible for ensuring service delivery documentation is maintained for reimbursement and compliance purposes.

For students whose IEPs require services the school genuinely cannot deliver on-site at a reasonable cost, including students who would require a self-contained classroom configuration the school does not yet have, the school will work with the family and the student's LEA of residence to identify appropriate placement while preserving the student's enrollment rights. The school will not deny enrollment to any EC-eligible student and will never use budget pressure as a reason to limit a family's access to FAPE.

The Finance Committee will review EC expenditures monthly and will flag to the full board any student whose projected annual service cost is expected to exceed $25,000. If unanticipated EC costs in Year 1 or Year 2 threaten the fund balance, the board will authorize a draw from the operating surplus before reducing any other instructional programs.

Q250. 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.

The school plans to outsource payroll processing, accounting and financial reporting, and annual audit services to external providers from Year 1.
Payroll and benefits administration will be contracted to an established payroll services firm, such as ADP, Paychex, or a comparable provider, to process bi-weekly payroll, manage tax withholdings and filings, and administer benefits enrollment. Accounting and financial reporting will be contracted to a back-office financial services provider with documented experience in NC charter school accounting. Firms with NC charter school-specific competency, including familiarity with the NC Uniform Chart of Accounts, DPI reporting formats, and the state's charter school compliance infrastructure, are the priority. The annual audit will be conducted by a firm approved by the NC Local Government Commission, selected through the competitive process described below.

All financial services vendors will be selected through a competitive process. The Finance Committee will develop selection criteria, which include documented experience with NC charter schools, verifiable references from comparable clients, responsiveness to client reporting needs, cost structure, and the ability to deliver monthly financial statements in the format required by NC DPI. The committee will solicit proposals from at least three qualified providers in each category, evaluate submissions against the criteria, and recommend a vendor to the full board for approval. For the annual audit, the board will issue a request for proposals and select a firm with charter school audit experience, prioritizing firms that have worked with NC charters of comparable enrollment and structure.

Outsourcing financial functions does not transfer fiduciary responsibility. The board's Finance Committee will review monthly financial statements prepared by the back-office provider at every board meeting. The board treasurer will maintain direct access to the school's bank accounts and financial systems independently of the provider. Any expenditure above the board-set approval threshold requires Finance Committee authorization, and the annual independent audit verifies the accuracy and integrity of all records regardless of who prepared them. The board will evaluate vendor performance annually and will rebid contracts if service quality or compliance standards are not consistently met.

Q251. 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.

The school intends to contract for the following services: back-office financial management and payroll, food service delivery, annual financial audit, EC-related services including speech-language pathology and occupational therapy, custodial services, IT infrastructure support and device management, legal counsel, and building security service. These service areas are identified in the operations budget and reflect the school's strategy of contracting for specialized functions rather than building the overhead of full-time specialized staff in the early years.

All contracts exceeding $10,000 in annual value will require a competitive selection process. The process involves developing a written scope of services and performance expectations, soliciting proposals from at least three qualified vendors, evaluating proposals on documented criteria including relevant experience, service quality, references, and cost, and presenting the board with a recommendation for approval. The Finance Committee reviews and approves contracts within a delegated authority range, and the full board approves contracts above a higher threshold, to be set in the board's financial policies during the planning year.

For large purchases of equipment, technology, furniture, or instructional materials exceeding $25,000, the same competitive process applies. The Head of School and Manager of Operations jointly manage the bidding process for large purchases, with the Finance Committee reviewing all bids before approval. Emergency purchases that cannot wait for the standard process may be authorized by the board chair and Head of School jointly, with ratification by the full board at the next regular meeting and documentation of why the standard process could not be followed.

All vendor contracts include defined performance standards, reporting requirements, renewal and termination terms, and confidentiality provisions where student data is involved. The Head of School is responsible for day-to-day vendor performance monitoring and reports to the board on contract compliance at regular intervals.

Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Personnel costs are the largest budget category in every year, representing approximately 72 percent of expenditures in Year 1 and remaining in that range through Year 5. This reflects the school's core conviction that instructional quality in a dual language setting depends on having deeply prepared, well-supported bilingual teachers, and that the DCI-DLE and coaching infrastructure are not optional overhead but the mechanism by which the program model actually works. Cutting personnel would not produce savings; it would collapse the instructional model. The bilingual staffing strategy is expensive relative to a monolingual school of the same size, and the budget makes no attempt to obscure that.

The curriculum budget includes $30,000 annually for Amplify CKLA/Caminos and Eureka Math curricular materials, which is the line item that operationalizes the school's commitment to high-quality instructional materials in both languages. Instructional technology, bilingual classroom libraries, and assessment platforms are funded in the instructional operations budget. These are not aspirational line items; they are the tools teachers need to execute the program as designed.

The transportation budget funds the school's commitment to access equity in Hunter Hills and the surrounding southwest Greensboro corridor. Bus acquisition, fuel, maintenance, and driver stipends are funded from Year 1, consistent with the school's position that no student should be denied enrollment or attendance because of an inability to get to school. Transportation costs grow proportionally with enrollment across Years 2 through 5.

The facility budget, discussed in detail in Q234 through Q239, is structured around the modular construction and land ownership model that minimizes per-square-foot cost while building ownership equity. The modular lease at $42,000 per year, land loan at $20,000 per year, and land development growing from $35,000 to $51,243 over five years collectively provide the physical infrastructure the school needs without committing to a commercial lease at market rates that would consume a significantly larger share of per-pupil revenue.

Q253. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The school's target is a general fund balance of 10 percent of annual operating expenditures by Year 5. This target represents approximately $418,504 in reserve against projected Year 5 expenditures of $4,185,042. A 10 percent fund balance provides a financial cushion sufficient to absorb a short-term revenue shortfall such as a temporary enrollment dip, delayed state funding disbursement, or an unanticipated high-cost EC placement, without requiring immediate cuts to instructional programs. This target is consistent with the guidance of the National Alliance for Public Charter Schools and with the expectations of the NC Office of Charter Schools.

The fund balance will be developed gradually from the school's annual operating surpluses. The projected surplus in Year 1 is approximately $70,070, in Year 2 approximately $62,816, in Year 3 approximately $104,346, in Year 4 approximately $167,060, and in Year 5 approximately $153,568. Summed across the five-year authorization period, these surpluses total approximately $557,860. Not all of that will go into unencumbered reserves, since the school will also need to fund non-recurring capital investments such as modular additions, technology refresh cycles, and curriculum adoptions from operating surpluses rather than annual revenue. The Finance Committee will recommend an annual allocation to the fund balance as part of each year's budget approval process, targeting no less than 40 percent of each year's surplus directed to reserves until the 10 percent threshold is reached.

In Year 1, the fund balance target is 3 to 5 percent of expenditures, reflecting the reality that startup costs consume a significant portion of the surplus. By Year 3 the target rises to 7 percent, and the 10 percent target is expected to be achievable by end of Year 5 based on the projected surplus trajectory. The Finance Committee will monitor the fund balance monthly and include it in the board's financial dashboard at every meeting.

Q254. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The school's financing structure relies on three categories of capital: annual per-pupil state and local operating revenue, a land acquisition loan, and a modular building lease.

For land acquisition, the school is pursuing ownership of approximately five acres in the southwest Greensboro corridor. The land loan payment of $20,000 per year in the operating budget represents annual debt service on the land acquisition. The total principal, terms, and lender will be determined during the property search and negotiation process planned for July through November 2026. The school will pursue land financing through a charter school-experienced lender or a community development financial institution familiar with nonprofit educational facilities, and will provide the board with at least two financing options for comparison before authorizing the acquisition agreement.

For the building itself, the school is leasing modular structures at $42,000 per year rather than purchasing. This is a deliberate choice that avoids the large upfront capital commitment of building construction, preserves operating cash flow for instructional programs in the early years, and allows the school to expand its footprint incrementally by adding modular units as each new grade level is introduced. The modular vendor will be selected through the competitive process described in Q251.
Land development costs, budgeted at $35,000 in Year 1 and growing to $51,243 in Year 5, are funded from operating revenue and cover the annual site preparation, utility connections, and incremental additions associated with each year's new grade addition. These are not capital loans; they are recurring operating expenditures aligned with enrollment growth.

The school does not carry any other debt obligations, long-term asset financing, or capital lease arrangements in its current five-year plan. Buses are funded through the operating budget rather than financed. All furniture, classroom equipment, and technology are purchased from operating revenue or grant funds rather than financed. The school's long-term balance sheet will show growing land equity as the land loan is serviced over time, which is a deliberate strategy for building institutional financial stability beyond the five-year authorization period.

Q255. 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.

At this time, we have not secured assets from other sources. We will be diligently applying to grants to secure school assets, including looking for school furnitures and fixtures at cheap rates like searching through Craigslist in Greensboro which has provided many opportunities for purchasing cheap, used school furnitures and fixtures after they've been retired from school use in the local district school buildings (as they close, especially) and in the local charters schools (as they recycle replace aging materials).

13.3. Financial Compliance

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets,

accurate and adequate record keeping?

The school will implement a comprehensive internal controls framework from Year 1, designed around three operating principles: no single individual holds unchecked authority over any financial transaction, all assets are physically and electronically safeguarded with documented access controls, and financial records are maintained in full compliance with GAAP and the NC Uniform Chart of Accounts for charter schools.

The goal in steady-state operations is that no single person has authority over all phases of any financial transaction. The person who authorizes a purchase will not be the same person who processes payment. The person who processes payroll will not be the same person who approves it. The person who records transactions will not be the same person who performs bank reconciliations.

In Year 1, the school's small staff creates a practical constraint on full segregation. The leadership team has three people with financial responsibilities: the Head of School, the Manager of Operations, and the back-office financial services provider. The school addresses the Year 1 segregation gap through two compensating controls. First, the board treasurer has direct, independent access to all bank accounts and financial systems and reviews bank statements monthly, functioning as the second set of eyes that internal segregation would otherwise provide. Second, any expenditure above the board-set approval threshold requires Finance Committee authorization before payment is processed, which means no single staff member can independently authorize and execute a material financial transaction. As the school grows and the operations team expands in Year 3 with an additional operations associate, the segregation of roles becomes more natural and the compensating controls are maintained alongside it rather than replaced.

Specific controls governing the most common transaction types are as follows. For purchasing, the Head of School approves routine expenditures within the board-approved budget up to a threshold set in the financial policies manual. The Manager of Operations processes vendor payments and maintains purchase records. The back-office provider records transactions in the general ledger independently of the operations team. For payroll, the Head of School approves timesheets and the payroll services vendor processes payment. The Manager of Operations does not approve their own payroll, and the Head of School does not process their own. Board authorization governs the Head of School's compensation. For cash and check receipts, all receipts are documented on the day received, deposited within two business days, and reconciled against bank records monthly by the back-office provider, with the reconciliation reviewed by the board treasurer.

Physical assets including student devices, classroom technology, equipment, and furniture are inventoried at least annually, tagged with asset identification numbers, and logged in an asset register maintained by the Manager of Operations. Any disposal, transfer, or write-off of an asset above a board-set threshold requires board approval and is documented in the meeting minutes.

Access to the school's financial systems, student information system, and bank accounts is restricted to authorized personnel through unique login credentials with role-based permissions. Staff who separate from the school have access revoked on the day of separation. Financial records containing sensitive data are stored in a dedicated secured area accessible only to authorized staff. Electronic financial records are maintained on a password-

protected system with regular backups.
All staff with financial responsibilities will be bonded, consistent with the school's insurance coverage requirements, including the crime coverage minimum of $250,000 for employee theft and dishonesty required by the NC Charter School Review Board. Credit card use is documented with receipts, submitted within five business days of a transaction, and reviewed monthly by the Finance Committee against the school's approved expense categories.

The school will maintain complete financial records in accordance with GAAP and the NC Uniform Chart of Accounts for charter schools, using the accounting system managed by the back-office financial services provider. Monthly financial statements, including a balance sheet, income statement, and cash flow summary, will be produced by the back-office provider no later than the 20th of the following month and reviewed by the Finance Committee at each board meeting. All financial records will be retained for the periods required by NC law and applicable grant agreements.

The school will submit an annual independent audit by a firm approved by the NC Local Government Commission, with the completed audit submitted to the NC Office of Charter Schools by the required deadline. All audit findings, regardless of materiality, will be presented to the full board and addressed with a written corrective action plan within 60 days of audit completion. The audit firm will not provide bookkeeping, accounting, or advisory services to the school in the same year it performs the audit, ensuring independence is preserved.

The internal controls framework will be documented in a written financial policies manual adopted by the board during the planning year following authorization, reviewed annually by the Finance Committee, and updated whenever audit findings, organizational changes, or new compliance requirements warrant revision.

Q257.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are none at this time.

Q258.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.

We are investigating three highly qualified audit firms because our board has yet to identify a single contracted entity. The State of North Carolina does not publish a traditional prequalified roster of approved auditors. We understand that under state law, each individual audit contract must be submitted to and approved by the Secretary of the Local Government Commission before any fieldwork begins. We are focusibg our search entirely on firms with active peer reviews and documented experience auditing public charter schools within the state.

We are evaluating DMJPS PLLC as a strong candidate due to their local headquarters and specialized expertise. This firm is based in Greensboro and operates a dedicated practice group specifically for charter schools. They offer financial statement audits and advisory services that align well with our operational needs. Their complete mailing address is 703 Green Valley Road, Suite 201, Greensboro, NC 27408. Their telephone number is (336) 275-9886, and their fax number is (336) 275-1129.

We are also exploring Petway, Mills and Pearson, PA due to their extensive statewide track record. This firm is widely known for serving public charter schools across North Carolina and has documented engagements dating back over two decades. Their primary mailing address is P.O. Box 1036, Zebulon, NC 27597. Their telephone number is (919) 269-7405, and we will obtain their official fax number during our formal bidding process.

Finally, we have also started researching RH CPAs, PLLC (formerly Rives & Associates, LLP) as another viable option with convenient Triad offices. This firm manages governmental and charter school engagements from its Greensboro and Lexington locations. Their Greensboro office is located at 629 Green Valley Road, Suite 201, Greensboro, NC 27408, and their telephone number is (336) 481-0167. We will request their fax number when we issue a formal request for proposals. We are fully aware of past regulatory adjustments involving their predecessor firm, and as part of our strict due diligence, we will rigorously verify their current peer review status and partner licensure with the state board before making any commitments.

13.4. Certify

Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (◉) Yes
- ( ) No

Q260.Explanation (optional):

14. Other Forms

Q261.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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

- (●) Yes
- ( ) No

Q263. Give the name of the third-party person or group:

Latino Educational Equity Partnerships (LEEP)

Q264. Fees provided to the third-party person or group:

None -- it was free.

16. 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 **April 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q265. ***Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.**

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

Signature

Logo

17. Signature page

Q266.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:** 5

Q267.Board chair, please digitally sign your application here.

Signature

Logo

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

THE DUAL LANGUAGE LAB OF GREENSBORO, INC.

the original of which was filed in this office on the 8th day of April, 2026.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 8th day of April, 2026.

Elaine F. Marshall

Secretary of State

SOSID: 3271722
Date Filed: 4/8/2026 2:32:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2026 097 10610

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: The Dual Language Lab of Greensboro, Inc.

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: Marvin Espinoza-Leiva

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

   Number and Street: 5825 General Arthurs Ln Apt 2C

   City: Jamestown State: NC Zip Code: 27282 County: Guilford

   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:

   Samuel Wachtel - 11 N Ada St Chicago, IL 60607

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: (252) 425-6495

Number and Street: 5825 General Arthurs Ln Apt 2C

City: Jamestown State: NC Zip Code: 27282 County: Guilford

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)

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 7 day of April ,20 26.

_____
Incorporator Business Entity Name

Samuel Wachtel
Signature of Incorporator

Samuel Wachtel Incorporator
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.

ATTACHMENT TO ARTICLES OF INCORPORATION

THE DUAL LANGUAGE LAB OF GREENSBORO, INC.

Purpose of Corporation

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

The specific purpose of this corporation is to establish, operate, and maintain a public charter school in Guilford County, North Carolina, providing two-way dual-language immersion education in Spanish and English to students in grades K-8.

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

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

Organizers

Purpose of Corporation
The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☑ Charitable
- ☑ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

NORTH CAROLINA
Department of the Secretary of State

CERTIFICATE OF EXISTENCE

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify that

THE DUAL LANGUAGE LAB OF GREENSBORO, INC.

is a corporation duly incorporated under the laws of the State of North Carolina, having been incorporated on the 8th day of April, 2026 , with its period of duration being Perpetual.

I FURTHER certify that the said corporation's articles of incorporation are not suspended for failure to comply with the Revenue Act of the State of North Carolina; that the said corporation is not administratively dissolved for failure to comply with the provisions of the North Carolina Nonprofit Corporation Act; and that the said corporation has not filed articles of dissolution as of the date of this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 17th day of April, 2026.

Elaine F. Marshall

Secretary of State

Scan to verify online.

NORTH CAROLINA
Department of the Secretary of State

CERTIFICATE OF EXISTENCE

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify that

THE DUAL LANGUAGE LAB OF GREENSBORO, INC.

is a corporation duly incorporated under the laws of the State of North Carolina, having been incorporated on the 8th day of April, 2026 , with its period of duration being Perpetual.

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IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 17th day of April, 2026.

Elaine F. Marshall

Secretary of State

Scan to verify online.

BYLAWS OF THE DUAL LANGUAGE LAB OF GREENSBORO, INC.

A North Carolina Nonprofit Corporation

ARTICLE I. NAME

The name of the corporation is The Dual Language Lab of Greensboro, Inc. (the “Corporation”).

ARTICLE II. REGISTERED OFFICE AND AGENT

The Corporation shall maintain a registered office and a registered agent in the State of North Carolina as required by the North Carolina Nonprofit Corporation Act (N.C.G.S. Chapter 55A). The registered office and agent may be changed from time to time by filing the appropriate statement with the North Carolina Secretary of State.

ARTICLE III. PURPOSE

Section 1. Nonprofit Purpose

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

Section 2. Specific Purpose

The specific purpose of this Corporation is to establish, operate, and maintain a public charter school in Guilford County, North Carolina, providing two-way dual-language immersion education in Spanish and English to students in grades K-8, pursuant to Article 14A of Chapter 115C of the North Carolina General Statutes.

Section 3. Prohibited Activities

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Bylaws and in the Articles of Incorporation. No substantial part of the activities of the Corporation shall be the carrying on of

propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE IV. MEMBERSHIP

The Corporation shall have no voting members. Any action which would otherwise require approval of the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Directors.

ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers

The affairs of the Corporation shall be managed by its Board of Directors (the “Board”). The Board shall have control of and be responsible for the management of the affairs and property of the Corporation.

Section 2. Number

The number of Directors shall be not fewer than five (5) nor more than nine (9). The exact number may be fixed or changed from time to time by resolution of the Board, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

Section 3. Qualifications

Directors shall be individuals who demonstrate a commitment to the mission of the Corporation. The Board shall endeavor to include among its members individuals with expertise in education, finance, law, community engagement, and dual-language education. At least one Director should have knowledge of or experience with bilingual education or the Latinx community of Greensboro. No person who is an employee of the Corporation may serve simultaneously as a Director, except during a transition period as described in Section 5 of this Article.

Section 4. Election

Directors shall be elected by a majority vote of the Directors then in office. A Governance Committee may recommend candidates, but nominations may also be made by any Director.

Section 5. Terms and Staggering

Each Director shall serve a term of three (3) years. The terms of Directors shall be staggered by dividing the Directors into three (3) classes, as nearly equal in number as possible, pursuant to N.C.G.S. 55A-8-06. The terms of the first class shall expire at the first annual meeting following their election, the terms of the second class at the second annual meeting, and the terms of the third class at the third annual meeting. Thereafter, each class shall serve three-year terms. The initial classification of Directors shall be determined by the Board at the organizational meeting or as soon thereafter as practicable.

Section 6. Term Limits

No Director shall serve more than two (2) consecutive three-year terms. After serving two consecutive terms, a Director shall be ineligible for re-election for a period of one (1) year. Service of a partial term of less than eighteen (18) months shall not count toward the term limit.

Section 7. Vacancies

Any vacancy occurring on the Board, whether caused by resignation, removal, death, or an increase in the number of Directors, shall be filled by a majority vote of the remaining Directors, even if less than a quorum. A Director elected to fill a vacancy shall serve for the unexpired term of the predecessor, or, in the case of a newly created position, for a term designated by the Board consistent with the staggered term structure.

Section 8. Resignation

A Director may resign at any time by delivering written notice to the Board Chair or the Secretary. A resignation is effective when the notice is delivered unless a later effective date is specified.

Section 9. Removal

Any Director may be removed with or without cause by a vote of two-thirds (2/3) of the Directors then in office (excluding the Director subject to removal) at any meeting called for that purpose, provided that written notice of the proposed removal and the reasons therefor has been given to all Directors at least ten (10) days prior to the meeting.

Section 10. Forfeiture

Any Director who fails to attend three (3) consecutive regular meetings of the Board without prior notice to the Board Chair shall be deemed to have resigned. The Secretary shall notify the Director in writing, and the Board may proceed to fill the vacancy.

Section 11. Compensation

Directors shall not receive any compensation for their services as Directors. Directors may be reimbursed for reasonable expenses incurred in the performance of their duties upon approval of the Board.

ARTICLE VI. MEETINGS OF THE BOARD

Section 1. Regular Meetings

The Board shall hold no fewer than eight (8) regular meetings per year. The Board shall, by resolution, establish the schedule of regular meetings for each year. The annual meeting shall be held during the month of July of each year for the purpose of electing officers and transacting such other business as may come before the Board.

Section 2. Special Meetings

Special meetings of the Board may be called by the Board Chair or by any two (2) Directors. The person or persons calling a special meeting shall fix the date, time, and place of the meeting.

Section 3. Notice

Notice of regular meetings shall be given to each Director at least seven (7) days before the meeting. Notice of special meetings shall be given at least forty-eight (48) hours before the meeting. Notice of emergency meetings shall be given as is reasonable under the circumstances. Notice shall state the date, time, and place of the meeting and, for special meetings, the purpose or purposes for which the meeting is called. Notice may be given by personal delivery, mail, electronic mail, or other electronic means. Any Director may waive notice of any meeting by written waiver signed before or after the meeting. Attendance at a meeting shall constitute waiver of notice unless the Director attends for the express purpose of objecting to the transaction of business because the meeting was not lawfully called.

Section 4. Quorum

A majority of the number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. The act of a majority of Directors present at a meeting at which a quorum is present shall be the act of the Board, unless a greater number is required by law or these Bylaws.

Section 5. Electronic Participation

Directors may participate in any meeting of the Board by means of telephone conference, video conference, or similar communications equipment by which all persons participating in the meeting can hear each other. Participation by such means shall constitute presence in person at the meeting, subject to the requirements of Article IX (Open Meetings).

Section 6. Action Without a Meeting

Any action required or permitted to be taken at a meeting of the Board may be taken without a

meeting if the action is taken by the unanimous written consent of all Directors then in office, as required by N.C.G.S. 55A-8-21. The written consents shall be filed with the minutes of the Board.

Section 7. Voting

Each Director shall have one vote. Voting by proxy is not permitted. A Director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless: (a) the Director objects at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened; (b) the Director votes against the action or abstains and the abstention is recorded in the minutes; or (c) the Director delivers written notice of dissent to the presiding officer before adjournment.

ARTICLE VII. OFFICERS

Section 1. Officers Designated

The officers of the Corporation shall be a Board Chair, a Vice Chair, a Secretary, and a Treasurer. The Board may create additional officer positions as needed. All officers must be members of the Board. One person may not hold the offices of Board Chair and Secretary simultaneously.

Section 2. Election and Term

Officers shall be elected by the Board at the annual meeting and shall serve for a term of one (1) year, or until their successors are elected and qualified. Officers may be re-elected to the same office.

Section 3. Removal

Any officer may be removed by the Board at any time with or without cause by a majority vote of the Directors then in office.

Section 4. Vacancies

A vacancy in any office shall be filled by the Board for the unexpired term.

Section 5. Board Chair

The Board Chair shall preside at all meetings of the Board, appoint committee chairs (subject to Board approval), and perform such other duties as may be assigned by the Board. The Board Chair shall serve as the primary liaison between the Board and the Head of School.

Section 6. Vice Chair

The Vice Chair shall perform the duties of the Board Chair in the absence or incapacity of the Board Chair and shall perform such other duties as may be assigned by the Board.

Section 7. Secretary

The Secretary shall be responsible for ensuring that minutes are taken at all meetings of the Board, including closed sessions, and that minutes are available for public inspection as required by law. The Secretary shall maintain the corporate records, give all required notices, and perform such other duties as may be assigned by the Board.

Section 8. Treasurer

The Treasurer shall chair the Finance Committee and oversee the financial affairs of the Corporation. The Treasurer shall ensure that complete and accurate financial records are maintained, shall present financial reports to the Board at each regular meeting, and shall perform such other duties as may be assigned by the Board.

ARTICLE VIII. COMMITTEES

Section 1. Standing Committees

The Board may establish standing committees by resolution, which may include but are not limited to:
(a) **Executive Committee:** Composed of the officers of the Board. The Executive Committee may act on behalf of the Board between regular meetings on matters requiring prompt action, except that the Executive Committee may not: (i) amend the Articles of Incorporation or Bylaws; (ii) elect, appoint, or remove any Director or officer; (iii) approve the annual budget; (iv) approve the dissolution of the Corporation; or (v) take any action prohibited by N.C.G.S. 55A-8-25.
(b) **Finance Committee:** Chaired by the Treasurer. Responsible for developing and reviewing fiscal procedures, the annual budget, and financial oversight.
(c) **Governance Committee:** Responsible for Board recruitment, nomination, orientation, and evaluation. Reviews and recommends amendments to the Bylaws.
(d) **Academic Excellence Committee:** Responsible for monitoring academic performance, educational program quality, and progress toward the charter's academic goals.

Section 2. Ad Hoc Committees

The Board may create ad hoc committees for specific purposes and limited durations as needed.

Section 3. Composition

Each committee shall include at least two (2) Directors. Committees may include non-Director members as advisors, but only Directors may vote. The Head of School shall be an ex-officio, non-voting member of all committees.

Section 4. Limitations

No committee shall have the authority to take any action reserved to the Board by law, the Articles of Incorporation, or these Bylaws. All committee actions are subject to ratification by the Board.

ARTICLE IX. OPEN MEETINGS AND PUBLIC RECORDS

Section 1. Open Meetings

All meetings of the Board of Directors and its committees shall be conducted in compliance with the North Carolina Open Meetings Law, Article 33C of Chapter 143 of the General Statutes, as required by N.C.G.S. 115C-218.25. All official meetings of the Board shall be open to the public.

Section 2. Notice of Meetings

The Corporation shall file the schedule of regular meetings with the Secretary of State as required by law. Notice of special meetings shall be given at least forty-eight (48) hours before the meeting. Notice of emergency meetings shall be given as is reasonable under the circumstances. Meeting notices shall be posted on the Corporation’s website and at the principal office of the Corporation.

Section 3. Closed Sessions

The Board of Directors may hold closed sessions only for those purposes authorized by N.C.G.S. 143-318.11, including but not limited to:
(a) To prevent the disclosure of information that is privileged or confidential pursuant to law;
(b) To consult with an attorney in order to preserve the attorney-client privilege;
(c) To consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee;
(d) To hear or investigate a complaint, charge, or grievance by or against an individual public officer or employee;
(e) To consider and give instructions to an attorney concerning the handling or settlement of litigation.
The Board shall not take final action on any matter in closed session.

Section 4. Minutes

The Board shall keep full and accurate minutes of all meetings, including closed sessions, as required by law. Minutes of open sessions shall be available for public inspection and copying.

Section 5. Public Records

The Corporation and Board of Directors shall comply with the Public Records Act, Chapter 132 of the General Statutes, as required by N.C.G.S. 115C-218.25.

Section 6. Agenda

A written agenda shall be available for public inspection at each meeting of the Board, sufficiently detailed to enable the public to understand what is being deliberated, voted upon, or acted upon. Any person may photograph, film, or tape-record open meetings of the Board.

ARTICLE X. HEAD OF SCHOOL

Section 1. Selection and Appointment

The Board of Directors shall appoint a Head of School who shall serve at the will of the Board. The Head of School shall be selected by a vote of a majority of the Directors then in office.

Section 2. Duties

The Head of School shall have immediate and overall supervision of the operations of the School and shall direct the day-to-day business of the Corporation, including: implementing the educational program; maintaining the properties of the Corporation; hiring, supervising, evaluating, and terminating all staff members; determining staff compensation within the approved budget; and performing such additional duties as may be directed by the Board of Directors.

Section 3. Board-Staff Boundary

No officer or member of the Board of Directors may individually direct or instruct the Head of School or any other employee of the Corporation. All direction to the Head of School shall come from the Board of Directors acting as a body through official Board action or through the Board Chair acting on behalf of the Board pursuant to Board authorization.

Section 4. Reporting

The Head of School shall report to the Board of Directors and shall present reports at each regular meeting of the Board on the operations, academic performance, and financial condition of the School. The Head of School shall be an ex-officio, non-voting attendee at all Board meetings and an ad-hoc member of all committees.

Section 5. Employment Status

The Head of School is an employee of the Corporation and shall not serve as a voting member of the Board of Directors while employed. The terms of the Head of School’s employment shall be set forth in a written employment agreement approved by the Board.

Section 6. Evaluation

The Board of Directors shall conduct a formal performance evaluation of the Head of School at least annually.

Section 7. Removal

The Head of School may be removed by the Board of Directors upon an affirmative vote of two-thirds (2/3) of the Directors then in office, with or without cause, subject to the terms of any employment agreement then in effect.

ARTICLE XI. CONFLICT OF INTEREST AND ANTI-NEPOTISM

Section 1. Purpose

The purpose of this Article is to protect this tax-exempt Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or officer of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations, including N.C.G.S. 55A-8-31 and N.C.G.S. 115C-218.15.

Section 2. Definitions

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(i) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
(ii) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
(iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3(b), a person who has a financial interest may have a conflict of interest only if the Board or a committee decides that a conflict of interest exists.

Section 3. Procedures

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested

person must disclose the existence of the financial interest and all material facts to the Directors and members of committees considering the proposed transaction or arrangement.
(b) **Determining Whether a Conflict Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
(c) **Addressing the Conflict.** If a conflict of interest is determined to exist:

(i) The interested person may make a presentation but shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement.
(ii) The Board Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives.
(iii) The Board or committee shall determine whether a more advantageous transaction or arrangement is reasonably possible from a person or entity that would not give rise to a conflict.
(iv) If no better alternative is reasonably available, the Board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable.

(d) **Violations.** If the Board has reasonable cause to believe a Director has failed to disclose an actual or possible conflict, it shall inform the Director, afford an opportunity to explain, and after investigation may take appropriate disciplinary and corrective action.

Section 4. Records

The minutes of the Board and all committees with Board-delegated powers shall contain:
(a) The names of persons who disclosed or were found to have a financial interest, the nature of the interest, any action taken to determine whether a conflict existed, and the Board's decision.
(b) The names of persons present for discussions and votes, the content of the discussion, and a record of any votes taken.

Section 5. Compensation

(a) A voting member of the Board who receives compensation from the Corporation is precluded from voting on matters pertaining to that member's compensation.
(b) Directors and members of committees whose jurisdiction includes compensation matters and who receive compensation from the Corporation may provide information regarding compensation but may not vote on their own compensation.

Section 6. Annual Disclosure

Each Director, officer, and member of a committee with Board-delegated powers shall annually sign a statement which affirms such person: (a) has received a copy of this conflict of interest policy; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish its tax-exempt purposes.

Section 7. Anti-Nepotism

(a) Before any immediate family member of any member of the Board of Directors or any employee of the Corporation with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the Corporation in any capacity, such proposed employment or engagement shall be disclosed to the Board of Directors and approved by the Board in a duly called open-session meeting, as required by N.C.G.S. 115C-218.15.
(b) The Head of School may not be related by blood or marriage/domestic partnership within the second degree of consanguinity or affinity to any member of the Board of Directors.
(c) No two members of the Board of Directors related by blood or marriage/domestic partnership within the second degree of consanguinity or affinity may serve on the Board simultaneously.
(d) For purposes of this Section, “immediate family” shall include spouse, parent, child, sibling, grandparent, grandchild, and the corresponding step and in-law relations.

Section 8. Periodic Reviews

To ensure the Corporation operates consistently with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, the Board shall conduct periodic reviews of compensation arrangements, partnerships, and management agreements to confirm they are reasonable, properly recorded, and further the Corporation’s charitable purposes.

ARTICLE XII. INDEMNIFICATION

Section 1. Mandatory Indemnification

The Corporation shall indemnify any Director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the Director was a party because such person is or was a Director of the Corporation, against reasonable expenses actually incurred by the Director in connection with the proceeding, as required by N.C.G.S. 55A-8-52.

Section 2. Permissive Indemnification

The Corporation may indemnify any Director made a party to a proceeding against liability incurred in the proceeding if:
(a) The Director conducted himself or herself in good faith;
(b) The Director reasonably believed (i) in the case of conduct in an official capacity with the Corporation, that the conduct was in its best interests, and (ii) in all other cases, that the conduct was at least not opposed to the Corporation’s best interests; and
(c) In the case of any criminal proceeding, the Director had no reasonable cause to believe the conduct was unlawful.

Section 3. Limitations

The Corporation shall not indemnify a Director:
(a) In connection with a proceeding by or in the right of the Corporation in which the Director was adjudged liable to the Corporation; or

(b) In connection with any other proceeding charging improper personal benefit, in which the Director was adjudged liable on the basis that personal benefit was improperly received.

Section 4. Advance of Expenses

The Corporation may pay for or reimburse the reasonable expenses incurred by a Director who is a party to a proceeding in advance of final disposition if: (a) the Director furnishes a written affirmation of good faith belief that the applicable standard of conduct has been met; and (b) the Director furnishes a written undertaking to repay the advance if it is ultimately determined that the Director did not meet the standard of conduct.

Section 5. Additional Indemnification

In addition to and without limitation of the foregoing, the Corporation shall indemnify its Directors, officers, employees, and agents to the fullest extent permitted by the North Carolina Nonprofit Corporation Act, as amended from time to time (N.C.G.S. Chapter 55A, Article 8, Part 5).

Section 6. Insurance

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the Corporation against any liability asserted against and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person under this Article or the North Carolina Nonprofit Corporation Act.

Section 7. Non-Exclusivity

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under any bylaw, agreement, vote of disinterested Directors, or otherwise.

ARTICLE XIII. FINANCIAL MATTERS

Section 1. Fiscal Year

The fiscal year of the Corporation shall begin on July 1 and end on June 30 of each year.

Section 2. Annual Budget

The Board shall adopt an annual budget prior to the beginning of each fiscal year. The Head of School shall prepare and present a proposed budget to the Finance Committee, which shall review and recommend the budget to the Board for approval.

Section 3. Financial Oversight

The Treasurer and Finance Committee shall monitor the Corporation's financial condition and report to the Board at each regular meeting. The Corporation's financial records shall be public information and shall be made available to the public upon request, in accordance with the Public Records Act.

Section 4. Audit

The Board shall cause an independent audit of the Corporation's financial statements to be conducted annually by a certified public accountant. The audit report shall be presented to the Board and made available as required by law and the charter agreement.

Section 5. Checks and Contracts

The Board shall authorize by resolution which officers or agents shall have the authority to sign checks, drafts, or other orders for payment of money, and to sign contracts on behalf of the Corporation.

Section 6. Loans to Directors and Officers Prohibited

The Corporation shall not lend any money or property to, or guarantee the obligation of, any Director or officer of the Corporation.

ARTICLE XIV. BOOKS AND RECORDS

The Corporation shall keep at its principal office: (a) correct and complete books and records of account; (b) minutes of the proceedings of the Board of Directors and committees; (c) the Articles of Incorporation and all amendments thereto; (d) these Bylaws and all amendments thereto; (e) a list of the names and addresses of the Directors and officers; and (f) the most recent annual financial statements. Records shall be maintained and made available in compliance with the Public Records Act (N.C.G.S. Chapter 132) and the Family Educational Rights and Privacy Act (FERPA), as applicable.

ARTICLE XV. AMENDMENTS

These Bylaws may be amended by a vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that written notice of the proposed amendment, or a summary of the changes to be effected thereby, shall be given to each Director at least five (5) days before the meeting at which the amendment will be voted upon, as required by N.C.G.S. 55A-10-20. No amendment shall be adopted that is inconsistent with the Articles of Incorporation, the Corporation's charter agreement, or applicable law.

ARTICLE XVI. DISSOLUTION

Section 1. Procedure

The Corporation may be dissolved in accordance with the provisions of Article 14 of the North Carolina Nonprofit Corporation Act (N.C.G.S. Chapter 55A). Dissolution shall be approved by a vote of a majority of the Directors then in office, with at least five (5) days' written notice to all Directors.

Section 2. Distribution of Assets

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, scientific, or literary purposes as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue law), 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, as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Section 3. Charter School Assets

Upon dissolution or termination of the charter, all net assets of the Corporation purchased with public funds shall be returned to the State of North Carolina or distributed in accordance with the requirements of the charter agreement and applicable law.

ARTICLE XVII. GENERAL PROVISIONS

Section 1. Governing Law

These Bylaws and the affairs of the Corporation shall be governed by the laws of the State of North Carolina, including the North Carolina Nonprofit Corporation Act (N.C.G.S. Chapter 55A) and Article 14A of Chapter 115C (Charter Schools).

Section 2. Severability

If any provision of these Bylaws is held to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

Section 3. Construction

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the North Carolina Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term “person” includes both a natural person and a legal entity.

ADOPTION

We, the undersigned, being all of the initial Directors of The Dual Language Lab of Greensboro, Inc., do hereby adopt the foregoing Bylaws as the Bylaws of this Corporation.
ADOPTED AND APPROVED by the Board of Directors on this _____ day of _____, 2026.

_____
Board Chair (Print Name and Signature)

_____
ATTEST: Secretary (Print Name and Signature)

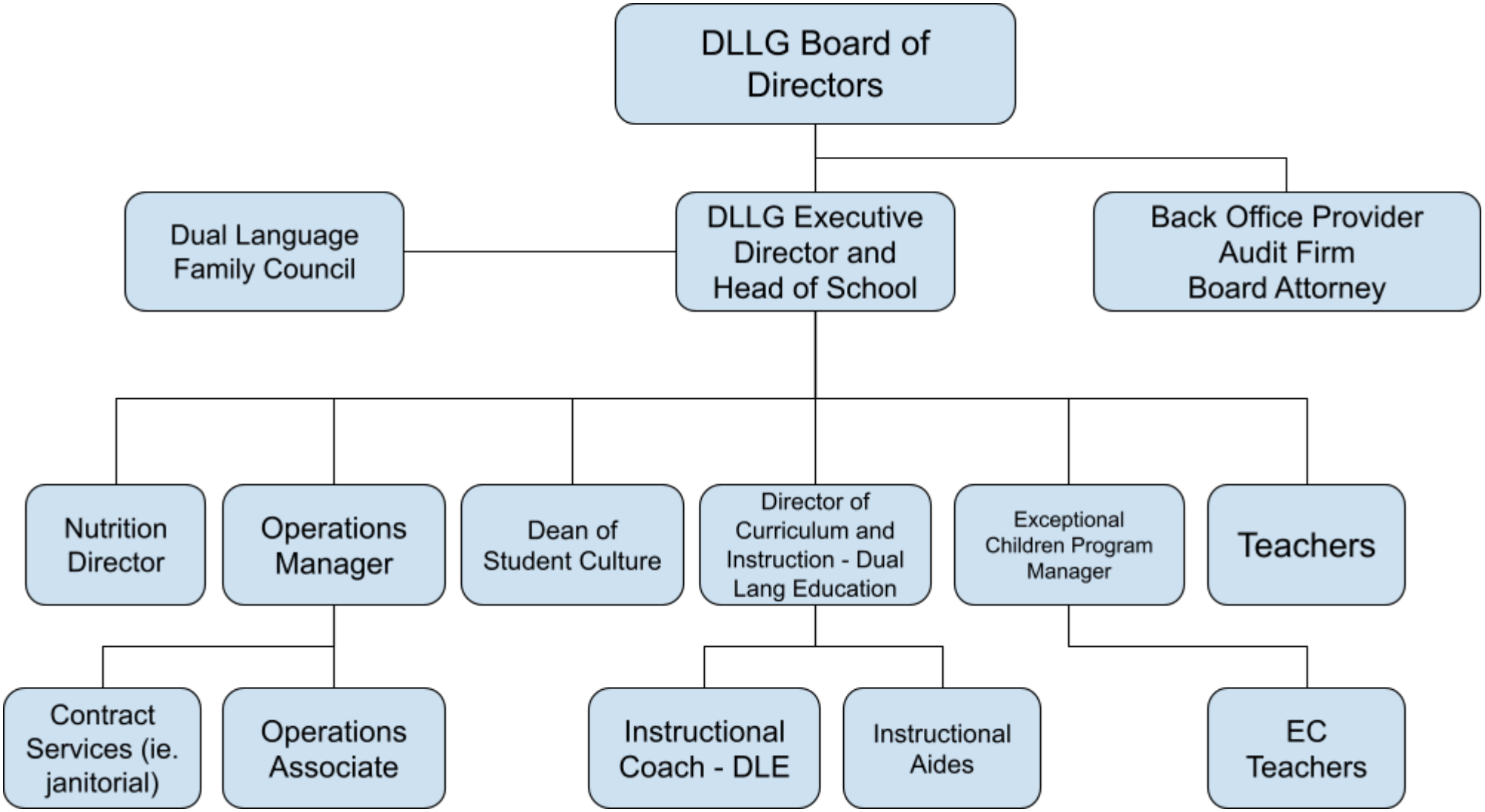
_____
Director (Print Name and Signature)

_____
Director (Print Name and Signature)

_____
Director (Print Name and Signature)

Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Jeremy Hetrick	Treasurer	252-204-6743	jeremy_hetrick1975@yahoo.com	Vance County, NC	Director of Nutrition, Vance County Schools	ServSafe Food Manager Certification; Level 4 National School Nutrition Association Certification; NC State School Nutrition Administrators and Supervisors Certification; Human Resources Certification (Duke University)	No
Samuel Wachtel	Board Chair	847-644-4440	swachtel94@gmail.com	Cook County, IL	Manager, Corporate Strategy, Whirlpool		No
Dorrian Wilson	Secretary	225-603-9399	dorriank.wilson8@gmail.com	Mecklenburg County, NC	AI Governance & Ethics Consultant, SheGov.AI	Certified AI Governance Professional (AIGP), IAPP; MIT Sloan AI for Business Strategy Executive Certificate	No
Joanna Ericksen	Vice Chair	989-820-2024	joannaericksen17@gmail.com	Guilford County, NC	Family Literacy Program Director, Reading Connections		No
Marvin Espinoza-Leiva	Member - nonvoting	252-425-6495	marvinespinoza.jr@gmail.com	Guilford County, NC	Change Management Specialist, Amplify Education	Emergency Teacher License - Indiana [Expired]	No
Dr. Elisa Merçon-Vargas	Member	(336) 337-3324	eavargas@uncg.edu	Guilford County NC	Professional Track Assistant Professor and Internship Coordinator - Human Development and Family Studies - UNC Greensboro		No

Q43 - Appendix Organizational Chart



#VALUE!

Enrollment Summary Table

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 1	125
Year 2	K, 1, 2	196
Year 3	K, 1, 2, 3	263
Year 4	K, 1, 2, 3, 4	326
Year 5	K, 1, 2, 3, 4, 5	386

Academic	Grade Levels	Total Projected
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	3	1%
Asian	3	1%
Black or African American	97	25%
Hispanic	230	60%
Native HI or Pacific Islander	3	1%
Two or More Races	11	3%
White	39	10%
Total number of students:	**386**	
EDS Subgroups		
Economically Disadvantaged Students	218	56%
Students with Disabilities	58	15%
English Language Learners	96	25%
Students Experiencing Homelessness	14	4%
Total number of EDS subgroup students:	**386**	**100%**

Marvin M. Espinoza-Leiva

(252) 425-6495 • marvinespinoza.jr@gmail.com • www.linkedin.com/in/marvin-espinoza-leiva

MISSION AND DATA-DRIVEN DUAL-LANGUAGE EDUCATION LEADER

CERTIFICATION, SKILLS, AND FELLOWSHIPS TRAINING

LEEP ACELERA Aspirante Fellow (Dual Language School Design and Leaderhsip) - LEEP • Aug. '25-Present
Para Todos/Niños-Nat'l PD Prog. for DLI - Nat'l. Assoc. for Bilingual Educ. (NABE) • Aug. '25-Present
Project Guided Language Acquisition Design (GLAD) Foundations - Orange Cnty. Dept. of Ed • Jul. 2025
AI Catalyst Fellow, EDSAFE AI Alliance - AI Governance and Policy, AI-Enabled Learning • Jan. '25-Present
Instituto Mundo Verde Fellow - Bilingual Language Education Research & Implementation • Oct. '24-Jul. '25
Organizational Development & Change Leadership Certificate, CGU Drucker School of Mngmt • Nov. 2024
The Skilled Facilitator Intensive Workshop, Roger Schwartz and Associates • October 2024

RELEVANT PROFESSIONAL EXPERIENCE

Amplify Education, Inc • Remote • Aug. 2025 – Present
Change Management Specialist, Central Services

- Support supply chain transformation across technology, logistics, & inventory; lead the organization's AI Integration Committee & serve on the Manager Advisory Group for manager training

Honor Preparatory, Dual-Language Elementary Charter • Charlotte, NC • Mar. 2025 – Jul. 2025
School Startup Specialist

- Built and managed student recruitment operations converting 10.2% of leads to enrollment (92 of 900), securing ~$1M revenue, exceeding expected conversion by 100% (5% to 10%) within 5 months
- Managed team of 5, including an Asst. Director, Curriculum Manager, & 3 Recruitment Ops Associates
- Designed 90-hour competency-based staff orientation program enabling successful launch of new bilingual elementary school; created 6-year organizational roadmap integrating instruction, curriculum, family engagement, and operations

Reading Connections • Greensboro, NC • Jul. 2023 – Jun. 2025
Adult Literacy Instructor, Evenings

- Achieved consistent growth across CASAS assessment domains for adult learners from diverse backgrounds (Arabic, Spanish, Karen, Dari), with all students showing measurable improvement
- Implemented differentiated Guided Language Aquisition Design (GLAD) strategies resulting in 71% of students advancing at least one proficiency level within a single term with instruction 2x/week
- Recognized as program's top-performing instructor based on student assessment results
- Developed culturally responsive visual teaching methods that effectively bridged language barriers for immigrants from Africa, Latin America, Central Asia, and the Middle East

NewSchools Venture Fund • Remote • (Contract) • Jan. 2022 – Sept. 2022
Consultant, Innovative Public Schools Fund (IPS)

- Advised strategic investments through national charter school landscape research project for Innovative Public Schools fund's $8.8M+ portfolio, including North Carolina as a new state to invest in

Henderson Collegiate • Henderson, NC • Jul. 2017 – Jul. 2020
Director of Operations, K-12

- Led strategy, data analysis, and daily operations across 3-campus network (1,300+ students, 120+ staff, $900K+ ops budget); achieved 97.5% completion on 40+ concurrent programs and initiatives
- Stepped in as Spanish 1 and Spanish 3 teacher, applying data-driven instruction to raise benchmark proficiency from 30% to 63% within 2.5 months
- Drove $300K+ revenue increase and 10% enrollment growth; reduced district-wide truancy by 50%; trained and developed 2 successor Directors of Operations from office manager roles

Teach For America Member • Nat'l Heritage Academies • Gary, IN • Jun. 2014 – Jun. 2016
Elementary Teacher, Aspire Charter Academy

- Progressed in intervention effectiveness for Tier 2 students by 200% from 25 mins weekly to 75 mins
- Hosted monthly literacy nights to teach parents literacy methods to support child's reading ability
- Performed 20 home visits to develop relationships with families of students at start of school year

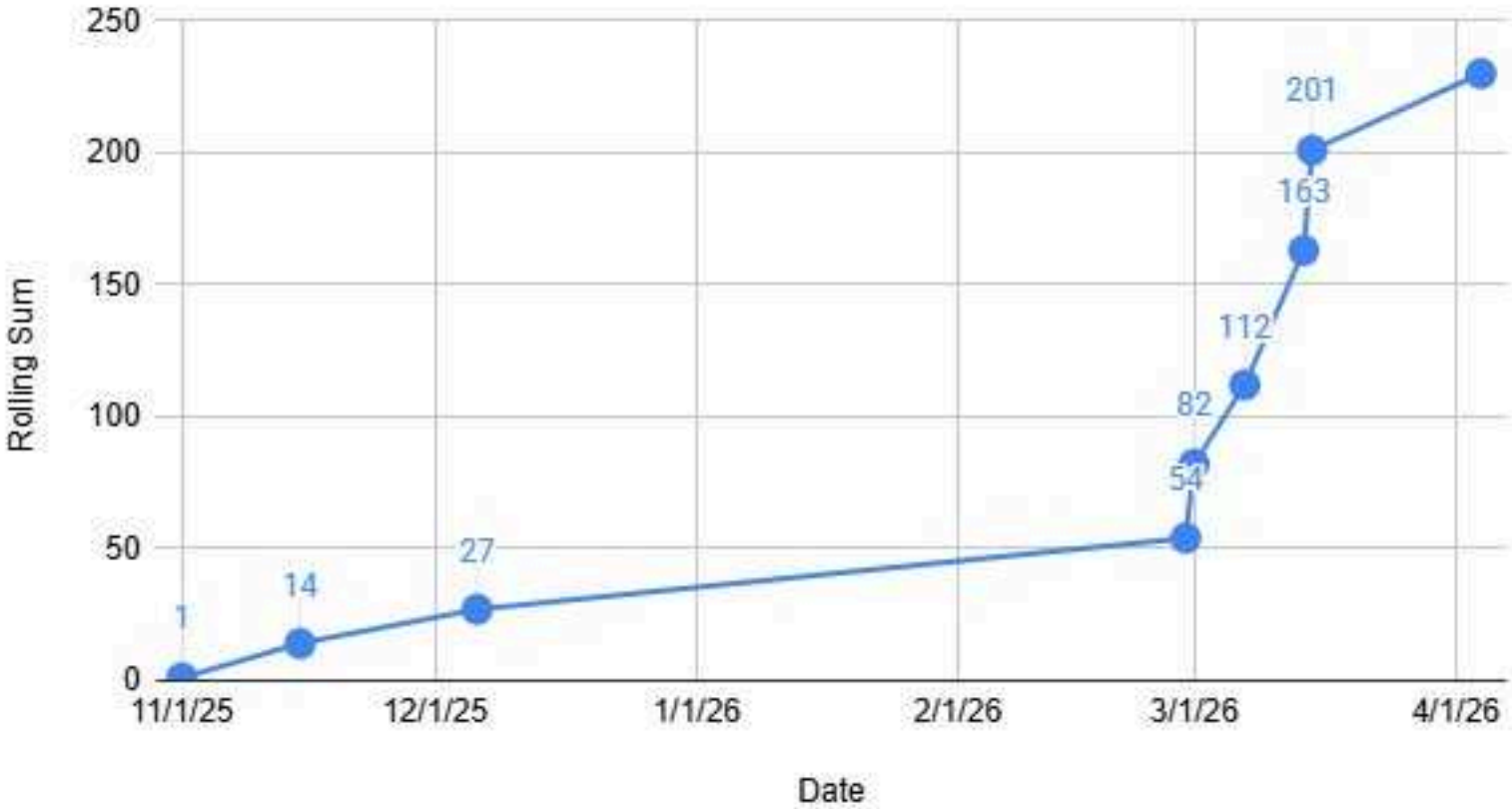
EDUCATION

MS, Information Technology - Business Intelligence & Data Analytics • Carnegie Mellon Univ. (Exp. Dec '26)
MA, Educational Innovation, Technology, & Entrepreneurship • Univ. of North Carolina at Chapel Hill
BA, Economics • University of Chicago

Running Record of Where I've Been Going

		Signatures	Num of Kids
Date of Rct Ever	*Lugar*	COUNTA of Lu	SUM of # of Kids
		0	0
11/1/25	Test Case - Marvin	1	0
11/15/25	Juniper Ridge II Apartment Homes	3	0
	Rainbow Laundry	8	7
	Westbrook Apartments	2	1
12/6/25	[Hair Salon next to Rainbow Laundry]	1	1
	Rainbow Laundry	2	2
	Royal Laundry	6	10
	West Market Laundry	4	2
2/28/26	Carniceria El Rey	3	5
	Cedar Terrace Apartments - West	6	1
	DP Business Center (Meritt Dr x W Gate City Bld	7	0
	Stonesthrow Crossing (Meritt Dr x W Gate City Bld	7	13
	Superama	4	6
3/1/26	Universal Church	28	37
3/7/26	Carniceria El Rey	1	0
	Cedar Terrace Apartments - West	5	7
	Hidden Hollow TownHomes	3	4
	La Monarca Michoacana	1	0
	Sabor Latino	9	16
	SK Solekonveot	2	0
	Stonesthrow Crossing (Meritt Dr x W Gate City Bld	6	0
	The Wash Tub Lavanderia	1	0
	Tote Boy's Bin Store	2	4
3/14/26	Hunter Hills - House	1	1
	Tortaz Lokaz	2	1
	Tote Boy's Bin Store	48	49
3/15/26	Tote Boy's Bin Store	38	49
4/4/26	Alexander W Spears YMCA	29	22
Grand Total		**230**	**238**

Physical Signatures of Support and Interest - By date

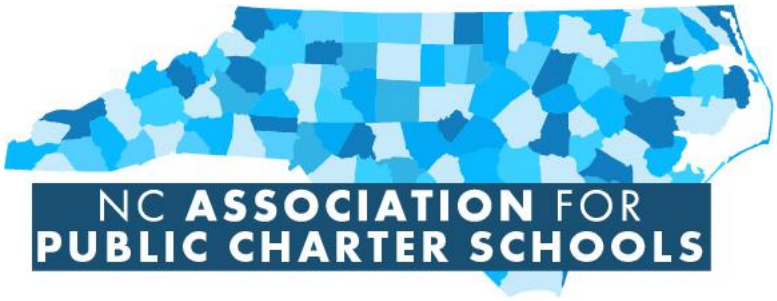


Digital Interest Form and Community Support Form

Como oiste de nosotros? / How did you hear about us?	COUNTA of Tim
	0
Folleto / Flyer	5
Friend shared on Instagram	1
Hable con Marvin en persona / Talked to Marvin in person	6
Un Amigo me compartió la información / Friend Shared this with me	10
Grand Total	**22**

Date	COUNTA of Tim
	0
12/2/2025	2
12/3/2025	1
3/7/2026	2
3/8/2026	2
3/28/2026	1
3/31/2026	3
4/9/2026	5
4/10/2026	2
4/11/2026	1
4/13/2026	3
Grand Total	**22**

Date	English Message	Spanish Message	Audience	Total Targeted	Sent	Failed
2026-03-21 14:5	The Dual Language Lab of Greensboro has been invited to the final round interview to receive a $300,000 grant to get the school started in Greensboro in August 2028! We still need more community support, so please send friends and family the link to our flyer to digitally sign the petition of community support: https://tinyurl.com/langlab-flyer	¡El Dual Language Lab de Greensboro ha sido invitado a la ronda final de entrevistas para recibir fondos de $300,000 para establecer la escuela en Greensboro en agosto de 2028! Aún necesitamos más apoyo de la comunidad; por favor, envíen a sus amigos y familiares el enlace a nuestro folleto para firmar digitalmente la petición de apoyo comunitario: https://tinyurl.com/langlab-flyer	Eduardo, Diego	153	153	0
2026-03-21 17:2	this is Marvin from Tote Boy's Bin Store - Here's our flyer for the Dual Language Lab of Greensboro, a free Spanish-English school for ALL Greensboro kids opening in 2028: https://tinyurl.com/langlab-flyer2 Please share it with family and friends — and who else should I reach out to?	Es Marvin, nos conocimos en Tote Boy's Bin Store - Aquí te mando nuestro folleto del Dual Language Lab of Greensboro — una escuela gratis de español e inglés para TODOS los niños de Greensboro, abriendo en 2028: https://tinyurl.com/langlab-flyer2 Por favor compártelo con tus familiares y amistades. Hay aglunas otras personas con quien deberia yo hablar con ellos?	Marvin Espinoza	40	40	0
2026-04-09 08:4	The Dual Language Lab of Greensboro now has a website! https://gsolanguagelab.org -- check it out! Also, we find out at the end of May if we win the school design grant from newschools venture fund!	El Dual Language Lab de Greensboro ahora tiene sitio de web! https://gsolanguagelab.org -- por favor haz click para verlo! Tambien, aprendemos al terminar de mayo si ganamos la beca para empezar la escuela en 2028!	Marvin Espinoza	226	226	0



NC Association for Public Charter Schools
Rhonda Dillingham, Executive Director
P.O. Box 4877
Asheboro, NC 27204

December 30, 2025

Dear NewSchools Venture Fund,

As the Executive Director of the North Carolina Association of Public Charter Schools (NCAPCS), I am writing to strongly support Marvin Espinoza-Leiva and his vision for founding a high-quality dual-language elementary charter school in Greensboro, with a planned launch in Fall 2028. Marvin is currently an Aspirante Fellow in Latino Educational Equity Partnerships' (LEEP) ACELERA Fellowship program, where he is developing his leadership to launch and lead a high-quality dual-language school. With the guidance of LEEP, Marvin is designing a school grounded in the specific needs of Greensboro's growing diverse and Spanish-speaking community.

As a former classroom teacher and charter founder, I know firsthand that charters are meant to be laboratories of innovation—places where we can explore new ways as well as and to serve communities that traditional systems have underserved. Marvin envisions a school that focuses on developing the Spanish-speaking Latino community in partnership with the Black, White, and Asian communities, where every student develops and enjoys the cultural and economic benefits of bilingualism and high academic achievement by learning through language together. That is the essential promise of a strong and well-implemented dual-language education.

I have known Marvin since 2020, when he was a graduate student at the University of North Carolina at Chapel Hill, and I was his internship supervisor. Since then, I have watched him grow professionally, and I enthusiastically support his application for a charter school launch because of his ability to think strategically, operate excellently, and remain grounded in the needs of the people by investing in them.

For the past two years, he has taught adult literacy in the evenings in Greensboro through a nonprofit called Reading Connections, where he built relationships with Greensboro's diverse, growing, and immigrant Spanish-speaking families. And now, the program director at Reading Connections believes in him so much that she is joining his inaugural school board to help design and build this school for the community.

I met with Marvin and LEEP's Founder, Roberto Gutierrez, in the summer. I felt LEEP's commitment to support strong dual-language schools, and I understood their mission to identify and develop Latino leaders like Marvin. He meets weekly with LEEP's Chief Programs Officer, Angelica Vega Foley, for executive coaching and strategic planning. I've seen how LEEP has already advocated for him and will continue to support him through the authorization and launch process. This partnership ensures that Marvin will have the expertise and advocacy he needs to deliver an excellent, culturally grounded dual-language education for Greensboro's students.

Greensboro's Latino population has grown 21% over the past decade, while the total population grew just 10%. Yet the city has no whole-school dual-language programs. The few dual-language offerings that exist in district schools are oriented toward English-speaking students, located in ways that make them inaccessible to many Spanish-speaking families, and largely unknown to the communities they were meant to serve. There is also some uncertainty around the implementation quality of these programs because they are operated within and administered by largely low-performing schools. A dual-language elementary charter school centered on Spanish-speaking families, designed in partnership with Greensboro's diverse communities would fill a critical gap.

This year, NCAPCS secured a $52.9 million federal Charter Schools Program (CSP) grant. We will be investing in North Carolina charter schools that exhibit quality education for vulnerable students, which requires more than good intentions. It requires instructional rigor and infrastructure, operational competence, deep cultural intentionality, and genuine commitment to distributed leadership.

Based on my experience, I think Marvin's team is well-positioned for state authorization because of his proven leadership capability and his love of people, shown by his deep-rooted embeddedness in the community he will serve. His commitment to investing in people means he has earned the trust of the families and partners he will need. Schools like the one Marvin is proposing, once authorized, will be eligible to apply for CSP funding.

Please feel free to email me at rhonda@ncpubliccharters.org if you have any questions.

Sincerely,



Rhonda Dillingham
Executive Director
North Carolina Association for Public Charter Schools

December 24, 2025

Dear New Schools Selection Committee,

I am writing to offer my support for Marvin's application to the Charter Schools Design Grant. I have had the opportunity to work closely with Marvin in his role supporting the development and launch of Honor Prep Charter School, and I can say that he possesses the instructional vision, operational discipline, and community-centered leadership necessary to successfully design and open a high-quality dual language immersion (DLI) school in Greensboro, North Carolina.

During Honor Prep's founding and early development phase, Marvin played a meaningful and substantive role in shaping the school's instructional vision and implementation. He demonstrated a deep understanding of dual language education, not only as a pedagogical model, but as a culturally responsive, equity-driven approach that must be thoughtfully adapted to our local community context. Marvin consistently balanced research-based practice with practical execution, contributing to curriculum alignment, language allocation decisions, and staff learning structures that supported strong early implementation. He brought intellectual rigor to the work,refining plans, and grounding decisions in student and family needs.

Marvin approached complex challenges, enrollment uncertainty, startup constraints, and competing priorities, with clarity, persistence, and professionalism. He was collaborative, solutions-oriented, and deeply reflective, consistently asking how systems and decisions would impact students, families, and educators in practice. These qualities are critical for founders navigating the uncertainty and intensity of the design phase.

Marvin's readiness to open a DLI school in Greensboro is further strengthened by the depth and coherence of his professional preparation. His work as an ACELERA Fellow with Latino Educational Equity Partnerships (LEEP), engagement in long-term professional learning through the National Association for Bilingual Education, and training with Instituto Mundo Verde reflect sustained investment in high-quality bilingual education design. Additionally, his experience as an adult literacy instructor with Reading Connections, where he worked directly with multilingual learners and tested bilingual instructional strategies, demonstrates his ability to translate theory into effective practice across diverse contexts.

Marvin's instructional expertise, school development experience, and community-centered approach position him exceptionally well to design and launch a diverse-by-design dual language immersion school that is both academically strong and locally responsive. I am confident that investment from New Schools at this stage will meaningfully strengthen his planning efforts and increase the likelihood of a successful, sustainable school launch.

I strongly recommend Marvin for the Charter Schools Design Grant and appreciate your consideration of his application. Please feel free to contact me if additional information would be helpful.

Best,

Paul Barnhardt
Founder & Executive Director
Honor Preparatory Charter School

The Dual Language Lab of Greensboro | 2025–2026 School Year Calendar

July 2025

Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	14th - 18: Leadership Retreat
6	7	8	9	10	11	12	21st - 8/1: Summer Institute - Staff
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

August 2025

Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	4: 1st Day / Q1
10	11	12	13	14	15	16	8, 15, 22, 29: Early Release
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

September 2025

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	1: Labor Day
7	8	9	10	11	12	13	5, 12, 19, 26: Early Release
14	15	16	17	18	19	20	29th - 10/3: Q1 Testing
21	22	23	24	25	26	27	
28	29	30					

October 2025

Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	3rd: Early Release, End Q1
5	6	7	8	9	10	11	6th - 17th: Fall Break
12	13	14	15	16	17	18	15th - 17th: Data Bridge Days
19	20	21	22	23	24	25	24th: Q1 Parent Conf (after school)
26	27	28	29	30	31		20: Q2 Begins
							31st: Early Release

November 2025

Su	M	Tu	W	Th	F	Sa	
						1	7th, 14th, 21st: Early Release
2	3	4	5	6	7	8	11: Veterans Day
9	10	11	12	13	14	15	26-28th: Thanksgiving - No School
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

December 2025

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5th, 12th, 19th: Early Release
7	8	9	10	11	12	13	10th - 18th - Q2 Testing
14	15	16	17	18	19	20	19: End Q2
21	22	23	24	25	26	27	22nd - 1/2: Winter Break
28	29	30	31				

January 2026

Su	M	Tu	W	Th	F	Sa	
				1	2	3	1st - 2nd: Winter Break
4	5	6	7	8	9	10	5th - 6th: Q2 Data Bridge Days
11	12	13	14	15	16	17	7th: Q3 Begins
18	19	20	21	22	23	24	9th, 16th, 23rd, 30th: Early Release
25	26	27	28	29	30	31	19: MLK Day
							23rd: Q2 Parent Conf (after school)

February 2026

Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	6th, 13th, 20th, 27th: Early Release
8	9	10	11	12	13	14	16: Presidents' Day
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

March 2026

Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	6th, 13th, 20th, 27th: Early Release
8	9	10	11	12	13	14	18th - 26th: Q3 Testing
15	16	17	18	19	20	21	27th: Q3 Ends
22	23	24	25	26	27	28	30th - 31st: Spring Break
29	30	31					

April 2026

Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	1st - 10th: Spring Break
5	6	7	8	9	10	11	8t - 10th: Data Bridge Days
12	13	14	15	16	17	18	13th: Q4 Begins
19	20	21	22	23	24	25	17th, 24th: Early Release
26	27	28	29	30			24th: Q3 Parent Conf (after school)

May 2026

Su	M	Tu	W	Th	F	Sa	
					1	2	1st, 8th, 15th, 22nd, 29th: Early Release
3	4	5	6	7	8	9	25: Memorial Day - No School
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

June 2026

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5th, 12th: Early Release
7	8	9	10	11	12	13	8th - 16th: Q4 Testing
14	15	16	17	18	19	20	16th: Q4 Ends - Last Day of School
21	22	23	24	25	26	27	17th - 19th: Data Review for the Year
28	29	30					

LEGEND

- State Holiday / No School
- Teacher Workday (No Students)
- Early Release Friday (PD)
- Quarter End / Last Day
- Weekend
- Vacation / Break (No School)
- Pre-Service / Summer Institute
- Quarter Start Day
- Regular Instructional Day

Source: DLL GSO Calendar Dates (April 2026). NC Charter School Application – Appendix. All Early Release Fridays fall during the instructional year (Aug 4 – Jun 19, 2026).

RESEARCH BASE

Amplify Caminos: The research behind the program

Amplify.

Introduction

Amplify Caminos is an authentic elementary Spanish Language Arts program that provides students with robust instruction grounded in the Science of Reading. Amplify Caminos instruction features explicit, systematic foundational skills instruction, sequenced with deep knowledge-building content, to foster comprehension in K–5 learners.

Amplify Caminos was developed by a bilingual team of experts from across the Latin America and Hispanic diaspora in collaboration with expert academic advisors in a concerted effort to create culturally relevant connections for students with diverse backgrounds. This team strived to ensure that the classroom experiences of students using Amplify Caminos strike a balance between the security of the familiar and the excitement of the unknown. When used in tandem with Amplify CKLA, Amplify Caminos provides a comprehensive Spanish and English biliteracy suite full of high-quality teaching and learning suitable for dual language and biliteracy classroom settings.

Foundational research: The Science of Reading

At the base of the Science of Reading is the Simple View of Reading (SVR). Outlined by researchers Philip B. Gough and William E. Tunmer (1986), the SVR describes skilled reading as the product of two components: language comprehension and word recognition.

- **Language comprehension:** Background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge
- **Word recognition:** phonological awareness, decoding, sight recognition

Language comprehension is the ability to make sense of what we hear; word recognition is the ability to read the words on a page. Reading proficiency in any alphabetic language requires both competencies. The SVR framework has been validated in a variety of studies with Spanish-speaking students, demonstrating the unique importance of both language comprehension and word recognition for reading proficiency (Braze, Tabor, Shankweiler, & Mencl, 2007; Sparks, 2015; Sparks & Patton, 2016; Sparks, Patton, & Luebbers, 2018a; 2019; Baker et al., 2022).

With this research in mind, Amplify Caminos is organized into two strands of instruction for grades K–2: Conocimiento (Knowledge) and Lectoescritura (Skills). Conocimiento focuses on the language comprehension element of the SVR, helping students build coherent knowledge and rich, nuanced vocabulary. Amplify Caminos Lectoescritura focuses on the word recognition element of the SVR, helping students acquire the foundational skills of phonological awareness and phonics for both reading and writing, following the Spanish Language methodology. In grades 3–5, lessons begin to combine

skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis.

Amplify Caminos Conocimiento content themes follow the same sequence of Amplify CKLA (English) and are based on the Core Knowledge Sequence, which was developed as a content guide for grades PreK–8 and has been used for over two decades in nearly every state. The carefully organized domains build within and across grades, developinging broad content knowledge and vocabulary. Research suggests that this focused, coherent, and systematic approach to knowledge building, vocabulary development, and language learning is highly impactful on reading comprehension (Alexander, Kulikowich, & Schulze, 1994; Cain et al., 2001; Shapiro, 2004).

Amplify Caminos Lectoescritura provides systematic, explicit, and comprehensive instruction in the Spanish language code. The Lectoescritura program takes a sounds-first approach that supports multilingual and Spanish-language learners as they focus on phonemes (sounds) to build syllables and words, and is particularly impactful for at-risk learners (Vaughn, et al., 2006). Utilizing a synthetic phonics approach, Amplify Caminos supports students in the acquisition of Spanish foundational skills with lessons that teach Spanish phonemes explicitly, starting with the vowels and the most frequent consonants first, and later presenting the least frequent consonants and digraphs. Students will quickly move from learning the sounds to blending phonemes to form syllables, and then manipulating syllables to form words. Students progress to decoding in kindergarten, earlier than in English, given the transparent orthography of Spanish.

For more information on the design principles of Caminos Lectorescritura, please see **Appendix**.

Supporting research: Bilingual teaching and learning

Amplify Caminos is a Spanish language arts curriculum for grades K–5 that can be used on its own or alongside Amplify CKLA to provide students with equitable instruction in Spanish and English. With Amplify Caminos, teachers will be able to develop student comprehension in Spanish through a content-rich curriculum while also building bridges to English literacy.

Not merely a translation of the English program, Amplify Caminos has been built diligently by a team of bilingual educators and designers to ensure that it specifically addresses Spanish language arts while still remaining equitable to the English program. Amplify Caminos Conocimiento, or the Knowledge strand, presents the same topics in both English and Spanish. This consistency supports multilingual learners as they develop knowledge and receive instruction in two languages, easily allowing the transfer of skills and the transition between languages (e.g., if students are learning about plants in English, they will also learn about plants in Spanish). The Spanish lessons are

transadapted to fit the Spanish language based on Spanish grammar, morphology, and vocabulary. Further, the literature selection includes authentic Spanish narratives, stories, and poetry from a variety of Spanish-speaking countries. By supporting students as they compare and contrast languages through syntactic and contextual analysis, the curriculum helps emergent bilinguals deepen language knowledge (Nogueron, 2020).

Developing reading proficiency in both English and Spanish follows a similar framework or structure. In both languages, instruction must focus on developing both language comprehension and word recognition. Because both English and Spanish are alphabetic languages, calling students' attention to individual phonemes in Spanish words may serve a dual function as they learn to read in both languages. Whether in transitional bilingual, dual language, or Spanish immersion settings, they will, at some point, be expected to develop literacy and comprehension in both languages. This is directly related to the basic concept of metalinguistic awareness in multilingual/English learners, which refers to the understanding of how two languages are similar and different (Beeman & Urow, 2013.)

Research supporting the knowledge-based approach

In 1990, researchers Georgia Kosmoski, Geneva Gay, and Edward L. Vockell tested the relationship between cultural literacy and student achievement in grade schools and found that high scores on a cultural literacy test were positively correlated with high scores on a test of basic skills, regardless of ethnicity. In 2001, researcher Joseph F. Pentony later had similar findings when he examined cultural literacy in college students and community college students.

In the late 1990s, researchers Thomas G. Sticht, C. Richard Hofstetter, and Carolyn H. Hofstetter found a positive correlation between declarative knowledge, literacy practices, and power, as indicated by subjects' occupation, income level, and political activity. The correlation was there even when age, education, and ethnicity were held constant. In other words, those with strong cultural literacy were achieving the American dream. "Educational practices that downplay the importance of content knowledge in favor of processes of thinking or learning should be reconsidered," they wrote.

Over the past few decades, cognitive scientists have established a link between broad background knowledge and reading comprehension. "Cognitive science is clear that knowledge helps you both take in and remember new information," says UnBoundEd VP of Instructional Design & Products Alice Wiggins.

Relying on this research, Amplify Caminos was designed around topics that interest kids, from science to world history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement each year. This deep knowledge-building content is critical in fostering comprehension in students.

Appendix

Amplify Caminos Lectoescritura: Program principles

Because reading and writing are inverse processes, the Lectoesritura (Skills) lessons teach them in tandem. Spanish writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.

Synthetic phonics approach

- Phonics instruction begins at the phoneme level, with the phoneme serving as the building block of word-level reading skills.
- All Spanish phonemes are taught explicitly.
- Students are taught to blend and segment phonemes to form syllables, and blend and segment syllables to form words.

Systematic instruction

- There is a scope and sequence of instruction that starts with basic ideas and builds to more complex concepts.
- The most frequent and least ambiguous phonemes/graphemes are introduced first, with a combination of vowels and consonants to build words as soon as possible.
- This sequence allows students to begin reading words quickly, either because they are composed entirely of letter-sound correspondences or because they are commonly used words students have been taught.
- Decodable texts are carefully matched to the scope and sequence of instruction to ensure students have practice reading connected text.

Explicit instruction

- Letter-sound correspondences are taught through explicit instruction. For example, a lesson teaching /m/ might:
  - Direct the teacher to tell the students: "Today's sound is /m/."
  - Engage the students in an oral exercise where they hear and say /m/.
  - Show students how to draw a picture of /m/ by writing the letter 'm' (once they're familiar with the sound).
  - Instruct students to practice writing independently
- Instruction includes multimodal activities for high levels of engagement. Students practice skills through individual movement and using various manipulatives such as letter cards.
- Student activity pages are used for focused, distributed practice to master skills students have been taught.
- Decodable text is regularly used during instruction to provide students with practice in basic comprehension and reading connected text.

Formative assessments and feedback

- Lessons have clear objectives that indicate what students should know and be able to do at the conclusion of the lesson.
- Lesson activities support mastery of lesson objective(s).
- Instructional activities and activity pages are designed to provide feedback to teachers on how well each student has mastered the lesson objective(s).
- After each lesson, additional support is included to provide teachers with point-of-use activities for students who may need additional time and practice to master lesson-level objectives.
- Timely assessment measures the acquisition of first and second languages.

For more information, visit amplify.com.

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Brooklyn, NY 11201-1071
(212) 796-2200

Sales inquiries:
(866) 212-8688 • amplify.com

Amplify.

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Amplify Caminos

Kindergarten – Grade 5

Curriculum Alignment to Common Core State Standards

Quick Guide to Common Core for Spanish Language and Literacy

English CCSS Acronyms		Spanish CCSS Acronyms	
RL	READING STANDARDS FOR LITERATURE	**LL**	LECTURA PARA LITERATURA
RI	READING STANDARDS FOR INFORMATIONAL TEXT	**LI**	LECTURA PARA TEXTO INFORMATIVO
RF	READING STANDARDS FOR FOUNDATIONAL LITERACY SKILLS	**LF**	LECTURA PARA DESTREZAS FUNDAMENTALES
W	WRITING	**E**	ESCRITURA Y REDACCIÓN
SL	SPEAKING AND LISTENING STANDARDS	**AE**	AUDICIÓN Y EXPRESIÓN ORAL
L	LANGUAGE STANDARDS	**L**	LENGUAJE
RH	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	**LH**	LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES
RST	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	**LCT**	LECTO-ESCRITURA EN CIENCIAS Y MATERIAS TÉCNICAS
WHST	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL SCIENCE, SCIENCE AND TECHNICAL SUBJECTS	**EHCT**	ESCRITURA EN HISTORIA/ESTUDIOS SOCIALES, CIENCIAS Y MATERIAS TÉCNICAS

As developed by the San Diego County Office of Education, Common Core en Español includes linguistically augmented standards that are specific to Spanish language and literacy. These standards will be identified with a **[Spanish Only]** label.

These standards have been translated from the original Spanish.

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TG = Teacher Guide U = Skills Unit D = Knowledge Domain

Common Core State Standards Spanish Language
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Amplify Caminos

Curriculum Alignment to Common Core en Español

Kindergarten

Common Core en Español	Amplify Caminos
READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
LL.K.1 With prompting and support, ask and answer questions about key details in a text.	**Skills TG:** **U2:** Lessons 2, 3, 13 **U3:** Lessons 2, 6 **U4:** Lessons 1, 7, 12, 13 **U5:** Lessons 1, 2, 3, 5, 8, 10, 11, 12, 16 **U6:** Lessons 1, 2, 3, 6, 8, 10, 11, 13, 16 **U7:** Lessons 1, 4, 10, 12, 14, 16, 17 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D3:** Lessons 1, 2, 3, 4, 5, P1, 6, 7, 8, 9, 10, RC **D4:** Lessons 4, 7, 11 **D5:** Lessons 1, 7 **D6:** Lessons 3, 5, 6 **D7:** Lessons 3, 4, 5, 6, 7, 8 **D8:** Lesson 6 **D9:** Lessons 1, 2, 3 **D10:** Lessons 6, 9, 10 **D11:** Lesson 9 **D12:** Lesson 2

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LL.K.2 With prompting and support, retell familiar stories, including key details.	**Skills TG:** **U2:** Lessons 2, 3, 11, 14 **U4:** Lessons P1, 14, P2, 18 **U5:** Lesson 1 **U6:** Lessons 2, 10, 12, 13, 15 **U7:** Lessons 2, 5, 6, 7, 10, 14, 16 **U8:** Lessons 2, 5, 8, 12, 13 **Knowledge TG:** **D1:** Lessons 1, 5, 6, 7, 8, 9, 10, 11, RC, AF **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, RC **D4:** Lessons 4, 7, RC **D5:** Lessons 1, 7, RC, AF **D7:** Lessons 3, 6, 7, 8 **D8:** Lessons 5, RC, AF **D9:** Lessons P, RC **D10:** Lessons 9, P1, RC **D12:** Lesson 2
LL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 11, 13, 16, 17 **U3:** Lessons 4, 6, 10, 11, 12, 13, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17 **U5:** Lessons 1, 4, 6, 7, 8, 13, 16, 17, P2 **U6:** Lessons 1, 3, 4, 5, 7, 8, 11, 15, 17, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 11, 12, 13, 17, 18, P2 **U8:** Lessons 2, 3, 5, 8, 12, 13, 14 **Knowledge TG:** **D1:** Lessons 2, 3, 4, 5, 7, 8, 9, P1, 10, 11, 12, RC **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D4:** Lesson 7 **D5:** Lesson 7 **D6:** Lessons 3, 4, 5 **D7:** Lessons 3, 4, 5, 6, 7, 8 **D8:** Lesson 6 **D9:** Lesson 1 **D10:** Lessons 9, P1, RC **D11:** Lesson 9 **D12:** Lesson 2

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Craft and Structure	
LL.K.4 Ask and answer questions about unknown words in a text.	**Skills TG:** **U8:** Lessons 1, 3 **Knowledge TG:** **D1:** Lessons 1A, 1B, 3A, 4A, 4B, 5A, 6B, 7A, 10, 11, 12 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
LL.K.5 Recognize common types of texts (e.g., storybooks, poems).	**Skills TG:** **U8:** Lessons 10, 13 **Knowledge TG:** **D1:** Lessons 1, 10 **D2:** Lessons 7, 8 **D3:** Lessons 1, 4, 5, 6, 7, 8, 9, 10 **D4:** Lesson 7 **D5:** Lesson 7 **D7:** Lessons 3, 4, 6, 7, 8 **D8:** Lesson 6 **D9:** Lesson 1 **D10:** Lesson 4 **D11:** Lessons 1, 9 **D12:** Lesson 2

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LL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Skills TG:** **U2:** Lesson 2 **Knowledge TG:** **D3:** Lesson 1, 4 **D7:** Lessons 6, 7, 8 **D8:** Lesson 6 **D10:** Lessons 2, P, AF
Integration of Knowledge and Ideas	
LL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Skills TG:** **U2:** Lessons 4, 10, 11, 16 **U3:** Lessons 8, 18, P2 **U4:** Lessons 1, 3, 7, 11, 14, 15, 16, 17, P2 **U5:** Lessons 1, 5, 8, 10, 11, 12 **U6:** Lessons 2, 4, 6, 8, 11, 15 **U7:** Lessons 4, 5, 6, 7, 10, 14, 16 **U8:** Lessons 7, 8, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 4, 9, 10, 11 **D3:** Lessons 1, 2, RC **D7:** Lessons 3, 7, 8, P1, RC **D11:** Lesson 10
LL.K.8 (Not applicable to literature)	
LL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D3:** Lessons 1, 2, 3, 4, 6, 7, 9, 10, P1 **D6:** Lesson 5 **D7:** Lessons 5, RC, AF

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Range of Reading and Level of Text Complexity	
LL.K.10 Actively engage in group reading activities with purpose and understanding.	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 16 **U3:** Lessons 4, 8, 12, 16 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, P2 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 16, 17 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, P1, 10, 11, 12, 13, 14, 15, 16, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17 **U8:** Lessons 2, 3, 5, 6, 7, 8, 10, 11, 12, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D3:** Lessons 5, 9 **D7:** Lesson 5 **D10:** Lessons 4, 5
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
LI.K.1 With prompting and support, ask and answer questions about key details in a text.	**Skills TG:** **U9:** Lessons 1, 2, 3, 4, 5, 6, 8, P1, 10, 12, 13, 14 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1 **D4:** Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11 **D5:** Lessons 1, 2, 3, 5, 6, 8, 9, P1, RC **D6:** Lessons 1, 2, 3, 4, 6, 7, 8 **D7:** Lessons 1, 2 **D8:** Lessons 1, 2, 3, 4, 5, 7, 8 **D9:** Lessons 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 7, 8, 9 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10 **D12:** Lessons 1, 3, 4, 5, 6, 7, 8, 9

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LI.K.2 With prompting and support, identify the main topic and retell key details of a text.	**Skills TG:** **U9:** Lessons 1, 3, 6, 8, P1, 10, 11, 12, P2 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D4:** Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11 **D5:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, RC **D6:** Lessons 1, 2, 6, 7, 8 **D7:** Lessons 1, 2, 6 **D8:** Lessons 1, 2, 3, 4, 5, 7, 8 **D9:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, P1, RC **D10:** Lessons 1, 2, 3, 4, 5, 7, 8, P1, RC **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10 **D12:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, AF
LI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Knowledge TG:** **D2:** Lessons 1, 2, 3, 4, 8 **D4:** Lessons 9, P1, 10, RC **D5:** Lesson 5 **D6:** Lesson 1 **D7:** Lesson 6 **D8:** Lesson 2 **D9:** Lesson 6 **D11:** Lesson 5 **D12:** Lessons 4, 7, 9, AF
Craft and Structure	
LI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	**Skills TG:** **U9:** Lessons 4, P1
LI.K.5 Identify the front cover, back cover, and title page of a book.	**Skills TG:** **U9:** Lessons 1, 2, 8 **Knowledge TG:** **D6:** Lesson P **D8:** Lessons 2, 3, 4, 5, 7 **D11:** Lessons P, RC, AF

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LI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**Knowledge TG:** **D6:** Lessons P, RC **D8:** Lessons 6, 7 **D10:** Lessons 2, P, AF **D11:** Lessons 8, P1, RC, AF **D12:** Lesson 5
Integration of Knowledge and Ideas	
LI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**Skills TG:** **U9:** Lessons 2, 3, 4, 5, 6, 8, 10, 12 **Knowledge TG:** **D2:** Lessons 1, 2, 4 **D4:** Lesson 3 **D6:** Lessons 1, 2, 4, 7 **D7:** Lesson 1 **D8:** Lessons P, RC **D9:** Lessons 3, 4, 9, P1, RC **D10:** Lesson 9 **D11:** Lessons 3, 4, 5, 6, 7, 8, P1, 10, RC **D12:** Lessons 4, 7, 8, 9, RC
LI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	**Knowledge TG:** **D6:** Lesson 7 **D7:** Lesson 2 **D8:** Lessons 3, 8
LI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Knowledge TG:** **D6:** Lessons 5, 6, 7, 8 **D7:** Lesson AF **D8:** Lessons 4, 5 **D10:** Lessons 3, 7, AF **D12:** Lesson 1

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Range of Reading and Level of Text Complexity	
LI.K.10 Actively engage in group reading activities with purpose and understanding.	**Skills TG:** **U3:** Lesson 13 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 12, 13, 14 **Knowledge TG:** **D8:** Lessons 2, 3, 4, 5 **D9:** Lesson RC
READING STANDARDS: FOUNDATIONAL SKILLS	
Print Concepts	
LF.K.1 Demonstrate understanding of the organization and basic features of print.	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 14 **U3:** Lessons 2, 3, 6, 7, 14, 15, 16, 17 **U4:** Lessons 1, 8, 14, P2 **U6:** Lessons 1, P2 **U7:** Lessons 5, P1, 12, 17 **U8:** Lessons 1, 2 **U9:** Lesson 7
LF.K.1.A Follow words from left to right, top to bottom, and page by page.	**Skills TG:** **U1:** Lessons 3, 5, 10 **U2:** Lessons 1, 2, 4, 5, 10, 11, 13, 16 **U3:** Lessons 3, 13 **U4:** Lesson 14 **U5:** Lessons 1, 2, 3, 4, 5, 6, 8, 11, 13, 16, 17, P2, 13 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 14, 16, 17, P2 **U7:** Lessons 3, 5, 6, 8, 10, 14, 16, 17 **U8:** Lessons 1, 2, 5, 6, 7 **U9:** Lesson 3

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LF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	**Skills TG:** **U2:** Lessons 10, 11, 14 **U3:** Lessons 11, 13, 17 **U4:** Lessons 2, 4, 7, 8, 11, 13 **U5:** Lessons 11, P2 **U6:** Lessons 2, 3, 5, P1, 12, 14 **Knowledge TG:** **D2:** Lesson 11 **D4:** Lessons 6, 8 **D5:** Lesson 2 **D7:** Lessons 2, 3, 5, 7, 11, 12, 16 **D8:** Lessons P1, 16 **D9:** Lesson 17
LF.K.1.C Understand that words are separated by spaces in print.	**Skills TG:** **U2:** Lesson 11 **U4:** Lessons 6, 8 **U5:** Lesson 2 **U7:** Lessons 2, 3, 5, 7, 11, 12, 16 **U8:** Lessons P1, 16 **U9:** Lesson 17
LF.K.1.D Recognize and name all upper and lowercase letters of the alphabet.	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 17 **U3:** Lessons 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 15, 16, 17, P2 **U4:** Lessons 2, 8, 13, 14, 15, 17 **U5:** Lessons 1, 2, 3, 4, 5, 9, 11, 12 **U6:** Lessons 1, 2, 3, 10, 15 **U7:** Lessons 1, 7, 14 **U8:** Lesson 1 **U9:** Lesson 15
LF.K.1.E Recognize that the written accent (orthographic accent) is a mark, which is called a tilde, placed over a vowel. **[Spanish Only]**	**Skills TG:** **U6:** Lessons 3, 4, 6, 17 **U8:** Lesson 2

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Phonological Awareness	
LF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Skills TG:** **U1:** Lessons 2, 3, 5, 6, 7, 8, 9, P1, 10, 13, 14, 15, 16, 17, P2 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 13, 14, 16 **U3:** Lessons 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 16, 18, P2 **U4:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U5:** Lessons 1, 2, 3, 4, 7, P1, 10, 11, 12, 14, 15, 16, 17, 18 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U7:** Lessons 2, 3, 5, 7, 8, P1, 10, 11, 12, 13, 14, 15, 18, P2 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 18 **U9:** Lessons 1, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15 **Knowledge TG:** **D1:** Lesson 7
LF.K.2.A Recognize and produce rhyming words.	**Skills TG:** **U3:** Lessons 12, 14, P2 **U4:** Lessons 1, P1, 10, 11, P2 **U5:** Lessons 2, 4, 7, P1 **U6:** Lessons 4, 8, 11 **U7:** Lesson 5 **U8:** Lessons 2, 7 **U9:** Lessons 16, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 5, 6, 7, 8, 9 **D7:** Lessons 4, 5
LF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	**Skills TG:** **U1:** Lessons 13, 16, P2 **U2:** Lessons 1, 2, 3, 4, 5, 8, P1 **U3:** Lessons 1, 3, 5, 7, 9, P1, 11, 12, 15, 16, P2 **U4:** Lessons 1, 2, 3, 10, 13, 14, 15, 17, P2 **U5:** Lessons 1, 2, 3, 6, 9, P1, 14 **U6:** Lessons 2, 4, 5, 6, 8, 9, P1, 10 **U7:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, P1, 13, 14, 15, 16, P2 **U8:** Lessons 1, 3, 4, 5, 6, 7, P1, 10, 11, 12, 13, 15, 17 **U9:** Lessons 1, 2, 4, 5, P1, 12, 13, 14, 16, 18

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LF.K.2.C Combine and segment one-syllable consonant and vowel sounds (phonemes).	**Skills TG:** **U1:** Lessons 11, 12, 13, 14, 15, 16, 17, 18, P2 **U2:** Lessons 2, 3, 4, 9, 10, 12, 13, 14, 15, 16, 17 **U3:** Lesson 3 **U4:** Lessons 4, 8, P1, 14, 15, 16, 17, P2 **U5:** Lessons 1, 2, 3, P1 **U6:** Lessons 4, 12 **U7:** Lesson P1 **U9:** Lesson 8
LF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel-consonant, or CVC) words.* Include words ending with /l/ and /r/ (e.g., *sal, sol, mar, por*).	**Skills TG:** **U1:** Lesson 18
LF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words of one or two syllables (e.g., *sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo*).	**Skills TG:** **U2:** Lessons 10, 12, 14, 17 **U3:** Lessons 3, 12, 15 **U4:** Lessons 2, 15
LF.K.2.F Combine two syllables to form bisyllabic words that are familiar to them: *ma* + *no* = *mano*; *ma* + *ma* = *mamá*; *ma* + *pa* = *mapa*; *sa* + *po* = *sapo*; *so* + *pa* = *sopa*. **[Spanish Only]**	**Skills TG:** **U1:** Lessons 11, 12, 14, P2 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 18, P2 **U3:** Lessons 2, 5, 6, 9, 10, 11, 14, 17, 18 **U4:** Lessons 1, 4, 8, 12, 14, 17, P2 **U5:** Lessons 2, 5, 7, 8, P1, 11, 13, 16 **U6:** Lessons 1, 5, 6, 13, 16, 17 **U7:** Lessons 2, 3, 6, 11, 15, 16, 17 **U8:** Lessons 2, 6, 7, 17 **U9:** Lesson 4

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LF.K.2.G Separate and orally count the syllables of a word. **[Spanish Only]**	**Skills TG:** **U1:** Lessons 15, 16 **U2:** Lesson 7 **U5:** Lessons 3, 5, 7, 10, 11, 12, 14, 15, 16, 17 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 13, 14, 15, 16, 17, P2 **U7:** Lessons 2, 3, 4, 5, 7, 10, 11, 13 **U8:** Lessons 1, 2, 3, P1, P2
LF.K.2.H In multisyllabic words, point to the syllable on which the emphasis lands when voiced (tonic accent). **[Spanish Only]**	**Skills TG:** **U7:** Lesson 4 **U8:** Lesson 7
Phonics and Word Recognition	
LF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	**Skills TG:** **U2:** Lessons 1, 2, 4, 5, 6, 7, 8, P1, 10, 15, 16, 17, P2 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18 **U5:** Lessons 2, 11, 16, 17, 18 **U9:** Lesson P
LF.K.3.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.	**Skills TG:** **U2:** Lessons 11, 12, 14, 15, 16, 17, 18, P2 **U3:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, P1, 11, 12, 13, 14, 15, 16, 17, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 14, 15, 16, 17, 18 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17
LF.K.3.B Associate sounds (phonemes) with common spelling (graphemes) for the five vowels including the use of ye (y) as an equivalent of the vowel i.*	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 12, 13, 15, 16 **U3:** Lessons P1, 12, 13, 14, 15, 16, P2 **U4:** Lessons 1, 3, 6, 7, P1, 11, 12, 13, 14, 15, 17, 18 **U5:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, P1, 10, 11, 12, 13, 15, 17 **U6:** Lessons 1, 2, 3, 5, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U8:** Lessons 1, 2

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LF.K.3.C Read common high-frequency words by sight (e.g., *el, la, veo, un, una, mi, es*).	**Skills TG:** **U2:** Lesson 15 **U3:** Lessons 1, 8, P1, 10 **U4:** Lessons 1, 2, 5, 6, P1, 10, 11 **U5:** Lessons 1, 2, 3, 7, 8, 12, 13, 15, 16 **U6:** Lessons 2, 3, 4, 5, 6, P1, 13, 15, 16 **U7:** Lessons 1, 2, 5, 6, 10, 14 **U8:** Lessons 1, 3, 4, 5, P1, 12, 13, 14 **U9:** Lessons 1, 2, 4, P1, 14, P2
LF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., *con*/*son*; *niño*/*niña*; *masa*/*mesa*).	**Skills TG:** **U2:** Lessons 10, 11, 12, 14, 17 **U3:** Lessons 3, 4, 5, 6, 9, P, 10, 12, 15, P2 **U4:** Lessons 2, 7, P, 11, 15, 17, P2 **U5:** Lessons 2, 4, 8, P1, 10 **U6:** Lessons 1, 3, 4, 5, 6, P1, 10, 13, 17 **U7:** Lessons 1, 2, 6, 8, P1, 11, 12, 13, P2 **U8:** Lessons 1, 2, 4, 11, P **U9:** Lessons 5, P
LF.K.3.E Recognize the two syllables CV that form high frequency words in daily language; *ma-má*, *pa-pá*; *ca-sa*; *si-lla*; *me-sa*; *ca-ma*; *ga-to*. **[Spanish Only]**	**Skills TG:** **U2:** Lessons 10, 12, 14, P2 **U3:** Lessons 3, 4, 5, 6, 13, 14, P2 **U4:** Lessons 8, 11, P2 **U5:** Lesson 10 **U6:** Lessons 3, 4, 5, P1, 10, 12, 13 **U7:** Lessons 8, P1, 11, 12, P2
LF.K.3.F Identify the letters that represent vowels (*Aa*, *Ee*, *Ii*, *Oo*, *Uu*, including the use of *ye* (*y*) as equivalent to *i*). **[Spanish Only]**	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P, 10 **U3:** Lessons 1 ,6 **U4:** Lessons P, 12, 13, 14, 15, 16, P2 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 15, 17 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 17, P2 **U8:** Lesson 1
LF.K.3.G Recognize the use of the orthographic accent to distinguish the pronunciation between words that are written the same (*papa-papá*, *paso-pasó*). **[Spanish Only]**	**Skills TG:** **U2:** Lesson 14

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LF.K.3.H Recognize that the written accent (orthographic accent) is a mark over a vowel that indicates the pronunciation of the word in accordance with the syllable that receives the emphasis when pronouncing the word. **[Spanish Only]**	**Skills TG:** **U4:** Lesson 2 **U6:** Lesson 3 **U7:** Lesson 4 **U8:** Lesson 2
Fluency	
LF.K.4 Read emergent-reader texts with purpose and understanding.	**Skills TG:** **U2:** Lesson 14 **U3:** Lesson 7 **U4:** Lessons 2, 4, 6, P, 10, 16 **U5:** Lessons 2, 3, 5, 6, 8, 10, 11, 13 **U6:** Lessons 1, 6, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U7:** Lessons 1, 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17 **U8:** Lessons 2, 3, 5, 6, 7, 8, 10, 11, 12 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 12, 13, 14
WRITING STANDARDS	
Text Types and Purposes	
E.K.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*...).	**Skills TG:** **U5:** Lesson 13 **U6:** Lesson P1 **U9:** Lesson 18 **Knowledge TG:** **D1:** Lesson P **D3:** Lessons 1, 6, 8 **D4:** Lesson AF **D12:** Lesson 8

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E.K.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.	**Skills TG:** **U5:** Lesson 16 **U8:** Lesson 3 **U9:** Lessons 6, 11, 12, 13, 14 **Knowledge TG:** **D3:** Lessons 1, 6, 8 **D4:** Lessons P, 8, 9, RC, AF **D5:** Lessons 2, 4, 6, 8, 9 **D6:** Lessons 1, 2, 3, 5, 6, 7 **D7:** Lesson 1 **D8:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, AF **D9:** Lessons 2, 3, 4, 5, 7, 8 **D10:** Lessons 1, 2, 3, 4, 6, 10 **D11:** Lessons 1, 2, 3, 5, 7, 8 **D12:** Lessons 1, 5
E.K.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.	**Skills TG:** **U4:** Lesson 15 **U8:** Lessons 13, 14, 15, 16, 17 **Knowledge TG:** **D1:** Lessons 1, 2, P **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10 **D5:** Lessons 7, 8 **D6:** Lessons 8, AF **D7:** Lessons 3, 4, 6, 7, 8 **D8:** Lesson RC **D9:** Lesson 9
Production and Distribution of Writing	
E.K.4 (Begins in grade 3)	

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E.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**Knowledge TG:** **D3:** Lesson 6 **D5:** Lesson 4 **D6:** Lesson 8 **D7:** Lesson 5 **D8:** Lesson 7 **D11:** Lessons 2, 4, 5 **D12:** Lessons 3, 8
E.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Knowledge TG:** **D3:** Lesson 3 **D5:** Lesson 4 **D7:** Lesson 5 **D11:** Lessons 9, 10 **D12:** Lesson 3
Research to Build and Present Knowledge	
E.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**Skills TG:** **U8:** Lessons 3, 5, P, 10, 14, 15 **U9:** Lessons 3, 6, 11, 12, 13 **Knowledge TG:** **D6:** Lesson AF **D9:** Lesson AF **D11:** Lessons P, 10, AF **D12:** Lessons P, RC
E.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**Knowledge TG:** **D1:** Lessons 4, 6 **D4:** Lesson AF **D5:** Lessons 1, 2, 3, 4, 5, 6, 7 **D6:** Lessons 1, 2, 3, P, 5, RC **D7:** Lessons 2, AF **D8:** Lessons 1, 2, AF **D9:** Lessons P, RC
E.K.9 (Begins in grade 4)	

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Range of Writing	
E.K.10 (Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
AE.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	**Skills TG:** **U1:** Lessons 3, 6, 7 **U2:** Lessons 4, 13, 14 **U3:** Lessons 1, 2, 4, 12, 17, P2 **U4:** Lessons 7, 14 **U5:** Lessons 4, 5, 10, 11, P2 **U7:** Lessons 2, 4, 5, 6, 14, 16 **U8:** Lessons 3, 11, 13, 15 **U9:** Lessons 1, 3 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7 **D3:** Lessons 2, 4, 6, 9, 10 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3,4, 5, 6, 7, 8, 9

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AE.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**Skills TG:** **U1:** Lessons 2, 4, P1 **U2:** Lesson 14 **U3:** Lessons 1, 4, P2 **U4:** Lessons 7, P, 15 **U5:** Lesson 1 **U6:** Lessons 6, 13, 15 **U7:** Lessons 5, 17 **U8:** Lessons 3, 4, 6, 7, 8, 11, 15 **U9:** Lessons 11, 12 **Knowledge TG:** **D7:** Lesson 4 **D11:** Lesson 3
AE.K.1.B Continue a conversation through multiple exchanges.	**Skills TG:** **U2:** Lessons 13 **U5:** Lesson 1 **U7:** Lessons 4, 5 **U8:** Lessons 3, 11, 13, 15 **Knowledge TG:** **D1:** Lessons 1, 3, 4, 5, 6, 7, 9, 12 **D2:** Lesson 3 **D3:** Lesson 2 **D11:** Lesson 4

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AE.K.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.	**Skills TG:** **U2:** Lessons 1, 14 **U3:** Lesson 12 **U5:** Lessons 1, 5, 7, P1, 11, 12, 16, P2 **U6:** Lessons 1, 2, 3, 5, 6, 7, 8, P1, 10, 11, 12, 13, 16, 17 **U7:** Lessons 1, 2, 3, 5, 14 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14 **U9:** Lessons 1, 2, 3, 4, 5, 6, 8, P1, 10, 12, 13, 14, P2 **Knowledge TG:** **D1:** Lesson 1 **D2:** Lessons 1, P, 7, RC, AF **D3:** Lesson P **D5:** Lesson P **D6:** Lessons 1, 2, 4, 5, 8 **D7:** Lessons 1, 7, 8 **D8:** Lessons 1, 3, 4, 7, 8, RC **D9:** Lessons 1, 4, 5, 6, 8 **D10:** Lessons 2, 4, 5, 7, 9, RC **D11:** Lesson P **D12:** Lessons 1, 3, 5, P, 7, RC
AE.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7 **U5:** Lesson 4 **U7:** Lessons 3, 7 **U8:** Lessons 1, 3 **Knowledge TG:** **D1:** Lesson 5 **D2:** Lesson 3 **D3:** Lesson 6 **D11:** Lessons 1, 2

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Presentation of Knowledge and Ideas	
AE.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**Skills TG:** **U1:** Lesson 2 **U5:** Lesson 10 **U6:** Lesson 15 **U7:** Lessons 7, 16 **U8:** Lessons 3, 5 **Knowledge TG:** **D1:** Lessons 1, 12, AF **D2:** Lessons 1, 2, 4, 5, 6, P, 7, RC **D3:** Lessons 1, 2, 5, 10 **D4:** Lessons 1, 2, 3, 4, 6, 8, 9, 10, RC **D5:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D6:** Lessons 1, 3, 4, P, 5, 6, 7, 8 **D7:** Lessons 2, 4, 5, 6, 7, AF **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 4, P, 6, 7, 8, 9, AF **D10:** Lessons 1, 2, 3, 5, 6, P, 7, 9, AF **D11:** Lessons 1, 2, 3, 7, 9, 10 **D12:** Lessons 1, 3, P, 6, 7, 8, 9, AF
AE.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	**Skills TG:** **U5:** Lesson 13 **U7:** Lessons 6, 8, 11, 13, 14, 16 **U8:** Lessons 1, P1 **U9:** Lesson 14 **Knowledge TG:** **D1:** Lessons P, AF **D2:** Lesson 1 **D9:** Lesson P

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AE.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. (See Language Standards 1–3 for additional expectations).	**Skills TG:** **U2:** Lesson 14 **U3:** Lessons 6, P1, 14, 16 **U5:** Lessons 10, 13, P2 **U6:** Lessons 1, 6, 16 **U7:** Lessons 7, 10, 12, 16 **U8:** Lesson 8 **Knowledge TG:** **D1:** Lessons 4, AF **D8:** Lesson 8 **D12:** Lesson P
LANGUAGE STANDARDS	
Conventions of Spanish Language	
L.K.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	**Skills TG:** **U2:** Lessons 6, 7, 14, 16, 17, 18 **U3:** Lessons 2, 3, 6, 7, 8, 12 **U4:** Lessons 6, 8, 10, 18 **U5:** Lessons 1, 2, 3, 7, 10, 12, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10, 11, 12 **D2:** Lessons 1, 2, 3, 7, 8 **D3:** Lessons 3, 4, 5, 6, 7, 8, 9, 10 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11 **D5:** Lessons 1, 2, 3, 4, 5, 6, 8 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 2, 3, 4, 5, 6, 7, 8 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9

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L.K.1.A Print many upper and lowercase letters.	**Skills TG:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 11, 12, 14, 15, 17, 18, P2 **U3:** Lessons 1, 3, 5, 7, 8, 9, P1, 10, 11, 13, 15, 17, P2 **U4:** Lessons 2, 4, 5, 6, 8, 9, P1, 11, 12, 13, 15, 17, 18, P2 **U5:** Lessons 1, 2, 4, 6, 7, 8, 9, P1, 11, 13, 14, 15, 16, 17, 18 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14, 16, 17, 18, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U8:** Lessons 2, 3, 4, 6, 8, P1, 12, 13, 15
L.K.1.B Use frequently occurring nouns and verbs, including *ser* and *estar*, using the correct agreement.	**Skills TG:** **U1:** Lessons 5, 10 **U5:** Lessons 3, 6, 10, 13, 16 **U7:** Lesson 5 **U8:** Lessons 6, 8, P1, 13, 15, 16 **U9:** Lessons 4, 6, 8, P1 **Knowledge TG:** **D2:** Lesson 1 **D6:** Lesson RC **D8:** Lessons 5, P, 8 **D11:** Lesson P
L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., *perro*, *perros*; *mantel*, *manteles*; *rey*, *reyes*).	**Skills TG:** **U6:** Lessons 3, 4, 5, 7 **U7:** Lesson 5 **Knowledge TG:** **D7:** Lessons 1, 3
L.K.1.D Understand and use question words (interrogatives) (e.g., *quién*, *qué*, *dónde*, *cuándo*, *cómo, and por qué*).	**Skills TG:** **U1:** Lesson 2 **U5:** Lessons 3, 5, 11, P2 **U6:** Lesson 10 **Knowledge TG:** **D8:** Lesson 6 **D9:** Lesson 7 **D10:** Lesson 8

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L.K.1.E Use the most frequently occurring prepositions (e.g., *con*, *en*, *de*, *por*, *para*).	**Skills TG:** **U1:** Lesson 3 **U7:** Lessons 10, 14, 16 **Knowledge TG:** **D3:** Lessons 1, RC **D6:** Lesson 4 **D11:** Lesson 5
L.K.1.F Produce and expand complete sentences in shared language activities.	**Skills TG:** **U1:** Lessons 2, 3 **U2:** Lesson 14 **U4:** Lesson P2 **U5:** Lessons 3, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U6:** Lessons 1, 2, 3, 4, 5, 7, 10, 15, 17 **U7:** Lessons 3, 5, 12, 17 **U8:** Lessons 1, 2, 4, 5, 6, 8, 10, 14, 17 **U9:** Lessons 1, 2, 3, 4, 8, 10, 13, 14 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10, 11, 12 **D2:** Lessons 1, 2, 3, 7, 8 **D3:** Lessons 3, 4, 5, 6, 7, 8, 9, 10 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 2, 3, 4, 5, 6, 7, 8 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
L.K.1.G Use the definite and indefinite articles noting the agreement of gender and number with the noun (e.g., *el perro*, *los libros*, *la mesa*, *las sillas*, *un niño*, *unos niños*, *una niña*, *unas niñas*). **[Spanish Only]**	**Skills TG:** **U2:** Lesson 15 **U3:** Lesson 8 **U4:** Lesson 2 **U5:** Lessons 3 **U6:** Lessons 2, 3, 4, 7, 14, 16 **U8:** Lesson 8

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L.K.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	**Skills TG:** **U2:** Lessons 15, P2 **U4:** Lessons 2, 4, 8 **U6:** Lessons 2, 7, 11, 14, 16 **U7:** Lessons 2, 7, 11, 16 **U8:** Lessons 2, 3, 7, 11, 15, 16 **U9:** Lessons 2, 7, 10, 13
L.K.2.A Capitalize the first word in a sentence and the pronoun I.	**Skills TG:** **U2:** Lesson 14 **U5:** Lessons 13, 17 **U7:** Lesson 6 **U8:** Lessons 2, 3, 7, 15, 16 **U9:** Lesson 2
L.K.2.B Recognize and name end punctuation.	**Skills TG:** **U4:** Lesson 18 **U5:** Lesson 2 **U6:** Lesson 1 **U8:** Lessons 2, 7, 16 **U9:** Lesson 2
L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**Skills TG:** **U2:** Lessons 15, 17, 18, P2 **U3:** Lessons 1, 3, 5, 7, 8, 9, P1, 10, 11, 13, 15, 17, P2 **U4:** Lessons 2, 4, 5, 6, 8, 9, P1, 11, 12, 13, 15, 17, 18, P2 **U5:** Lessons 1, 2, 4, 6, 8, 9, P1, 11, 13, 14, 15, 16, 17, 18 **U6:** Lessons 1, 2, 3, 4, 6, 7, 8, P1, 10, 11, 12, 13, 14, 16, 17, 18, P2 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17, 18, P2 **U8:** Lessons 2, 3, 4, 6, 7, 8, P1, 11, 12, 13 **U9:** Lessons 2, 3, 4, 6, 7, 8, 10, 12, 14
L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Skills TG:** **U2:** Lessons 12, 14, 15, 17 **U6:** Lesson 14
L.K.2.E Recognize the written accent (orthographic accent) in simple and familiar words (*mamá*, *papá*, *José*). **[Spanish Only]**	**Skills TG:** **U2:** Lessons 10, 11, 13, 14, 16, 17 **U3:** Lessons 2, 3, 4, 5, 6, 7, 10, 11 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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Knowledge of Language	
L.K.3 (Begins in grade 2)	
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.	**Skills TG:** **U2:** Lesson 14 **U5:** Lesson 16 **U7:** Lessons 3, 15 **U8:** Lessons 3, 4, P1, 12, 16 **U9:** Lessons 2, 5, 7, 8, P2, 18 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 10, 11, 12, RC **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D3:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, 10, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, RC **D5:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, RC **D6:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8, RC **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC **D9:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, RC **D10:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10, RC, AF **D11:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10, RC, AF **D12:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, RC
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing that the *zapatero* is the person who sells or repairs *zapatos*).	**Knowledge TG:** **D1:** Lessons 1, 8 **D5:** Lessons 4, 6, 9 **D7:** Lessons 2, 7 **D8:** Lessons 4, 6, 7, 8 **D9:** Lesson 7 **D10:** Lessons 2, 3, 6, 8, 10 **D11:** Lesson 4

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L.K.4.B Use the most frequently occurring inflections and affixes (e.g., *re- bi-*, *-ita -ito*, *-ota -ote*) as a clue to the meaning of an unknown word.	**Skills TG:** **U5:** Lesson 3 **Knowledge TG:** **D2:** Lessons 3, 5 **D3:** Lesson 8 **D7:** Lesson 2
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	**Skills TG:** **U5:** Lesson 13 **Knowledge TG:** **D3:** Lesson 5 **D4:** Lessons 1, 2, 6, 9 **D5:** Lessons 1, 3, 5 **D6:** Lessons 1, 4, 5 **D7:** Lessons 1, 2, 3, 4, 7, 8 **D8:** Lessons 1, 2, 3, 5, 8 **D9:** Lessons 1, 4, 7, 8 **D10:** Lessons 2, 5, 7, 8 **D11:** Lessons 1, 3, 4, 7, 9 **D12:** Lessons 3, 5, 6, 7
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	**Skills TG:** **U1:** Lesson 2 **U5:** Lesson 3 **U9:** Lesson 8 **Knowledge TG:** **D5:** Lessons 5, 6, RC **D6:** Lessons 1, 2, 3, 7 **D10:** Lessons 4, P **D11:** Lessons 3, 5, 6, P

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L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *salir-entrar*; *perder-ganar*; *alto-bajo*; *grande-pequeño*).	**Skills TG:** **U1:** Lessons 2, 4, P1, 12 **U5:** Lesson P1 **U6:** Lessons 15, 16 **U7:** Lesson 3 **U8:** Lesson 1 **Knowledge TG:** **D1:** Lesson 1 **D2:** Lesson 3 **D3:** Lessons 8, 9 **D7:** Lesson 4 **D8:** Lessons 2, 7 **D9:** Lessons 2, 8 **D10:** Lessons 2, 9 **D11:** Lessons 2, 4 **D12:** Lessons 2, 8
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school or in a park that are *coloridos*).	**Skills TG:** **U1:** Lessons 3, 7 **U3:** Lesson 12 **U5:** Lessons 3, 6, P1, 10, 12, 17 **U6:** Lessons 13, 15, 16, 17 **U7:** Lessons 5, 10, 13 **U8:** Lessons 1, 5 **U9:** Lessons 5, P1, 10 **Knowledge TG:** **D1:** Lessons 2, 4, 5, 6, 7, 8, 10, 11, 12 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D3:** Lessons 1, 2, 3, 4, 6, 7, 9, 10 **D4:** Lessons 1, 3, 4, 7, 8, 11 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D6:** Lessons 1, 2, 3, 4, 8 **D7:** Lessons 1, 2, 4, 5, 6, 7, 8 **D8:** Lessons 1, 5, 6, 8 **D9:** Lessons 3, 4, 5, 6, 7, 9 **D10:** Lessons 1, 3, 5, 7, 8, 10 **D11:** Lessons 1, 5, 7, 8, 9, 10 **D12:** Lessons 3, 4, 5, 6, 7, 9

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L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., *gatear*, *caminar*, *marchar*, *correr*) by acting out the meanings.	**Knowledge TG:** **D7:** Lesson 8
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**Skills TG:** **U3:** Lesson 8 **U4:** Lessons 5, 6, P1, 10, P2 **U5:** Lessons 1, 7, 10, 11, 12, 16 **U6:** Lessons 1, 3, 6, 7, 8, P1, 12, 13, 14, 15, 16 **U7:** Lessons 7, 13 **U8:** Lessons 1, 3, 5, 6, 10, 14, 17 **U9:** Lesson 14 **Knowledge TG:** **D1:** Lessons 2, P, 8, 9, 10 **D2:** Lessons 2, 3, 6 **D3:** Lessons 2, 3, 6, 8 **D4:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, RC **D5:** Lessons 2, 4, 7, 8, 9 **D6:** Lessons 1, 3, 5, 6, 7, 8 **D7:** Lessons 1, 2, 3, 4, 6 **D8:** Lessons 2, 3, 5, 6 **D9:** Lessons 1, 2, 4, 7, 9 **D10:** Lessons 3, 6, 7, 9 **D11:** Lessons 1, 2, 4, 5, 8 **D12:** Lessons 4, 5, 6, 7

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Curriculum Alignment to Common Core en Español

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READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
LL.1.1 Ask and answer questions about key details in a text.	**Skills TG:** **U1:** Lessons 9, 12, 13, 15 **U2:** Lessons 3, 4, 5, 6, 7, 9, P1, 11, 13, 14, 15, 16, 17, P2 **U3:** Lessons 1, 5, 7, 11 **U4:** Lessons 1, 2, 4, 10, 14, P2 **U5:** Lessons 1, 3, 4, 5, 6, 7, P1, 10, 12, 13, 16, 17, P2 **U7:** Lessons 1, 2, 3, 5, 7, 8, P1, 10, 11, 12, 13, 17 **U8:** Lessons 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 **U9:** Lessons 1, 2, 3, 4, 5, 8, P1, 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D2:** Lesson 10 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC, AF **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
LL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Skills TG:** **U1:** Lesson 16 **U2:** Lesson 9 **U3:** Lesson 4 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, P1, 10, 11, 12, 13 **U5:** Lesson 12 **U7:** Lessons 12, P2 **U8:** Lessons P1, 12, P2 **U9:** Lessons 3, 14, 17, 18 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, AF **D3:** Lessons 1, 2, 4, 5 **D4:** Lessons 9, P1 **D9:** Lessons 5, 7, 8, 9, RC

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LL.1.3 Describe characters, settings, and major events in a story, using key details.	**Skills TG:** **U1:** Lessons P1, 12, 16 **U2:** Lessons 3, 4, 5, 6, P1, 11, 13, 14, 15, 16, 17, P2 **U3:** Lessons 1, 2, 3, 5, 6, 7, P1, 11, 12, 13, 14, P2 **U4:** Lessons 1, 2, 3, 4, 5, 8, P1, 10, 11, 12, 14, 15, 16, 17, P2 **U5:** Lessons 1, 4, 5, 6, 7, P1, 10, 12, 13, 16, 17, P2 **U7:** Lessons 12, 18 **U8:** Lessons 13, 14, P2 **U9:** Lessons 4, 5, 10, 12 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, RC, AF **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, AF **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 11 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Craft and Structure	
LL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Skills TG:** **U2:** Lessons 6, 14 **U3:** Lesson 13 **U5:** Lesson 7 **U9:** Lesson 17 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 8 **D4:** Lessons 13, 14, 15, 16 **D6:** Lessons 1, 3, 4, 5, 8 **D7:** Lessons 1, 2, 8 **D8:** Lessons 1, 2, 4, 5 **D10:** Lessons 3, 4, 5, 9, 10
LL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**Knowledge TG:** **D9:** Lesson 1
LL.1.6 Identify who is telling the story at various points in a text.	**Knowledge TG:** **D4:** Lessons 7, 11

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Integration of Knowledge and Ideas	
LL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	**Skills TG:** **U1:** Lessons 1, 12, 16 **U2:** Lessons 3, 4, 5, 6, 7, P1, 11, 13, 14, 15, 16, 17, P2 **U3:** Lessons 1, 2, 3, 5, 6, 7, P1, 11, 12, 13, 14, 16, P2 **U4:** Lessons 1, 2, 3, 4, 5, 8, P1, 11, 12, 14, 15, 16, P2 **U5:** Lessons 1, 3, 4, 5, 6, 7, P1, 10, 12, 13, 16, 17, P2 **U8:** Lesson 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, RC **D3:** Lessons 1, 2, 5, P, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 9, P1, P2, RC **D5:** Lessons 1, 3, 5, 6, 8, P1, 10, P2, RC **D9:** Lessons 4, 7, 9, P1, RC **D11:** Lessons 4, P
LL.1.8 (Not applicable to literature.)	
LL.1.9 Compare and contrast the adventures and experiences of characters in stories.	**Skills TG:** **U2:** Lesson 11 **Knowledge TG:** **D1:** Lessons 3, 9 **D3:** Lessons 2, 3, 4, 5, 6, 8, 9, AF **D4:** Lessons 5, 6, 10, 11 **D5:** Lessons 2, 3, 6, 7 **D9:** Lessons 1, 2, 3, 4, 6, P1
Range of Reading and Level of Text Complexity	
LL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Skills TG:** **U1:** Lessons 5, 12, 16 **U2:** Lessons 3, 4, 5, 6, 7, P1, 11, 13, 14, 15, 17, P2 **U3:** Lessons 3, 4, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18 **U4:** Lessons 2, 3, P1, 14, 15, 16, 17, P2 **U5:** Lessons 1, 2, 4, 5, 7, 8, P1, 10, 12, 13, 16, 17, P2 **Knowledge TG:** **D6:** Lesson 3

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READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
LI.1.1 Ask and answer questions about key details in a text.	**Skills TG:** **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D4:** Lessons 13, 14, 15, 16 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
LI.1.2 Identify the main topic and retell key details of a text.	**Skills TG:** **U6:** Lessons 3, 12 **Knowledge TG:** **D2:** Lessons 1, 3, 6, 7 **D4:** Lessons 13, 14, 15, 16 **D6:** Lesson 2 **D10:** Lessons 3, 4, 5, 6, 7, 8, 9, 10, 12
LI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Skills TG:** **U6:** Lessons 3, 4, 5, 7, 15 **Knowledge TG:** **D2:** Lessons 1, 3, 6, 7 **D4:** Lessons 13, 14, 15, 16 **D6:** Lessons 2, 3, 7 **D7:** Lessons 6, 8 **D8:** Lessons 1, 3, 4, 5, 6, 8, 9, P1 **D10:** Lessons 1, 2, 4, 5, 8, 12

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Craft and Structure	
LI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**Skills TG:** **U6:** Lesson 8 **Knowledge TG:** **D2:** Lessons 1, 3, 4, 5, 8, 9, P1,10, RC **D4:** Lessons 13, 14, RC **D6:** Lessons 1, 4, 5, 8, P1, RC **D7:** Lessons 1, 2, 8, P1, RC, AF **D8:** Lessons 1, 2, 3, 4, 7, P1, RC **D10:** Lessons 1, 2, 3, 4, 5, 8, P1, 10, 12, P2
LI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**Skills TG:** **U6:** Lessons 1, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15 **Knowledge TG:** **D4:** Lesson 4 **D6:** Lessons 5, 8
LI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Skills TG:** **U6:** Lesson 3
Integration of Knowledge and Ideas	
LI.1.7 Use the illustrations and details in a text to describe its key ideas.	**Knowledge TG:** **D2:** Lessons 1, 3, 4, 5, 8, 9, P1, 10, RC **D4:** Lessons 13, 14, RC **D6:** Lessons 1, 4, 5, 8, P1, RC **D7:** Lessons 1, 2, 8, P1, RC, AF **D8:** Lessons 1, 2, 3, 4, 7, P1, RC **D10:** Lessons 1, 2, 3, 4, 5, 8, P1, 10, 12, P2

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LI.1.8 Identify the reasons an author gives to support points in a text.	**Skills TG:** **U3:** Lessons 14, 18 **U4:** Lessons 4, 8, 9 **U6:** Lessons 13, 18 **U7:** Lessons 1, 3, 5, 9, P1, 10, 11, 18 **U8:** Lessons 2, 3, 6, 8, 9, P1, 11, 13, 18 **U9:** Lessons 1, 4, 5, 8, P1, 10, 12, P2 **Knowledge TG:** **D2:** Lesson 9 **D5:** Lesson 6 **D6:** Lessons 1, 2, 3, 4, 5, 8, 9 **D7:** Lessons 1, 7 **D8:** Lessons 2, 7, 9 **D9:** Lessons 6, 10, 11 **D10:** Lesson 4
LI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, and procedures).	**Knowledge TG:** **D6:** Lesson 3
Range of Reading and Level of Text Complexity	
LI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	**Skills TG:** **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 15, 17
READING STANDARDS: FOUNDATIONAL SKILLS	
Print Concepts	
LF.1.1 Demonstrate understanding of the organization and basic features of print.	**Skills TG:** **U1:** Lessons 5, 9, 12 **U2:** Lessons 4, 5, 6, 14, 15 **U3:** Lessons 1, 3, 5, 6, 12, 16 **U4:** Lessons 1, 3, 12, 14, 15, 16 **U5:** Lessons 1, 4, 5, 17, P2 **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, P2 **U9:** Lessons 1, 6, 7

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LF.1.1.A Recognize the distinguishing features of a sentence, for example: use of capital letters in the first word, end punctuation, use of question marks (¿?), exclamation points (¡!), and an em dash to open and close a dialogue.	**Skills TG:** **U1:** Lessons 5, 15 **U2:** Lessons 2, 4, 5, 6, 10, 11, 12, 15 **U3:** Lessons 1, 2, 7, 12, 13, 15, P2 **U4:** Lessons 1, 3, 6, 7, 12, 13, 14 **U5:** Lessons 4, 6, 7, 11, 15 **U6:** Lessons 15, 17 **U7:** Lessons 3, 6, 8, 13, 17 **U9:** Lessons 4, 5
Acentuación/Accent Marks	
LF.1.1.B Recognize that the written accent (orthographic accent) is a mark called a tilde placed over a vowel and indicates where the emphasis falls in the word.	**Skills TG:** **U4:** Lessons 13, 15 **U5:** Lessons 7, P1 14, P1 **U6:** Lessons 2, 4, 6, 17, P2
LF.1.1.C Recognize that the written accent sometimes indicates a different meaning in words that are written with the same letters (*si*, *sí*; *te*, *té*; *tu*, *tú*); in that case it is called a diacritic accent.	**Skills TG:** **U5:** Lesson P1 **U6:** Lesson 2
Phonological Awareness	
LF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, P1, 10, 11, 12, 14, 15, 16, 17, P2 **U2:** Lessons 1, 2, 3, 4, 5, 6, P1, 10, 11, 12, 14, 15, 16, P2 **U3:** Lessons 1, 2, 3, 4, 5, 6, 8, P1, 10, 11, 13 **U4:** Lessons 1, 4, 5, 6, 7, P1, 10, 11, 12, 13, 15, 16, 17, P2 **U5:** Lessons 1, 2, 3, 5, 8, 11, 12, 13, 14, 15 **U6:** Lesson 11 **U7:** Lessons 3, 4, 8, P1, 12, 15, P2 **U8:** Lessons 3, 4, 5, 7, 8, 9, P1, 17 **U9:** Lesson 2

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LF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	**Skills TG:** **U1:** Lessons 1, 2 **U2:** Lessons 5, 6 **U3:** Lessons 1, 2, P1, 11 **U4:** Lessons P1, 14, 17 **U5:** Lessons 6, 8, P1, 13 **U6:** Lesson 5
LF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**Knowledge TG:** **D1:** Lessons 1, 2, 11, 15, 17, 18 **D2:** Lessons 1, 2, 9, 11, 13, 14, 15, 16, 18 **D3:** Lessons 1, 2, 4, 6, 9, 13, 17 **D4:** Lessons 1, 4, 5, 7, 13, 14, 15 **D6:** Lessons 2, 3, 4, 5, 6, 11, 13 **D7:** Lessons 1, 3, 10, 11, 18 **D8:** Lessons 3, 4, 5, 6, 7, 12, 18 **D10:** Lessons 3, 4, 5, 8, 9, 11, 12, 17
LF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.	**Skills TG:** **U2:** Lesson 6 **U4:** Lesson 3
LF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**Knowledge TG:** **D1:** Lessons 1, 2, 11, 15, 17, 18 **D2:** Lessons 1, 2, 9, 11, 13, 14, 15, 16, 18 **D3:** Lessons 1, 2, 4, 6, 9, 13, 17 **D4:** Lessons 1, 4, 5, 7, 13, 14, 15 **D6:** Lessons 2, 3, 4, 5, 6, 11, 13 **D7:** Lessons 1, 3, 10, 11, 18 **D8:** Lessons 3, 4, 5, 6, 7, 12, 18 **D10:** Lessons 3, 4, 5, 8, 9, 11, 12, 17
LF.1.2.E Divide CVCV bisyllabic words into the syllables that compose them: me-sa, ca-ma, ca-sa, pe-ro, ga-to.	**Skills TG:** **U1:** Lessons 3, 4, P1, 10, 11, 12, 14, 16, 17, 18, P2 **U2:** Lessons 1, 2, 3, 5, 6, 10, 11, 12, 13, 14 **U3:** Lesson 1 **U5:** Lesson 14

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Acentuación/Accent Marks	
LF.1.2.F Orally distinguish the vowel sounds in a single syllable that form a diphthong (auto, lluvia, agua, aire, ciudad). **[Spanish Only]**	**Skills TG:** **U3:** Lessons 1, 2, 3, 4, 6, 8, 11, 12, 17 **U4:** Lessons 4, 5, 6, 7, 14 **U5:** Lessons 2, 3 **U6:** Lessons 5, 6 **U8:** Lesson 4
LF.1.2.G Recognize that a syllable can consist of a single vowel (a-mo; mí-o; dí-a; vi-ví-a; a-brí-a; o-jo; u-ña; e-so). **[Spanish Only]**	**Skills TG:** **U4:** Lesson 2
Phonics and Word Recognition	
LF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	**Skills TG:** **U1:** Lessons 1, 2, 4, 5, 8, P1, 10, 11, 13, 14, 15, 17, P2 **U2:** Lessons 1, 2, 3, 4, 7, 8, P1, 10, 11, 12, 13, 14, 17, P2 **U3:** Lessons 2, 3, 5, 7, 8, 10, 11, 12, 14, 17, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 8, P1, 10, 11, 13, 14, 17 **U5:** Lessons 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, P2 **U6:** Lessons 12, 16 **U7:** Lessons 1, 5, 6, 7, 8, P1, 10, 12, 14, P2 **U8:** Lessons 1, 4, 5, 12, 14, P2
LF.1.3.A Know the spelling-sound correspondences for the three consonant digraphs: ch, ll, rr (chile, lluvia, perro).	**Skills TG:** **U1:** Lessons 12, 16, 17, 18, P2 **U2:** Lessons 7, P1, 11 **U4:** Lessons 10, 11, P2 **U7:** Lessons 2, 3, P1 **U9:** Lessons 10, P2
LF.1.3.B Distinguish between open syllables (ending in a vowel) and closed syllables (ending in a consonant).	**Skills TG:** **U3:** Lesson 3 **U4:** Lessons 1, 2

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LF.1.3.C Distinguish between strong vowels (a, e, o) and weak vowels (i, u) that come together in one syllable to form a diphthong.	**Skills TG:** **U4:** Lessons 6, 7 **U6:** Lesson 5 **U7:** Lessons 15 **U9:** Lessons 8, 15, 18
LF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (e.g., syllables with only one vowel, diphthongs, or triphthongs).	**Skills TG:** **U7:** Lesson 1
LF.1.3.E Decode two- and three-syllable words following basic patterns by breaking words into syllables.	**Skills TG:** **U1:** Lessons 1, 2, P1, 17 **U2:** Lessons 1, 2, 13, 11, 13, 17, 18 **U3:** Lessons 5, 7, 14, 17, P2 **U4:** Lessons 3, 14, P2 **U5:** Lessons 4, 5, 7, 10, 12 **U6:** Lessons 3, 4, 5, P1, 10, 12
LF.1.3.F Read words with inflectional endings (género -o/-a; número -os/-as, aumentativos -ote y diminutivos -ito).	**Skills TG:** **U1:** Lesson P2 **U5:** Lessons 16, 17 **U6:** Lessons 10, 16, P2 **U7:** Lessons 2, P1, 10, P2 **U9:** Lessons 7, 9, P1
LF.1.3.G Recognize and read grade-appropriate irregularly spelled words (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).	**Skills TG:** **U1:** Lessons 12, 13, 14, 15, 16, 17, 18, P2 **U2:** Lessons 2, 3, 4, 8, 10 **U3:** Lessons 2, 3, P1, 13, 14, P2 **U4:** Lessons 1, 2, 3, 4, 6, 8, P1, 11, 13, 14, 16, 17, P2 **U5:** Lessons 1, 2, 4, 5, 6, 7, 8, 10, 12, 13, 16 **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15 **U7:** Lessons 3, 4, 5, 6, 7, P1, 11, 12, 13, 15, 17, P2 **U8:** Lessons 6, 7, P **U9:** Lessons 5, 6, 7, 8, P1, 15, 17

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LF.1.3.H Recognize consonant combinations (consonant + l; consonant + r) in already known words that contain liquid letters (blanco, planta, grande, tronco, traspaso, claro, trabajo, otra, cuatro). **[Spanish Only]**	**Skills TG:** **U2:** Lessons 16, 17, P2 **U3:** Lesson 7 **U5:** Lessons 5, 6, 8, P1, 11, 12, 14, P2 **U6:** Lessons 1, 10, 11, 12, 16, P2 **U7:** Lesson 8 **U9:** Lessons 2, P
Acentuación/Accent Marks	
LF.1.3.I Distinguish between vowels and consonants and recognize that only vowels have a written accent. **[Spanish Only]**	**Skills TG:** **U1:** Lessons 3, P1 **U2:** Lesson 6 **U4:** Lesson P1 **U6:** Lesson 4
LF.1.3.J Recognize that the written accent (orthographic accent) is a mark placed on a vowel that indicates the syllable with the highest emphasis in the word and that it follows the spelling rules. **[Spanish Only]**	**Skills TG:** **U4:** Lessons 13, 15 **U5:** Lessons 16, 17 **U6:** Lessons 2, 4, 6, 17, P2 **U9:** Lessons 5, 8, 9
Fluency	
LF.1.4 Read with sufficient accuracy and fluency to support comprehension.	**Skills TG:** **U1:** Lessons 5, 12, 16 **U2:** Lessons 3, 4, 5, 6, 7, P1, 11, 13, 14, 15, 16, 17, P2 **U3:** Lessons 3, 4, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, P2 **U4:** Lessons 2, 3, P1, 14, 15, 16, 17, P2 **U5:** Lessons 1, 2, 4, 5, 7, 8, P1, 10, 12, 13, 15, 16, 17, P2 **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, P1, 10, 11, 15
LF.1.4.A Read on-level text with purpose and understanding.	**Skills TG:** **U1:** Lessons 5, 12, 13, 15, 16 **U2:** Lessons 3, 4, 5, 7, P1, 11, 13, 14, 15, 16, 17 **U4:** Lessons 1, 2, 4, 8, 10, 15, 16, P2 **U5:** Lessons 1, 2, 4, 5, 7, 8, P1, 10, 12, 13, 15, 16, 17, P2 **U6:** Lessons 1, 3, 4, 5, 7, 8, P1, 10, 11, 12, 13, 15, 17 **U7:** Lessons 1, 2, 3, 5, 7, 8, 10, 11, 12 **U8:** Lessons 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 **U9:** Lessons 1, 2, 3, 4, 5, 6, 8, P1, 10, 11, 12

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LF.1.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**Skills TG:** **U1:** Lessons 6, 7, 8 **U2:** Lessons 3, 4, 5, 6, 7, 11, 13, 15, 16 **U3:** Lessons 3, 5, 7, 11, 12, 14 **U4:** Lessons 3, P1, 10, 14, 16, 17, P2 **U5:** Lessons 1, 2, 4, 5, 7, 8, P1, 10, 12, 13, 15, 16, 17, P2 **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 15, 17 **U7:** Lessons 5, 8
LF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Skills TG:** **U4:** Lesson 13
WRITING STANDARDS	
Text Types and Purposes	
E.1.1 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.	**Skills TG:** **U4:** Lessons 11, 12, 13 **Knowledge TG:** **D6:** Lessons 6, 7, P1
E.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**Skills TG:** **U6:** Lessons 12, 13, 14, 15, 16 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 5, 8 **D4:** Lesson 12 **D5:** Lessons 2, 4, 11, RC **D10:** Lessons 11, 12, RC, AF

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E.1.3 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.	**Skills TG:** **U1:** Lesson P1 **U2:** Lessons 6, 14 **U3:** Lesson 11 **U4:** Lessons 11, 12, 13, 16 **U6:** Lesson 15 **U7:** Lessons 14, 15, 16, P2 **U8:** Lessons 12, 15, 16, 17 **Knowledge TG:** **D1:** Lessons 9, P1, AF **D2:** Lesson RC **D3:** Lessons 1, AF **D9:** Lessons 6, 7, 8 **D11:** Lesson 1
Production and Distribution of Writing	
E.1.4 (Begins in grade 3)	
E.1.5 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.	**Skills TG:** **U4:** Lesson 13 **U6:** Lessons 12, 13, 14, 15, 16 **U8:** Lesson 14 **Knowledge TG:** **D8:** Lessons P, AF **D9:** Lesson 9
E.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Skills TG:** **U6:** Lessons 1, 5, 7, 9, P1, 16 **U7:** Lesson 16 **U8:** Lesson 17

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Research to Build and Present Knowledge	
E.1.7 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).	**Skills TG:** **U9:** Lessons 10, 11 **Knowledge TG:** **D2:** Lessons 1, 6, 7, AF **D3:** Lessons 1, AF **D4:** Lessons 3, 5, 6, P1, 10, 11, 12, 13, 14, 15, 16, RC, AF **D5:** Lessons 2, 4, 8, P2 **D6:** Lessons P, RC **D7:** Lessons 2, 7, 8, P1, RC, AF **D8:** Lessons P, RC **D9:** Lessons 6, 7, 8, P1, AF **D10:** Lessons 11, 12, AF **D11:** Lessons P1, 11, RC, AF
E.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**Skills TG:** **U3:** Lesson 16 **U4:** Lesson 8 **U6:** Lesson 7 **Knowledge TG:** **D4:** Lessons 1, 2, 4, 7 **D5:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, P1, 10, RC, AF **D6:** Lessons 1, 4, 8, 9, AF **D7:** Lessons 2, 5, 6, RC **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, AF **D9:** Lessons 1, 2, 3, 4, 5, 6 **D10:** Lessons 1, 3, 4, 5, 6, 9, 10 **D11:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, AF
E.1.9 (Begins in grade 4)	
Range of Writing	
E.1.10 (Begins in grade 3)	

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SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
AE.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	**Skills TG:** **U1:** Lesson 2 **U3:** Lessons 13, 16, 17 **U4:** Lessons 1, 2, 5, 6, 7, 8, 10, 11, 15, 17, 18, P2 **U5:** Lessons 3, 8, P1, 13, 18 **U6:** Lessons 1, 5, 8, 11, 12, 13, 17, P2 **U7:** Lessons 7, 10, 11, 15, 16 **U8:** Lesson 13 **U9:** Lessons 2, 7, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D3:** Lessons 1, 3, 9, P1, RC **D4:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, P1, 11, 12, 13, 14, 15, 16, P2 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, RC, AF **D10:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, P1, 10, 11 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
AE.1.1.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).	**Skills TG:** **U1:** Lessons 1, 2, 3 **U2:** Lessons 2, 4, 7, 10, 12, 13 **U3:** Lessons 11, 12, 13, 15, 16, 17 **U4:** Lessons 1, 4, 8, 14 **U5:** Lessons 3, 13 **U6:** Lessons 11, 12 **U7:** Lesson 8 **U8:** Lesson 10 **U9:** Lesson 11
AE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**Knowledge TG:** **D3:** Lesson AF **D4:** Lessons 1, 7, 9, 10

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AE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	**Skills TG:** **U3:** Lessons 6, 7 **U4:** Lessons 1, 4, 15 **U5:** Lessons 10, 12, 13, 17 **U6:** Lessons 3, 4, 5, 8, 13, 15 **Knowledge TG:** **D2:** Lessons 1, 2, 4, 5, 6 **D3:** Lessons 3, 4, 6, 7, 9 **D5:** Lessons 1, P1 **D6:** Lesson 3 **D9:** Lesson 1
AE.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**Skills TG:** **U1:** Lessons 5, 12, 13, 15, 16 **U2:** Lessons 3, 4, 5, 11, 13, 14, 15 **U3:** Lessons 1, 7, 11 **U4:** Lessons 1, 14 **U5:** Lessons 1, 4, 5, 6, 7, P1, 10, 12, 13, 16, 17, P2 **U6:** Lessons 1, 3, 4, 6, 7, 8, 10, 11, 12, 13, 15 **U7:** Lessons 1, 2, 3, 5, 7, 8, P1, 10, 11, 12, 13, 17 **U8:** Lessons 2, 3, 6, 7, 8, 10, 12, 13, 14, 15, 16 **U9:** Lessons 1, 2, 3, 4, 5, 8, 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, RC **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D3:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, AF **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, P2, RC **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, RC, AF

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AE.1.3 Ask and answer questions about key details in a text read aloud or information presented orally through other media.	**Skills TG:** **U6:** Lesson 12 **U7:** Lesson 13 **U8:** Lessons 13, P2 **Knowledge TG:** **D1:** Lessons 1, 4, 5, 9, 10 **D2:** Lessons 1, 2, 4, 5, 6, 8, 9, 10 **D3:** Lessons 1, 7 **D5:** Lessons 1, 4 **D6:** Lessons 1, 2, 4, 6, 7, 8, 9 **D7:** Lessons 4, 5, 6 **D8:** Lessons 1, 3, 8 **D9:** Lessons 1, 6, 7, 8, 9, 11 **D10:** Lessons 1, 4, 5, 6, 8 **D11:** Lessons 2, 4
Presentation of Knowledge and Ideas	
AE.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**Skills TG:** **U4:** Lessons 8, 17 **U5:** Lessons 2, 6, 7, P1, 10, 13, 16 **U6:** Lessons 8, 10, 13, 14, 15, P2 **U7:** Lesson 10 **Knowledge TG:** **D1:** Lessons 1, 3, 8, 10, AF **D2:** Lesson 10 **D3:** Lessons 2, 3, 4, AF **D4:** Lessons P1, P2, AF **D5:** Lessons P1, P2, RC **D6:** Lessons P, AF **D7:** Lessons P, RC, AF **D8:** Lessons 1, P, RC, AF **D9:** Lessons 2, P, RC, AF **D10:** Lessons P1, P2, RC, AF **D11:** Lessons 2, 6, P1, RC, AF

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AE.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**Skills TG:** **U1:** Lessons 4, 7, 8, 16 **U3:** Lessons 10, 12, P2 **U4:** Lessons 1, 14, 17, P2 **U6:** Lessons 6, 10 **U7:** Lessons 5, 7, 15 **U8:** Lessons 13, P2 **U9:** Lessons 8, 14 **Knowledge TG:** **D1:** Lessons 6, 7 **D2:** Lesson RC **D3:** Lessons 2, 7, AF **D4:** Lessons 3, 4, 5, 11 **D5:** Lessons 3, 7, P1, P2, 10 **D6:** Lessons 1, 4, 5 **D7:** Lessons 1, P, RC, AF **D8:** Lessons 2, 3, 4, 5, 6, 7, 8, P1, AF **D9:** Lesson P **D10:** Lessons 2, 5, P1, RC **D11:** Lesson 5
AE.1.6 Produce complete sentences when appropriate to task and situation.	**Skills TG:** **U2:** Lessons 7, P1, 11, 14, 15 **U3:** Lessons 11, 12, P2 **U4:** Lessons 1, 10, 15 **U5:** Lessons 2, P1 **U6:** Lessons 1, 2, 7, 10, 12 **U8:** Lessons 1, P1, 12 **U9:** Lesson 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D2:** Lessons 3, 4, 5, 6, 7, 8, 10 **D3:** Lessons 1, 2, 7, AF **D4:** Lessons 2, 3, 5, 7, 8, 9, 10, 13, 15 **D6:** Lessons 5, P **D7:** Lessons 1, 2, 3, 8 **D8:** Lessons 1, 2, 3, 5, 7, 8, 9, P1 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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LANGUAGE STANDARDS	
Conventions of the Spanish Language	
L.1.1 Demonstrate command of the conventions of the Spanish grammar and usage when writing or speaking.	**Skills TG:** **U3:** Lessons 4, P1, 10, 12, 14, 18, P2 **U4:** Lessons 5, 12 **U5:** Lessons 1, 3, 4, P1, 10, 11, 14, 16, 17, P2 **U6:** Lessons 1, 2, 3, 4, 7, 8, 10, 11, 13, 14, 16, 17
L.1.1.A Print all upper- and lowercase letters.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U2:** Lessons 1, 2, 3, 4, 12, 13 **U3:** Lessons 1, 2 **U4:** Lessons 4, 8
L.1.1.B Use common, proper, and possessive nouns.	**Skills TG:** **U1:** Lessons 3, 5, P1, 12, 13, P2 **U2:** Lessons 1, 3, 4, 5, 8, P1, 11, 12, 13, 14, P2 **U3:** Lessons 1, 2, 4, 5, 7, P1, 10, 12, 14, 15, 16, 17, P2 **U4:** Lessons 7, P1, 12, 16 **U5:** Lessons 3, 4, P1, 16, 17 **U6:** Lessons 8, 10, 13, 17, P2 **U8:** Lesson P2
L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., *el niño brinca*; *los niños brincan*).	**Skills TG:** **U3:** Lesson 10 **U4:** Lesson 12 **U5:** Lessons 3, 10, 16, 17 **U6:** Lesson 17 **U7:** Lessons 1, 3, P1, 11, P2 **U8:** Lessons 11, 13, 15, 16, P2 **U9:** Lessons 1, P1, 13, 14, 16, 17, P2

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L.1.1.D Use personal, possessive, and indefinite pronouns (*yo*, *me*, *mi*, *mío*, *alguien*). Recognize formal and informal usage between tú/usted.	**Skills TG:** **U4:** Lesson P1 **U5:** Lesson 14 **U6:** Lessons 1, 2, 7 **U8:** Lessons 6, 7, 8, P1, 10, 11, 13, P2 **Knowledge TG:** **D4:** Lesson 9 **D5:** Lesson 6
L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., *Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa*).	**Skills TG:** **U3:** Lessons 4, 8, 15, 16 **U4:** Lessons 1, 2, 12, 15 **U5:** Lessons 1, 3, 4, P1, 14, 17, P2 **U6:** Lessons 2, 4, 8, 9, P1, 11, 14, 15, 17, P2 **U7:** Lesson 3 **U8:** Lessons 12, 16 **U9:** Lessons 11, 12, 16, P2 **Knowledge TG:** **D10:** Lessons 7, 8
L.1.1.F Use frequently occurring adjectives recognizing the agreement between gender and number with the noun.	**Skills TG:** **U1:** Lesson P2 **U3:** Lesson P1 **U4:** Lessons P1, 16 **U5:** Lessons 1, 8, 12, 15 **U6:** Lessons 8, 10, 13, 14, 16, P2 **U8:** Lessons 2, P1, 12, 15 **Knowledge TG:** **D6:** Lesson 7
L.1.1.G Use frequently occurring conjunctions (e.g., *y*, *pero*, *o*, *así que*, *porque*).	**Knowledge TG:** **D6:** Lesson 5 **D7:** Lessons 3, 7 **D8:** Lesson 6 **D9:** Lesson 4

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L.1.1.H Use determiners (e.g., articles, demonstratives) recognizing agreement between gender and number (e.g., los libros, esos libros; las niñas, aquellas niñas).	**Skills TG:** **U1:** Lessons 3, P2 **U3:** Lessons P1, 10 **U4:** Lessons P1 **U5:** Lessons 11, 14, 16 **U6:** Lessons 14, 17 **Knowledge TG:** **D1:** Lesson 5 **D3:** Lesson 9
L.1.1.I Use frequently occurring prepositions correctly (e.g., *sin, según, desde, hasta, hacia*).	**Skills TG:** **U1:** Lessons 5, 12 **U4:** Lessons 1, 2, 4, 11 **U5:** Lessons 10, 11, 12, 14, P2 **U8:** Lessons 3, 4, P1, 12, 17 **U9:** Lessons 3, 15 **Knowledge TG:** **D7:** Lesson 2
L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**Skills TG:** **U2:** Lessons 15, P2 **U3:** Lessons 2, 6, 7, 13 **U4:** Lessons 1, 2, 3, 4, 5, 6, 8, 10, 13, 14, 15, 16 **U5:** Lessons 2, 10, 12, 13, P1, 17 **U6:** Lessons 1, 2, 3, 4, 7, 8, 10, 12, 13, 15 **U7:** Lessons 2, 7 **U8:** Lessons 1, P1, 12 **Knowledge TG:** **D11:** Lesson 3
L.1.1.K Read compound words (abrelatas, anteojos, sacapuntas) and separate the two words that compose them.	**Skills TG:** **U6:** Lesson 5 **U7:** Lessons 12, 13, 16, 17, P2

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L.1.1.L Recognize and explain the formation of the two contractions of Spanish: al = a + el, del = de + el.	**Skills TG:** **U3:** Lessons 4, P1 **U5:** Lessons 10, 11, 14, P2 **U8:** Lessons 4, P1, 17, P2 **U9:** Lessons 3, 4, 5, P1, 16
L.1.2 Demonstrate command of the conventions of Spanish capitalization, punctuation, and spelling when writing.	**Skills TG:** **U1:** Lessons 1, 3, 4, 5, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U2:** Lessons 1, 2, 3, 4, 8, P1, 10, 13, 14, 15, 17, P2 **U3:** Lessons 1, 2, 3, 7, 9, P1, 10, 11, 12, 13, 14, 15, 16, 17 **U4:** Lessons 1, 2, 3, 4, 6, 7, 8, P1, 10, 11,12, 13, 14, 15, 16, P2 **U5:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11, 15, 16, 17, P2 **U6:** Lessons 1, 2, 6, 7, 10, 11, 15, 16, 17 **U7:** Lessons 1, 2, 6, 7, 10, 11, 15, 16, P2 **U8:** Lessons 1, 2, 6, 7, 10, 11, 15, 16 **U9:** Lessons 1, 2, 6, 7, 10, 11
L.1.2.A Capitalize names of people, places, names of holidays (Navidad, Año Nuevo, etc.) and important events (Cinco de Mayo).	**Skills TG:** **U2:** Lessons 2, 3, 4, 10, 11 **U3:** Lessons 2, 7, 14 **U4:** Lessons 3, 9, 11 **U5:** Lessons 4, 6, 7, 9, 17 **Knowledge TG:** **D9:** Lesson P
L.1.2.B Use the correct punctuation to begin and/or end sentences, including the correct use of question marks ¿? and exclamation points ¡!.	**Skills TG:** **U2:** Lessons 2, 10, P2 **U3:** Lessons 1, 2, 3, 7, 12, 15, 17, P2 **U4:** Lessons 1, 3, 7, 12, 14 **U5:** Lessons 6, 7, 11, 15 **U6:** Lesson 17 **U7:** Lessons 6, 8, 16, P2 **U9:** Lessons 4, P1
L.1.2.C Recognize the function of the comma to number and separate words in a series.	**Skills TG:** **U2:** Lesson 4

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L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**Skills TG:** **U1:** Lessons 13, 14, 15, 16, 17, P2 **U2:** Lessons 1, 2, 3, 4, 7, 8, 10, 13, 14, 15, 18 **U3:** Lessons 1, 2, 3, 8, P1, 10, 11, 12, 13, 14, 15, 16, 17, P2 **U4:** Lessons 1, 2, 4, 6, 7, 8, 10, 11, 15, 16, P2 **U5:** Lessons 1, 2, 3, 6, 7, 8, 10, 11, 15, 16, 17, P2 **U6:** Lessons 1, 2, 6, 7, 10, 11, 15, 16 **U7:** Lessons 3, 4, 5, 6, 7, P1, 11, 12, 13, 15, 17, P2 **U8:** Lessons 6, 7, P1 **U9:** Lessons 5, 6, 7, 8, P1, 15, 17
L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**Skills TG:** **U1:** Lessons P1, 10, 11, 13, 15, 16, 17, P2 **U2:** Lessons 2, 14 **U3:** Lesson 3 **U4:** Lesson 18 **U5:** Lesson 12
Acentuación/Accent Marks	
L.1.2.F Recognize the written accent in simple and already known words (mamá, papá, José). **[Spanish Only]**	**Skills TG:** **U4:** Lessons 13, 15 **U5:** Lessons P1, 17 **U6:** Lessons 2, 4, 6, 17, P2 **U9:** Lessons 5, 8, 9
Knowledge of Language	
L.1.3 (Begins in grade 2)	

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Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	**Skills TG:** **U2:** Lesson 13 **U4:** Lessons 1, 4 **U5:** Lessons 12, 13, 16 **U6:** Lessons 1, 2, 5, 7, 9, 11, 12, 14 **U7:** Lessons 3, 17 **Knowledge TG:** **D1:** Lessons 2, 3, 4, 5, 6, 7, 8, 9 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 13, 14, 15, 16 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, AF
L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	**Skills TG:** **U2:** Lessons 13, 17 **U9:** Lesson 1 **Knowledge TG:** **D1:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10 **D2:** Lessons 1, 2, 3, 4, 7, 8, 9, 10 **D3:** Lessons 1, 2, 3, 4, 5, 7, 8, P1 **D4:** Lessons 1, 2, 4, 5, 9, 11, 12, 13, 14, 16 **D5:** Lessons 1, 4, 6, P1, P2 **D6:** Lessons 4, 7 **D7:** Lessons 1, 4, 6, 7 **D8:** Lessons 4, 5, 7, 8, 9 **D9:** Lessons 1, 2, 5, 7, 9, RC **D10:** Lessons 3, 5, 8, 9, P1 **D11:** Lessons 1, 4, 8

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L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	**Skills TG:** **U7:** Lessons 2, P1, 10, P2 **U8:** Lessons 1, 5, 8, P1 **U9:** Lessons 6, 7, 9, P1, 18 **Knowledge TG:** **D2:** Lesson 4 **D4:** Lessons 13, 15 **D6:** Lesson 1 **D7:** Lessons 1, 2
L.1.4.C Identify frequently occurring root words (e.g., *mirar*) and their inflectional forms (e.g., *miradas, miró, mirando*).	**Skills TG:** **U7:** Lessons 6, 7, 14 **Knowledge TG:** **D2:** Lesson 5 **D7:** Lesson 6
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**Knowledge TG:** **D5:** Lesson P2 **D6:** Lessons 4, P, RC **D7:** Lesson RC **D9:** Lessons 6, 7, P1, RC
L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**Knowledge TG:** **D4:** Lesson 7 **D5:** Lesson AF
L.1.5.B Define words by category and by one or more key attributes (e.g., a *pato* is a bird that swims; a *tigre* is a large cat with stripes).	**Knowledge TG:** **D2:** Lessons 2, 3, 6, P, RC **D4:** Lessons P2, RC, AF **D6:** Lessons P, RC **D7:** Lessons P, RC **D8:** Lesson P **D10:** Lesson 2 **D11:** Lesson 2

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L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are *acogedores*).	**Skills TG:** **U7:** Lesson 1 **Knowledge TG:** **D1:** Lessons 3, 4, 5, 6, 7, 8, 9, 10 **D2:** Lessons 1, 2, 3, 6, 7, 8, 9, 10 **D3:** Lessons 1, 4, 5, 6, 7, 9 **D4:** Lessons 1, 2, 7, 9, 10, 13 **D5:** Lessons 1, 3, 5, 8, 9, 11 **D6:** Lessons 1, 2, 3, 4, 6, 8 **D7:** Lessons 1, 2, 3 **D8:** Lessons 1, 3, 4, 6, 7 **D9:** Lessons 4, 5, 6 **D10:** Lessons 1, 3, 4, 6, 7, 11 **D11:** Lesson 10
L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., *mirar, ver, ojear, observar, contemplar*) and adjectives differing in intensity (e.g., *grande, gigantesco*) by defining or choosing them or by acting out the meanings.	**Skills TG:** **U1:** Lesson 5 **U3:** Lesson 2 **U6:** Lesson 12 **Knowledge TG:** **D8:** Lesson 5 **D9:** Lesson 4

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L.1.6 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., *Le he puesto el nombre Mordisco a mi hámster porque le gusta mucho mordisquear*).	**Skills TG:** **U1:** Lessons 5, 3, 12, 13, 15, 16 **U2:** Lessons 3, 4, 13, 16, 17, P2 **U3:** Lessons 1, 2, 6, 7, 13 **U4:** Lessons 1, 2, 4, 14 **U5:** Lessons 2, 4, 10, 12, 15 **U6:** Lessons 1, 3, 4, 8 **U7:** Lesson 8 **U8:** Lessons 2, 3 **U9:** Lessons 1, 2, 3, 8, 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, RC **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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Curriculum Alignment to Common Core en Español

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READING STANDARDS FOR LITERATURE	
Ideas and Details	
LL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, P1, 14, 15 **U2:** Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 16, 17 **U3:** Lessons 1, 2, 3, 7, 8, 9, 10, 13, 16 **U4:** Lessons 1, 2, 4, 5, 7, P1, 10, 11, 12, 13, P2 **U5:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 17, 18, P2 **U6:** Lessons 2, 3, 4, 5, 6, 8, 10, 12, 17 **U8:** Lessons 1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16 **U9:** Lessons 2, 3, 4, 5, 6, 7, 8, P1, 10, 11, 12, 13, 14, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC **D2:** Lessons 2, 4, 5, 10 **D3:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D6:** Lessons 2, P **D7:** Lessons 1, 2, 3, 6, 8, 9, RC, AF **D9:** Lessons 1, 2, 3, 4, 5, 7, 9 **D11:** Lessons 2, 3, 4, 5, 6, P, 7, 8, 9, 10, AF
LL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**Skills TG:** **U8:** Lessons 3, 5 **U9:** Lessons 4, 7, P2 **Knowledge TG:** **D1:** Lessons 2, 5, RC, AF **D2:** Lessons 10, RC **D3:** Lessons 2, 3, RC **D4:** Lessons 2, 4, 5, 6, P, 7, 8, RC **D7:** Lessons 2, 3, 4, 8, RC **D10:** Lesson AF

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LL.2.3 Describe how characters in a story respond to major events and challenges.	**Skills TG:** **U1:** Lesson 3 **U4:** Lessons P1, 11, 12 **U5:** Lessons 3, 5, 6, 12 **U8:** Lessons 5, 11, 14 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC, AF **D2:** Lessons 2, 4, 10 **D3:** Lesson 2 **D4:** Lessons 2, 6, 8, 9, 10
Craft and Structure	
LL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**Skills TG:** **U4:** Lessons 1, 2, 6, 9 **U9:** Lesson 2 **Knowledge TG:** **D1:** Lessons 5, 6, 8 **D2:** Lessons 4, 5 **D6:** Lesson 2 **D7:** Lesson AF **D11:** Lesson 10 **D12:** Lesson 1
LL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**Skills TG:** **U1:** Lesson 13 **U2:** Lessons 3, P1, 13, 14, P2, P3 **U3:** Lessons 3, 4, 5, P1 **U4:** Lessons 1, P1, 13 **U8:** Lessons 4, 5, P1 **Knowledge TG:** **D1:** Lessons P, RC **D4:** Lessons 2, 5, AF

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LL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Skills TG:** **U2:** Lessons 11, 12 **Knowledge TG:** **D1:** Lesson 2 **D2:** Lessons 4, AF **D3:** Lessons 2, 3, 5 **D4:** Lessons P, 8, AF
Integration of Knowledge and Ideas	
LL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Skills TG:** **U2:** Lessons 1, 3, 7, 8, 11, 12 **U3:** Lessons 1, 15 **U4:** Lessons 1, P1, 11 **U5:** Lessons 1, 4, 5, 9, 16 **U6:** Lessons 2, 5, 8, 10, 15 **U8:** Lessons 8, 14 **U9:** Lessons 2, P1 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC, AF **D2:** Lessons 2, 4 **D3:** Lessons 2, 3, 4 **D7:** Lesson 3 **D9:** Lessons 1, 7, 8, 9 **D11:** Lessons 4, P, 7
LL.2.8 (Not applicable to literature).	
LL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Skills TG:** **U3:** Lesson 11 **U9:** Lessons 2, 12 **Knowledge TG:** **D1:** Lesson 2 **D6:** Lessons 1, 2, 8, 9 **D7:** Lessons 1, 3, 4, 7, 8 **D9:** Lesson 2 **D10:** Lesson 1 **D12:** Lessons 1, 3, 4, 6, 7, 8, 10, 11, 12

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Range of Reading and Level of Text Complexity	
LL.2.10 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.	**Skills TG:** **U9:** Lessons P1, P2
READING STANDARDS FOR INFORMATIONAL TEXT	
Ideas and Details	
LI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**Skills TG:** **U7:** Lessons 2, 3, 4, 7, 8, 9, P1, 10, 11 **Knowledge TG:** **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, RC **D3:** Lesson 1 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, AF **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC **D7:** Lessons 1, 4, 5, P, 6, 7 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 6, 8, 10, 11 **D10:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8, 9, RC **D11:** Lesson 1 **D12:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, RC
LI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**Skills TG:** **U7:** Lessons 3, 9, P1, 11, 12, 17, P2, P3 **U9:** Lesson 1 **Knowledge TG:** **D10:** Lesson 9 **D12:** Lessons 2, 3, 4, 5, 6, 7, 8

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LI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Knowledge TG:** **D2:** Lessons 1, 2, 8, 11 **D5:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8 **D6:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9, RC, AF **D7:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D8:** Lesson RC **D9:** Lessons 5, P, 6, 7, 8, 9, 10, RC **D10:** Lessons 3, 4, P, 5, 6, 9 **D11:** Lesson P **D12:** Lessons 3, 4, 5, 6, 7, 8
Craft and Structure	
LI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**Skills TG:** **U9:** Lesson 2 **Knowledge TG:** **D2:** Lessons 1, 3, 6 **D5:** Lessons 2, 6, 7, 8 **D6:** Lessons 5, 6 **D8:** Lessons 3, 7 **D9:** Lessons 6, 8, 11 **D10:** Lessons 2, 5, 6, 7, 8 **D11:** Lesson 1 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
LI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**Skills TG:** **U7:** Lessons 1, 2, 3, 4, 7, P1, P2, P3 **U9:** Lesson 2
LI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Skills TG:** **U7:** Lesson 4 **Knowledge TG:** **D6:** Lesson 1 **D7:** Lesson 7

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Integration of Knowledge and Ideas	
LI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**Skills TG:** **U7:** Lesson 4
LI.2.8 Describe how reasons support specific points the author makes in a text.	**Knowledge TG:** **D9:** Lesson 6 **D12:** Lesson 1
LI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**Skills TG:** **U3:** Lesson 11 **U9:** Lessons 2, 12
Range of Reading and Level of Text Complexity	
LI.2.10 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.	**Knowledge TG:** **D7:** Lesson 7 **D8:** Lessons 2, 7, 8
READING STANDARDS: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	
LF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**Skills TG:** **U1:** Lessons 1, 2, 3, P1, 14, 15 **U2:** Lessons 1, 2, 3, 4, 5, 6, 11, 12, 13 **U3:** Lessons 2, 4, 7, 8 **U4:** Lessons 1, 6, 8 **U8:** Lessons 1, 4 **U9:** Lessons 3, 5, P1, 10, P2 **Knowledge TG:** **D1:** Lesson 5

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LF.2.3.A Distinguish the vowel sounds and the diphthong sounds when reading regularly spelled one-syllable words (dio, pie, bien).	**Skills TG:** **U4:** Lesson 1 **U9:** Lessons 3, 5, P1
LF.2.3.B Distinguish vowel sounds in triphthongs when reading familiar words (buey, Paraguay, Uruguay) noting the use of ye (y) as a vowel.	**Skills TG:** **U1:** Lesson 5
LF.2.3.C Decode multisyllabic words.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, 14 **U2:** Lessons 7, 8, P1 **U3:** Lessons 2, P1, 10, 11 **U4:** Lessons 1, 2, 3, 7, 8, P1, 10, 12, 15, 16, P2, P3 **U5:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, P1, 10, 11, 16, 18 **U6:** Lessons 5, 6, 8, 9, 13, 15 **U7:** Lessons 1, 2, 9 **U8:** Lessons 1, 4, 6, 8, 11, 12, 13, 14, 15, 16
LF.2.3.D Decode words with common prefixes and suffixes.	**Skills TG:** **U1:** Lessons 6, P1 **U2:** Lessons 3, 6, 9 **U3:** Lessons 14, 15, 17, P2, P3 **U4:** Lessons 1, 5, 6, 7, 8, P1, 11, 12, 13, P1 **U8:** Lessons 2, 3, 4, 5, 13, 14, 16, P2, P3 **U9:** Lesson P2 **Knowledge TG:** **D3:** Lessons 1, 10 **D5:** Lesson 3 **D8:** Lessons 3 **D10:** Lessons 8 **D11:** Lessons 4, 9

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LF.2.3.E Identify words that contain the same phoneme but different grapheme (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).	**Skills TG:** **U1:** Lessons 4, 5, 9, P1, 12, 13, 16, 17, P2 **U2:** Lesson 2 **U3:** Lessons 2, 8, 9, P1, 11, 12, 13, 14, P2, P3 **U4:** Lessons 2, 7, 10, 12, P2, P3 **U6:** Lesson 10 **U9:** Lessons 1, 6, 7, 8, P1, 14, P2
LF.2.3.F Recognize and read grade-appropriate irregularly spelled words with *h*, which is always silent, except in the digraph *ch*, or with the syllables *que, qui; gue, gui*.	**Skills TG:** **U1:** Lessons 12, 14 **U2:** Lessons 15, P2, P3 **U3:** Lessons 15, 16, P2, P3 **U4:** Lessons 1, 3, P1 **U6:** Lessons 3, 9, P1 **U9:** Lessons 5, P1, 10, P2
Acentuación/Accent Marks	
LF.2.3.G Identify the last, penultimate, and antepenultimate syllables in multisyllabic words and recognize which syllable the tonic accent falls on. **[Spanish Only]**	**Skills TG:** **U4:** Lessons 12, 13 **U5:** Lessons 1, 2, 3, 4, 5, 6, 9, P1 **U7:** Lessons 14, 15, 16, P2, P3 **U8:** Lessons 11, 12, 15, P2, P3 **Knowledge TG:** **D1:** Lesson 5
LF.2.3.H Classify words in accordance with their tonic accent into categories of aguda, grave, and esdrújula to apply the orthographic rules of the use of the written accent. **[Spanish Only]**	**Skills TG:** **U5:** Lessons 1, 2, 3, 4, 5, 6, 9, P1 **U7:** Lessons 14, 15, 16, P2, P3
LF.2.3.I Recognize and use a written accent to indicate that there is a hiatus and not a diphthong, in familiar words (María, baúl, maíz). **[Spanish Only]**	**Skills TG:** **U2:** Lessons 14, P2, P3 **U3:** Lessons 6, 8, P1, P2, P3 **U6:** Lessons 2, 9 **U9:** Lesson P2

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Fluency	
LF.2.4 Read with sufficient accuracy and fluency to support comprehension.	**Skills TG:** **U1:** Lessons 12, 15, P2, P3 **U2:** Lessons 3, 17 **U3:** Lessons 1, 8, 11, 16 **U4:** Lessons 4, P1 **U5:** Lessons 4, 5, 6, 10, 12 **U6:** Lessons 2, 3, 4, 5, 6, 10, 11, 12, 17 **U7:** Lessons 3, 6, 10, 13 **U8:** Lesson 1 **U9:** Lessons 2, 3, 4, 6, 7, P1, 12, 13, P2
LF.2.4.A Read on-level text with purpose and understanding.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 15 **U2:** Lessons 1, 2, 5, P1, 11, 16 **U3:** Lessons 2, 5, 7, 8, 9 **U4:** Lessons 4, 5, 7 **U5:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, P1, 10, 12, 16, P2 **U6:** Lessons 3, 4, 5, 6, 8, 10, 11, 12, 13, 17 **U7:** Lessons 3, 4, 5, 12 **U8:** Lessons 1, 3, 5, 6, 11, 16 **U9:** Lessons 2, 3, 8
LF.2.4.B Read on-level text orally and accuracy, appropriate rate, and expression on successive readings.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, 12, 13, 15 **U2:** Lessons 1, 2, 3, 5, 8 **U3:** Lessons 10, 13 **U4:** Lesson 1 **U5:** Lessons 4, 5, 8 **U6:** Lessons 10, 11, 12, 17 **U7:** Lesson 3 **U8:** Lessons 3, 7, 10, 12 **U9:** Lessons 2, 3, 4, 8, 11, 12
LF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Skills TG:** **U2:** Lesson P1 **U4:** Lesson 7 **U8:** Lesson 1

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WRITING STANDARDS	
Text Types and Purposes	
E.2.1 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., *porque, y, también*) to connect opinion and reasons, and provide a concluding statement or section.	**Skills TG:** **U2:** Lesson 16 **U3:** Lessons 3, 4, 6, P1 **U4:** Lesson 4 **U5:** Lessons 4, P1, 11, 12, 13, P2 **U8:** Lesson 10 **U9:** Lessons 10, 11, 12, 13, 14 **Knowledge TG:** **D3:** Lesson 7 **D5:** Lesson 3 **D7:** Lesson RC **D8:** Lesson P **D9:** Lesson P **D12:** Lessons 2, 3, 4, 5, 6, 7, 8, 9
E.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**Knowledge TG:** **D2:** Lesson AF **D3:** Lessons P, AF **D4:** Lessons 1, 2, 3, 6 **D5:** Lessons 1, 3, 6, 7 **D6:** Lessons 4, 5, P, 6, 7, 8, 9, RC, AF **D7:** Lessons 1, 2, 3, 4, 5, P, 8, 9, RC **D8:** Lessons 2, 3, 4, P, AF **D9:** Lessons 1, 2, 3, 4, 5, P, 7, 8, 9, 10, 11, AF **D10:** Lessons 1, 2, 3, 5, 6, 7, 8 **D11:** Lessons 1, 2, 3, 4, 6, 7, 9, P, AF **D12:** Lessons P, AF

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E.2.3 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.	**Skills TG:** **U1:** Lesson 10 **U2:** Lessons 13, 14, 17 **U6:** Lessons 13, 14, 15 **U7:** Lessons 13, 14, 15, 16 **Knowledge TG:** **D1:** Lessons 3, 5 **D3:** Lessons 11, 12 **D4:** Lessons 2, 6, 7, 8, 10 **D5:** Lessons P, AF **D6:** Lessons RC, AF **D8:** Lessons 1, 5, 6, 7 **D10:** Lesson 9 **D11:** Lessons 8, P, AF **D12:** Lesson P
Production and Distribution of Writing	
E.2.4 (Begins in grade 3)	
E.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**Skills TG:** **U2:** Lesson 13 **U3:** Lessons 5, 6 **U4:** Lessons 13, 14, 15, 16 **U5:** Lesson 15 **U6:** Lesson 16 **U7:** Lesson 15 **U8:** Lessons 13, 14, 15, 16 **U9:** Lessons 1, 2, 6, 7, 10, 13 **Knowledge TG:** **D3:** Lesson 12 **D4:** Lesson 9 **D6:** Lesson 6 **D8:** Lessons 5, 8

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E.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Knowledge TG:** **D4:** Lesson 10 **D10:** Lesson 10 **D12:** Lesson 9
Research to Build and Present Knowledge	
E.2.7 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).	**Knowledge TG:** **D1:** Lessons P, RC, AF **D3:** Lesson AF **D4:** Lesson P **D5:** Lesson 8 **D6:** Lesson P **D7:** Lesson AF **D8:** Lessons 2, 3, 4, P, AF **D9:** Lessons P, AF **D11:** Lessons P, AF
E.2.8 Recall information from experiences or gather information from provided sources to answer a question.	**Skills TG:** **U3:** Lessons 10, 11 **U5:** Lessons 2, 3, 9, 12 **U6:** Lesson 10 **U9:** Lessons 5, P2 **Knowledge TG:** **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D4:** Lessons 1, 2, 3, 6, P **D5:** Lessons 4, P, 6, 8 **D7:** Lesson 4 **D8:** Lessons 1, 2, 3, P
E.2.9 (Begins in grade 4)	
Range of Writing	
E.2.10 (Begins in grade 3)	

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SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
AE.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	**Skills TG:** **U1:** Lessons 3, 4 **U2:** Lessons 11, 12 **U3:** Lessons 1, 2, 3, 6, 7, 8, 11 **U4:** Lessons 1, 7, 10, 12 **U5:** Lessons 1, 9 **U6:** Lessons 6, 7, 14, 15, P2, P3 **U7:** Lessons 1, 2, 3, 6, 7, 11, 12 **U8:** Lesson 5 **U9:** Lessons 1, 3, 14, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, AC, AF **D6:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, AF **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D11:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
AE.2.1.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).	**Skills TG:** **U1:** Lessons 2, 4, 5, 13, 15 **U2:** Lessons 1, 4, 5, 8, 12, 10, 11, 12, 16 **U3:** Lessons 3, 4, 6 **U9:** Lessons 1, 4

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AE.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.	**Skills TG:** **U2:** Lesson 11 **Knowledge TG:** **D1:** Lessons 1, 2, 3, P, 5, 8, RC, AF **D2:** Lessons 2, 3, P, RC **D3:** Lessons 5, 8, RC **D4:** Lessons 2, 4, 5, 7, 8, 9 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC, AF
AE.2.1.C Ask for further clarification and further explanation as needed about the topics and texts under discussion.	**Skills TG:** **U1:** Lesson 2 **U5:** Lesson 9 **Knowledge TG:** **D10:** Lesson P
AE.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**Skills TG:** **U1:** Lesson 15 **U3:** Lessons 5, P1 **U7:** Lessons 3, 9, P1 **U9:** Lesson P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC, AF **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, RC, AF **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, P, 8, 9, 10, 11, 12, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, RC, AF **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC, AF **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, RC, AF **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, RC, AF **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC **D11:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, RC, AF
AE.2.3 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.	**Skills TG:** **U3:** Lesson 11 **Knowledge TG:** **D10:** Lesson P

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Presentation of Knowledge and Ideas	
AE.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**Skills TG:** **U6:** Lessons P2, P3 **Knowledge TG:** **D1:** Lessons 4, 5, RC **D2:** Lessons 4, 5, 6, 7, 9, 12, 13, 14, AF **D3:** Lessons 1, 2, 3, 4, 6, 8, 11, 12, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 8, 9, 10, AF **D5:** Lessons 2, P, 7, 8, AF **D6:** Lesson 6 **D7:** Lessons 2, 4, 5, 6, 7, 8, 9, RC, AF **D8:** Lessons 4, P, 6 **D9:** Lessons 1, 2, 3, 4, P, 6, 9, 10, 11, RC **D10:** Lesson 9 **D11:** Lessons 2, 3, 4, 5, 6, P, 8, 9, 10, AF **D12:** Lessons 1, 4, 9
AE.2.5 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.	**Skills TG:** **U3:** Lessons 3, 5, 10, 16 **U5:** Lesson 10 **U6:** Lesson 14 **U7:** Lessons 9, 10, 16 **U8:** Lessons 4, 5, 13 **U9:** Lesson 14 **Knowledge TG:** **D4:** Lesson 10

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AE.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1–3 for additional expectations.)	**Skills TG:** **U1:** Lessons 12, 15, P2, P3 **U2:** Lessons 1, 2 **U3:** Lessons 1, 2, 3, 6, 7, 8, 10, 11, 13 **U5:** Lessons 1, 3, 4, 6, 7, 8, 12 **U6:** Lessons 2, 4, 6, 10 **U9:** Lesson 8 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D2:** Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, AF **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, RC **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8 **D6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, 7, 8, 9 **D8:** Lessons 1, 2, 4, 5, 8 **D9:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 **D10:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, AF **D11:** Lessons 1, 2, 3, 4, 5, 6, P, 8, 9 **D12:** Lessons 1, 2, 3, 6, 8, 9, RC, AF
LANGUAGE STANDARDS	
Conventions of Spanish Language	
L.2.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	**Skills TG:** **U1:** Lessons 3, 4, 15 **U2:** Lessons 1, 4, 6, 7, 10, 11, 12, 16, P2, P3 **U3:** Lessons 1, 2, 3, 6, 7, 8, 9, 12, 14, 16, 17, P2, P3 **U4:** Lessons 1, 2, 3, P1, 10, 14, P2 **U5:** Lessons 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17 **U6:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, P2, P3 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 14, 15, 16, 17 **U8:** Lessons 1, 2, 3, 6, 7, 8, P1, 10, 11, 12, 14, 15, P2, P3 **U9:** Lessons 1, 2, 3, 4, 5, P1, 10, 11, 12, P2 **Knowledge TG:** **D2:** Lesson 5

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L.2.1.A Use collective nouns (e.g., *la gente, el grupo*).	**Skills TG:** **U6:** Lesson 12
L.2.1.B Form and use frequently occurring irregular plural nouns by changing *z* to *c* or the written or orthographic accent (e.g., *luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes*).	**Skills TG:** **U4:** Lesson 6 **Knowledge TG:** **D1:** Lesson 5
L.2.1.C Use reflexive pronouns (e.g., *Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy*).	**Skills TG:** **U2:** Lesson 4
L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., *decir-dijo, hacer-hizo, poner-puso, saber-supimos*).	**Skills TG:** **U6:** Lesson 14 **U8:** Lessons 14, 15 **Knowledge TG:** **D2:** Lesson 5
L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. (e.g., rápido, rápidamente, lento, lentamente).	**Skills TG:** **U2:** Lesson 16 **Knowledge TG:** **D4:** Lesson 6 **D7:** Lessons 3, 5, 6 **D8:** Lesson 6 **D10:** Lessons 2, 3, 7 **D11:** Lessons 4, 5 **D12:** Lesson 3

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L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., *El niño vio la película. El niño pequeño vio la película. La película que vio el niño pequeño fue interesante*).	**Skills TG:** **U1:** Lesson 13 **U2:** Lessons 1, 2, 10 **U5:** Lessons 1, 2, 3, 5, 6, 7, 8, 12 **U6:** Lesson 13 **U7:** Lesson 14 **U9:** Lessons 8, P2 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 7, 8 **D2:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, RC, AF **D3:** Lessons 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, RC, AF **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8, AF **D6:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, P, 7, 8, 9, AF **D8:** Lessons 1, 2, 3, 4, 5, 6, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D10:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, AF **D11:** Lessons 1, 2, 3, 4, 5, 6, 8, P, 9 **D12:** Lessons 1, 2, 3, 6, 8, 9, RC, AF
L.2.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	**Skills TG:** **U1:** Lessons 13, 16, P2, P3 **U2:** Lessons 1, 2, 6, 9, 13 **U4:** Lessons 1, 2, 3, P1, 10, 14, P2 **U5:** Lessons 12, 13, 14, P2 **U8:** Lessons 1, 13, P2, P3 **U9:** Lessons 7, P1
L.2.2.A Use a capital letter when writing proper names, holidays, product brands, geographical names and only on the first letter of titles of books, movies, plays, etc.	**Skills TG:** **U1:** Lesson 16 **U3:** Lessons 3, 14 **U5:** Lessons 13, 14, P2 **U7:** Lesson 11

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L.2.2.B Use a colon and a line break in the greeting of a letter and a comma in the closing of a letter written in Spanish. Recognize that a comma is used in the greeting and the closing of a letter in English.	**Skills TG:** **U5:** Lessons 13, 14, 15, 16 **Knowledge TG:** **D1:** Lesson 5
L.2.2.C Use the contractions *del* and *al* correctly and recognize the preposition "de" to signal possession.	**Skills TG:** **U8:** Lessons 1, 2, 3, 9, P1, 15, 16 **U9:** Lessons 5, 9
L.2.2.D Generalize spelling patterns when writing and form and use nouns that undergo spelling changes in the plural (feliz → felices; carácter → caracteres).	**Skills TG:** **U4:** Lessons 6,10 **Knowledge TG:** **D1:** Lesson 5
L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spelling or check translations.	**Skills TG:** **U4:** Lesson 4 **U6:** Lesson 7
L.2.2.F Use a hyphen to separate the syllables of a word (ma-ri-po-sa); to indicate level, range, or intervals (enero-marzo; de 1:00 p. m. - 3:00 p. m.) and the em dash to introduce a dialogue. **[Spanish Only]**	**Skills TG:** **U2:** Lessons 11, 13, 14, 17 **U3:** Lessons 10, 16 **Knowledge TG:** **D1:** Lesson 2
Acentuación/Accent Marks	
L.2.2.G Categorize words according to their tonic accent (agudas, graves, and esdrújulas) and use the written accent (orthographic accent) in familiar words. **[Spanish Only]**	**Skills TG:** **U4:** Lesson 13 **U5:** Lessons 1, 2, 3, 4, 5, 6, 9, P1 **U7:** Lessons 14, 15, 16, P2, P3 **U8:** Lessons 11, 12, 15, P2, P3 **U9:** Lesson P2

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Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Skills TG:** **U2:** Lessons 1, 10, P2, P3 **U3:** Lessons 1, 2, 3, 6, 7, 8, 9, P1, 12, 14, 16, 17 **U4:** Lessons 1, 2, 3, P1, 10, 14, P2 **U5:** Lessons 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17 **U6:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, P2, P3 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 14, 15, 16, 17 **U8:** Lessons 1, 2, 3, 6, 7, 8, P1, 10, 11, 12, 14, 15, P2, P3 **U9:** Lessons 1, 2 **Knowledge TG:** **D2:** Lesson 5
L.2.3.A Compare formal and informal uses of Spanish.	**Knowledge TG:** **D9:** Lesson 6
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.	**Skills TG:** **U1:** Lessons 13, 15, P1, P2 **U2:** Lessons 1, 2, 5, 7, 8, P2, P3 **U4:** Lesson 5 **U9:** Lessons 2, 3, 4, 7, 13 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, P, 5, 6, 7, 8 **D6:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9

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L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	**Skills TG:** **U1:** Lessons 1, 2, 3, 4, 5, P1, 13, 15, P2, P3 **U2:** Lessons P1, 10 **U3:** Lessons 1, 2, 10 **U4:** Lessons 2, 5, P1, 14 **U7:** Lesson 13 **U8:** Lesson 1 **U9:** Lessons 1, 2, 4, 5, 6, 7, 13, 14 **Knowledge TG:** **D1:** Lesson 3 **D2:** Lesson 7 **D3:** Lessons 2, 6, 7 **D9:** Lessons 1, 5, 6, 7, 8, 9, 10, 11 **D10:** Lessons 2, 4, 5, 6, 7, 8, 9 **D11:** Lessons 1, 2, 3, 5
L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.; *feliz-infeliz, contar-recontar*).	**Skills TG:** **U4:** Lessons 5, 6, 7, 8, P1 **U8:** Lesson 2 **Knowledge TG:** **D1:** Lesson 3 **D2:** Lesson 4 **D3:** Lessons 1, 2 **D5:** Lesson 3 **D6:** Lesson 5 **D7:** Lesson 8 **D10:** Lesson 8 **D11:** Lessons 4, 9

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L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *adición, adicional*).	**Skills TG:** **U2:** Lessons 3, 6 **U3:** Lessons 14, P2, P3 **U7:** Lessons 6, 7, 8, P2, P3 **Knowledge TG:** **D1:** Lessons 3, 8 **D2:** Lessons 1, 13 **D3:** Lesson 12 **D4:** Lesson 9 **D11:** Lesson 3 **D12:** Lesson 3
L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *pasar, pasatiempo; sacar, sacapuntas; bien, bienvenidos*).	**Knowledge TG:** **D6:** Lesson 3 **D12:** Lesson 7
L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**Skills TG:** **U6:** Lesson 7 **U7:** Lessons 6, 10, 13
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	**Skills TG:** **U9:** Lessons 2, 4 **Knowledge TG:** **D1:** Lessons 4, 5, 7 **D2:** Lessons 5, 13 **D3:** Lessons 4, 5, 9 **D4:** Lessons 3, 4, 5, 9, 10 **D5:** Lessons 3, P, 7, 8, RC **D6:** Lessons 1, 3, P, RC **D7:** Lessons P, RC **D8:** Lessons 2, 4, 5, P, 8, RC **D9:** Lessons 4, 6, 10, 11, AF **D10:** Lessons 4, P, 8, RC **D11:** Lessons 5, 6, P, RC **D12:** Lessons 4, 5, P, 6

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L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are *picantes* or *jugosos*).	**Skills TG:** **U9:** Lesson 3 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D2:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D6:** Lessons 1, 2, 3, 5, P, 6, 7, 8 **D7:** Lessons 1, 2, 3, 4, 5, 7, 8, 9 **D8:** Lessons 1, 2, 3, 4, 5, 6 **D9:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11 **D10:** Lessons 2, 3, 4, 5, 6, 7, 8, 9 **D11:** Lessons 1, 2, 3, 4, 5, 6, 9, 10 **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *tirar, aventar, lanzar*) and closely related adjectives (e.g., *delgado, esbelto, flaco*).	**Skills TG:** **U7:** Lessons 3, 14, 17, P2, P3 **Knowledge TG:** **D2:** Lesson 13 **D3:** Lesson 9 **D4:** Lessons 3, 4, 5, 9, 10 **D7:** Lesson 3 **D12:** Lesson 5

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L.2.6 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., *Cuando otros niños están contentos yo también me siento contento*).	**Skills TG:** **U9:** Lessons 1, 2, 5 **Knowledge TG:** **D1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 **D3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **D4:** Lessons 1, 2, 3, 4, 5, 6, P, 7, 8, 9, 10 **D5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, AF **D6:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D7:** Lessons 1, 2, 3, 4, 5, P, 6, 7, 8, 9 **D8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8 **D9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **D10:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **D11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, RC **D12:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9

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Curriculum Alignment to Common Core en Español

Third Grade

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READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
LL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **U2:** Lesson P1 **U4:** Lessons 2, 6, 7, 13 **U5:** Lessons 2, 4, 5, 7, P1, 8, 10, 11 **U6:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, Viking Quest **U7:** Lesson 17 **U8:** Lessons 1, 3, 5, 6, 7, 8, 10, 11, 12 **U10:** Lessons 2, 3, 4, 5, 6, 8, 9, 11, 12, 13
LL.3.2 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.	**TG Unit:** **U1:** Lessons 3, 6 **U4:** Lessons 2, 6, P1 **U6:** Lessons 3, 4, 5, 6, 7, 8, 9 **U8:** Lesson 12
LL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **U4:** Lessons 7, 13 **U5:** Lessons 2, 5 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, Viking Quest **U8:** Lessons 1, 7, 11, 12
Craft and Structure	
LL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**TG Unit:** **U1:** Lessons 1, 5, 6, 7, 8, 9, 10, 11, 12, 13 **U5:** Lessons 2, 4, 7, 8, 10, 11 **U6:** Lesson Viking Quest **U8:** Lesson 6
LL.3.5 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.	**TG Unit:** **U7:** Lesson 8

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LL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**TG Unit:** **U1:** Lessons 2, 4, 5, 7, 8, 9, 12 **U5:** Lesson 4
Integration of Knowledge and Ideas	
LL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**TG Unit:** **U1:** Lessons 6, 9, 12, 13, 15 **U5:** Lessons 2, 4, 7, 8, 10, 11 **U6:** Lessons 1, 2, 8 **U8:** Lessons 1, 3, 8, 10, 12 **U10:** Lesson 3
LL.3.8 (Not applicable to literature.)	
LL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**TG Unit:** **U1:** Lessons 1, 3, 5, 10, 13, 15 **U4:** Lesson 2 **U6:** Lessons 6, Viking Quest **U7:** Lesson 7
Range of Reading and Level of Text Complexity	
LL.3.10 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.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **U4:** Lessons 7,13 **U5:** Lesson P1 **U6:** Lessons 3, 4, 6, 8, 10, Viking Quest **U8:** Lessons 1, 3, 5, 6, 7, 8, 11, 12 **U10:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
LI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, P2 **U5:** Lessons 1, 2, 3, 4, 5, 6, P1, 9, 10, 11, 12, 13, P2 **U7:** Lessons 1, 2, 3, 5, P1, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, P3 **U8:** Lessons 1, 4, 5, 7, P1, 9, 11 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, P1, 8, 9, 10, 11, 12, 13, P2 **U10:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, P1, 10, 11, 12, 14, 15, P2 **U11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
LI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**TG Unit:** **U2:** Lessons 3, 4, 6, 9, 10, 12, 13 **U3:** Lessons 6, 9, 10, 11 **U4:** Lessons 1, 3, 4, 5, 7, 8, 9, 10, 11, 12 **U5:** Lessons 1, 2, 4, 5, 7 **U7:** Lessons 3, 4, P1, 6, 7, 11, P2, P3 **U8:** Lessons 7, 8, P2 **U9:** Lessons 1, 2, 4, 6, 7, P1, P2 **U10:** Lessons 2, 5, 6, P2, P3
LI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**TG Unit:** **U2:** Lessons 3, 6 **U3:** Lessons 2, 8, 10, 11, 12 **U4:** Lessons 4, 5, P1, 8, 10, 11 **U5:** Lesson 3 **U7:** Lessons 1, 3, 4, P1, P2, 13, 16 **U8:** Lessons 9, 11 **U9:** Lesson 10

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Craft and Structure	
LI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**TG Unit:** **U2:** Lessons 8, 9, 10 **U3:** Lessons 2, 3, 5, 6, 8, 10, 11, 12, 13 **U4:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11 **U5:** Lessons 6, 9, 12 **U7:** Lessons 3, 6, 7, 9, 12, 13 **U8:** Lesson 1 **U9:** Lessons 2, 3, 8 **U10:** Lesson 10 **U11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
LI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, P1, 11, 12, 14 **U4:** Lesson 1 **U5:** Lessons 1, 6, 13
LI.3.6 Distinguish their own point of view from that of the author of a text.	**TG Unit:** **U2:** Lesson 2 **U4:** Lessons 6, 11, 12
Integration of Knowledge and Ideas	
LI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**TG Unit:** **U2:** Lessons 1, 3, 4, 6, 9 **U3:** Lessons 10,12 **U4:** Lessons 5, 12 **U5:** Lessons 4, 6, 9 **U7:** Lessons 1, 2, 3, 5, P1, 6 **U8:** Lesson 2 **U9:** Lessons 1, 5, 6
LI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**TG Unit:** **U3:** Lessons 1, 2, 4, 9,10 **U6:** Lesson P1 **U7:** Lesson 15 **U8:** Lessons 1, 5, 11 **U10:** Lessons 9, 14, 15

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LI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**TG Unit:** **U2:** Lessons 3, 7 **U3:** Lesson 9 **U4:** Lessons 2, 8, 9, 12 **U5:** Lessons 1, 9, 13 **U7:** Lessons 2, 4, 7, 8, 14 **U8:** Lesson 7 **U9:** Lessons 5, 8, 10, 11 **U10:** Lesson 3
Range of Reading and Level of Text Complexity	
LI.3.10 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.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U3:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 **U4:** Lessons 1, 4, 5, 6, 7, 8, 9, 10, 11, 12 **U5:** Lessons 1, 3, 4, 5, 6, 7, P1, 9, 10, 11, 12, 13, P2 **U7:** Lessons 1, 2, 4, 5, P1, 6, 7, 8, 11, P2, 13, 15, P3 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, P2 **U10:** Lessons 1, 6, 11 **U11:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
READING STANDARDS: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	
LF.3.1 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	**TG Unit:** **U3:** Lessons 5, 6 **U4:** Lesson 5
LF.3.1.A Identify and know the meaning of the most common prefixes and derivational suffixes.	**TG Unit:** **U2:** Lessons 4, 8 **U3:** Lessons 4, 5, 7, 8 **U4:** Lessons 8, 9 **U5:** Lessons 2, 3, 5, 6, 7, 10, P2 **U6:** Lessons 8, P1 **U7:** Lesson 14 **U8:** Lessons 3, 4, 8, 9 **U9:** Lessons 3, 4, 11, 12 **U10:** Lessons 3, 4, 11, 13, P3 **U11:** Lessons 3, 8, 9

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LF.3.1.B Decode words with common Latin suffixes.	**TG Unit:** **U4:** Lessons 8, 9 **U5:** Lesson P2 **U6:** Lessons 8, P1 **U7:** Lesson 14 **U8:** Lessons 8, 9 **U10:** Lessons 11, 13, P3 **U11:** Lessons 8, 9
LF.3.1.C Decode multisyllable words.	**TG Unit:** **U1:** Lessons 1, 3, 5, 11, 12, 15 **U2:** Lessons 1, 6, 8, 9, 11 **U3:** Lesson 11 **U4:** Lesson 6 **U5:** Lessons 1, 3 **U6:** Lessons 1, 5, 6 **U7:** Lessons 1, 6, 9
LF.3.1.D Read grade-appropriate irregularly spelled words (e.g., recognize that the h is silent, except in the digraph ch; and that the u is silent in the syllables que, qui, gue, gui).	**TG Unit:** **U1:** Lesson 14 **U4:** Lesson 6 **U8:** Lessons 1, 3, 4 **U11:** Lessons 1, 3, 4
LF.3.1.F Recognize masculine or feminine words that do not agree with common rules (e.g., el mapa, el problema, el águila vs. las águilas). **[Spanish Only]**	**TG Unit:** **U1:** Lesson 12
LF.3.1.G Know and use diminutives and augmentatives (e.g., -ito, -ote, -ón). **[Spanish Only]**	**TG Unit:** **U4:** Lesson 8 **U6:** Lessons 3, 4, 5 **U7:** Lesson 4 **U10:** Lessons 3, 11, 13
LF.3.1.H Know and use the endings for the adjectives to be in agreement with the nouns. **[Spanish Only]**	**TG Unit:** **U2:** Lesson 2

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LF.3.1.I Recognize the degrees of the comparative adjective (e.g., mayor/menor) and the superlative adjective (ending in -ísimo). **[Spanish Only]**	**TG Unit:** **U3:** Lessons 1, 3, 4 **U5:** Lessons 2, 3, 4, 9, P2 **U6:** Lesson P1 **U7:** Lessons 4, 7, 14 **U9:** Lessons 8, 11, P2 **U10:** Lessons 3, 4, P3 **U11:** Lessons 7, 8
Acentuación/Accent Marks	
LF.3.1.J Correctly use the written accent in accordance with the tonic accent in already known words applying systematic analysis. **[Spanish Only]**	**TG Unit:** **U4:** Lessons 1, 5, 6, 10 **U5:** Lessons 1, 5 **U7:** Lessons 1, 3, 6, 9 **U10:** Lessons 6, 8, 10, 11, 13, 15
LF.3.1.J.1 Count the number of syllables. **[Spanish Only]**	**TG Unit:** **U1:** Lesson 1 **U2:** Lessons 1, 6, 8, 9, 11 **U6:** Lesson 1
LF.3.1.J.2 Name the syllable that carries the emphasis (last, penultimate, antepenultimate). **[Spanish Only]**	**TG Unit:** **U2:** Lessons 1, 6, 8, 9, 11
LF.3.1.J.3 Categorize the word according to its tonic accent (aguda, grave, esdrújula). **[Spanish Only]**	**TG Unit:** **U2:** Lessons 1, 6, 8, 9, 11
LF.3.1.J.4 Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/). **[Spanish Only]**	**TG Unit:** **U1:** Lesson 1 **U2:** Lessons 1, 3, 6, 9, 10, 11
LF.3.1.J.5 Write the orthographic accent if necessary. **[Spanish Only]**	**TG Unit:** **U2:** Lessons 1, 3, 6, 8, 9, 10, 11 **U5:** Lessons 6, 7, 8 **U7:** Lesson 11

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LF.3.1.K Recognize that some homophone words have a written accent (diacritic accent) to distinguish their function and meaning (e.g., si, sí; el, él; te, té). **[Spanish Only]**	**TG Unit:** **U5:** Lessons 6, 8
Fluency	
LF.3.4 Read with sufficient accuracy and fluency to support comprehension.	**TG Unit:** **U2:** Lessons 4, 9, 10, 11, 15 **U4:** Lessons 14, 15 **U5:** Lessons 2, 3, 6, 7, 9, 10, 11, 14, 17 **U6:** Lessons 1, 2, 3, 6, 7, 8, 9 **U7:** Lessons 1, 2, 3, 4, 6, 10, 13, 14, 15, 16, 27 **U8:** Lesson 10 **U10:** Lessons 2, 5, 7, 9, 11, 13, 16
LF.3.4.A Read on-level text with purpose and understanding rereading as necessary.	**TG Unit:** **U1:** Lessons 1, 2 **U4:** Lesson 6 **U5:** Lessons 9, 12, 17 **U6:** Lessons 2, 5, 7, 9 **U7:** Lessons 3, 10, 16 **U8:** Lesson 10 **U9:** Lesson 11 **U10:** Lessons 2, P1, P3
LF.3.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression in successive readings.	**TG Unit:** **U4:** Lessons 2, 3, 13 **U7:** Lessons 13, 14 **U8:** Lessons 6, P2
LF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TG Unit:** **U1:** Lessons 9, 10, 12

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WRITING STANDARDS	
Text Types and Purposes	
E.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U4:** Lessons 4, 7, 9, 10, 11 **U7:** Lessons 9, 16 **U9:** Lessons 7, 9, 12, 13
E.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U4:** Lesson 6
E.3.1.B Provide reasons that support the opinion.	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U4:** Lessons 6, 7, 9, 13
E.3.1.C Use linking words and phrases (e.g., *porque, por lo tanto, desde*) to connect opinion and reasons.	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U9:** Lessons 2, 3, 7
E.3.1.D Provide a concluding statement or section.	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U4:** Lessons 6, 9
E.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**TG Unit:** **U2:** Lessons 13, 14 **U3:** Lesson 11 **U4:** Lesson 3 **U5:** Lessons 8, 11, 13, 14,15, 16 **U6:** Lesson P1 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7
E.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**TG Unit:** **U3:** Lessons 5, 6 **U5:** Lesson 16 **U6:** Lesson P1 **U11:** Lessons 3, 4, 5, 6, 7

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E.3.2.B Develop the topic with facts, definitions, and details.	**TG Unit:** **U2:** Lessons 13, 14 **U6:** Lesson P1 **U11:** Lessons 1, 2, 3, 4, 5
E.3.2.C Use linking words and phrases (e.g., *también, otro, y, más, pero*) to connect ideas within categories of information.	**TG Unit:** **U5:** Lessons 8, 15 **U7:** Lesson 15 **U9:** Lesson 4
E.3.2.D Provide a concluding statement or section.	**TG Unit:** **U3:** Lessons 5, 6, 11 **U6:** Lesson P1
E.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**TG Unit:** **U1:** Lessons 2, 4, 5, 7, 13 **U4:** Lesson P1 **U6:** Lessons 6, 7, 8, 10, 11 **U7:** Lessons P2, 13 **U10:** Lessons 2, 5, 13, 14
E.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**TG Unit:** **U10:** Lessons 5, 7
E.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**TG Unit:** **U6:** Lesson 11 **U7:** Lesson 13 **U10:** Lesson 6
E.3.3.C Use temporal words and phrases to signal event order.	**TG Unit:** **U10:** Lesson 2
E.3.3.D Provide a sense of closure.	**TG Unit:** **U6:** Lesson P1 **U10:** Lesson 8

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Production and Distribution of Writing	
E.3.4 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.)	**TG Unit:** **U1:** Lessons 2, 4, 5, 10, 11 **U2:** Lessons 13, 14 **U3:** Lessons 5, 6,10, 11 **U4:** Lessons 4, 7 **U7:** Lessons 13, 17, 18
E.3.5 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.)	**TG Unit:** **U5:** Lessons 15, 16 **U6:** Lesson 9 **U7:** Lesson 19 **U10:** Lesson 9
E.3.6 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.	**TG Unit:** **U3:** Lesson P2 **U7:** Lesson 20 **U10:** Lesson 10
Research to Build and Present Knowledge	
E.3.7 Conduct short research projects that build knowledge about a topic.	**TG Unit:** **U2:** Lessons 2, 6 **U3:** Lessons 5, 11, P2 **U4:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11 **U5:** Lessons 3, 4, 7, P1, 10, 13 **U7:** Lessons 8, 9, 10, 11, 12, P2, P3 **U8:** Lesson P1 **U9:** Lesson P2 **U10:** Lessons P1, 13, P2

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E.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**TG Unit:** **U1:** Lessons 3, 5, 7, 10, 14, 15 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, P1, 9, 10, 11, 12, 13, P2 **U3:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 12 **U5:** Lessons 1, 2, 4, 5, 7, 9, 12, 13, 14, 16 **U6:** Lessons 2, 4, 5, 6, 7, 8, 9, Viking Quest **U7:** Lessons 1, 2, 4, 5, P1 ,6, 7, 10, 11 **U8:** Lessons 2, 4, P1, 8, P2 **U9:** Lessons 3, 6, P1, 12, 13 **U10:** Lessons 1, 5, 7, P1, 12, 13, P2
E.3.9 (Begins in grade 4)	
Range of Writing	
E.3.10 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.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, P1, 9, 10, 11 **U3:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, P2 **U4:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 12 **U5:** Lessons 1, 2, 4, 5, 7, 9 **U6:** Lesson 5 **U7:** Lessons 1, P1, 8, 12, P2, 14, 17, P3 **U8:** Lessons 2, P1, P2 **U9:** Lessons P1, P2 **U10:** Lessons P1, 12, P2, P3 **U11:** Lessons 6, 7, 9

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SPEAKING AND LISTENING STANDARDS	
Craft and Structure	
AE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15 **U2:** Lessons 1, 2, 3, 4, 13, 14 **U3:** Lessons 1, 2, 3, 4, 6, 7, P1, 8, 10, 11, 13 **U4:** Lessons 1, 2, 5, 9, 10 **U5:** Lessons 1, 2, 5, 9, 10 **U6:** Lesson Viking Quest **U7:** Lessons 1, 3, P1, 12, 15, 16, 19 **U8:** Lessons 1, 2 **U9:** Lessons 3, 4, 6, 7, 9, 10, 11 **U10:** Lessons 3, 5, 8, P1, 12, P2
AE.3.1.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.	**TG Unit:** **U3:** Lesson P2 **U4:** Lessons 5, 9 **U5:** Lesson 9 **U10:** Lesson 7
AE.3.1.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).	**TG Unit:** **U2:** Lesson 5 **U5:** Lesson 17 **U7:** Lessons 9, 12
AE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**TG Unit:** **U3:** Lessons 1, 7, 11, 13 **U4:** Lesson 6 **U5:** Lesson 17
AE.3.1.D Explain their own ideas and understanding in light of the discussion.	**TG Unit:** **U4:** Lessons 9, P2 **U9:** Lesson 9 **U11:** Lessons 8, 9, 10

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AE.3.2 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.	**TG Unit:** **U1:** Lessons 1, 2, 4, 7, 10, 13 **U2:** Lessons 3, 4, 6, 13 **U3:** Lesson 12 **U4:** Lessons 4, 5 **U6:** Lesson Viking Quest **U7:** Lesson 17
AE.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**TG Unit:** **U2:** Lessons 1, 12, P2 **U5:** Lesson 17 **U9:** Lesson 1 **U10:** Lessons 1, 15
Presentation of Knowledge and Ideas	
AE.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**TG Unit:** **U1:** Lessons 3, 6 **U2:** Lessons 1, 10, 11, 13 **U3:** Lesson 2 **U5:** Lesson 17 **U6:** Lesson 11 **U7:** Lesson 9 **U10:** Lesson 15 **U11:** Lessons 11, 12
AE.3.5 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.	**TG Unit:** **U8:** Lessons 3, 9, 10, 11, 12

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AE.3.6 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 for specific expectations.)	**TG Unit:** **U1:** Lessons 2, 7, 8, 9, 10, 11 **U2:** Lessons 1, 10, 11, 13 **U3:** Lessons 2, 3, 4, 5, 7, P1, 8, 9, 10, 11, 12, 13, P2 **U4:** Lessons 2, 6, P1, 10 **U5:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **U6:** Lesson Viking Quest **U7:** Lessons 1, 2, 3, 6, 7, 8, 9, 13, 15, 16 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **U10:** Lessons 1, 8, 9, 11 **U11:** Lessons 11, 12
LANGUAGE STANDARDS	
Conventions of Spanish Language	
L.3.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	**TG Unit:** **U2:** Lesson 14 **U3:** Lesson 2 **U8:** Lessons 4, 6, 7, 10, P2 **U9:** Lesson 2
L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**TG Unit:** **U1:** Lesson 2 **U2:** Lessons 2, 3, 5, 12 **U3:** Lessons 12, 13 **U5:** Lessons 2, 3, 4, 9 **U6:** Lesson P1 **U7:** Lessons 17, 18 **U8:** Lessons 2, 3 **U10:** Lessons 12, 14, P3 **U11:** Lessons 4, 5
L.3.1.B Form and use regular and irregular plural nouns, including forms that require orthographic changes (e.g., pez, peces; lápiz, lápices; joven, jóvenes).	**TG Unit:** **U1:** Lesson 2 **U2:** Lesson 11 **U3:** Lessons 1, 3, 4, 5
L.3.1.C Use abstract nouns (e.g., *libertad, belleza, amor*).	**TG Unit:** **U2:** Lesson 11

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L.3.1.D Form and use regular and irregular verbs ending in -ar, -er, -ir and irregular verbs (ser, ir, haber).	**TG Unit:** **U1:** Lesson 4 **U4:** Lessons 1, 2, 3, 4, 7, P1, 12, P2 **U6:** Lesson P1 **U7:** Lessons 2, 5, 11 **U10:** Lessons 2, 6, 7, 8, 10, P3
L.3.1.E Form and use the simple (e.g., *Yo caminé; Yo camino; Yo caminaré*) verb tenses and recognize the use of verbs in the subjunctive mood (commands, expression of possibility).	**TG Unit:** **U1:** Lessons 4, 5 **U4:** Lessons 2, 3, 4, 7, P1, P2 **U6:** Lesson P1 **U7:** Lessons 2, 5, 11 **U10:** Lessons 2, 6, 7, 8, 10, P3
L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.* Recognize the use of formal and informal verb forms (tú-usted, ustedes).	**TG Unit:** **U1:** Lesson 4 **U3:** Lesson 13 **U11:** Lesson 10
L.3.1.G Form and use adjectives and adverbs in their three degrees: positive, comparative, superlative, in agreement with what they modify (e.g., Juan es alto; Pedro es más alto que Juan; Pedro es altísimo).	**TG Unit:** **U3:** Lessons 1, 3, 4, 5 **U5:** Lessons 2, 3, 4, 9, P2 **U6:** Lesson P1 **U7:** Lessons 4, 7, 14 **U9:** Lessons 8, 11, P2 **U10:** Lessons 3, 4, P3 **U11:** Lessons 7, 8
L.3.1.H Use coordinating and subordinating conjunctions.	**TG Unit:** **U5:** Lessons 12, P2 **U6:** Lessons 2, 4, 7, 10, P1 **U7:** Lessons 6, 7, 8
L.3.1.I Produce simple, compound, and complex sentences.	**TG Unit:** **U2:** Lesson 6 **U3:** Lesson 12 **U5:** Lessons 12, P2 **U6:** Lessons 2, 4, 7, 10, P1 **U7:** Lessons 5, 8, 12

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L.3.1.J Recognize the change of meaning or emphasis by the position of the adjective before or after the noun (e.g., una gran señora, una señora grande; comidas varias, varias comidas; un pobre hombre, un hombre pobre).	**TG Unit:** **U4:** Lesson 2
L.3.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	**TG Unit:** **U1:** Lesson 11 **U3:** Lesson 2 **U5:** Lesson AB
L.3.2.A Capitalize only the first letter of the first word in titles.	**TG Unit:** **U3:** Lesson 10 **U9:** Lesson 10 **U11:** Lesson 9
L.3.2.B Use commas in addresses.	**TG Unit:** **U2:** Lesson 2 **U11:** Lesson 9
L.3.2.C Use the em dash to indicate dialogue.	**TG Unit:** **U7:** Lesson 12 **U11:** Lesson 10
L.3.2.D Use the preposition "de" to indicate the possessive.	**TG Unit:** **U7:** Lessons 17, 18 **U8:** Lessons 2, 3, 4, 6, 7, 10
L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *infinitives: sentarse, verme, verlo; gerunds: sentándose, viéndolo; mandatos: dámelo, siéntate).*	**TG Unit:** **U1:** Lesson 4 **U6:** Lessons 1, 5, 6, 10 **U7:** Lesson 11

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L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**TG Unit:** **U1:** Lessons 11, 12, 13, 14, 15 **U4:** Lessons 1, 6 **U5:** Lessons 1, 3, 4 **U7:** Lessons 1, 3, 6, 9 **U8:** Lessons 1, 3, 4, 6, 9 **U9:** Lesson 6 **U10:** Lessons 1, 3, 4, 6, 8, 11, 13 **U11:** Lessons 1, 3, 4, 6, 8, 9
L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings or to check translations.	**TG Unit:** **U5:** Lessons 5, 9, 11, P2 **U8:** Lessons 6, 10 **U9:** Lessons 2, 13 **U10:** Lesson P3 **U11:** Lesson 10
Acentuación/Accent Marks	
L.3.2.H Recognize and use the orthographic accent in words that are agudas, llanas (graves) and esdrújulas at grade level.	**TG Unit:** **U2:** Lessons 1, 3, 5, 8, 9, 10, 11
L.3.2.I Use the diacritical accent to distinguish homophone words by their meaning and function (e.g.; te, té; si, sí).	**TG Unit:** **U2:** Lessons 6, 7, 8
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**TG Unit:** **U5:** Lesson 17 **U6:** Lessons 4, 7 **U10:** Lessons 6, 9, 10, 12, 15
L.3.3.A Choose words and phrases for effect.*	**TG Unit:** **U1:** Lessons 10, 11, 12, 13 **U4:** Lessons 4, 7, 9, 10, 11 **U7:** Lessons 9, 16 **U9:** Lessons 7, 9, 12, 13

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L.3.3.B Recognize and observe differences between the conventions of spoken and written standard Spanish.	**TG Unit:** **U8:** Lessons 3, 6, 9
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	**TG Unit:** **U1:** Lessons 3, 7, 8 **U2:** Lesson 8 **U3:** Lesson P2 **U4:** Lessons 1, 3, P1, P2 **U5:** Lessons 8, 11, 12 **U7:** Lessons 1, P1, 16, P3 **U8:** Lessons 1, 7 **U10:** Lessons P1, 15, P3
L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	**TG Unit:** **U1:** Lessons 1,3 ,5, 6, 7, 8, 9,10, 11, 12, 13 **U2:** Lessons 4, 10, 12 **U3:** Lesson 10 **U4:** Lessons 1, 4, 7, P1, P2 **U5:** Lessons 1, 4, 6, 7, 8, 9, 11, P2 **U7:** Lesson 9 **U9:** Lessons 1, 2, 5, 6 **U10:** Lesson 11
L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/precalentar*).	**TG Unit:** **U2:** Lessons 4, 8 **U3:** Lessons 4, 5, 7, 8 **U4:** Lessons 8, 9 **U5:** Lessons 2, 3, 5, 7, 8, P2 **U6:** Lessons 8, P1 **U8:** Lessons 3, 4, 8, 9 **U10:** Lessons 3, 4, 11, 13, P3 **U11:** Lessons 3, 8, 9
L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *compañia*, *compañero*).	**TG Unit:** **U1:** Lesson 1 **U4:** Lessons 8, 9 **U5:** Lessons 4, 8, 10, 11 **U7:** Lessons 1, 2, 9, 13 **U9:** Lessons 7, 10

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L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**TG Unit:** **U2:** Lessons 1, 4, 6, 13 **U3:** Lessons 2, 3, 5, 6, 8, 10, 11, 13 **U4:** Lesson 1 **U5:** Lessons 1, 8 **U6:** Lesson 2 **U7:** Lesson 13 **U9:** Lesson 12
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	**TG Unit:** **U1:** Lessons 1, 2, 3, 6, 13 **U2:** Lessons P1, P2 **U3:** Lessons 1, P2 **U4:** Lessons 1, 3, 5, 6, P1, 9, P2 **U5:** Lessons 1, 2, 5, 7, 8 **U6:** Lessons P1, Viking Quest **U7:** Lessons 3, 9, 10, P2, P3 **U8:** Lessons 5, 7, 8, 11 **U10:** Lessons 1, 9
L.3.5.A Distinguish the literal and non-literal meanings of words and phrases in context, including the particular meaning of words in idioms (e.g., *Tomar medidas. Está lloviendo a cántaros*).	**TG Unit:** **U1:** Lessons 1, 8 **U4:** Lessons 1, P1, P2 **U5:** Lesson 2
L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are *simpáticas* or *serviciales*).	**TG Unit:** **U1:** Lessons 1, 3, 4, 5, 9, 12 **U2:** Lessons 2, 5, 8, 12 **U3:** Lessons 2, 3, 8 **U4:** Lessons 1, 2, 3, 4, 5, 6, 8, 10, 11 **U5:** Lessons 2, 4, 6, 7, 8, 10 **U7:** Lesson 16 **U8:** Lesson 9 **U9:** Lessons 2, 6, 7, 10 **U10:** Lessons 1, 5, 6, 9, 10
L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *sabía, creía, sospechaba, se preguntaba*) and the use of the subjunctive mood to express doubt.	**TG Unit:** **U1:** Lesson 2 **U9:** Lesson 2

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L.3.6 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., *esa noche, después de cenar, fuimos a buscarlos*).	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 **U2:** Lessons 2, 4, 5, 6, P1, 8, 10, 12 **U3:** Lessons 1, 2, 3, 5, 11 **U4:** Lessons 2, 7, 8, 10, 11 **U5:** Lessons 2, 7, 8, 9, 10, 11 **U7:** Lessons 1, 3, 9, 16 **U8:** Lessons 1, 2, 5, 7, 8, 11 **U9:** Lessons 2, 3, 4, 5, 6, 7, 11 **U10:** Lessons 1, 4, 5, 6, 8, 9, 10, 11

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Curriculum Alignment to Common Core en Español

Fourth Grade

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READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
LL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13 **U2.2:** Lesson 23 **U3:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, P **U5:** Lesson 7 **U6:** Lessons 1, 2, 3, 7, 9, 10 **U7:** Lessons 2, 5, 13, 15, 16 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, E
LL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**TG Unit:** **U1:** Lessons 2, 4, 9, 11, 14 **U2.2:** Lesson 24 **U3:** Lessons 1, 5, 12, 13, 14, P **U5:** Lesson 7 **U6:** Lessons 2, 4, 7, 10, 11 **U7:** Lessons 13, 14, 15, 16 **U8:** Lessons 2, 4, 6, 7, 8, 9, 10, 11, 13
LL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**TG Unit:** **U1:** Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, P **U2.2:** Lessons 23, 24 **U3:** Lessons 1, 6, 11, 12, P **U5:** Lesson 7 **U6:** Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, P **U7:** Lessons 5, 13, 15, 16 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, E

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Craft and Structure	
LL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Hércules*).	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13 **U3:** Lessons 1, 8, 10 **U5:** Lesson 7 **U6:** Lesson 4 **U7:** Lessons 5, 13, 14, 15, 16 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
LL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**TG Unit:** **U1:** Lesson 1 **U3:** Lessons 1, 2, 3, 13, 14 **U7:** Lessons 5, 14
LL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**TG Unit:** **U1:** Lessons 1, 8, 15 **U2.2:** Lesson 2 **U3:** Lessons 1, 3, 9 **U6:** Lesson 9 **U8:** Lessons 1, 8
Integration of Knowledge and Ideas	
LL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**TG Unit:** **U7:** Lesson 15 **U8:** Lesson 2
LL.4.8 (Not applicable to literature.)	
LL.4.9 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.	**TG Unit:** **U1:** Lesson 10 **U2.2:** Lesson 24 **U5:** Lesson 7

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Range of Reading and Level of Text Complexity	
LL.4.10 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.	**TG Unit:** **U7:** Lesson 14 **U8:** Lessons 3, 12
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
LI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**TG Unit:** **U1:** Lesson 7 **U2.1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20 **U3:** Lessons 1, 3, 5 **U4:** Lessons 2, 3, 5 **U5:** Lessons 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, E **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, E
LI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**TG Unit:** **U1:** Lesson 7 **U2.1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 21, 22, 23 **U3:** Lesson 1 **U4:** Lessons 2, 5 **U5:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 **U7:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12
LI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**TG Unit:** **U1:** Lesson 7 **U2.1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20, 21, 22, 23 **U3:** Lesson 5 **U4:** Lessons 2, 3, 5 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, E **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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Craft and Structure	
LI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**TG Unit:** **U1:** Lesson 7 **U2.1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20, 21, 22, 23 **U4:** Lessons 2, 5 **U5:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
LI.4.5 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.	**TG Unit:** **U2.1:** Lesson 16 **U5:** Lessons 1, 5, 14
LI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**TG Unit:** **U1:** Lesson 8 **U2.1:** Lesson 8 **U7:** Lesson 5
Integration of Knowledge and Ideas	
LI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**TG Unit:** **U2.1:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14 **U2.2:** Lessons 16, 21, 22, 23 **U4:** Lessons 5, 6 **U5:** Lessons 1, 2, 3, 4, 5, 6, 8,10, 11, 13 **U7:** Lessons 4, 6, 8, 10, 11, 12
LI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	**TG Unit:** **U7:** Lesson 9
LI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**TG Unit:** **U4:** Lesson 1 **U7:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10

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Range of Reading and Level of Text Complexity	
LI.4.10 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.	**TG Unit:** **U7:** Lesson 3
READING STANDARDS: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	
LF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**TG Unit:** **U2.1:** Lessons 2, 4, 6, 9 **U2.2:** Lessons 17, 23, 24 **U5:** Lessons 2, 4, 6, 11, 14 **U7:** Lessons 6, 11, 14 **U8:** Lessons 4, 6, 11, 14
LF.4.3.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.	**TG Unit:** **U2.1:** Lessons 2, 4, 6, 9 **U2.2:** Lessons 17, 24 **U5:** Lessons 2, 4, 6, 11, 14 **U7:** Lessons 6, 11, 14 **U8:** Lessons 6, 9, 11, 14
LF.4.3.B Distinguish homophones by their function and meaning and recognize the use of the diacritic accent to distinguish them. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 6 **U7:** Lessons 6, 9, 10, 14, 15 **U8:** Lesson 4
LF.4.3.C Recognize the necessary changes in pronunciation and spelling when an affix is added to a word (e.g., lento, lentamente; rápido, rapidísimo). **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 6 **U2.2:** Lesson 24 **U5:** Lessons 2, 4, 11, 14 **U7:** Lessons 6, 11, 14, 16, P **U8:** Lessons 6, 11, P

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LF.4.3.D Correctly use the umlaut to indicate the letter u with a sound in the syllables güe and güi (bilingüe, pingüino). **[Spanish Only]**	**TG Unit:** **U3:** Lesson 15 **U5:** Lessons 6, 7, 10 **U7:** Lesson 17 **U8:** Lesson 17
Acentuación/Accent Marks	
LF.4.3.E Correctly use the written accent in accordance with the tonic accent in words appropriate to the grade level applying a systematic analysis. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11 **U2.2:** Lesson 19
LF.4.3.E.1 Count the number of syllables. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11
LF.4.3.E.2 Name the syllable that carries the emphasis (last, penultimate, antepenultimate). **[Spanish Only]**	**TG Unit:** **U2.2:** Lesson 19
LF.4.3.E.3 Categorize the word according to its tonic accent (aguda, grave, esdrújula). **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11 **U2.2:** Lesson 19 **U8:** Lessons 6, 11
LF.4.3.E.4 Determine the sound or letter in which the word ends (vowel or consonant /n/ or /s/). **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11
LF.4.3.E.5 Write the orthographic accent if necessary. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11 **U2.2:** Lesson 19 **U8:** Lessons 4, 6, 10, 11
LF.4.3.E.6 Justify the accentuation of words according to the spelling rules. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 11 **U8:** Lessons 6, 11

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LF.4.3.F Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form a hiatus and not a diphthong. Correctly put the written accent on the vowel in which the tonic accent falls (hacía, baúl, raíz). **[Spanish Only]**	**TG Unit:** **U8:** Lesson 11
Fluency	
LF.4.4 Read with sufficient accuracy and fluency to support comprehension.	**TG Unit:** **U1:** Lessons 9, 14 **U2.1:** Lessons 4, 5, 8, 10, 11, 13, 14 **U2.2:** Lessons 16, 17, 19, 21, 22, 23 **U3:** Lessons 2, 5, 7, 13, 14, P **U4:** Lessons 3, 5 **U5:** Lesson 14 **U6:** Lessons 3, 6, 11, 12 **U7:** Lessons 4, 15 **U8:** Lesson 12
LF.4.4.A Read on-level text with purpose and understanding.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 **U2.1:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20, 21, 22, 23, 24 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8
LF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TG Unit:** **U1:** Lessons 8, 9, 10, 12 **U2.2:** Lesson 17 **U3:** Lessons 1, 6 **U6:** Lessons 3, 6, 10 **U8:** Lessons 18, 19

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LF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TG Unit:** **U1:** Lesson 6 **U2.2:** Lessons 17, 20 **U5:** Lesson 14
WRITING STANDARDS	
Text Types and Purposes	
E.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**TG Unit:** **U1:** Lesson 2 **U2.1:** Lessons 10, 12, 13 **U4:** Lessons 1, 3, 7, 9 **U6:** Lessons 3, 4, 12
E.4.1.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.	**TG Unit:** **U2.1:** Lessons 10, 12, 13
E.4.1.B Provide reasons that are supported by facts and details.	**TG Unit:** **U2.1:** Lessons 10, 12, 13 **U4:** Lessons 1, 3, 7, 8, 9 **U2.1:** Lessons 3, 5 **U5:** Lessons 5, 7, 12, 13 **U7:** Lessons 4, 13
E.4.1.C Link opinion and reasons using words and phrases (e.g., a fin de, asimismo).	**TG Unit:** **U2.1:** Lessons 10, 12, 13
E.4.1.D Provide a concluding statement or section related to the opinion presented.	**TG Unit:** **U2.1:** Lessons 10, 13
E.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**TG Unit:** **U2.1:** Lessons 2, 3, 4, 5 **U4:** Lessons 6, 8, 10 **U5:** Lessons 4, 5, 7, 8, 12, 13, E **U7:** Lessons 4, 5, 7, 8, 10, 12

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E.4.2.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.	**TG Unit:** **U2.1:** Lessons 3,5 **U5:** Lessons 5,7,12,13 **U7:** Lessons 4,13
E.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**TG Unit:** **U2.1:** Lessons 3, 4, 5 **U5:** Lessons 7, 12, 13 **U7:** Lessons 4, 5, 7, 8, 10, 13
E.4.2.C Link ideas within categories of information using words and phrases (e.g., otro, por ejemplo, también, porque).	**TG Unit:** **U1:** Lessons 3, 5 **U7:** Lessons 2, 3, 4, 10
E.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	**TG Unit:** **U7:** Lesson 10
E.4.2.E Provide a concluding statement or section related to the information or explanation presented.	**TG Unit:** **U2.1:** Lessons 3, 5 **U5:** Lessons 12, 13 **U7:** Lessons 4, 13
E.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**TG Unit:** **U1:** Lessons 1, 3, 4, 6, 7, 8, 10, 11, 12, 13, P **U2.2:** Lessons 20, 21, 24 **U6:** Lessons 3, 5, 6, 9, 11, 12 **U8:** Lessons 2, 7, 8, 10, 12, 13, 16, 17
E.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**TG Unit:** **U1:** Lessons 5, 7, 9, 11, 12 **U2.2:** Lesson 20 **U6:** Lessons 8, 10 **U8:** Lessons 3, 5, 12, 13
E.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**TG Unit:** **U1:** Lessons 3, 6, 8, 9, 10, 12 **U6:** Lesson 1 **U8:** Lessons 4, 10, 12, 13, 16, 17

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E.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	**TG Unit:** **U1:** Lessons 1, 7
E.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	**TG Unit:** **U1:** Lessons 4, 5, 8, 11 **U2.2:** Lessons 20, 21 **U6:** Lesson 1 **U8:** Lessons 4, 12, 13, 16, 17
E.4.3.E Provide a conclusion that follows from the narrated experiences or events.	**TG Unit:** **U1:** Lessons 1, 3, 11, 13 **U6:** Lesson 12 **U8:** Lessons 16, 7
Production and Distribution of Writing	
E.4.4 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.)	**TG Unit:** **U1:** Lessons 1, 2, 3, 6, 15 **U2.1:** Lessons 4, 13 **U2.2:** Lessons 21, 24 **U3:** Lessons 1, 2, 4, 7, 9, 10, 11, 13, 14, P **U4:** Lessons 1, 3, 4, 5, 6, 7, 8, 9 **U5:** Lessons 4, 5, 6, 7, 8, 13, E **U6:** Lessons 1, 6, 7, 9, 11, 12 **U7:** Lessons 3, 4, 5, 6, 7, 8, 10, 13, 14 **U8:** Lessons 5, 8, 13, 14, 16
E.4.5 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.)	**TG Unit:** **U1:** Lessons 5, 6, 7, 9, 10, 11, 13, 14, 15, P **U2.1:** Lessons 3, 12, 13 **U2.2:** Lesson 23 **U3:** Lessons 2, 5, 7 **U4:** Lessons 6, 8, 9 **U5:** Lessons 3, 5, 8, 10, 12, 13 **U6:** Lessons 2, 3, 4, 6, 9, 12, P **U7:** Lessons 12, 13, 16 **U8:** Lessons 5, 12, 13, 16, 17

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E.4.6 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.	**TG Unit:** **U5:** Lessons 7, 8 **U8:** Lesson 18
Research to Build and Present Knowledge	
E.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**TG Unit:** **U1:** Lesson 6 **U2.1:** Lessons 1, 2, 4, 6, 7, 10, 11, 13, 14, E **U7:** Lesson 4
E.4.8 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.	**TG Unit:** **U2.1:** Lessons 2, 4, 5, 7, 8, 12 **U2.2:** Lesson 18 **U3:** Lessons 3, 5, 6, 9, 10 **U4:** Lessons 1, 2, 4, 5, 6, 8 **U5:** Lessons 5, 7, 8 **U7:** Lessons 3, 4, 5, 7, 8 **U8:** Lessons 1, 3, 4, 6, 8, 9, 10, 12, 14
E.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**TG Unit:** **U1:** Lesson 1 **U3:** Lessons 2, 3, 5, 14 **U4:** Lessons 2, 3, 4, 5, 6, 7 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13 **U6:** Lessons 2, 3, 5, 7, 8, 10, 11 **U7:** Lessons 4, 7, 8, 10, 12, 16 **U8:** Lessons 2, 5
E.4.9.A Apply grade 4 Reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions].).	**TG Unit:** **U1:** Lessons 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, P **U6:** Lesson 2

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E.4.9.B Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text.).	**TG Unit:** **U5:** Lessons 1, 2, 3
Range of Writing	
E.4.10 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.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 15 **U2.1:** Lessons 3, 4, 5, 12, 13 **U2.2:** Lessons 21, 24 **U3:** Lessons 1, 2, 3, 4, 7, 9, 10, 11, 13, 14 **U4:** Lessons 1, 3, 4, 5, 6, 7, 8, 9 **U5:** Lessons 3, 5, 8, 13, E **U6:** Lessons 1, 5, 6, 7, 8, 9, 10, 11, 12 **U7:** Lessons 3, 4, 5, 7, 8, 10, 13, 14 **U8:** Lessons 5, 7, 12, 16
SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
AE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14 **U2.1:** Lessons 1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20, 21, 24 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 **U5:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, 11, 12 **U7:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15 **U8:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15

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AE.4.1.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.	**TG Unit:** **U1:** Lessons 8, 9, 14 **U2.1:** Lessons 1, 7, 12 **U2.2:** Lesson 16 **U3:** Lesson 5 **U4:** Lessons 1, 6, 7 **U6:** Lesson 7
AE.4.1.B Follow agree-upon rules for discussions and carry out assigned roles.	**TG Unit:** **U1:** Lessons 2, 9, 14 **U3:** Lessons 8, 9 **U4:** Lessons 1, 6, 7, 8 **U6:** Lessons 3, 4 **U8:** Lesson 19
AE.4.1.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.	**TG Unit:** **U1:** Lessons 1, 2, 4, 5, 9, 15 **U2.1:** Lessons 2, 5, 7, 11, 13 **U3:** Lessons 4, 6, 12 **U4:** Lessons 1, 4, 6, 7, 8, 9, 10 **U5:** Lessons 1, 8 **U6:** Lessons 3, 6, 12 **U8:** Lessons 1, 2, 3, 4, 5, 6, 10, 14
AE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**U1:** Lessons 1, 9 **U3:** Lesson P **U4:** Lesson 1 **U8:** Lesson 7
AE.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**TG Unit:** **U1:** Lessons 1, 3, 4, 13 **U2.1:** Lesson 1 **U2.2:** Lesson 24 **U3:** Lessons 1, 4 **U4:** Lessons 2, 4 **U5:** Lesson 1
AE.4.3 Identify the reasons and evidence a speaker provides to support particular points.	**TG Unit:** **U1:** Lesson 2 **U4:** Lesson 7

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Presentation of Knowledge and Ideas	
AE.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**TG Unit:** **U2.2:** Lesson 24 **U3:** Lesson P **U4:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10 **U7:** Lessons 1, 5, 7, 8, 15
AE.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**TG Unit:** **U4:** Lessons 3, 4, 5, 9
AE.4.6 Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)	**TG Unit:** **U2:** Lesson 23 **U4:** Lessons 4, 10 **U7:** Lessons 1, 2 **U8:** Lessons 1, 2, 4, 6, 8, 9, 10, 11, 13
LANGUAGE STANDARDS	
Conventions of Spanish Language	
L.4.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	**TG Unit:** **U1:** Lessons 1, 2, 3, 5, 6 **U2.2:** Lesson 24 **U3:** Lesson 4 **U5:** Lesson 13 **U7:** Lesson P
L.4.1.A Use interrogative, relative pronouns (*qué, que; quien; cuál, cual; cuánto, cuanto*) and relative adverbs (*donde, cuando, como, cuanto*).	**TG Unit:** **U5:** Lesson 1

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L.4.1.B Form and use the compound tenses of verbs (e.g., *Yo estaba caminando; Yo estoy caminando; Yo estaré caminando*) and recognize their limited use in Spanish (an action in progress, e.g., Estoy hablando español vs. Hablo español).	**TG Unit:** **U8:** Lessons 6, 9, 14, P
L.4.1.C Use auxiliary verbs with the infinitive of the verb to express various conditions (e.g., *Puedo correr. Debo dormir*) or with the conditional form of the verb (e.g., *podría correr, desearía dormir*).	**TG Unit:** **U7:** Lessons 14, 16 **U8:** Lesson 2
L.4.1.D Order a series of adjectives within a sentence according to conventional patterns (e.g., *una pequeña bolsa roja en lugar de una roja bolsa pequeña*).	**TG Unit:** **U5:** Lessons 11, 14
L.4.1.E Form and use prepositional phrases.	**TG Unit:** **U2.1:** Lesson 4
L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**TG Unit:** **U2.1:** Lessons 1, 3, 4, 5, 6, 7, 8, 11, 13 **U2.2:** Lessons 16, 17, 18, 24 **U4:** Lessons 2, 8 **U5:** Lessons 3, 5, 7, 8, 9, 10, 11, 13, P, E **U6:** Lesson 6 **U7:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, P
L.4.1.G Correctly use frequently confused words (e.g., *tubo/tuvo; sabia/savia; cocer/coser; echo/hecho*).	**TG Unit:** **U2.1:** Lesson 6 **U7:** Lessons 6, 9, 10, 11, 14, 15 **U8:** Lesson 4
L.4.1.H Correctly identify and use the past tense or imperfect tense (-ar: amaba; -er: comía; -ir: pedía) and the conditional (-ar: amaría; -er: comería; -ir: pediría). **[Spanish Only]**	**TG Unit:** **U7:** Lesson 16 **U8:** Lessons 2, 4, 6, 9

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L.4.1.I Recognize the apocope in the use of adjectives (e.g., buen, bueno; gran, grande; algún, alguno; ningún, ninguno). **[Spanish Only]**	**TG Unit:** **U1:** Lesson 6 **U3:** Lesson 15 **U5:** Lessons 2, 4, 6, 9, 15 **U6:** Lesson 4 **U7:** Lessons 2, 4 **U8:** Lessons 10, 11, 14, 16
L.4.1.J Correctly identify and use regular verbs in the past tense (ar - amó; er - comió; ir - escribió) or imperfect (ar - amaba, er - comía, ir - escribía) and distinguish their use. (e.g., Te escribí una carta. Te escribía todos los días). **[Spanish Only]**	**TG Unit:** **U7:** Lessons 14, 16, P **U8:** Lessons 2, 4, 6, 9, 10, P
L.4.1.K Identify and use copulative conjunctions (y/e, ni, que) and disjunctive (o/u); adversative (pero, aunque, sino, sin embargo); causal (pues, porque, como, puesto que). **[Spanish Only]**	**TG Unit:** **U2.1:** Lessons 3, 4, 8, 12 **U5:** Lesson 1 **U7:** Lesson 3
L.4.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	**TG Unit:** **U1:** Lessons 6, RM **U2.2:** Lessons 19, 22, 24 **U3:** Lesson 4 **U5:** Lessons 3, 5, 6, 8, 9 **U7:** Lessons 2, 3, 4, 5, P **U8:** Lessons 10, 16, P
L.4.2.A Use correct capitalization.	**TG Unit:** **U2.1:** Lessons 2, 7 **U4:** Lessons 1, 3, 5, 6, 7, 8, 9, 10 **U5:** Lessons 1, 4, 5, 6, 8, 9, 10, 11, 13 **U7:** Lesson 5 **U8:** Lessons 8, 13
L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	**TG Unit:** **U1:** Lessons 6, 8, RM **U3:** Lesson 1 **U6:** Lesson 1

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L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	**TG Unit:** **U5:** Lessons 2, 4, P **U8:** Lessons 11, 14, P
L.4.2.D Spell grade-appropriate words correctly, including the use of the written accent, consulting references as needed.	**TG Unit:** **U2.1:** Lessons 6, 9, 10, 11, 13 **U2.2:** Lessons 19, 22, 24 **U5:** Lessons 6, 9, 10, 11, 14, P **U7:** Lessons 6, 9, 10, 11, 14, 15 **U8:** Lessons 4, 6, 9, 10, 11, 14
L.4.2.E Identify and use the verbs that end in -zar, -car and -gar, changing the a for e and the z for c (analizar, anlice), the c for qu (educar-eduque); and the g for gu (pagar-pague). **[Spanish Only]**	**TG Unit:** **U3:** Lesson 15 **U5:** Lessons 6, 7, 10 **U7:** Lesson 17 **U8:** Lesson 17
L.4.2.F Use the comma before and after an explanation that is inserted in a sentence (e.g., Ella, entre mis amigas, es la más simpática). **[Spanish Only]**	**TG Unit:** **U1:** Lesson 6 **U6:** Lesson 4 **U7:** Lessons 2, 4 **U8:** Lessons 10, 11, 14, 16 **U3:** Lesson 15 **U5:** Lessons 2, 4, 6, 9, 15
L.4.2.G Correctly write words that contain a relationship between phonemes and multiple graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words. **[Spanish Only]**	**TG Unit:** **U2.1:** Lesson 6
Acentuación/Accent Marks	
L.4.2.H Recognize that the orthographic accent is used in all esdrújula and sobreesdrújula words. **[Spanish Only]**	**TG Unit:** **U2.2:** Lesson 19

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L.4.2.I Use the diacritical accent in questions, exclamations, and to differentiate the demonstrative pronouns from the determiners. **[Spanish Only]**	**TG Unit:** **U7:** Lessons 6, 9, 10, 11, 14, 15 **U8:** Lesson 4
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**TG Unit:** **U1:** Lessons 1, 5 **U2.1:** Lessons 2, 4, 6, 9, 11, 14, P **U2.2:** Lesson 24 **U3:** Lesson 4 **U7:** Lessons 6, 9, 11, 14, 16 **U8:** Lessons 11, 14
L.4.3.A Choose words and phrases to convey ideas precisely.*	**TG Unit:** **U1:** Lessons 1, 5, 8, 10, 12, 14, 15 **U6:** Lesson 2 **U8:** Lesson 10
L.4.3.B Choose punctuation for effect.*	**TG Unit:** **U3:** Lesson 4 **U8:** Lessons 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18
L.4.3.C Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**TG Unit:** **U2:** Lesson 23 **U3:** Lesson 5 **U4:** Lesson 4 **U7:** Lesson 3 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18

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Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.	**TG Unit:** **U1:** Lesson 1 **U2.1:** Lessons 1, 2, 3, 4, 7, 9, 11, 12, 13 **U2.2:** Lessons 16, 17, 19 **U3:** Lessons 3, 4, 6, P **U4:** Lessons 1, 2, 4, 5, 9 **U5:** Lessons 1, 2, 4, 6, 7, 8, 9, 10, 11 **U6:** Lessons 2, 9 **U7:** Lessons 1, 4, 6, 7, 8, 9, 10, 11, 16 **U8:** Lessons 1, 2, 4, 5, 6, 9, 11, 14, 16
L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**TG Unit:** **U1:** Lesson 6 **U2.1:** Lessons 3, 7, 8, 9, 11, 14 **U2.2:** Lesson 16 **U3:** Lessons 1, 4, 14 **U6:** Lessons 1, 4 **U7:** Lessons 7, 9, 10, 12, 16 **U8:** Lessons 1, 5, 14
L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telégrafo, fotografía, autógrafo).	**TG Unit:** **U2.1:** Lessons 1, 2, 4, 6, 9, 11, 13, P **U2.2:** Lessons 16, 17, 19, 21, 22, 24 **U3:** Lessons 3, 4, 8 **U5:** Lessons 2, 4, 6, 9, 11, 14, P **U7:** Lessons 2, 4, 6, 9, P **U8:** Lessons 2, 4, 6, 9, 11, 14, P
L.4.4.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.	**TG Unit:** **U1:** Lessons 6, 7, 8, 10, P **U2.1:** Lessons 1, 2, 4, 5, 6, 7, 9, 10, 11,13, 14 **U2.2:** Lessons 16, 17, 18, 19, 20, 21, 22, 23, 24, E **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, P **U4:** Lesson 2 **U5:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 **U7:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14 **U8:** Lessons 1, 2, 4, 6, 8, 9, 10, 11, 12, 13

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L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**TG Unit:** **U1:** Lessons 2, 12, 13, P **U2.1:** Lessons 3, 12 **U2.2:** Lesson 24 **U3:** Lessons 3, 5, 6, 9, 11, 12, P **U5:** Lessons 12, 13 **U6:** Lessons 5, 9 **U7:** Lessons 9, 14 **U8:** Lessons 3, 5, 7, 12, 14
L.4.5.A Explain the meaning of simple similes and metaphors (e.g., *tan bonita como una fotografía*) in context.	**TG Unit:** **U1:** Lessons 2, 12, 13, P **U3:** Lessons 4, 5, 7, 8, 11, 13, 14, P **U5:** Lessons 1, 2, 3, 4, 7, 9, 12, 13 **U6:** Lessons 5, 7, 9 **U7:** Lesson 14 **U8:** Lessons 1, 5, 7, 10, 11, 12, 14
L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	**TG Unit:** **U2.1:** Lessons 3, 12 **U3:** Lessons 1, 3 **U5:** Lesson 7 **U6:** Lesson 4 **U7:** Lessons 1, 3, 4, 12, 13, 16 **U8:** Lessons 1, 7, 9, 10, 11, 14
L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**TG Unit:** **U2.1:** Lessons 2, 6, 7, 10, 11, 12, 14 **U5:** Lessons 1, 5, 7, 9, 11, 12, 13 **U6:** Lesson 1 **U7:** Lessons 2, 3, 6, 9, 10, 12, 16 **U8:** Lessons 1, 2, 5, 11, 12

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L.4.6 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., *emocionado, afligido, eufórico*) and that are basic to a particular topic (e.g., *vida silvestre, conservación,* and *en peligro de extinción* when discussing animal preservation).	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10 **U2.1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U2.2:** Lessons 17, 18, 19, 21 **U3:** Lessons 1, 4, 5, 10, 12 **U4:** Lessons 1, 3, 4, 5, 6, 9 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 2, 9, 11 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

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Curriculum Alignment to Common Core en Español

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READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
LL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**TG Unit:** **U1:** Lessons 1, 2, 3, 6, 8, 9, 10, 11, 13, 14 **U2:** Lessons 5, 6 **U4:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lesson 2 **U7:** Lessons 2, 3, 9, 10, 12 **U8:** Lesson 7 **U9:** Lessons 1,10
LL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**TG Unit:** **U1:** Lessons 4, 5, 6 **U2:** Lesson 6 **U4:** Lessons 2, 4, 5, 7, 9, 11 **U7:** Lessons 3, 5, 9, 11, 13, 14 **U8:** Lesson 7 **U9:** Lessons 3, 4, 6, 7, 8
LL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**TG Unit:** **U1:** Lessons 7, 9 **U4:** Lessons 8, 12 **U7:** Lessons 2, 4, 6, 7, 8, 10
Craft and Structure	
LL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**TG Unit:** **U3:** Lessons 1, 2, 3, 5, 6, 7, 8, 12 **U4:** Lessons 3, 7, 8, 13

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LL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**TG Unit:** **U3:** Lessons 1, 3, 6, 9, 12 **U4:** Lesson 1
LL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**TG Unit:** **U1:** Lesson 13 **U9:** Lesson 8
Integration of Knowledge and Ideas	
LL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**TG Unit:** **U2:** Lesson 5
LL.5.8 (Not applicable to literature.)	
LL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**TG Unit:** **U2:** Lessons 13, 14 **U8:** Lessons 3, 7
Range of Reading and Level of Text Complexity	
LL.5.10 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.	**TG Unit:** **U1:** Lessons 1, 5, 9, 15 **U2:** Lessons 5, 6, 13, 14 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, P **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lesson 2 **U7:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14 **U8:** Lesson 3 **U9:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13

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READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
LI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**TG Unit:** **U2:** Lessons 1, 2, 4, 7, 8, 11 **U5:** Lessons 1, 2, 4, 12, 13 **U6:** Lesson 7 **U8:** Lessons 1, 10, 11, 14
LI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**TG Unit:** **U2:** Lesson 3 **U5:** Lessons 1, 2, 3, 5, 7, 8, 10, 12, 13 **U6:** Lessons 1, 4, 5, 6, 8, 9 **U8:** Lessons 9, 13
LI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**TG Unit:** **U5:** Lessons 1, 6, 9, 12 **U6:** Lessons 7, 8 **U8:** Lessons 2, 4, 6, 10, 11
Craft and Structure	
LI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, 11 **U4:** Lesson 1 **U5:** Lessons 2, 4, 5, 9, 10, 13, 14 **U6:** Lessons 1, 3, 4, 5, 7, 8 **U8:** Lesson 1
LI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**TG Unit:** **U6:** Lesson 1 **U9:** Lessons 1, 2

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LI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**TG Unit:** **U5:** Lesson 12 **U4:** Lesson 4
Integration of Knowledge and Ideas	
LI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**TG Unit:** **U6:** Lesson 1
LI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**TG Unit:** **U2:** Lesson 4 **U5:** Lesson 13 **U6:** Lesson 1 **U8:** Lessons 3, 4, 9, 11
LI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**TG Unit:** **U6:** Lesson 1 **U9:** Lessons 3, 4, 13
Range of Reading and Level of Text Complexity	
LI.5.10 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.	**TG Unit:** **U1:** Lessons 1, 5, 6, 9, 10, 11, 12, 13, 15 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **U4:** Lesson 1 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 3, 4, 5, 6, 7, 8, 9 **U7:** Lesson 1 **U8:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U9:** Lesson 1

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READING STANDARDS: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	
LF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**TG Unit:** **U2:** Lessons 1, 2, 4, 6, 9, 11, 14 **U4:** Lessons 2, 3, 6, 9, 11, 14 **U5:** Lessons 2, 4, 6, 9, 11, 14 **U6:** Lessons 1, 4, 6, 7, 9 **U8:** Lessons 2, 4, 6, 9, 11, 14 **U9:** Lessons 1, 2, 6, 10, 12, 13
LF.5.3.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.	**TG Unit:** **U2:** Lessons 1, 2, 4, 6, 9, 11, 14, Assessment **U4:** Lessons 2, 3, 6, 9, 11, 14 **U5:** Lessons 2, 4, 6, 9, 11, 14 **U6:** Lessons 1, 4, 6, 7, 9 **U8:** Lessons 2, 4, 6, 9, 11, 14 **U9:** Lessons 1, 2, 6, 10, 12, 13
Acentuación/Accent Marks	
LF.5.3.C Correctly use the written accent in accordance with the tonic accent in words at grade level applying a systematic analysis. **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.C.1 Count the number of syllables. **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.C.2 Name the syllable that carries the emphasis (last, penultimate, antepenultimate). **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.C.3 Categorize the word according to its tonic accent (aguda, grave, esdrújula, sobreesdrújula). **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6

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LF.5.3.C.4 Determine the sound or letter in which the word ends (vowel, consonant, /n/ or /s/). **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.C.5 Write the orthographic accent if necessary. **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.C.6 Justify the accentuation of words in accordance with the spelling rules. **[Spanish Only]**	**TG Unit:** **U2:** Lesson 6
LF.5.3.D Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form a hiatus and not a diphthong. Correctly place the written accent on the vowel in which the tonic accent falls in accordance with its meaning in context (hacia/hacía, sabia/sabía, rio/río). **[Spanish Only]**	**TG Unit:** **U2:** Lesson 11 **U4:** Lesson 11
Fluency	
LF.5.4 Read with sufficient accuracy and fluency to support comprehension.	**TG Unit:** **U1:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15 **U8:** Lessons 5, 11, 13 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15

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LF.5.4.A Read on-level text with purpose and understanding.	**TG Unit:** **U1:** Lessons 1, 5, 6, 9, 10, 11, 12, 13, 15 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, P **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14 **U8:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U9:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13
LF.5.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TG Unit:** **U1:** Lesson 3 **U7:** Lessons 1, 2, 3, 7, 9, 10, 11, 14, 15
LF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TG Unit:** **U1:** Lessons 2, 3, 4, 10, 12 **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U3:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U5:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **U9:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
WRITING STANDARDS	
Text Types and Purposes	
E.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**TG Unit:** **U1:** Lesson 8 **U4:** Lessons 3, 4, 5, 6, 7, 8, 10, 12 **U7:** Lesson 2 **U8:** Lessons 7, 8, 10, 12 **U9:** Lesson 13

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E.5.1.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.	**TG Unit:** **U4:** Lessons 3, 7, 8, 10 **U8:** Lessons 7, 8, 10
E.5.1.B Provide logically ordered reasons that are supported by facts and details.	**TG Unit:** **U4:** Lessons 3, 4, 5, 8, 10 **U8:** Lessons 7, 8, 10
E.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., *a fin de, asimismo*).	**TG Unit:** **U4:** Lesson 10
E.5.1.D Provide a concluding statement or section related to the opinion presented.	**TG Unit:** **U4:** Lessons 3, 12 **U8:** Lesson 12
E.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**TG Unit:** **U2:** Lessons 3, 4, 7, 10, 12 **U5:** Lessons 3, 4, 5, 12 **U9:** Lessons 1, 5, P
E.5.2.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.	**TG Unit:** **U5:** Lesson 13
E.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**TG Unit:** **U5:** Lessons 4, 5, 12

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E.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *por el contrario, especialmente*).	**TG Unit:** **U2:** Lessons 6, 9, 10 **U5:** Lessons 8, 10, 12, 13, 17, 18 **U9:** Lesson 10
E.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 6, 12, 14, 15
E.5.2.E Provide a concluding statement or section related to the information or explanation presented.	**TG Unit:** **U1:** Lesson 1
E.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**TG Unit:** **U1:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, P **U5:** Lesson 16 **U9:** Lessons 2, 14, P
E.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**TG Unit:** **U1:** Lessons 1, 3, 6, 7, 8, 10, 11 **U2:** Lessons 2, 4, 11, 13, 14 **U3:** Lessons 1, 2, 3, 5, 9, 10, 11, 12 **U4** Lessons 2, 4, 6, 9, 11, 14 **U5:** Lesson 16 **U8:** Lessons 2, 4, 6, 9, 10, 11, 13, 14 **U9:** Lessons 2, 14
E.5.3.B Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.	**TG Unit:** **U1:** Lessons 4, 11, 12
E.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**TG Unit:** **U2:** Lesson 6 **U9:** Lesson 2

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E.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 6, 12, 14, 15
E.5.3.E Provide a conclusion that follows from the narrated experiences or events.	**TG Unit:** **U1:** Lesson 1
Production and Distribution of Writing	
E.5.4 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.)	**TG Unit:** **U1:** Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, P **U2:** Lessons 3, 4, 7, 10, 12 **U4:** Lessons 3, 4, 5, 7, 8, 10, 12, 14, P **U5:** Lessons 3, 4, 5, 7, 12, 13, 16, 19 **U6:** Lesson 5 **U7:** Lessons 2, 4, 6, 7, 8, 10, 12 **U9:** Lesson 10
E.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5.)	**TG Unit:** **U1:** Lessons 13, P **U2:** Lesson 13 **U4:** Lesson 13 **U5:** Lessons 4, 13, 17 **U8:** Lessons 13, P **U9:** Lessons 5, P
E.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**TG Unit:** **U6:** Lesson 8 **U9:** Lesson 15

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Research to Build and Present Knowledge	
E.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**TG Unit:** **U6:** Lesson 8
E.5.8 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.	**TG Unit:** **U1:** Lesson 1 **U2:** Lessons 2, 3, 5, 8 **U4:** Lesson 1 **U5:** Lessons 2, 5, 6, 7, 8, 10, 16 **U6:** Lesson 9 **U7:** Lessons 1, 6 **U8:** Lessons 5, 6, 10
E.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**TG Unit:** **U2:** Lesson 9 **U4:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 14 **U5:** Lessons 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18 **U7:** Lessons 2 ,3, 4, 6, 7, 8, 10, 11, 12, 14, 15 **U8:** Lessons 2, 3, 4, 5 **U9:** Lessons 2, 3, 4, 6, 8, 13, 14
E.5.9.A Apply *grade 5 Reading standards* to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).	**TG Unit:** **U3:** Lessons 4, 10, 11 **U4:** Lessons 1, 2, 4, 14 **U7:** Lessons 7, 9, 11, 13, 15 **U8:** Lesson 3
E.5.9.B Apply *grade 5 Reading standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).	**TG Unit:** **U1:** Lessons 5, 7, 8, 11 **U4:** Lessons 5, 8, 12 **U5:** Lessons 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18, 19 **U8:** Lessons 2, 3, 4

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Amplify Caminos

Fifth Grade

Common Core en Español	Amplify Caminos
Range of Writing	
E.5.10 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.	**TG Unit:** **U1:** Lesson 1 **U4:** Lessons 3, 4, 5, 7, 8, 10, 12 **U5:** Lessons 3, 4, 5, 12, 13 **U6:** Lessons 2, 3, 5 **U8:** Lessons 7, 8, 10, 12, P
SPEAKING AND LISTENING STANDARDS	
Comprehension and Collaboration	
AE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 13 **U2:** Lessons 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13 **U3:** Lessons 1, 2, 9, 10 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U5:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 7, 8, 9, P **U7:** Lessons 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14 **U8:** Lessons 1, 2, 4, 5, 6, 11, 13, 14 **U9:** Lessons 1, 3, 5, 9, 11
AE.5.1.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.	**TG Unit:** **U1:** Lesson 6 **U2:** Lesson 12 **U4:** Lesson 3 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 1, 3, 11 **U8:** Lessons 3, 5, 14 **U9:** Lessons 3, 5, 7, 9, 11
AE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	**TG Unit:** **U1:** Lessons 1, 2, 6 **U9:** Lesson 5

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AE.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**TG Unit:** **U1:** Lessons 1, 2, 3, 4, 5, 6, 8, 9, 14, 15 **U3:** Lessons 1, 3, 4, 5, 6, 7, 10 **U4:** Lesson 13 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U8:** Lessons 1, 6, 7, 9, 11 **U9:** Lessons 3, 5, 14
AE.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**TG Unit:** **U1:** Lessons 3, 6, 9, 10 **U2:** Lessons 1, 2, 3, 6, 8, 13 **U3:** Lessons 3, 4, 5 **U4:** Lesson 13 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 1, 3, 11 **U8:** Lessons 1, 2, 5, 8, 10 **U9:** Lessons 2, 3, 5, 7, 9, 11
AE.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**TG Unit:** **U9:** Lesson 1 **U2:** Lessons 1, 2, 3, 4 **U3:** Lessons 3, 5, 8, 10 **U5:** Lessons 5, 7, 8 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U9:** Lessons 5, 7, 9
AE.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**TG Unit:** **U1:** Lessons 6, 8 **U2:** Lesson 1 **U4:** Lesson 13 **U5:** Lessons 7, 8 **U8:** Lessons 2, 13 **U9:** Lesson 5

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Presentation of Knowledge and Ideas	
AE.5.4 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.	**TG Unit:** **U1:** Lessons 2, 4, 8, 11, 13, 15 **U2:** Lessons 1, 11, 14, 15 **U4:** Lesson 13 **U5:** Lessons 7, 18, 19 **U6:** Lessons 7, 8, P **U9:** Lessons 7, 8, 11
AE.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**TG Unit:** **U6:** Lessons 7, 8
AE.5.6 Adapt speech to a variety of contexts and tasks, using formal Spanish when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	**TG Unit:** **U1:** Lesson 11
LANGUAGE STANDARDS	
Conventions of Standard Spanish	
L.5.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.	**TG Unit:** **U2:** Lessons 2, 4, 11, 14 **U3:** Lessons 2, 3, 6, 9, 11, 14 **U4:** Lessons 2, 3, 6, 9, 11, 14 **U5:** Lessons 2, 4, 6, 9 **U6:** Lessons 2, 4, 6, 9 **U8:** Lessons 2, 4, 6, 9 **U9:** Lessons 6, 10, 12, 13
L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**TG Unit:** **U5:** Lessons 6, 9 **U6:** Lesson 9 **U8:** Lessons 6, 9

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L.5.1.B Form and use the perfect tenses or compound verbs with haber and the past participle (e.g., *Yo había caminado; Yo he caminado; Yo habré caminado*).	**TG Unit:** **U9:** Lesson 12
L.5.1.C Use the tense of the verbs to express different moments, sequences, states and conditions, including the contrast between the uses of the preterite and co-preterite or imperfect to express action in the past (e.g., Yo iba todos los días. Yo fui ayer).	**TG Unit:** **U4:** Lesson 2 **U5:** Lessons 2, 4, 18 **U6:** Lesson 4 **U8:** Lessons 6, 9
L.5.1.D Recognize and correct inappropriate shifts in verb tense.* (e.g., lack of agreement between subject and verb; incorrect use of preterite vs. co-preterite; lack of use of the subjunctive).	**TG Unit:** **U5:** Lesson 4
L.5.1.E Use correlative conjunctions with the correct form of negation (e.g., *Ni esto, ni aquello*).	**TG Unit:** **U5:** Lessons 11, 14, 18 **U6:** Lesson 9
L.5.1.F Recognize and correctly apply the agreement between the subject, the verb, and the indirect object (e.g., A mí me gustas tú; Tú me gustas a mí). **[Spanish Only]**	**TG Unit:** **U2:** Lessons 2, 4, 11, 13, 14 **U8:** Lessons 2, 4, 13
L.5.1.H Identify and use all kinds of conjunctions, such as: concessive (aunque, por más que, a pesar de que), conditional (en caso de, siempre que) and final (de modo que, a fin de que, con el objeto de). **[Spanish Only]**	**TG Unit:** **U6:** Lesson 9 **U8:** Lessons 6, 9

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L.5.1.J Recognize when the subject pronoun is integrated into the verb (e.g., yo hablo = hablo) and when the pronoun is used to emphasize or clarify (e.g., Él fue el culpable). **[Spanish Only]**	**TG Unit:** **U5:** Lesson 13 **U8:** Lessons 6, 9, 10, 13 **U9:** Lessons 6, 10
L.5.1.K Recognize and correctly use irregular verbs in their tenses and modes, such as the future (haber = habré, habrá); gerund (sentir = sintiendo); past participle (haber = hecho), preterite (andar = anduvo). **[Spanish Only]**	**TG Unit:** **U4:** Lessons 2, 3, 9, 11, 14 **U5:** Lessons 2, 4 **U8:** Lessons 2, 4 **U9:** Lesson 12
L.5.1.L Correctly use the pronoun "se" and the singular or plural of the verb to express the passive voice (e.g., Se vende chocolate. Se venden libros). **[Spanish Only]**	**TG Unit:** **U5:** Lesson 13 **U8:** Lessons 6, 9, 10, 13 **U9:** Lessons 6, 10
L.5.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	**TG Unit:** **U1:** Lessons 4, 11 **U2:** Lessons 4, 11 **U5:** Lesson 18
L.5.2.A Use punctuation to separate items in a series.*	**TG Unit:** **U1:** Lesson 4 **U2:** Lesson 13 **U5:** Lesson 18
L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	**TG Unit:** **U8:** Lesson 11 **U9:** Lessons 6, 10, 15
L.5.2.C Use a comma to set off the words yes and no (e.g., *Sí, gracias*), to set off a tag question from the rest of the sentence (e.g., *Es verdad, ¿no?*), and to indicate direct address (e.g., *¿Eres tú, Esteban?*).	**TG Unit:** **U8:** Lesson 11

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L.5.2.D Use italics to indicate the titles of works. **[Spanish Only]**	**TG Unit:** **U8:** Lesson 14
L.5.2.E Spell grade-appropriate words correctly, including the use of the written accent, based on the pronunciation and the diacritical accent, consulting reference materials as needed.	**TG Unit:** **U2:** Lessons 6, 9, 14 **U4:** Lessons 6, 9, 11, 14 **U5:** Lessons 6, 9, 11, 14 **U6:** Lessons 6, 9 **U8:** Lessons 6, 9
L.5.2.F Write gentile adjectives without capitalization (e.g., estadounidense, oaxaqueño, costarricense). **[Spanish Only]**	**TG Unit:** **U1:** Lesson 2
L.5.2.G Correctly write words that contain a relationship between phonemes and multiple graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the syllables gue, gui, que, qui) in grade-level words. **[Spanish Only]**	**TG Unit:** **U8:** Lesson 10
Acentuación/Accent Marks	
L.5.2.H Recognize and explain the change of the orthographic accent in inflected words (joven/jóvenes; francés/franceses; unión/uniones). **[Spanish Only]**	**TG Unit:** **U5:** Lesson 9 **U8:** Lesson 10
L.5.2.I Use the orthographic accent correctly in enclitic words (verb + pronoun or article or both; e.g., cántamela, lávamelo, consíguemela). **[Spanish Only]**	**TG Unit:** **U2:** Lessons 6, 10 **U5:** Lesson 16

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Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**TG Unit:** **U5:** Lessons 2, 4, 18 **U8:** Lesson 13
L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**TG Unit:** **U9:** Lessons 2, 4
Vocabulary Acquisition and Use	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.	**TG Unit:** **U2:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U4:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 **U5:** Lessons 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U6:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 **U7:** Lessons 1, 3 **U8:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 **U9:** Lessons 1, 4, 6, 13
L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**TG Unit:** **U1:** Lesson 12 **U2:** Lessons 1, 2, 4, 11 **U3:** Lesson 8 **U4:** Lessons 1, 3 **U9:** Lesson 8
L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	**TG Unit:** **U2:** Lessons 1, 2, 4, 6, 9, 11, 14 **U4:** Lessons 2, 3, 6, 9, 11, 14 **U5:** Lessons 2, 4, 6, 9, 11, 14 **U6:** Lessons 1, 4, 6, 7, 9 **U8:** Lessons 2, 4, 6, 9, 11, 14 **U9:** Lessons 1, 2, 6, 10, 12, 13

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L.5.4.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.	**TG Unit:** **U1:** Lesson 2 **U2:** Lessons 1, 2, 4, 5, 7, 9, 10, 12 **U3:** Lessons 1, 2, 10 **U4:** Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **U5:** Lessons 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13 **U6:** Lessons 1, 2, 3, 5, 7, 9 **U8:** Lessons 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14 **U9:** Lessons 1, 2, 6, 7, 8, 9, 10, 12
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**TG Unit:** **U1:** Lesson 10 **U2:** Lesson 11 **U3:** Lessons 1, 2, 3, 5, 6, 7, 8, 12 **U4:** Lessons 3, 7, 8 **U5:** Lesson 7
L.5.5.A Interpret figurative language, including similes and metaphors, in context.	**TG Unit:** **U1:** Lesson 10 **U2:** Lesson 11 **U3:** Lessons 3, 6, 7, 12 **U4:** Lessons 7, 8 **U5:** Lesson 7
L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	**TG Unit:** **U2:** Lesson 3 **U5:** Lesson 14
L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**TG Unit:** **U2:** Lessons 5, 11, 13 **U4:** Lessons 5, 8, 10, 12, 13 **U5:** Lessons 9, 11, 12, 13, 14 **U6:** Lessons 3, 6, 7, 9 **U8:** Lessons 4, 5, 6, 7, 8, 9, 12, 13, 14

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L.5.6 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., *sin embargo, aunque, no obstante, de manera similar, además, así mismo*).	**TG Unit:** **U6:** Lesson 8 **U9:** Lesson 15

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The Dual Langauage Lab of Greensboro - Summer PD Plan

Date	PD Topic	Objectives	Time
Monday, Aug 11	Welcome & Mission Alignment	Welcome and introduce staff; develop shared understanding of the mission, strategy, context, and roadmap; provide overview of DLE and DLLG's implementation.	2 hrs (8:00–10:00am)
	Purpose & Why: Language and Freedom	Understand the school's fundamental purpose and how it interacts with staff purpose; articulate key mindsets.	1.75 hrs (10:15am–12:00pm)
	Organizational Culture Vision	Introduce DLLG's cultural vision and expectations; practice "Mutual Learning Behaviors"; co-create mindset document and norms.	2 hrs (1:00–3:00pm)
	Roles & Responsibilities	Staff review and develop shared understanding of roles and the "who to go to for what" structure.	1.25 hrs (3:15–4:30pm)
	Team Skills Introduction	Begin learning how to give and receive feedback the DLLG Way.	0.5 hrs (4:30–5:00pm)
Tuesday, Aug 12	Team Skills Development	Complete learning how to give and receive feedback to prevent conflict and build culture/safety.	2 hrs (8:00–10:00am)
	DLE Theory & Research Part 1	Define foundational domains of language (4+1 model); define relationship: Comprehensible Input to Oracy to Literacy.	1.75 hrs (10:15am–12:00pm)
	DLE Theory & Research Part 2	Summarize research on bilingual development frameworks and development stages.	2.5 hrs (1:00–3:30pm)
	DLE Teaching Strategies Intro	Begin understanding key instructional strategies and classroom setup for bilingualism and biliteracy.	1.25 hrs (3:45–5:00pm)

Wednesday, Aug 13	DLE Teaching Strategies Deep Dive	Master metalinguistic awareness methods; learn "Bridge" and "Bridging" techniques; understand language allocation policy.	2.5 hrs (8:00–10:30am)
	Language Targets & Scaffolding Part 1	Learn to interpret English/Spanish development standards and translate into learning targets.	1.25 hrs (10:45am–12:00pm)
	Language Targets & Scaffolding Part 2	Develop common language and 4 high-leverage practices for scaffolding language input and output.	2 hrs (1:00–3:00pm)
	Spanish Language Foundations	Learn foundational structure and rules of Spanish; compare Spanish and English foundations.	1.75 hrs (3:15–5:00pm)
Thursday, Aug 14	Amplify Caminos Curriculum	Learn scope, sequence, structure, and materials of Spanish Language Arts; understand NC standards alignment.	2.5 hrs (8:00–10:30am)
	GLAD Strategy Integration Part 1	Begin learning 6 high-leverage GLAD strategies for language acquisition.	1.25 hrs (10:45am–12:00pm)
	GLAD Strategy Integration Part 2	Complete GLAD strategies and learn strategic integration into Language Arts curriculum.	2.5 hrs (1:00–3:30pm)
	Eureka Math Curriculum Intro	Learn scope, sequence, and structure of math curriculum; understand NC standards alignment.	1.25 hrs (3:45–5:00pm)
Friday, Aug 15	Eureka Math Deep Dive	Complete understanding of math curriculum structure and enrichment needs.	2 hrs (8:00–10:00am)
	Bilingual Unit Planning Process	Learn steps to integrate language learning targets into units; master "Bridge" planning.	1.75 hrs (10:15am–12:00pm)
	Bilingual Lesson Planning Process	Learn to focus unit plans into 2 week sequences with language targets and GLAD integration.	2.5 hrs (1:00–3:30pm)

	Assessment Introduction	Introduction to formative assessment for language proficiency using WIDA-aligned rubrics.	1.25 hrs (3:45–5:00pm)
Monday, Aug 18	Language Proficiency Practice	Practice assessing student language using GLAD strategies within math and language curricula.	2.5 hrs (8:00–10:30am)
	Classroom Management Basics	Learn student behavior management aligned with DLE and restorative practices.	1.25 hrs (10:45am–12:00pm)
	OPAL Framework Introduction	Introduction to teacher development rubric and observation protocol for the year.	2 hrs (1:00–3:00pm)
	Planning & Materials Development	Dedicated time for lesson planning and materials creation.	1.75 hrs (3:15–5:00pm)
Tuesday, Aug 19	Planning & Materials Development	Extended time for curriculum planning and materials creation.	4 hrs (8:00am–12:00pm)
	Classroom Setup	Physical environment setup with bilingual materials and cultural assets.	4 hrs (1:00–5:00pm)
Wednesday, Aug 20	Classroom Setup Completion	Complete physical environment setup.	4 hrs (8:00am–12:00pm)
	Lesson Planning & Coaching	Individual and small group coaching on lesson planning with feedback.	4 hrs (1:00–5:00pm)
Thursday, Aug 21	Unit 1 Lesson Planning (GLAD)	Collaborative planning of Unit 1 lessons integrating GLAD strategies.	4 hrs (8:00am–12:00pm)
	Practice Teaching & Feedback	Practice delivering lessons with peer feedback and coaching.	4 hrs (1:00–5:00pm)

Friday, Aug 22	Assessment Practice	Practice and calibrate assessment approaches for consistency.	2 hrs (8:00–10:00am)
	Final Q&A and Problem Solving	Address remaining questions and problem-solve implementation challenges.	1.75 hrs (10:15am–12:00pm)
	Year 1 Implementation Review	Review arc structure, expectations, and support systems for the year.	2 hrs (1:00–3:00pm)
	Celebration & Team Building	Celebrate completion of summer PD and build team connections.	1.75 hrs (3:15–5:00pm)

Total Summer PD: 90 hours across 10 days (August 11-22)

Friday Shedule - Grades K-2

Kindergarten								
Time	**Duration**	**Subject / Block**	**Language (LOI)**	**Instructional?**			**Total Minutes**	**Percent of Instruction**
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No		Spanish	240	100%
8:00 - 8:30	30	Morning Meeting	Spanish	Yes		English		0%
8:30 - 10:30	120	Spanish Language Arts (SLA)	Spanish	Yes		Total Minutes	240	100%
10:30 - 11:15	45	Mathematics	Spanish	Yes				
11:15 - 11:45	30	Specials	Spanish	Yes				
11:45 - 12:15	30	Lunch	Spanish	No				
12:15 - 12:45	30	Recess	Spanish	No				
12:45 - 1:00	15	Closing Circle	Spanish	Yes				
1:00 - 1:30	30	Dismissal	Spanish	No				

						Total Minutes	**Percent of Instruction**
1st Grade					Spanish	195	92.86%
Time	Duration	Subject / Block	Language (LOI)	Instructional?	English	15	7.14%
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No	Total Minutes	210	100.00%
8:00 - 8:30	30	Morning Meeting	Spanish	Yes			
8:30 - 10:30	120	Spanish Language Arts (SLA)	Spanish	Yes			
10:30 - 10:45	15	English Language Arts (ELA)	English	Yes			
10:45 - 11:15	30	Mathematics	Spanish	Yes			
11:15 - 11:45	30	Lunch	Spanish	No			
11:45 - 12:15	30	Recess	Spanish	No			
12:15 - 12:45	30	Specials	Spanish	Yes			
12:45 - 1:00	15	Closing Circle	Spanish	Yes			
1:00 - 1:30	30	Dismissal	Spanish	No			

2nd Grade						**Total Minutes**	**Percent of Instruction**
Time	Duration	Subject / Block	Language (LOI)	Instructional?	Spanish	180	70.59%
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No	English	75	29.41%
8:00 - 8:30	30	Morning Meeting	Spanish	Yes	Total Minutes	255	100.00%
8:30 - 10:15	105	Spanish Language Arts (SLA)	Spanish	Yes			
10:15 - 11:30	75	Mathematics	English	Yes			
11:30 - 12:00	30	Specials	Spanish	Yes			
11:45 - 12:15	30	Lunch	Spanish	No			
12:15 - 12:45	30	Recess	Spanish	No			
12:45 - 1:00	15	Closing Circle	Spanish	Yes			
1:00 - 1:30	30	Dismissal	Spanish	No			

Monday through Thursday Shedule - Grade 3-5

3rd

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 10:00	90	Spanish Language Arts (SLA)	Spanish	Yes
10:00 - 10:45	45	Science / Social Studies	Spanish	Yes
10:45 - 11:15	30	Lunch	Spanish	No
11:15 - 11:45	30	Recess	Spanish	No
11:45 - 12:30	45	Specials	Spanish	Yes
12:30 - 1:00	30	Intervention (Targeted Lab)	English	Yes
1:00 - 2:15	75	English Language Arts (ELA)	English	Yes
2:15 - 3:15	60	Mathematics	English	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	210	56%
English	165	44%
Total Minutes	375	100%

4th

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 10:00	90	Spanish Language Arts (SLA)	Spanish	Yes
10:00 - 10:45	45	Science / Social Studies	Spanish	Yes
10:45 - 11:15	30	Lunch	Spanish	No
11:15 - 11:45	30	Recess	Spanish	No
11:45 - 12:30	45	Specials	Spanish	Yes
12:30 - 1:00	30	Intervention (Targeted Lab)	English	Yes
1:00 - 2:15	75	English Language Arts (ELA)	English	Yes
2:15 - 3:15	60	Mathematics	English	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	210	56.00%
English	165	44.00%
Total Minutes	375	100.00%

5th

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 10:00	90	Spanish Language Arts (SLA)	Spanish	Yes
10:00 - 10:45	45	Science / Social Studies	Spanish	Yes
10:45 - 11:30	45	Specials	Spanish	Yes
11:30 - 12:00	30	Intervention (Targeted Lab)	English	Yes
12:00 - 12:30	30	Lunch	Spanish	No
12:30 - 1:00	30	Recess	Spanish	No
1:00 - 2:15	75	English Language Arts (ELA)	English	Yes
2:15 - 3:15	60	Mathematics	English	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	210	56.00%
English	165	44.00%
Total Minutes	375	100.00%

	Friday Schedule for Grades 3-5									
	3rd - 5th									
	Time	**Duration**	**Subject / Block**	**Language (LOI)**	**Instructional?**			**Total Minutes**	**Percent of Instruction**	
	7:20 - 8:00	40	Arrival & Breakfast	Spanish	No		Spanish	165	61%	
	8:00 - 8:30	30	Morning Meeting	Spanish	Yes		English	105	39%	
	8:30 - 10:15	105	Spanish Block (SLA/Science)	Spanish	Yes		Total Minutes	270	100%	
	10:15 - 12:00	105	English Block (ELA/Math)	English	Yes					
	12:00 - 12:30	30	Lunch	Spanish	No					
	12:30 - 1:00	30	Recess / Specials	Spanish	No					
	1:00 - 1:30	30	Dismissal	Spanish	No					

Monday through Thursday Shedule - Grades K-2

Kindergarten

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 11:00	150	Spanish Language Arts (SLA)	Spanish	Yes
11:00 - 11:45	45	Specials	Spanish	Yes
11:45 - 12:15	30	Lunch	Spanish	No
12:15 - 12:45	30	Recess	Spanish	No
12:45 - 1:15	30	Intervention (Targeted Lab)	English	Yes
1:15 - 2:30	75	Mathematics	Spanish	Yes
2:30 - 3:15	45	Science / Social Studies	Spanish	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	345	92%
English	30	8%
Total Minutes	375	100%

1st Grade

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 10:45	120	Spanish Language Arts (SLA)	Spanish	Yes
10:45 - 11:00	30	English Language Arts (ELA)	English	Yes
11:00 - 11:30	30	Lunch	Spanish	No
11:30 - 12:00	30	Recess	Spanish	No
12:00 - 12:45	45	Specials	Spanish	Yes
12:45 - 1:15	30	Intervention (Targeted Lab)	English	Yes
1:15 - 2:30	75	Mathematics	Spanish	Yes
2:30 - 3:15	45	Science / Social Studies	Spanish	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	315	84.00%
English	60	16.00%
Total Minutes	375	100.00%

2nd Grade

Time	Duration	Subject / Block	Language (LOI)	Instructional?
7:20 - 8:00	40	Arrival & Breakfast	Spanish	No
8:00 - 8:30	30	Morning Meeting	Spanish	Yes
8:30 - 11:00	150	Spanish Language Arts (SLA)	Spanish	Yes
11:00 - 11:45	45	Specials	Spanish	Yes
11:45 - 12:15	30	Lunch	Spanish	No
12:15 - 12:45	30	Recess	Spanish	No
12:45 - 1:15	30	Intervention (Targeted Lab)	English	Yes
1:15 - 2:30	75	Mathematics	English	Yes
2:30 - 3:15	45	Science / Social Studies	Spanish	Yes
3:15 - 3:45	30	Dismissal	Spanish	No

	Total Minutes	Percent of Instruction
Spanish	270	72.00%
English	105	28.00%
Total Minutes	375	100.00%

Kindergarten Weekly at a Glance

	Day	Arrival & Breakfast	Morning Routine	Instructional Blocks	Lunch & Recess	Dismissal
	Mon - Thu	7:20 - 8:00	8:00 - 8:30	375 Minutes	11:45 - 12:45	3:15 - 3:45
	Friday	7:20 - 8:00	8:00 - 8:30	240 Minutes	11:45 - 12:45	1:00 - 1:30

1st Grade Weekly at a Glance

	Day	Arrival & Breakfast	Morning Routine	Instructional Blocks	Lunch & Recess	Dismissal
	Mon - Thu	7:20 - 8:00	8:00 - 8:30	375 Minutes	11:00 - 12:00	3:15 - 3:45
	Friday	7:20 - 8:00	8:00 - 8:30	240 Minutes*	11:15 - 12:15	1:00 - 1:30
	*Note: Friday instructional total based on sum of individual blocks (30+120+15+30+30+15).					

2nd Grade Weekly at a Glance

	Day	Arrival & Breakfast	Morning Routine	Instructional Blocks	Lunch & Recess	Dismissal
	Mon - Thu	7:20 - 8:00	8:00 - 8:30	375 Minutes	11:45 - 12:45	3:15 - 3:45
	Friday	7:20 - 8:00	8:00 - 8:30	255 Minutes	11:45 - 12:45	1:00 - 1:30

3rd - 5th Grade Weekly at a Glance

	Day	Arrival & Breakfast	Morning Routine	Instructional Blocks	Lunch & Recess	Dismissal
	Mon - Thu	7:20 - 8:00	8:00 - 8:30	375 Minutes	10:45 - 11:45**	3:15 - 3:45
	Friday	7:20 - 8:00	8:00 - 8:30	240 Minutes***	12:00 - 1:00	1:00 - 1:30
	**Lunch/Recess times vary slightly by grade level within this band to accommodate facility usage.					
	***Friday instructional total based on core blocks (30+105+105).					

Amplify Caminos

Kindergarten

Alcance y secuencia

Lectoescritura

Las unidades de Lectoescritura tienen como propósito proporcionar una enseñanza completa de las destrezas de lectura fundamentales, tales como conciencia fonológica, fonética y reconocimiento de palabras, destrezas del lenguaje (incluidas la ortografía y la gramática), comprensión lectora y escritura.

- El programa de kindergarten se enfoca en el desarrollo de la conciencia fonológica como la base principal de organización del programa.
- Este programa cubre la enseñanza fonética explícita y sistemática, que comienza centrándose en los fonemas o sonidos para luego conectar esos sonidos con grafemas, es decir, con las letras escritas.
- Este programa tiene un enfoque de fonética sintética y silábica, que enseña a los estudiantes a leer mezclando los sonidos y las sílabas en la palabra.
- Este programa comienza enseñando la ortografía más común o menos ambigua de un sonido (el código ortográfico básico). Más adelante se enseñan alternativas ortográficas para sonidos que pueden escribirse de diferentes maneras. El sistema es simple al principio y va sumando complejidad a medida que los estudiantes adquieren confianza y automatizan sus destrezas de lectura y escritura.
- Este programa evita usar el nombre de las letras en las primeras lecciones de kindergarten, ya que lo más importante en el proceso de lectura no es el nombre de las letras, sino el sonido que estas representan.

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Kindergarten: Unidad 1

Lección	Conciencia fonológica	Fonética y lectura	Gramática y lenguaje	Escritura
1	Los estudiantes identificarán sonidos ambientales al contar la cantidad de sonidos ambientales escuchados e identificarán si son iguales o diferentes.	Distinguir la izquierda/derecha	Seguir indicaciones	Destrezas de preescritura: dibujar en una superficie vertical
2	Los estudiantes identificarán sonidos ambientales contando la cantidad de sonidos ambientales escuchados e identificarán si son iguales o diferentes.	Distinguir la izquierda/derecha	Seguir indicaciones	Destrezas de preescritura: línea vertical
3	Los estudiantes identificarán y contarán sonidos ambientales usando una variedad de objetos del salón de clase.	Distinguir la izquierda/derecha	Seguir indicaciones	Destrezas de preescritura: línea vertical
4	Los estudiantes identificarán y contarán sonidos ambientales usando una variedad de objetos del salón de clase.	Distinguir la izquierda/derecha Evaluación preliminar de mezcla de sonidos	Seguir indicaciones	Destrezas de preescritura: línea horizontal
5	Los estudiantes demostrarán conciencia fonológica al identificar las palabras individuales en una oración hablada. Los estudiantes contarán sonidos ambientales usando una variedad de objetos del salón de clase.	Distinguir la izquierda/derecha	Seguir indicaciones	Destrezas de preescritura: círculo
6	Los estudiantes segmentarán en palabras oraciones habladas contando con los dedos y moviendo cubos por cada palabra hablada. Los estudiantes contarán la cantidad de sonidos ambientales usando una variedad de objetos del salón de clase.	Discriminar sonidos parecidos y diferentes	Seguir indicaciones	Evaluación preliminar de Trazos de escritura Destrezas de preescritura: círculo
7	Los estudiantes demostrarán conciencia fonológica al identificar las palabras individuales en una oración hablada. Los estudiantes contarán el número de sonidos ambientales que escuchan, dando un paso al frente cada vez que se produce un sonido.	Practicar direccionalidad y seguimiento con el dedo	Seguir indicaciones	Destrezas de preescritura: línea diagonal
8	Los estudiantes segmentarán en palabras oraciones habladas contando con los dedos y aplaudiendo por cada palabra hablada. Los estudiantes contarán el número de sonidos ambientales que escuchan, dando un paso al frente cada vez que se produce un sonido.	Discriminar sonidos parecidos y diferentes	Seguir indicaciones	Destrezas de preescritura: cuadrados y triángulos; líneas verticales y horizontales (repaso)

Lección	Conciencia fonológica	Fonética y lectura	Gramática y lenguaje	Escritura
9 **Evaluación intermedia de la unidad**	Los estudiantes demostrarán conciencia fonológica al identificar las palabras individuales en una oración hablada. Los estudiantes demostrarán la comprensión de la direccionalidad dando un paso al frente de izquierda a derecha.	Escuchar palabras	Seguir indicaciones	Evaluación de destrezas de preescritura
PAUSA 1	Repaso: Escuchar ruidos ambientales, recrear una secuencia de ruidos, escuchar palabras en frases y oraciones	Repaso: Direccionalidad y seguimiento con el dedo	Seguir indicaciones	Repaso: destrezas de preescritura
10	Los estudiantes demostrarán conciencia fonológica al mezclar sílabas para formar palabras multisilábicas usando gestos de las manos y haciendo juegos de motricidad gruesa. Los estudiantes seguirán instrucciones orales que implican acciones cortas relacionadas en una secuencia.	Practicar direccionalidad y seguimiento con el dedo	Seguir indicaciones	Destrezas de preescritura: copa
11	Los estudiantes mezclarán sílabas y sonidos para formar palabras usando gestos de las manos y participando en una actividad de motricidad gruesa. Los estudiantes seguirán instrucciones orales que implican acciones cortas relacionadas en una secuencia.	Practicar la mezcla de fonemas	Seguir indicaciones	Destrezas de preescritura: joroba
12	Los estudiantes mezclarán sílabas y fonemas para formar palabras multisilábicas utilizando gestos con las manos, gestos motores amplios y apoyos visuales. Los estudiantes demostrarán conciencia del texto impreso al sostener un libro con el lado correcto hacia arriba, dar vuelta a las páginas correctamente y saber que la lectura se mueve de arriba hacia abajo y de izquierda a derecha, con un movimiento de regreso en el renglón siguiente.	Practicar la mezcla de fonemas	Seguir indicaciones	Destrezas de preescritura: zigzag
13	Los estudiantes demostrarán conciencia fonológica al mezclar fonemas hablados para formar sílabas. Los estudiantes escucharán palabras de una sílaba y comenzarán a distinguir los sonidos iniciales.	Practicar direccionalidad y seguimiento con el dedo	Seguir indicaciones	Destrezas de preescritura: línea ondulada

Lección	Conciencia fonológica	Fonética y lectura	Gramática y lenguaje	Escritura
14	Los estudiantes demostrarán conciencia fonológica al mezclar fonemas hablados para formar sílabas. Los estudiantes reconocerán y aislarán los sonidos iniciales de los nombres de sus compañeros de clase.	Practicar la mezcla de fonemas	Seguir indicaciones	Destrezas de preescritura: espiral Caligrafía: nombre propio
15	Los estudiantes mezclarán fonemas para formar palabras utilizando gestos motrices amplios o apoyos visuales. Los estudiantes reconocerán y aislarán los sonidos iniciales de los nombres de sus compañeros de clase. Los estudiantes mezclarán sílabas para formar palabras multisilábicas.	Practicar la mezcla de fonemas	Seguir indicaciones	Destrezas de preescritura: x, + Caligrafía: nombre propio
16	Los estudiantes mezclarán fonemas para formar palabras utilizando gestos motrices amplios o apoyos visuales. Los estudiantes aislarán los sonidos iniciales de objetos comunes identificando las imágenes. Los estudiantes mezclarán sílabas para formar palabras multisilábicas.	Practicar la mezcla de fonemas	Seguir indicaciones	Destrezas de preescritura: bucle Caligrafía: nombre propio
17	Los estudiantes mezclarán sonidos para formar palabras utilizando gestos motrices amplios o apoyos visuales. Los estudiantes aislarán los sonidos iniciales y finales de objetos comunes identificando las imágenes.	Reconocimiento de inicial/final	Seguir indicaciones	Destrezas de preescritura: bastón Caligrafía: nombre propio
18 **Evaluación final de la unidad**	Los estudiantes aislarán y pronunciarán los sonidos iniciales y finales en palabras de tres y cuatro fonemas. Los estudiantes agregarán fonemas iniciales o finales a palabras habladas de dos sílabas.	Mezclar fonemas	Seguir indicaciones	Caligrafía: nombre propio Evaluación de destrezas de preescritura
PAUSA 2	Repaso: Mezclar sílabas, mezclar fonemas en voz alta, escuchar los sonidos iniciales.	Repaso: mezclar fonemas y sílabas Repaso: escuchar sonidos iniciales	Seguir indicaciones	Repaso: destrezas de preescritura Repaso: caligrafía (nombre propio)

Kindergarten: Unidad 2

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar sílabas Presentar el sonido /o/	Presentar la ortografía de /o/ > *o*	Usar palabras con *o*		Caligrafía: Letra *o*, *O*
2	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /a/	Presentar la ortografía de /a/ > *a*	Usar palabras con *a*		Caligrafía: Letra *a*, *A*
3	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /i/	Presentar la ortografía de /i/ > *i*	Usar palabras con *i*		Caligrafía: Letra *i*, *I*
4	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /e/	Presentar la ortografía de /e/ > *e*	Palabras con *e*		Caligrafía: Letra *e*, *E*
5	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /u/	Presentar la ortografía de /u/ > *u*	Palabras con *u*		Caligrafía: Letra *u*, *U*
6	Mezclar sílabas Repaso: Sonidos /o/, /a/, /i/ (posición inicial y final)	Práctica adicional: /o/ > *o*, /a/ > *a* /i/ > *i*	Palabras con *o*, *a*, *i*		Repaso: Caligrafía de *o*, *a*, *i* en mayúsculas y minúsculas
7	Mezclar sílabas Repaso: Sonidos /e/, /u/ (posición inicial y final)	Práctica adicional: /e/ > *e*, /u/ > *u*	Palabras con *e*, *u*		Repaso: Caligrafía de *e*, *u* en mayúsculas y minúsculas
8	Mezclar sílabas Repaso de vocales (posición inicial y final)		Palabras con *o*, *a*, *i*, *e*, *u*		Caligrafía: Vocales mayúsculas y minúsculas
9 **Evaluación intermedia de la unidad**	Mezclar sílabas Repaso de sonidos iniciales y finales	Identificar y asociar sonidos con letras	Palabras con *a*, *e*, *i*, *o*, *u*		Escritura: Vocales (con pistas)
PAUSA 1	Repaso de mezcla de sílabas	Repaso de vocales Libro de lectura	Palabras con *a*, *e*, *i*, *o*, *u*		Repaso Caligrafía: Vocales
10	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /m/	Presentar el sonido /m/ Formar sílabas con /m/ (*ma*, *me*, *mi*, *mo*, *mu*) Presentar el texto decodificable	Palabras con /m/: *mamá*, *Mimí*, *mí*, *ama*		
11	Mezclar sílabas Repaso de sonido/letra	Presentar la ortografía de /m/ > *m* Volver a leer el texto decodificable	Usar palabras con *m*: *mamá*, *Mimí*, *mí*, *ama*	Escribir palabras con patrones silábicos comunes, tales como CV, CVCV y VCV	Escritura de palabras: Palabras de una y dos sílabas con *m* (con pistas)

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
12	Mezclar fonemas Mezclar sílabas Repaso de sonido/letra	Palabra común *y*	Usar la palabra común *y*	Escribir palabras con patrones silábicos comunes, tales como CV y CVCV	Escritura de palabras: Palabras de una y dos sílabas con *m* (con pistas)
13	Mezclar sílabas Repaso de sonido/letra Presentar el sonido /p/	Presentar el sonido /p/ Formar sílabas con /p/ (*pa, pe, pi, po, pu*) Presentar el texto decodificable	Usar palabras con /p/		
14	Mezclar fonemas Repaso de sonido/letra Aislar sonidos iniciales y finales	Presentar la ortografía de /p/ > *p* Reconocimiento de principio/final Volver a leer el texto decodificable	Usar palabras comunes con *p*	Escribir palabras con patrones silábicos comunes, tales como CV, VCV y CVCV	Escritura de palabras: Palabras de una y dos sílabas con *p* (con pistas)
15	Mezclar fonemas Mezclar sílabas Repaso de sonido/letra	Cadena de palabras: Dos sílabas Palabras comunes: *el*, *la*	Usar palabras comunes *el* y *la*	Escribir palabras con patrones silábicos comunes, tales como VCV y CVCV	Escritura de palabras: Palabras de una y dos sílabas con *m, p* (con pistas)
16	Mezclar fonemas Repaso de sonido/letra Presentar el sonido /s/	Presentar el sonido /s/ Formar sílabas con /s/ Presentar el texto decodificable	Usar palabras con /s/		Composición: Respuesta a la escritura: Representación gráfica
17	Mezclar el sonido inicial /s/ Repaso de sonido/letra	Presentar la ortografía de /s/ > *s* Volver a leer el texto decodificable	Usar palabras con *s*	Escribir palabras con patrones silábicos comunes, tales como CV, VCV y CVCV	Escritura de palabras: Palabras de una y dos sílabas con *s* (con pistas) Identificar el punto final
18 **Evaluación final de la unidad**	Mezclar sílabas	Identificar y asociar sonidos con letras / Palabras comunes *y*, *el*, *la*	Palabras con *m, s, p* Usar palabras comunes *el* y *la*	Escribir palabras con patrones silábicos comunes, tales como CVCV	Caligrafía de *m*, *s*, *p* en mayúsculas y minúsculas
PAUSA 2	Mezclar fonemas Repaso de sonidos iniciales Mezclar sílabas Repaso de sonido/letra	Decodificar palabras multisilábicas Repaso de sonido/símbolos de las letras	Palabras con *a, e, i, o, u, m, s, p* Usar palabras comunes *el* y *la*		Caligrafía de *a*, *e*, *i*, *o*, *u*, *m*, *s, p* Identificar el punto final

Kindergarten: Unidad 3

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Segmentar palabras en voz alta Repaso del sonido/símbolo de las letras	Repasar vocales Palabras comunes *las, los*	Usar palabras que empiecen con vocales en oraciones Usar *las* y *los* con sustantivos plurales	Palabras comunes *las, los*	Repaso: Caligrafía de *o, a, i, e, u*
2	Mezclar sílabas Repaso del sonido/símbolo de las letras Presentar el sonido /l/	Presentar el sonido /l/ Formar sílabas con /l/ Presentar el Libro de lectura	Usar palabras con /l/ en oraciones orales Practicar *las* y *los* en oraciones	Palabras comunes *las, los*	
3	Segmentar palabras en voz alta Sonido/letra	Presentar la correspondencia sonido-letra /l/ > *l, L* Volver a leer el Libro de lectura	Usar palabras con *l, L* en oraciones	Palabras con *l, L*	Escritura de palabras y letras: Trazar *l, L*
4	Manipular sílabas Repaso de sonidos/letras Presentar el sonido /d/	Presentar el sonido /d/ Formar sílabas con /d/ Presentar el Libro de lectura	Usar palabras con /d/ en oraciones orales Resolver acertijos con palabras que empiezan con /d/		
5	Segmentar palabras en voz alta Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /d/ > *d, D* Volver a leer el Libro de lectura	Usar palabras con *d, D* en oraciones	Palabras con *d, D*	Escritura de palabras y letras: Palabras de dos y tres sílabas con *d, D* (con pistas)
6	Manipular sílabas Repaso de sonidos/letras Presentar el sonido /n/	Presentar el sonido /n/ Formar sílabas con /n/ Presentar el Libro de lectura	Usar palabras con /n/ en oraciones orales		
7	Segmentar palabras en voz alta Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /n/ > *n, N* Volver a leer el Libro de lectura	Usar palabras con *n, N* en oraciones	Palabras con *n, N*	Escritura de letras y palabras: Trazar *n, N*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
8	Repaso de sonidos/letras	Palabras comunes *de*, *con*	Usar las palabras comunes *de*, *con* en oraciones	Palabras comunes *de*, *con*	Palabras comunes *de*, *con*
9 **Evaluación intermedia de la unidad**	Mezclar y segmentar sílabas	Formar palabras nuevas usando sílabas con *n*, *d*, *l*, *m*, *p*	Usar palabras con *l*, *L*, *d*, *D*, *n*, *N* en oraciones	Palabras con *l*, *L*, *d*, *D*, *n*, *N*	Evaluación: Escritura de letras y palabras: Palabras de dos y tres sílabas con *l*, *L*, *d*, *D*, *n*, *N* (con pistas)
PAUSA 1	Repaso: Segmentar palabras en voz alta	Libro de lectura para enriquecimiento	Repaso: Usar palabras con *l*, *L*, *d*, *D*, *n*, *N* en oraciones	Palabras con *l*, *L*, *d*, *D*, *n*, *N* Palabras comunes *las*, *los*	Repaso: Escritura de *l*, *L*, *d*, *D*, *n*, *N*
10	Segmentar sílabas Repaso de sonidos/letras Presentar el sonido /f/	Presentar el sonido /f/ Formar sílabas con /f/ Palabra común *no* Presentar el Libro de lectura	Usar palabras con /f/ en oraciones orales		
11	Segmentar sílabas Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /f/ > *f*, *F* Volver a leer el Libro de lectura	Usar palabras con *f*, *F* en oraciones	Palabras con *f*, *F*	Escritura de letras y palabras: Palabras de dos y tres sílabas con *f*, *F* (con pistas)
12	Segmentar palabras en voz alta Repaso de sonidos/letras Presentar el sonido /t/	Presentar el sonido /t/ Formar sílabas con /t/ Presentar el Libro de lectura	Usar palabras con /t/ en oraciones orales		
13	Mezclar sílabas Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /t/ > *t*, *T* Volver a leer el Libro de lectura	Usar palabras con *t*, *T* en oraciones	Palabras con *t*, *T*	Escritura de letras: Trazar *t*, *T*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
14	Manipular sílabas Repaso de sonidos/letras Presentar el sonido /rr/ en posición inicial	Presentar el sonido /rr/ Formar sílabas con /rr/ usando la *r* en posición inicial Presentar el Libro de lectura	Usar palabras con /rr/ inicial en oraciones orales		dos y tres sílabas con t, T (con pistas)
15	Segmentar palabras en voz alta Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /rr/ > *r*, *R* Volver a leer el Libro de lectura	Usar palabras con *r*, *R* inicial en las oraciones	Palabras con *r*, *R* inicial	Escritura de letras y palabras: Palabras de dos y tres sílabas con *r*, *R* (con pistas)
16	Segmentar palabras en voz alta Repaso de sonidos/letras Presentar el sonido /rr/ en posición media	Presentar el sonido /rr/ en posición media Formar sílabas con /rr/ Presentar el Libro de lectura	Usar palabras con /rr/ en posición media (*perro*, *carro*, *burro*) en oraciones orales		
17	Manipular sílabas Repaso de sonidos/letras	Presentar la correspondencia sonido-letra /rr/ > *rr* Volver a leer el Libro de lectura	Usar palabras con *rr* entre vocales (p. ej.: *perro*, *tarro*, *torre*, *terreno*) en una oración	Palabras con *rr*	Escritura de letras y palabras: Palabras de dos sílabas con *rr* (con pistas)
18 **Evaluación final de la unidad**	Manipular sílabas Transformar palabras	Presentar la correspondencia sonido-letra /l/ > *l*; /d/ > *d*; /n/ > *n*; /f/ > *f*; /t/ > *t*; /rr/ > *r*, *rr* Presentar el Libro de lectura	Usar palabras con *l*, *d*, *n*, *f*, *t*, *r* en oraciones	Palabras con *l*, *d*, *n*, *f*, *t*, *r* Palabras comunes *las*, *los*, *de*, *con*	Evaluación: Escritura de las letras *l*, *d*, *n*, *f*, *t*, *r* mayúsculas y minúsculas
PAUSA 2	Repaso: Segmentar palabras en voz alta	Libro de lectura para enriquecimiento	Repaso: Usar palabras con *l*, *d*, *n*, *f*, *t*, *r* y las vocales en oraciones	Palabras con *l*, *d*, *n*, *f*, *t*, *r*	Escritura de letras y palabras: Palabras de dos y tres sílabas con *l*, *d*, *n*, *f*, *t*, *r* (con pistas)

Kindergarten: Unidad 4

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Segmentar palabras en voz alta Presentar el sonido /b/ > b Palabras rimadas	Repaso del sonido de las letras Identificar palabras que comienzan con /b/ > *b* Leer las palabras comunes *bien, un, abuela, abuelo* Leer el Libro de lectura	Usar palabras con /b/ > *b* en oraciones orales Usar *bien, un, abuela, abuelo* en oraciones orales		
2	Mezclar sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /b/ > *b* Correspondencia sonido-letra /b/ > *b* Volver a leer el Libro de lectura	Usar *bien, un, abuela, abuelo* en oraciones orales Comentar el significado de las palabras Responder preguntas sobre el capítulo decodificable	Completar la cadena de palabras con la letra *b*	Escribir las letras *b, B*
3	Segmentar palabras en sílabas Presentar el sonido /y/ Formar sílabas con /y/	Repaso del sonido de las letras Presentar el Libro de lectura Hacer y confirmar predicciones sobre el capítulo del Libro de lectura	Usar palabras con /y/ en oraciones orales Identificar palabras con /y/ en un trabalenguas		
4	Mezclar sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /y/ > *ll* Volver a leer el Libro de lectura Mezclar fonemas y leer palabras CVCV con *ll*	Usar palabras con *ll* en oraciones Comentar el Libro de lectura y cómo los personajes se saludan entre sí	Escribir palabras con *Ll, ll*	Escribir la letra minúscula *ll* y palabras con *ll*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
5	Presentar el sonido /k/ (*ca, co, cu*)	Repaso del sonido de las letras Presentar la correspondencia sonido-letra */k/ > ca, co, cu* Leer las palabras comunes *como* y *gusta* Presentar el Libro de lectura	Usar *gusta* en oraciones orales para describir los gustos a un compañero Escuchar y repetir un trabalenguas o una canción Responder preguntas de comprensión lectora oralmente	Escribir palabras con *ca, co, cu*	Escribir *C, c* Escribir la palabra *como* Escribir/trazar palabras con *Ca*, *Co*, *Cu*, *ca*, *co*, *cu*
6	Presentar el sonido /k/ (*que, qui*)	Repaso del sonido de las letras Presentar la ortografía de /k/ > *que*, *qui* Volver a leer el Libro de lectura Leer la palabra común *qué* Demostrar conciencia del texto impreso	Usar palabras con *que*, *qui* en oraciones orales Usar la palabra común *qué* en exclamaciones	Escribir palabras con *que, qui*	Escribir las letras mayúsculas y minúsculas *q*, *Q* Escribir palabras con *que, qui*
7	Segmentar en sílabas palabras con /k/ Presentar el sonido /b/ > *v*	Repaso del sonido de las letras Presentar el Libro de lectura Resolver acertijos con palabras que empiezan con /b/ > *v*	Usar palabras con /b/ > *v* en oraciones orales Generar preguntas antes, durante y después de la lectura		
8	Mezclar fonemas y sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /b/ > *v, V* Volver a leer el Libro de lectura	Usar palabras con *v* en oraciones	Escribir palabras con *v*	Escribir letras y palabras con *V*, *v*
9 **Evaluación intermedia de la unidad**	Identificar los sonidos /b/, /y/, /k/ en palabras simples	Identificar y asociar sonidos con letras /b/ > *b*, *v*; /y/ > *ll*, *Ll*; /k/ > *ca*, *co*, *cu*, *que*, *qui*	Identificar palabras que conforman una oración		Escribir de manera precisa las letras mayúsculas y minúsculas, así como determinadas sílabas (*B*, *b*, *Ll*, *ll*, *ca*, *co*, *cu*, *que*, *qui*, *V*, *v*)

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
PAUSA 1	Identificar los sonidos /b/, /y/, /k/ en palabras simples	Repaso del sonido de las letras Libro de lectura para enriquecimiento	Identificar las palabras comunes *un, como, bien, abuela, abuelo, gusta, que*		
10	Segmentar palabras de dos y tres sílabas Presentar el sonido /r/ Formar sílabas con /r/	Presentar el Libro de lectura Leer las palabras comunes *para, por*	Usar palabras con /r/ en oraciones orales Escuchar una rima e identificar las palabras rimadas con /r/ Usar *para* y *por* en oraciones orales		
11	Manipular sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /r/ > *r* Volver a leer el Libro de lectura Identificar los personajes principales	Usar palabras con *r* (p. ej.: *tira*, *ser*) en oraciones orales	Escribir palabras con *r* Completar la actividad de cadena de palabras con *r*	Escribir la letra *r* y palabras con *r* Escribir *para* y *por*
12	Mezclar fonemas y sílabas Presentar el sonido /ñ/ Completar oralmente oraciones con palabras con /ñ/	Repaso del sonido de las letras Presentar el Libro de lectura	Usar palabras con /ñ/ en oraciones orales		
13	Segmentar palabras	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /ñ/ > *ñ* Volver a leer el Libro de lectura Leer, ilustrar y escribir palabras para completar frases/oraciones del capítulo	Usar palabras con /ñ/ en oraciones	Escribir palabras con *ñ*	Escribir la letra *ñ* y palabras con *ñ* Escribir palabras para completar frases/oraciones del capítulo
14	Mezclar sílabas Presentar el sonido /j/ Formar sílabas con /j/ Identificar palabras con /j/ para resolver un acertijo	Repaso del sonido de las letras Presentar el Libro de lectura	Usar palabras con /j/ en oraciones orales Identificar palabras con /j/ para resolver un acertijo		

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
15	Segmentar palabras en sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /j/ > *j* Volver a leer el Libro de lectura Completar la actividad de cadena de palabras con la letra *j*	Usar palabras con *j* en oraciones Volver a contar una historia	Completar la actividad de cadena de palabras con *j*	Escribir las letras *j, J*
16	Segmentar palabras en sílabas Presentar el sonido /g/ (*ga, go, gu, gue, gui*) Formar sílabas con /g/ (*ga, go, gu, gue, gui*)	Repaso del sonido de las letras Presentar el Libro de lectura Palabra común *gusta* Escuchar y repetir un trabalenguas	Usar palabras con /g/ (*ga, go, gu, gue, gui*) en oraciones orales Usar la palabra común *gusta* en oraciones orales		
17	Mezclar fonemas	Presentar la correspondencia sonido-letra /g/ > *g, G* (*ga, go, gu, gue, gui*) Volver a leer el Libro de lectura	Usar palabras con *g, G* (*ga, go, gu, gue, gui*) en oraciones Responder al capítulo oralmente	Escribir palabras con *g* (*ga, go, gu, gue, gui*) Completar la actividad de cadena de palabras con *g*	Escribir las letras *g, G* y palabras con *g* (*ga, go, gu, gue, gui*)
18 **Evaluación final de la unidad**	Identificar los sonidos /r/, /ñ/, /j/, /g/ en palabras simples	Identificar los sonidos /r/, /ñ/, /j/, /g/ y asociarlos con su letra *r, ñ, j, g* mayúscula o minúscula correspondiente Decodificar palabras usando la relación sonido-letra Libro de lectura para evaluación	Identificar palabras que conforman una oración	Escribir palabras con *r, ñ, j, g*	Escribir de manera precisa las letras *r, ñ, j, g* mayúsculas y minúsculas, usando la direccionalidad apropiada
PAUSA 2	Identificar los sonidos /r/, /ñ/, /j/, /g/ en palabras simples	Repaso del sonido de las letras Libro de lectura para enriquecimiento	Usar palabras con *r, ñ, j, g*		Escribir de manera precisa las letras *r, ñ, j, g* mayúsculas y minúsculas, usando la direccionalidad apropiada

Kindergarten: Unidad 5

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Segmentar palabras de dos y tres sílabas	Repaso del sonido de las letras Presentar palabras con *h* muda Leer el Libro de lectura Hacer y confirmar predicciones Palabra común *nuevo*	Usar palabras con *h* en frases u oraciones orales Comentar/ responder preguntas acerca del Libro de lectura		Escribir las letras *H, h*
2	Mezclar sílabas para formar palabras	Práctica adicional con palabras que se escriben con *h* muda Volver a leer el Libro de lectura	Usar pistas en una adivinanza para identificar palabras con *h* Comentar/ responder preguntas de comprensión lectora y hacer inferencias acerca del Libro de lectura Identificar dónde empieza y dónde termina una oración, y dónde empiezan y dónde terminan las palabras	Cadena de palabras para formar palabras nuevas con *h*	Escribir palabras con *h* para emparejarlas con un dibujo
3	Segmentar palabras de dos y tres sílabas Presentar el sonido /ch/	Repaso del sonido de las letras Palabras comunes *chico, chica* Leer el Libro de lectura Establecer un propósito de la lectura	Usar palabras con *ch* en frases u oraciones orales Usar las palabras comunes *chico, chica* oralmente en frases u oraciones Identificar objetos que se pueden categorizar por tamaño		
4	Manipular sílabas Identificar palabras rimadas	Repaso del sonido de las letras Presentar /ch/ > *ch* Palabras comunes *chico, chica* Practicar la lectura de palabras con *ch* Volver a leer el Libro de lectura	Usar palabras con *ch* en frases u oraciones orales y escritas	Palabras con *ch* Palabras comunes *chico, chica*	Escribir las letras *Ch, ch* Escribir palabras con *ch* en frases u oraciones Escribir las palabras comunes *chico, chica* en oraciones

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
5	Mezclar sílabas para formar palabras Presentar el sonido /s/ con palabras que se escriben con *z* Identificar palabras con /s/ en un trabalenguas	Repaso del sonido de las letras Leer el Libro de lectura Hacer y confirmar predicciones acerca del capítulo del Libro de lectura	Usar palabras con el sonido /s/ (letra *z*) en frases u oraciones orales Practicar un trabalenguas Hacer y responder preguntas acerca del capítulo del Libro de lectura		
6	Segmentar palabras de dos y tres sílabas	Presentar la correspondencia sonido-letra /s/ > *z* Volver a leer el Libro de lectura Leer en voz alta con un compañero Evaluar los detalles de un capítulo para determinar los sucesos más importantes	Usar palabras con *z* en frases u oraciones escritas	Escribir palabras con *z*	Escribir las letras *Z, z* Escribir palabras de dos sílabas con *z* en oraciones
7	Mezclar sílabas Presentar el sonido /s/ con palabras que se escriben con *ce*, *ci*	Repaso del sonido de las letras Palabras comunes *cinco, cerca* Leer el Libro de lectura Describir la ambientación	Usar palabras con *ce, ci* en frases u oraciones orales Usar las palabras comunes *cinco*, *cerca* en oraciones orales que nombren ubicaciones o números Comentar/ responder preguntas acerca del Libro de lectura		
8	Mezclar sílabas para formar palabras	Presentar la correspondencia sonido-letra /s/ > *ce, ci* Cadena de palabras con *ce*, *ci* Volver a leer el Libro de lectura Palabras comunes *cinco, cerca* Hacer inferencias y usar la evidencia del texto para apoyar las respuestas	Usar palabras con *ce, ci* en frases y oraciones escritas Usar las palabras comunes *cinco, cerca* en oraciones Comentar/ responder preguntas acerca del Libro de lectura	Escribir palabras con *ce, ci* Escribir *cinco* y *cerca*	Escribir palabras con *ce, ci* Escribir las palabras comunes *cinco* y *cerca* en oraciones

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Segmentar palabras de dos y tres sílabas	Identificar y asociar sonidos con letras /ch/ > *ch*, /s/ > *z*, /s/ > *ce, ci* y *h* muda Libro de lectura para evaluación	Comentar/ responder preguntas acerca del Libro de lectura	Escribir palabras con *ch, z, ce, ci* y *h* muda	Escribir de manera precisa las letras mayúsculas y minúsculas, así como determinadas sílabas (*H, h, Ch, ch, Z, z, Ce, ce, Ci, ci*)
PAUSA 1	Mezclar sílabas para formar palabras	Repaso del sonido de las letras Libro de lectura para enriquecimiento	Identificar las Palabras comunes *chico, chica, cinco, cerca*	Escribir palabras con *ch, z, ce, ci* y *h* muda	Escribir de manera precisa las letras mayúsculas y minúsculas, así como determinadas sílabas (*H, h, Ch, ch, Z, z, Ce, ce, Ci, ci*)
10	Manipular sílabas para formar palabras nuevas Presentar el sonido /j/ con palabras que se escriben con *ge, gi* Resolver adivinanzas con palabras con /j/	Leer el Libro de lectura	Usar palabras con /j/ en frases u oraciones orales Comentar/ responder preguntas acerca del Libro de lectura Conectar el texto con experiencias personales		
11	Mezclar sílabas	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /j/ > *g* (*ge, gi*) Volver a leer el Libro de lectura	Usar palabras con *ge, gi* en frases u oraciones escritas Comentar/ responder preguntas acerca del Libro de lectura usando el vocabulario aprendido recientemente	Palabras con *ge, gi*	Escribir palabras con *ge, gi* en oraciones
12	Presentar el sonido /y/ con palabras que se escriben con la letra *y* Formar sílabas con /y/	Repaso del sonido de las letras Hacer y confirmar predicciones Leer el Libro de lectura Palabra común *yo* Repetición y rima en una canción	Usar palabras con *y* en frases u oraciones orales Usar la palabra común *yo* en oraciones Comentar/ responder preguntas acerca del Libro de lectura Hacer y confirmar predicciones		

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
13	Mezclar sílabas para formar palabras nuevas	Presentar la correspondencia sonido-letra /y/ > *y* Volver a leer el Libro de lectura Palabra común *yo* Leer con un compañero	Usar palabras con *y* en frases escritas Comentar/ responder preguntas acerca del Libro de lectura	Escritura compartida de la Palabra común *yo*	Escribir las letras *y, Y* Escribir palabras con *y, Y* en frases Escribir la palabra común *yo*
14	Segmentar palabras de dos y tres sílabas Identificar palabras habladas que empiezan con *w*	Presentar la correspondencia sonido-letra /gu/ > *w*		Escritura compartida de palabras con *w*	Escribir las letras *w, W* Escribir palabras con *w, W* en oraciones
15	Presentar el sonido /k/ con palabras que se escriben con la letra *k*	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /k/ > *k* Leer y escribir palabras que empiezan con /k/		Escritura interactiva de palabras con *k*	Escribir las letras *k, K* Escribir palabras con *k, K* Escribir palabras que empiezan con *k*
16	Mezclar sílabas Presentar los sonidos /s/, /ks/ con palabras que se escriben con la letra *x*	Repaso del sonido de las letras Presentar la correspondencia sonido-letra /s/, /ks/ > *x* Leer el Libro de lectura (contiene palabras con *k, x, w*) Palabra común *libro*	Comentar/ responder preguntas acerca del Libro de lectura	Escritura interactiva de palabras con *x*	Escribir las letras *x, X* Escribir palabras con *x, X* en oraciones
17	Identificar el sonido /y/ en palabras que se escriben con la letra *y*	Repaso del sonido de las letras Repasar y leer palabras con *h* y con *y* Leer Tarjetas para moverse Volver a leer el Libro de lectura	Verbos de acción	Escritura interactiva con palabras con *h, y*	Escritura interactiva con palabras con *h, y* Escribir palabras con *h, y* en una página de actividades

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
18 **Evaluación de mitad de año**	Mezclar sílabas para formar palabras Segmentar palabras de dos y tres sílabas Identificar sonidos iniciales y finales	Identificar los sonidos comunes y asociarlos con las letras que representan	Leer un texto y proporcionar respuestas sobre lo que sucede	Escribir palabras con algunos de los trazos vistos en esta primera mitad del año	Trazar con la direccionalidad apropiada letras, palabras y frases
PAUSA 2	Mezclar sílabas para formar palabras Segmentar palabras de dos y tres sílabas Identificar sonidos iniciales	Repaso del sonido de las letras Libro de lectura para enriquecimiento	Responder preguntas sobre la lectura	Escribir palabras con *ge, gi, y, w, k, x, h*	Escribir de manera precisa las letras mayúsculas y minúsculas, así como determinadas sílabas

Kindergarten: Unidad 6

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar sílabas para formar palabras Repasar el sonido /rr/ > *rr* y el sonido /r/ > *r*	Repasar /rr/ > *rr*, /r/ > *r* Comparar *rr* y *r* Clasificar palabras Presentar el nombre de las letras Leer el Libro de lectura Leer con un compañero Comentar/ responder preguntas de comprensión lectora	Identificar que las oraciones inician con mayúscula y terminan con un punto	Cadena de palabras con *rr*, *r* Palabras con *rr*, *r*	Completar una oración con palabras con *rr* o *r*
2	Segmentar palabras de dos y tres sílabas	Leer el Libro de lectura Palabras comunes *brazo*, *brinca* Comentar/ responder preguntas de comprensión lectora Practicar el nombre de las letras	Identificar sustantivos y artículos en singular	Dictado (sustantivos en singular)	
3	Mezclar sílabas para formar palabras	Presentar el grupo de consonantes *br* Leer el Libro de lectura	Identificar artículos y sustantivos en plural con *-s*	Cadena de palabras con *br*	Escribir palabras de dos sílabas con *br* (con pistas)
4	Presentar los sonidos /t/ /r/	Repaso del sonido de las letras Repaso del nombre de las letras Leer el Libro de lectura Palabra común *tres*	Identificar artículos y sustantivos en plural con *-es*	Cadena de palabras con *br*	
5	Segmentar sustantivos en plural en sílabas	Presentar el grupo de consonantes *tr* Volver a leer el Libro de lectura	Identificar sustantivos en plural con *-s*, *-es*	Cadena de palabras con *tr*	Escribir palabras de dos sílabas con *tr* y la palabra común *tres* (con pistas)

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
6	Presentar los sonidos /p/ /r/ Escuchar y repetir trabalenguas con palabras que inician con los sonidos /p/ /r/	Repaso del sonido de las letras Repaso del nombre de las letras Leer el Libro de lectura Palabras comunes *primero*, *pronto*		Cadena de palabras con *tr*	
7	Segmentar palabras	Presentar el grupo de consonantes *pr* Acertijos de palabras Leer el Libro de lectura Identificar la diferencia entre una palabra y una letra	Sustantivos y artículos en plural	Dictado (sustantivos en plural)	
8	Segmentar palabras	Repaso de *br*, *tr*, *pr* Leer el Libro de lectura	Seguir instrucciones en un juego con movimientos		
9 **Evaluación intermedia de la unidad**	Segmentar palabras	Repaso de *br*, *tr*, *pr* Leer el Libro de lectura	Identificar artículos y sustantivos en plural con *-s*		Escribir palabras de dos sílabas con *br, tr, pr*, sustantivos plurales y la palabra común *tres* en frases
PAUSA 1	Identificar los sonidos /b/ /r/, /t/ /r/, /p/ /r/ en palabras habladas	Repaso del sonido de las letras Repaso del nombre de las letras Repaso de *br*, *tr*, *pr* Libro de lectura para enriquecimiento	Seguir instrucciones en un juego con palabras con *br*, *tr*, *pr* Leer sustantivos en plural con *-s* Leer palabras con *br*, *tr*, *pr* y la palabra común *tres*	Cadena de palabras con *br*, *tr*	Escribir palabras con *br*, *tr*, *pr* y la palabra común *tres*
10	Segmentar palabras	Repaso de /k/ > *c* (*ca*, *co*, *cu*), /k/ > *q* (*que*, *qui*) Clasificar palabras Hacer preguntas antes, durante y después de la lectura Leer el Libro de lectura		Cadena de palabras con /k/ > *c* (*ca*, *co*, *cu*), /k/ > *q* (*que*, *qui*)	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
11	Presentar los sonidos /f/ /r/	Repaso del sonido de las letras Palabras que riman Leer el Libro de lectura		Dictado (frases con verbos de acción)	
12	Tarjetas para moverse con verbos de acción	Presentar el grupo de consonantes *fr* Leer el Libro de lectura	Leer y actuar verbos de acción		Palabras con *fr*
13	Presentar los sonidos /k/ /r/	Leer el Libro de lectura Palabra común *creo*		Cadena de palabras con *fr*, *br*, *pr*	
14	Segmentar palabras	Presentar el grupo de consonantes *cr* Volver a leer el Libro de lectura		Palabras con *cr* Tocar y deletrear: CCVCV	Palabras con *cr*
15	Presentar los sonidos /g/ /r/	Repaso del sonido de las letras Leer el libro de lectura Palabras comunes *grande*, *gracias*	Adjetivos: tamaño		
16	Mezclar sílabas para formar palabras	Repaso del sonido de las letras Presentar el grupo de consonantes *gr* Volver a leer el Libro de lectura	Adjetivos: tamaño		Palabras con *gr*
17	Repaso de los sonidos /f/ /r/, /k/ /r/, /g/ /r/	Repasar *fr*, *cr*, *gr* Repaso del abecedario Clasificar palabras Leer el Libro de lectura		Palabras con *fr*, *cr*, *gr* Cadena de palabras con *fr*, *cr*, *gr*	Escribir palabras con *fr*, *cr*, *gr*
18 **Evaluación final de la unidad**	Evaluación de los grupos de consonantes en palabras habladas	Evaluación del sonido de las letras Leer el Libro de lectura	Adjetivos	Palabras con *fr*, *cr*, *gr*	Escribir palabras con *fr*, *cr*, *gr* Escribir palabras con *fr*, *cr*, *gr* en frases
PAUSA 2	Identificar los sonidos /f/ /r/, /k/ /r/, /g/ /r/ en palabras habladas Segmentar sílabas	Repaso del sonido de las letras Repaso de *fr*, *cr*, *gr* Libro de lectura para enriquecimiento Describir el escenario		Palabras con *fr*, *cr*, *gr*	Escribir palabras con *fr*, *cr*, *gr*

Kindergarten: Unidad 7

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Segmentar sílabas con grupos de consonantes	Repasar /ñ/ > *ñ*, /n/ > *n* Leer el Libro de lectura Palabras comunes *pequeño, pequeña, bailar*		Clasificar palabras con *n*, *ñ*	Escribir palabras con *n*, *ñ*
2		Repasar la correspondencia sonido-letra /p/ > *p*, /l/ > *l*, /d/ > *d*, /b/ > *b* Leer el Libro de lectura Responder preguntas sobre los personajes, el escenario y los eventos principales	Adjetivos: números	Cadena de palabras con *n*, *ñ* Palabras con *p, l, d, b* Dictado: adjetivos de números	Escribir palabras con *p, l, d, b*
3	Mezclar sílabas para formar palabras Presentar los sonidos /d/ /r/	Leer el Libro de lectura			Escritura compartida: Describir el escenario
4		Repaso del sonido/símbolo de las letras Presentar el grupo de consonantes *dr* Volver a leer el Libro de lectura		Palabras con *dr*	Escribir palabras con *dr*
5	Presentar los sonidos /b/ /l/ Segmentar sílabas con los sonidos /d/ /r/ Identificar los sonidos /b/ /l/ en palabras habladas	Leer el Libro de lectura Palabras comunes *amable, blanca*(o), *hablar*			Escritura compartida: Describir a los personajes principales
6	Mezclar sílabas para formar palabras con los sonidos /b/ /l/	Presentar el grupo de consonantes *bl* Volver a leer el Libro de lectura	Adjetivos: colores	Palabras con *bl* Cadena de palabras con *bl*	Escribir palabras con *bl*
7	Presentar los sonidos /p/ /l/	Repaso del sonido/símbolo de las letras Leer el Libro de lectura	Adjetivos: colores	Dictado: adjetivos de colores	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
8	Segmentar sílabas con los sonidos /p/ /l/	Presentar el grupo de consonantes *pl* Volver a leer el Libro de lectura		Palabras con *pl*	Escribir palabras con *pl*
9 **Evaluación intermedia de la unidad**	Segmentar sílabas con los grupos de consonantes con *r*, *l*	Repaso del sonido/símbolo de las letras Leer frases y oraciones relacionadas con el Libro de lectura		Palabras con los grupos de consonantes con *r*, *l*	Escribir palabras con los grupos de consonantes con *r*, *l*
PAUSA 1	Repasar los grupos de consonantes con *r*, *l* Segmentar sílabas Mezclar sílabas	Repaso del sonido/símbolo de las letras Repasar los grupos de consonantes con *r*, *l* Libro de lectura para enriquecimiento		Palabras con los grupos de consonantes con *r*, *l* Cadena de palabras con los grupos de consonantes con *r*, *l*	Escribir palabras con los grupos de consonantes con *r*, *l*
10	Presentar los sonidos /f/ /l/	Repaso del sonido/símbolo de las letras Leer el Libro de lectura Palabras comunes *flaco*, *flojo*	Preposiciones comunes de lugar (*en, debajo de, arriba de*)		
11	Mezclar sílabas para formar palabras con los sonidos /f/ /l/	Presentar el grupo de consonantes *fl* Volver a leer el Libro de lectura	Preposiciones comunes de lugar (*en, debajo de, arriba de*)	Cadena de palabras con *fl* Dictado: preposiciones *en, debajo de, arriba de*	Escribir palabras con *fl*
12	Presentar los sonidos /k/ /l/	Manipular sílabas para formar palabras con *fl* Leer el Libro de lectura			Escritura compartida: Describir los eventos principales
13	Segmentar sílabas con los sonidos /k/ /l/	Presentar el grupo de consonantes *cl* Volver a leer el Libro de lectura		Palabras con *cl* Cadena de palabras con *cl*	Escribir palabras con *cl*
14	Presentar los sonidos /g/ /l/	Repaso del sonido/símbolo de las letras Leer el Libro de lectura Palabra común *globo*			

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
15	Mezclar sílabas para formar palabras con los sonidos /g/ /l/	Presentar el grupo de consonantes *gl* Volver a leer el Libro de lectura Leer con un compañero	Preposiciones de movimiento o lugar (*de, a, hasta*)		Escribir palabras con *gl*
16	Segmentar sílabas con los grupos de consonantes con *r* Repasar los grupos de consonantes con *r*	Repasar palabras escritas con los grupos de consonantes con *r* Leer el Libro de lectura	Preposiciones de movimiento o lugar (*de, a, hasta*)	Dictado: preposiciones *de*, *a*, *hasta*	Escribir palabras con los grupos de consonantes con *r*
17	Mezclar sílabas para formar palabras con los grupos de consonantes con *l* Repasar los grupos de consonantes con *l*	Repasar palabras escritas con los grupos de consonantes con *l* Leer el Libro de lectura		Palabras con los grupos de consonantes con *l*	Escribir palabras con los grupos de consonantes con *l* Escritura compartida: Describir el problema y la solución
18 **Evaluación final de la unidad**	Repasar los grupos de consonantes con *l*	Leer el Libro de lectura		Palabras con los grupos de consonantes con *l*	Escribir palabras con los grupos de consonantes con *l*
PAUSA 2	Repasar los grupos de consonantes con *l*, *r* Segmentar sílabas	Libro de lectura para enriquecimiento Palabra común *globo*		Palabras con los grupos de consonantes con *l*, *r* Cadena de palabras con los grupos de consonantes con *l*, *r*	Escribir palabras con los grupos de consonantes con *l*, *r*

Kindergarten: Unidad 8

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1		Repasar el sonido de las letras Repasar los grupos de consonantes con *r* Leer el Libro de lectura	Verbos regulares en presente		Escribir palabras con grupos de consonantes con *r*
2	Identificar palabras que inician con los grupos de consonantes con *r* en oraciones	Repasar los grupos de consonantes con *r* Volver a leer el Libro de lectura	Verbos regulares en presente	Dictado: palabras con grupos de consonantes con *r*	Escribir palabras con grupos de consonantes con *r*
3	Segmentar sílabas	Repasar los grupos de consonantes con *l* Leer el Libro de lectura Palabra común *quiero*			Escribir palabras con grupos de consonantes con *l* Escritura compartida: Actividad de preparación, respuesta a la lectura
4		Manipular sílabas para formar palabras con los grupos de consonantes con *l* Repasar los grupos de consonantes con *l* Volver a leer el Libro de lectura			Escribir palabras con grupos de consonantes con *l*
5	Segmentar palabras con grupos de consonantes	Palabras que terminan con *l* Leer el Libro de lectura			Escribir palabras que terminan con *l* Escritura compartida: Actividad de preparación, respuesta a la lectura
6		Repasar el sonido de las letras, incluyendo dígrafos Palabras que terminan con *r* Leer el Libro de lectura	*Ser* y *estar* (tiempo presente)		Escribir palabras que terminan con *r*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
7	Mezclar sílabas para formar palabras que terminan con */r/*	Palabras que terminan con *n* Leer el Libro de lectura	*Ser* y *estar* (tiempo presente)	Dictado: palabras que terminan con *n*	Escribir palabras que terminan con *n*
8		Repasar el sonido de las letras Palabras que terminan con *s* Leer el Libro de lectura Describir los eventos principales			Escribir palabras que terminan con *s* Escribir oraciones que describan los tres eventos principales del capítulo
9 **Evaluación intermedia de la unidad**	Identificar los sonidos finales /l/, /n/, /s/, /r/ Segmentar palabras que terminan en /l/, /n/, /s/, /r/	Grupos de consonantes con *r*, *l* Manipular sílabas para formar palabras que terminan en *l*, *n*, *s*, *r* Leer frases y oraciones relacionadas con el Libro de lectura	Verbos regulares en presente *Ser* y *estar* (tiempo presente)	Palabras que terminan en *l*, *n*, *s*, *r*	Escribir palabras que terminan en *l*, *n*, *s*, *r* Escribir oraciones que describan los eventos principales del Libro de lectura
PAUSA 1	Repasar los sonidos finales /l/, /r/, /n/, /s/ Segmentar sílabas Mezclar sílabas	Repasar los grupos de consonantes con *r*, *l* Libro de lectura para enriquecimiento Palabra común *quiero*		Cadena de palabras con los grupos de consonantes con *r*, *l*	Escribir palabras con grupos de consonantes con *r*, *l* Escribir palabras que terminan en *l*, *n*, *s*, *r*
10	Mezclar sílabas para formar palabras que terminan con */s/*	Repasar *m*, *p*, *s* Leer el Libro de lectura	Pronombres (*yo*, *me*, *nos*, *nosotros*)		Completar oraciones con pronombres Escribir palabras con *m*, *p, s*
11		Manipular sílabas para formar palabras con *m*, *p*, *s* Repasar *l*, *d, n* Leer el Libro de lectura	Pronombres (*yo*, *me*, *nos*, *nosotros*)	Dictado: frases con pronombres	Escribir oraciones con pronombres Escribir palabras con *l*, *d*, *n*
12	Segmentar palabras con /l/, /d/, /n/	Repasar *f*, *t* Leer el Libro de lectura Palabra común *tiene*			Escribir oraciones con palabras con *f*, *t*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
13	Mezclar sílabas para formar palabras con /f/, /t/ Trabalenguas con palabras con */r/* inicial y */rr/*	Repasar */rr/ > r* inicial y *rr* Leer el Libro de lectura Palabra común *rojo* Escuchar y leer un ejemplo de narrativa personal			Completar oraciones con palabras con *r* inicial y *rr*
14		Repasar palabras con *ll* y *ch* Leer el Libro de lectura			Relacionar imágenes y palabras con *ll, ch* Escribir palabras con *ll, ch* Escritura compartida: planear una narrativa personal
15	Segmentar palabras con */y/ > ll*, */ch/ > ch*	Repasar */k/ > ca*, *co*, *cu*	Pronombres (*yo*, *me*, *nosotros*, *nos*)		Escribir palabras con *ca*, *co*, *cu* Escritura compartida: escribir una narrativa personal
16		Cadena de palabras con *ca*, *co*, *cu* Repasar */k/ > que*, *qui* Escuchar y leer el borrador de una narrativa personal	Pronombres (*yo*, *me*, *nosotros*, *nos*)		Escritura compartida: revisar y corregir una narrativa personal Completar oraciones con palabras con *que*, *qui*
17	Mezclar sílabas para formar palabras con *que*, *qui* Repasar el sonido */s/ > ce, ci*	Repasar */s/ > ce*, *ci* Escuchar y leer la versión final de una narrativa personal			Escritura compartida: revisar y publicar una narrativa personal Hacer un dibujo y escribir un título para la narrativa personal
18 **Evaluación final de la unidad**	Segmentar sílabas Mezclar sílabas Identificar sonidos iniciales	Repasar el sonido de las letras Responder preguntas sobre una narrativa personal	*Ser* y *estar* (tiempo presente)		Completar oraciones Escribir *ser* y *estar* (tiempo presente)
PAUSA 2	Segmentar sílabas Mezclar sílabas	Libro de lectura para enriquecimiento Palabras comunes *rojo*, *tiene, familia*		Cadena de palabras	Escribir palabras con *m*, *p*, *s*, *l*, *d*, *n*, *f*, *t*, *r*, *rr*, *ll*, *ch*, *ca*, *co*, *cu*, *que, qui*

Kindergarten: Unidad 9

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Segmentar palabras con los sonidos /ch/, /rr/, /y/ Identificar oralmente palabras con los sonidos /ch/, /rr/, /y/	Repasar los dígrafos *ch*, *rr*, *ll* Leer el Libro de lectura Lectura en eco Presentar el texto informativo Palabra común *maíz*	Escribir oraciones	Palabras con los dígrafos *ch*, *rr*, *ll*	Escribir palabras con los dígrafos *ch*, *rr*, *ll*
2	Identificar palabras con los sonidos /ch/, /rr/, /y/ en oraciones habladas	Repasar los dígrafos *ch*, *rr*, *ll* Cadena de palabras con los dígrafos *ch*, *rr*, *ll* Volver a leer el Libro de lectura Lectura a coro Presentar el glosario ilustrado	Completar oraciones	Dictado: oraciones con los dígrafos *ch*, *rr*, *ll*	Completar oraciones con palabras con los dígrafos *ch*, *rr*, *ll*
3	Identificar los sonidos /f/, /b/ en palabras habladas	Identificar los sonidos de las letras *f*, *v* Leer el Libro de lectura Lectura en eco/ Leer con un compañero	Completar oraciones	Palabras con *f*, *v*	Escritura compartida: resumir un texto informativo Palabras con *f*, *v*
4	Segmentar palabras multisilábicas en sílabas Identificar los sonidos iniciales /p/, /b/ en palabras	Identificar los sonidos de las letras *p*, *b* Leer el Libro de lectura Lectura en eco/ Leer con un compañero	Escribir oraciones	Palabras con *p*, *b*	Palabras con *p*, *b* *en* oraciones
5	Identificar los sonidos /d/, /t/	Manipular sílabas en palabras multisilábicas con *d*, *t* Identificar los sonidos de las letras Leer el Libro de lectura Encontrar palabras en un glosario ilustrado Palabras comunes *país*, *países*	Completar oraciones	Palabras con *d*, *t*	Palabras con *d*, *t*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
6	Identificar los sonidos /n/, /ñ/	Identificar palabras con *n*, *ñ* Leer el Libro de lectura	Completar oraciones/ Puntuación final	Clasificar palabras	Escribir la idea principal de un texto informativo Palabras con *n*, *ñ*
7	Identificar palabras con *ga*, *go*, *gu* oralmente	Repasar sílabas con el sonido /g/ > *ga*, *go*, *gu* Volver a leer el Libro de lectura Encontrar palabras en un glosario ilustrado	Completar oraciones/ Puntuación final	Dictado: palabras con *g* y oraciones declarativas	Palabras con *ga*, *go*, *gu*
8	Identificar palabras con *ge* y *gi* en una actividad de Respuesta Física Total	Repasar sílabas con el sonido /j/ > *ge*, *gi* Leer el Libro de lectura Encontrar palabras en un glosario ilustrado	Escribir y completar oraciones	Palabras con *ge*, *gi*	Palabras con *ge*, *gi*
9 **Evaluación intermedia de la unidad**	Segmentar palabras multisilábicas en sílabas	Identificar las características del texto informativo Encontrar palabras en un glosario ilustrado	Completar oraciones	Palabras con *n*, *ñ*, y los dígrafos *ch*, *rr*, *ll*	Escribir palabras para completar oraciones
PAUSA 1	Segmentar palabras multisilábicas en sílabas	Libro de lectura para enriquecimiento Manipular sílabas en palabras multisilábicas Palabras comunes *maíz*, *hay*, *país, países*	Completar oraciones	Palabras con *f*, *v*, *p*, *b*, *d*, *t*, *n*, *ñ*, *ga*, *go*, *gu*, *ge*, *gi* y los dígrafos *ch*, *rr*, *ll*	Escribir palabras para completar oraciones
10	Identificar el sonido inicial /b/	Repasar las letras y sonidos del abecedario: *b*, *B* Leer el Libro de lectura	Oraciones declarativas	Dictado: palabras con *b*	Ordenar palabras con *b* para relacionarlas con una imagen
11	Identificar palabras con los sonidos iniciales /j/, /y/	Repasar letras y sonidos del abecedario: *j*, *y* Leer textos informativos cortos	Completar oraciones	Palabras con *j*, *y*	Planificar la escritura de un texto informativo (escritura independiente)

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
12		Repasar las letras y sonidos del abecedario: *v*, *V* Leer el Libro de lectura Lectura en eco	Hacer un borrador de un texto informativo	Palabras con *v*	Hacer un borrador del texto informativo (escritura independiente)
13	Segmentar palabras multisilábicas en sílabas	Repasar la letra *h*, *H* Leer el Libro de lectura	Editar un texto informativo	Palabras con *h*	Editar el texto informativo (escritura independiente)
14	Reconocer la aliteración en palabras que comienzan con /s/	Manipular sílabas para formar palabras multisilábicas Repasar letras y sonidos del abecedario: *z*, *Z* Leer el Libro de lectura	Publicar un texto informativo	Palabras con *z*	Publicar el texto informativo (escritura independiente)
15 **Evaluación de fin de año**	Mezclar fonemas para formar sílabas y palabras	Evaluación de letras (nombres y sonidos)	Escribir palabras para expresar deseos	Palabras con las letras del abecedario	Expresar deseos mediante la escritura
16 **Evaluación de fin de año**	Mezclar sílabas para formar palabras Segmentar palabras multisilábicas en sílabas	Cadena de palabras con grupos de consonantes con *r*	Identificar palabras que riman	Palabras con las letras del abecedario	Escribir palabras que riman
17 **Evaluación de fin de año**		Evaluación de lectura de un texto informativo Reconocer una letra y una palabra impresa Reconocer las palabras de una oración Identificar las características de un texto informativo	Escribir oraciones	Palabras con las letras del abecedario	Escribir oraciones separando las palabras con espacios

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
18 **Evaluación de fin de año**		Evaluación de lectura de un texto informativo Responder preguntas sobre un texto informativo	Completar oraciones	Escribir palabras y oraciones	Escribir palabras para completar oraciones sobre un texto informativo Escribir oraciones sobre un texto informativo
PAUSA 2	Segmentar palabras multisilábicas en sílabas	Libro de lectura para enriquecimiento Repasar las letras y sonidos del abecedario: *b*, *j*, *y*, *v*, *h*, *z*, *f*, *d*, *g*, *m* Manipular sílabas en palabras multisilábicas Palabra común *también*	Oraciones declarativas	Palabras con las letras del abecedario	Escribir palabras con las letras del abecedario

Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidades de Conocimiento Kindergarten

Las unidades de conocimiento del programa Caminos al Conocimiento Esencial tienen por objeto ayudar a los estudiantes a desarrollar el conocimiento contextual y el vocabulario necesario para la comprensión de lectura y audición. Al introducir, presentar y comentar las lecturas en voz alta en cada unidad de conocimiento, los maestros desarrollan la comprensión de lectura y audición, así como las destrezas de lenguaje oral de los estudiantes.

Las Guías del Maestro de cada unidad de conocimiento contienen lecciones diarias, pausas, repasos, evaluaciones y actividades finales.

- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido enseñado.
- El **Repaso del conocimiento** es una oportunidad para repasar y reforzar el material (p.ej., contenido esencial y vocabulario) de la unidad de conocimiento para ayudar a los estudiantes a prepararse para la evaluación.
- La **Evaluación del conocimiento** evalúa la comprensión y retención de las palabras del vocabulario académico y el contenido esencial centrales del conocimiento. Los resultados deben guiar el repaso y remediación del siguiente día(s).
- Las **Actividades finales** proporcionan remediación o enriquecimiento para el estudiante, un grupo pequeño, o toda la clase basándose en los resultados de la evaluación del conocimiento.

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Conocimiento 1: Rimas y fábulas infantiles (16 dias)

Esta unidad de conocimiento presentará a los estudiantes el mundo de las rimas y fábulas infantiles que han sido las favoritas de los niños por muchas generaciones. Los estudiantes conocerán rimas infantiles clásicas como "Estrellita, ¿dónde estás?", "El gallo pinto" y "A la rueda, rueda", así como a personajes como la pastora y el señor Invierno. Al escuchar fábulas conocidas, los niños identificarán los elementos de este género, aprenderán nuevas palabras de vocabulario y reconocerán distintos tipos de ficción.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1A		Los estudiantes identificarán características de las rimas infantiles. Los estudiantes usarán palabras descriptivas para recordar detalles de una rima infantil.	Los estudiantes demostrarán comprensión de la palabra académica general *dulce*. Practicar palabras: *dulce*	
Lección 1B	Los estudiantes identificarán características de las rimas infantiles. Los estudiantes usarán palabras descriptivas para recordar detalles de una rima.		Los estudiantes demostrarán comprensión de la palabra con varios significados *rueda*. Practicar palabras: *rueda*	
Lección 2A	Los estudiantes identificarán características de un personaje principal en una rima infantil. Los estudiantes identificarán el personaje principal en una rima infantil.		Los estudiantes identificarán y producirán palabras que rimen.	
Lección 2B	Los estudiantes identificarán el personaje principal en una rima infantil.		Los estudiantes identificarán y producirán palabras que rimen.	Los estudiantes dibujarán los personajes principales de dos rimas infantiles.
Lección 3A	Los estudiantes identificarán características de un personaje principal en una rima infantil. Los estudiantes identificarán los eventos principales en una rima infantil.		Los estudiantes demostrarán comprensión del término *locuela*. Los estudiantes demostrarán comprensión de la palabra académica general *tronco*. Los estudiantes identificarán y producirán palabras que rimen. Practicar palabras: *locuela*	

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Lección 3B	Los estudiantes identificarán detalles en una rima infantil.	Los estudiantes identificarán el personaje principal en una rima infantil. Los estudiantes identificarán los eventos principales en una rima infantil.	Los estudiantes identificarán y producirán palabras que rimen.	
Lección 4A	Los estudiantes harán predicciones sobre los eventos principales en una rima infantil. Los estudiantes identificarán los eventos principales en una rima infantil.		Los estudiantes demostrarán comprensión de la palabra general académica *vecina*. Practicar palabras: *vecina*	
Lección 4B	Los estudiantes harán predicciones sobre los eventos principales en una rima infantil. Los estudiantes identificarán los eventos principales en una rima infantil.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *tejió*. Practicar palabras: *tejió*	
Lección 5A	Los estudiantes identificarán los personajes en una rima infantil. Los estudiantes identificarán los eventos principales en una rima infantil.		Los estudiantes demostrarán comprensión de la palabra de general académica *organizaron*. Practicar palabras: *organizaron*	
Lección 5B	Los estudiantes identificarán los eventos principales en una rima infantil.		Los estudiantes identificarán y producirán palabras que rimen.	Los estudiantes dibujarán los eventos de una rima infantil.
Lección 6A	Los estudiantes identificarán detalles en una rima infantil.	Los estudiantes volverán a contar los eventos de una rima infantil.	Los estudiantes identificarán y producirán rimas.	
Lección 6B	Los estudiantes harán y responderán preguntas sobre el texto.	Los estudiantes identificarán detalles en una rima infantil.	Los estudiantes demostrarán comprensión de la expresión *me pregunto*. Los estudiantes demostrarán y producirán palabras que rimen. Practicar palabras: *me pregunto*	
PAUSA				
Lección 7A	Los estudiantes identificarán el personaje principal en una rima infantil. Los estudiantes identificarán repetición en una rima infantil.		Los estudiantes demostrarán comprensión de la palabra *ratón*.	

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Lección 7B	Los estudiantes identificarán el personaje principal en una rima infantil. Los estudiantes identificarán repetición en una rima infantil.	Los estudiantes compartirán una experiencia oralmente.		
Lección 8A	Los estudiantes identificarán animales como personajes típicos de las rimas infantiles. Los estudiantes compararán dos personajes en una rima infantil.		Los estudiantes identificarán y producirán palabras que rimen.	
Lección 8B	Los estudiantes volverán a contar una rima infantil conocida e incluirán detalles clave. Los estudiantes describirán las acciones de los personajes en una rima infantil y compararán y contrastarán los personajes principales en dos rimas infantiles.		Los estudiantes identificarán y generarán palabras que rimen.	
Lección 9A	Los estudiantes contarán una rima familiar conocida. Los estudiantes identificarán los eventos principales en una rima infantil. Los estudiantes identificarán detalles en una rima infantil.			
Lección 9B	Los estudiantes identificarán los eventos principales en una rima infantil. Los estudiantes harán predicciones sobre los eventos en una rima infantil.		Los estudiantes identificarán y producirán palabras que rimen.	
Lección 10	Los estudiantes identificarán las características de una fábula. Los estudiantes identificarán los personajes principales de una fábula. Los estudiantes identificarán los eventos principales de una fábula.		Los estudiantes demostrarán comprensión de la palabra académica general *plácido*. Practicar palabras: *plácido*	

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Lección 11	Los estudiantes identificarán la lección principal o moraleja de una fábula.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *reflejo*. Los estudiantes demostrarán comprensión de la palabra académica general *festín*. Practicar palabras: *festín*	Los estudiantes harán una secuencia del principio, el desarrollo y el final del texto literario.
Lección 12	Los estudiantes identificarán la lección principal o moraleja de una fábula.	Los estudiantes harán predicciones sobre el resultado de una fábula.	Los estudiantes demostrarán comprensión de la palabra académica general *jactanciosa*. Con ayuda, los estudiantes combinarán ideas para formar oraciones detalladas que describan una fábula. Practicar palabras: *jactanciosa*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 2: Los cinco sentidos (12 dias)

Esta unidad será una de las muchas que continuarán en grados más avanzados en los que los estudiantes ampliarán sus conocimientos sobre el cuerpo humano. Una exploración de los sentidos también requiere que los estudiantes hagan observaciones y luego usen el lenguaje para describir esas observaciones; ambas destrezas son clave en el proceso científico. En las últimas lecciones también se tratará sobre lo que sucede si los sentidos de la vista y del oído no funcionan correctamente.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán los cinco sentidos y las partes del cuerpo asociadas a ellos, y describirán de qué manera los cinco sentidos son útiles para las personas.	Los estudiantes describirán cómo los sentidos funcionan en conjunto para permitirnos comprender el mundo que nos rodea.	Los estudiantes demostrarán comprensión de la palabra académica general *peligro*. Practicar palabras: *peligro*	Los estudiantes crearán dibujos que demuestren su conocimiento de los cinco sentidos y las partes del cuerpo asociadas a ellos.
Lección 2	Los estudiantes describirán el sentido de la vista y repasarán información sobre el ojo y sus diferentes partes.	Los estudiantes repasarán los cinco sentidos.	Los estudiantes demostrarán comprensión de la palabra académica general *proteger*. Los estudiantes demostrarán comprensión de la expresión "mira antes de saltar". Practicar palabras: *proteger*	Los estudiantes crearán dibujos y describirán oralmente el sentido de la vista y cómo lo utilizan las personas.
Lección 3	Los estudiantes describirán el sentido del oído y repasarán información sobre el oído y sus diferentes partes.	Los estudiantes repasarán información sobre el sentido de la vista y el ojo.	Los estudiantes demostrarán comprensión de la palabra académica general *invisibles*. Practicar palabras: *invisibles*	Los estudiantes crearán dibujos que ilustren sonidos y los organizarán según el volumen.
Lección 4	Los estudiantes describirán el sentido del olfato y repasarán información sobre la nariz. Con ayuda, los estudiantes completarán una tabla de T para identificar olores agradables y desagradables.	Los estudiantes repasarán información clave sobre los sentidos de la vista y el oído.	Los estudiantes demostrarán comprensión de la palabra académica general *olores*. Los estudiantes demostrarán comprensión de la frase "más vale prevenir que curar". Practicar palabras: *olores*	
Lección 5	Los estudiantes describirán el sentido del gusto y repasarán información sobre la boca.	Los estudiantes repasarán información sobre los sentidos de la vista, el oído y el olfato.	Los estudiantes demostrarán comprensión de la palabra académica general *sabrosas*. Practicar palabras: *sabrosas*	Los estudiantes crearán ilustraciones de diferentes alimentos, clasificándolos según su sabor.

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Lección 6	Los estudiantes describirán el sentido del tacto y repasarán información sobre la piel.	Los estudiantes repasarán información sobre los sentidos de la vista, el oído, el olfato y el gusto.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *textura*. Los estudiantes demostrarán comprensión de la palabra de dominio específico *piel*. Practicar palabras: *textura*	Los estudiantes crearán un dibujo para mostrar textura.
PAUSA				
Lección 7	Los estudiantes describirán las experiencias y los desafíos de una persona ciega. Con ayuda, los estudiantes ordenarán datos y eventos para volver a contar la historia de la vida de Ray Charles.	Los estudiantes repasarán información sobre los cinco sentidos e identificarán el significado de *biografía*.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *extraordinario*. Practicar palabras: *extraordinario*	
Lección 8: Helen Keller	Los estudiantes describirán las experiencias y los desafíos de una persona ciega y sorda. Con ayuda, los estudiantes ordenarán datos y eventos para volver a contar la historia de la vida de Helen Keller.	Los estudiantes repasarán el significado de biografía y aprenderán qué significa *sorda.*	Los estudiantes demostrarán comprensión de la palabra académica general *sensaciones*. Practicar palabras: *sensaciones*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 3: Cuentos (14 dias)

Esta unidad introducirá a los estudiantes a cuentos clásicos que han sido los preferidos de los niños por generaciones. Los estudiantes adquirirán una comprensión de los elementos de un cuento incluyendo los personajes, la trama y el escenario. Esta unidad de conocimiento ayudará a los estudiantes a desarrollar una conciencia del lenguaje para ser mejores escritores y lectores.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán el personaje, la trama y el escenario en cuentos familiares. Los estudiantes describirán las acciones del personaje principal en el texto literario.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *astuto*. Practicar palabras: *astuto*	Los estudiantes harán una secuencia del principio, el desarrollo y el final de un texto literario.
Lección 2	Los estudiantes describirán la trama de un texto literario.	Los estudiantes repasarán el significado de *personaje y trama*, e identificarán paja, ramas y ladrillos.	Los estudiantes demostrarán comprensión de la palabra académica general *abrasador*. Practicar palabras: *abrasador*	Los estudiantes harán una secuencia de los eventos de un texto literario.
Lección 3	Los estudiantes repasarán ejemplos de personaje y trama, e identificarán el significado de escenario. Los estudiantes identificarán el problema en un texto literario.		Los estudiantes demostrarán comprensión de la palabra académica general *anhelaban*. Practicar palabras: *anhelaban*	Con ayuda, los estudiantes participarán en una actividad de escritura compartida usando tecnología para narrar eventos en un texto literario.
Lección 4	Los estudiantes repasarán el significado de ficción e identificarán el cuento popular como un tipo de ficción. Los estudiantes identificarán los elementos de los cuentos populares.		Los estudiantes demostrarán comprensión de la palabra académica general *aterrorizados*. Practicar palabras: *aterrorizados*	Los estudiantes harán una secuencia de eventos de un cuento popular.
Lección 5	Los estudiantes repasarán los elementos de los cuentos populares. Con ayuda, los estudiantes analizarán las interacciones entre los personajes de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *músico*. Practicar palabras: *músico*	Con ayuda, los estudiantes usarán un organizador gráfico para analizar las acciones de los personajes de un cuento popular.
PAUSA				

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Lección 6	Los estudiantes repasarán los elementos de los cuentos populares y ubicarán Japón en un mapa. Los estudiantes evaluarán las acciones del personaje principal de un cuento popular.		Los estudiantes demostrarán comprensión de la expresión *descendió en picada*. Practicar palabras: *descendió en picada*	Con ayuda, los estudiantes escribirán su opinión acerca de un héroe y la fundamentarán.
Lección 7	Los estudiantes compararán y contrastarán los personajes de distintos cuentos y cuentos populares. Los estudiantes compararán las acciones de los personajes de dos cuentos populares distintos.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *peligroso*. Practicar palabras: *peligroso*	Con ayuda, los estudiantes usarán un organizador gráfico para analizar las acciones de los personajes de un cuento popular.
Lección 8	Los estudiantes repasarán los personajes, el escenario y la trama de un cuento popular. Los estudiantes describirán al personaje principal de un cuento popular, e identificarán y explicarán la lección de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra académica general *incorrectamente*. Practicar palabras: *incorrectamente*	Los estudiantes emitirán una opinión y describirán al personaje principal de un texto literario.
Lección 9	Los estudiantes identificarán un cuento como de ficción e identificarán los osos como los personajes de un cuento. Los estudiantes describirán los eventos principales de un texto literario.		Los estudiantes demostrarán comprensión de la palabra académica general *de pronto.* Practicar palabras: *de pronto*	Con ayuda, los estudiantes usarán un organizador gráfico para identificar los personajes, el escenario y la trama de un texto literario.
Lección 10: Tug-of-War	Los estudiantes identificarán un cuento de un embustero como un tipo de ficción. Los estudiantes explicarán las acciones del personaje principal en un cuento de un embustero.		Los estudiantes demostrarán comprensión de la palabra académica general *tontería*. Practicar palabras: *tontería*	Con ayuda, los estudiantes usarán un organizador gráfico para comparar y contrastar los personajes en un cuento de un embustero.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 4: Plantas (17 dias)

Al escuchar las lecturas en voz alta de esta unidad, los estudiantes adquirirán una comprensión fundamental de las partes de las plantas y cómo crecen. Aprenderán lo que las plantas necesitan para mantenerse vivas y conocerán los conceptos del ciclo de vida de las plantas, la polinización y la fotosíntesis. Este conocimiento básico sobre las plantas servirá como base de un estudio más profundo de la ecología y la interdependencia de todos los seres vivos, temas que se abordarán en otras unidades de conocimiento de Kindergarten (Granjas: desde las raíces y Cuidar el planeta Tierra), así como en grados más avanzados.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán las necesidades básicas de las plantas.	Con ayuda de imágenes, los estudiantes diferenciarán entre seres vivos y seres no vivos.	Los estudiantes demostrarán comprensión de la palabra académica general *suelo*. Los estudiantes demostrarán comprensión de la palabra con varios significados *planta*. Practicar palabras: *suelo*	
Lección 2	Los estudiantes explicarán los propósitos de las diferentes partes de una planta. Los estudiantes identificarán las diferentes partes de una planta y la función de cada una.	Los estudiantes repasarán características de los seres vivos.	Los estudiantes demostrarán comprensión de la palabra académica general *supervivencia*. Practicar palabras: *supervivencia*	
Lección 3	Los estudiantes explicarán el ciclo de vida básico de una planta. Con ayuda de ilustraciones, los estudiantes explicarán el ciclo de vida de una planta.	Los estudiantes repasarán las diferentes partes de una planta y la importancia de cada una de ellas.	Los estudiantes demostrarán comprensión de la palabra académica general *madurar*. Practicar palabras: *madurar*	
Lección 4	Los estudiantes describirán el ciclo de vida de un nabo de fantasía. Los estudiantes harán una secuencia del ciclo de vida de un nabo.	Los estudiantes describirán y hablarán sobre huertos.	Los estudiantes demostrarán comprensión de la palabra académica general *gigante*. Practicar palabras: *gigante*	
PAUSA				
Lección 5	Los estudiantes describirán el proceso básico de polinización. Los estudiantes representarán el proceso básico de polinización.	Los estudiantes repasarán información sobre las diferentes partes de las plantas.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *polinización*. Practicar palabras: *polinización*	

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Lección 6	Los estudiantes explicarán la importancia de las semillas.	Los estudiantes repasarán las partes de una planta y el proceso de polinización. Los estudiantes compararán y contrastarán las semillas de diferentes frutos.	Los estudiantes demostrarán comprensión de la palabra académica general *producir*. Los estudiantes demostrarán comprensión de la palabra con varios significados *hueso*. Practicar palabras: *producir*	
Lección 7	Los estudiantes identificarán la idea principal del cuento "Juanito Manzana". Los estudiantes volverán a contar el cuento "Juanito Manzana".	Los estudiantes identificarán un cuento exagerado.	Los estudiantes demostrarán comprensión de la palabra académica general *finalmente*. Practicar palabras: *finalmente*	
Lección 8	Los estudiantes identificarán árboles de hoja caduca y árboles de hoja perenne. Los estudiantes describirán los cambios estacionales (anuales) en los árboles de hoja caduca.		Los estudiantes demostrarán comprensión de la palabra académica general *desnudas*. Practicar palabras: *desnudas*	Los estudiantes ilustrarán los cambios estacionales (anuales) en los árboles de hoja caduca.
Lección 9	Los estudiantes compararán y contrastarán los árboles de hoja caduca y los árboles de hoja perenne.	Los estudiantes repasarán información sobre los árboles de hoja caduca.	Los estudiantes demostrarán comprensión de las palabras de dominio específico *de hoja caduca* y *de hoja perenne*. Practicar palabras: *de hoja caduca* y *de hoja perenne*	Los estudiantes ilustrarán un árbol de hoja perenne usando detalles de un texto informativo.
Lección 10	Los estudiantes describirán maneras en que las plantas son útiles para las personas. Con ayuda, los estudiantes unirán partes de plantas con objetos de uso diario que las personas pueden fabricar a partir de ellas.	Los estudiantes repasarán información clave sobre las plantas.	Los estudiantes demostrarán comprensión de la palabra académica general *ramo*. Practicar palabras: *ramo*	
Lección 11	Los estudiantes explicarán los logros de George Washington Carver.	Los estudiantes conversarán sobre el cuento "Juanito Manzana".	Los estudiantes demostrarán comprensión de la palabra de dominio específico *cultivos*. Los estudiantes demostrarán comprensión de la expresión "las grandes cosas siempre suelen comenzar de forma modesta". Practicar palabras: *cultivos*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 5: Granjas (15 dias)

Esta unidad presentará a los estudiantes varios animales de granja además de los cultivos que las personas plantan en ellas. Los estudiantes aprenderán cómo los granjeros crían a los animales. Después de haber estudiado la unidad relacionada con las plantas, los estudiantes podrán relacionar que los animales necesitan alimento, agua y espacio para vivir y crecer, al igual que las plantas. Los estudiantes comprenderán la importancia de las granjas como fuentes de alimentos y de otros productos que usan las personas. También se familiarizarán con el cuento clásico "La gallinita roja", que les presentará el ritmo de las estaciones para plantar, cultivar y cosechar.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán por qué una granja es importante. Los estudiantes recitarán todos juntos "El viejo MacDonald tiene una granja".	Los estudiantes usarán detalles para describir una granja.	Los estudiantes demostrarán comprensión de la palabra académica general *herramientas*. Practicar palabras: *herramientas*	
Lección 2	Los estudiantes identificarán la idea principal y los detalles clave de un texto informativo sobre vacas.	Los estudiantes usarán detalles para describir vacas.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *pastando*. Practicar palabras: *pastando*	Los estudiantes crearán una ilustración para mostrar detalles sobre las vacas.
Lección 3	Los estudiantes identificarán la idea principal y los detalles clave de un texto informativo sobre pollos.	Los estudiantes usarán detalles para describir pollos.	Los estudiantes demostrarán comprensión de la palabra de uso diario *junta*. Los estudiantes demostrarán comprensión de la frase "el que no madruga con el sol, no goza del día". Los estudiantes demostrarán comprensión de la palabra con varios significados *alimento*. Practicar palabras: *junta*	
Lección 4	Los estudiantes identificarán la idea principal y los detalles clave de un texto informativo sobre cerdos.	Los estudiantes usarán detalles para describir cerdos.	Los estudiantes demostrarán comprensión de la palabra académica general *valiosos*. Practicar palabras: *valiosos*	Los estudiantes ilustrarán detalles clave sobre los cerdos.

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Lección 5	Los estudiantes identificarán la idea principal y los detalles clave de un texto informativo sobre ovejas.	Los estudiantes usarán detalles para describir ovejas.	Los estudiantes demostrarán comprensión de la palabra académica general *responsabilidades*. Los estudiantes demostrarán comprensión de la palabra con varios significados *pastor*. Practicar palabras: *responsabilidades*	
PAUSA				
Lección 6	Los estudiantes explicarán la importancia de los cultivos.	Los estudiantes repasarán y comentarán ideas sobre el origen de los alimentos.	Los estudiantes demostrarán comprensión de la palabra académica general productos *agrícolas*. Practicar palabras: *productos agrícolas*	Los estudiantes ilustrarán diferentes clases de cultivos.
Lección 7	Los estudiantes describirán las acciones del personaje principal de un cuento popular. Los estudiantes harán una secuencia de los eventos de un cuento popular.	Los estudiantes comentarán detalles relacionados con los pollos y las gallinas.	Los estudiantes demostrarán comprensión de la palabra académica general *maduro*. Practicar palabras: *maduro*	
Lección 8	Los estudiantes describirán los eventos de las estaciones en la granja.	Los estudiantes comentarán detalles relacionados con las cuatro estaciones.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *plagas*. Practicar palabras: *plagas*	Los estudiantes ilustrarán y harán una secuencia de los eventos de "Las estaciones en la granja".
Lección 9	Los estudiantes explicarán cómo los cultivos de la granja se transforman en los alimentos que las personas comen.	Los estudiantes comentarán las estaciones en la granja y por qué los granjeros plantan cultivos.	Los estudiantes demostrarán comprensión de la palabra académica general *deteriora*. Practicar palabras: *deteriora*	Los estudiantes harán una secuencia de los eventos del proceso de llevar los alimentos de la granja al mercado.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 6: Los nativos americanos (14 dias)

La unidad Los nativos americanos presenta a los estudiantes el amplio concepto de que pueblos indígenas vivieron en América del Norte y América del Sur mucho antes de que los exploradores europeos visitaran y se establecieran en esta zona. Los estudiantes aprenderán que había muchas tribus diferentes de nativos americanos, y que cada tribu tenía su forma de comer, vestirse y vivir, dependiendo en su ubicación. Los estudiantes aprenderán sobre tres tribus en particular: los siux lakota de la región de las Grandes Llanuras, y los wampanoag y los lenape, ambos de la región de los bosques orientales. Aprenderán cómo distintas ubicaciones geográficas tenían influencia en el estilo de vida de los habitantes, y que cada grupo de nativos americanos tenía su propia cultura bien diferenciada. La última lectura en voz alta se centra en los nativos americanos en la actualidad.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes compararán y contrastarán las experiencias de los nativos americanos.	Los estudiantes identificarán información importante sobre los nativos americanos.	Los estudiantes demostrarán comprensión de la palabra académica general *vagaban*. Practicar palabras: *vagaban*	Con ayuda, los estudiantes usarán un organizador gráfico para describir sus necesidades básicas.
Lección 2	Los estudiantes describirán la importancia de los búfalos para los lakota siux.	Los estudiantes identificarán las características de las Grandes Llanuras y de los búfalos.	Los estudiantes demostrarán comprensión de la palabra académica general *ágiles*. Practicar palabras: *ágiles*	Con ayuda, los estudiantes describirán el ambiente de los lakota siux y anotarán sus respuestas en un organizador gráfico.
Lección 3	Los estudiantes describirán la vida cotidiana del personaje principal de un texto literario.	Los estudiantes repasarán información importante sobre los lakota siux.	Los estudiantes demostrarán comprensión de la palabra académica general *travesuras*. Practicar palabras: *travesuras*	Los estudiantes usarán una actividad de dibujo para describir la ropa y el tipo de refugio de los lakota siux y anotarán sus respuestas en un organizador gráfico.
Lección 4	Los estudiantes describirán la vida cotidiana del personaje principal de un texto literario.	Los estudiantes repasarán información clave sobre los lakota siux. Los estudiantes harán y responderán preguntas sobre distintas imágenes.	Los estudiantes demostrarán comprensión de la palabra académica general *suculenta*. Practicar palabras: *suculenta*	
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Lección 5	Los estudiantes identificarán los tipos de alimentos que comían los wampanoag.	Los estudiantes identificarán características geográficas y culturales importantes de Nueva Inglaterra.	Los estudiantes demostrarán comprensión de la palabra académica general *darse un festín*. Practicar palabras: *darse un festín*	Con ayuda, los estudiantes usarán un organizador gráfico para describir las necesidades básicas de los wampanoag.

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Lección 6	Los estudiantes compararán las actividades de los lenape durante las diferentes estaciones. Con ayuda, los estudiantes usarán un organizador gráfico para describir las necesidades básicas de los lenape.	Los estudiantes repasarán información sobre el estilo de vida de los wampanoag.	Los estudiantes demostrarán comprensión de la palabra académica general *acogedores*. Practicar palabras: *acogedores*	
Lección 7	Los estudiantes identificarán varios objetos, casas y alimentos de diferentes tribus de nativos americanos.	Los estudiantes identificarán y describirán las ubicaciones geográficas de varias tribus de nativos americanos.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *mocasines*. Practicar palabras: *mocasines*	Los estudiantes escribirán sobre tres detalles de la lectura en voz alta "Un alfabeto nativo americano" y los ilustrarán.
Lección 8	Los estudiantes explicarán cómo viven los nativos americanos hoy.	Los estudiantes compararán y contrastarán las características de las tribus de nativos americanos.	Los estudiantes demostrarán comprensión de la palabra académica general *tradiciones*. Practicar palabras: *tradiciones*	Los estudiantes escribirán una historia usando palabras e ilustraciones.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 7: Reyes y reinas (14 dias)

En la unidad de conocimiento Reyes y reinas, los estudiantes escucharán lecturas en voz alta sobre reyes, reinas y familias reales. Las selecciones de ficción y no ficción ayudarán a los estudiantes a entender las responsabilidades, el estilo de vida y las costumbres asociadas con la realeza a lo largo de la historia. Muchas de las rimas, poemas y cuentos de ficción de esta unidad son piezas literarias clásicas y queridas, incluyendo "El rey Midas y el toque dorado", "La princesa y el guisante", "Cenicienta" y "Blancanieves y los siete enanitos".

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán detalles sobre los reyes y las reinas a partir de textos e imágenes. Los estudiantes harán una ilustración sobre reyes y reinas, y conversarán sobre ella.	Los estudiantes identificarán información básica sobre los reyes y las reinas.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *real*. Los estudiantes demostrarán comprensión de la palabra con varios significados *cuartos*. Practicar palabras: *real*	
Lección 2	Los estudiantes describirán cómo era la vida de una familia real. Los estudiantes compararán sus experiencias con experiencias de familias reales usando una tabla de T.	Los estudiantes recordarán información sobre reyes y reinas y conversarán sobre las características de las familias.	Los estudiantes demostrarán comprensión de la palabra académica general *ventajas*. Los estudiantes demostrarán comprensión de la palabra de dominio específico *reinado*. Practicar palabras: *ventajas*	
Lección 3	Los estudiantes analizarán las acciones del rey Midas. Los estudiantes harán una secuencia y volverán a contar los eventos de un cuento.	Los estudiantes ubicarán Grecia en un mapa e identificarán el oro como un metal precioso.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *tesoros*. Practicar palabras: *tesoros*	
Lección 4	Los estudiantes describirán las acciones del viejo rey Cole.	Los estudiantes recordarán información sobre los reyes y las reinas y repasarán las rimas.	Los estudiantes demostrarán comprensión de la palabra académica general *alegre*. Con un compañero, los estudiantes combinarán ideas para crear oraciones compuestas. Practicar palabras: *alegre*	Los estudiantes escribirán el borrador de una narración sobre el viejo rey Cole.
Lección 5	Los estudiantes compararán y contrastarán las experiencias de los personajes principales.	Los estudiantes ubicarán Inglaterra en un mapa y repasarán las rimas.	Los estudiantes demostrarán comprensión de la palabra académica general *exquisito*. Practicar palabras: *exquisito*	Los estudiantes repasarán sus cuentos teniendo en cuenta los comentarios de sus compañeros.
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Lección 6	Los estudiantes usarán texto e imágenes para identificar la idea principal de un cuento. Con apoyo, los estudiantes describirán a los personajes, el escenario y la trama de un cuento.	Los estudiantes recordarán información sobre las familias reales y ubicarán Dinamarca en un mapa.	Los estudiantes demostrarán comprensión de la palabra académica general *graciosas*. Practicar palabras: *graciosas*	
Lección 7	Los estudiantes describirán los eventos de un cuento. Los estudiantes harán una secuencia de eventos de un cuento.	Los estudiantes ubicarán Francia en un mapa y describirán el concepto de justicia.	Los estudiantes demostrarán comprensión de la palabra académica general *harapienta*. Los estudiantes demostrarán comprensión de la palabra con varios significados *hogar*. Practicar palabras: *harapienta*	
Lección 8	Los estudiantes analizarán las acciones de los personajes principales de "Blancanieves y los siete enanitos". Los estudiantes harán una secuencia de los eventos de un cuento.	Los estudiantes recordarán información sobre reyes y reinas y ubicarán Alemania en un mapa.	Los estudiantes demostrarán comprensión de la palabra académica general *zapateaba.* Practicar palabras: *zapateaba*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 8: Las estaciones y el tiempo (15 dias)

Esta unidad presentará a los estudiantes el concepto del tiempo. Los estudiantes aprenderán que distintas regiones de la Tierra experimentan distintos patrones de tiempo durante el año. También aprenderán que podemos pensar acerca de un año y sus patrones del tiempo como cuatro estaciones: invierno, primavera, verano y otoño. Los estudiantes aprenderán por qué es importante saber sobre el tiempo, y cómo afecta nuestras actividades y la vida diaria.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán las cuatro estaciones y describirán diferentes tipos de tiempo.	Los estudiantes hablarán sobre el propósito de un calendario y cómo se usa.	Los estudiantes demostrarán comprensión de la palabra académica general *características*. Practicar palabras: *características*	Con ayuda, los estudiantes usarán dibujos para describir las características del tiempo y harán predicciones sobre el tiempo en el futuro.
Lección 2	Los estudiantes identificarán y describirán las características del invierno.	Los estudiantes hablarán sobre las estaciones y los meses correspondientes.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *glaciales*. Practicar palabras: *glaciales*	Con ayuda, los estudiantes usarán dibujos para describir las características del tiempo y harán predicciones sobre el tiempo en el futuro.
Lección 3	Los estudiantes identificarán y describirán las características de la primavera.	Los estudiantes repasarán las características del invierno e identificarán los meses del calendario que corresponden a la primavera.	Los estudiantes demostrarán comprensión de la palabra académica general *gradualmente*. Practicar palabras: *gradualmente*	Con ayuda, los estudiantes usarán dibujos para describir las características del tiempo y harán predicciones sobre el tiempo en el futuro.
Lección 4	Los estudiantes identificarán y describirán las características del verano.	Los estudiantes compararán y contrastarán las características del invierno y la primavera, e identificarán los meses del calendario que corresponden al verano.	Los estudiantes demostrarán comprensión de la palabra académica general *definidas*. Practicar palabras: *definidas*	Con ayuda, los estudiantes usarán una actividad de dibujo para describir las características del tiempo actuales e identificarán patrones del tiempo.
Lección 5	Los estudiantes identificarán y describirán las características del otoño.	Los estudiantes compararán y contrastarán las características del invierno, la primavera y el verano, e identificarán los meses del calendario que corresponden al otoño.	Los estudiantes demostrarán comprensión de la palabra académica general *progresa*. Practicar palabras: *progresa*	Los estudiantes usarán una actividad de dibujo para describir las cuatro estaciones.
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Lección 6	Los estudiantes comentarán cómo se corresponden las estaciones con los eventos principales del cuento e identificarán la moraleja de la fábula.	Los estudiantes identificarán y describirán las características de una fábula.	Los estudiantes demostrarán comprensión de la palabra académica general *durar*. Practicar palabras: *durar*	Los estudiantes harán una secuencia de imágenes para ilustrar el ciclo de las estaciones.
Lección 7	Los estudiantes describirán las características de una tormenta eléctrica y cómo mantenerse seguros cuando el tiempo es peligroso.	Los estudiantes repasarán diferentes tipos de tiempo y comentarán el concepto de seguridad.	Los estudiantes demostrarán comprensión de la palabra académica general *extremo*. Practicar palabras: *extremo*	Los estudiantes usarán una actividad de dibujo para ilustrar una tormenta eléctrica y describirán cómo mantenerse seguros cuando el tiempo es peligroso.

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Lección 8	Los estudiantes identificarán términos meteorológicos clave y describirán por qué es importante predecir el tiempo.	Los estudiantes comentarán los términos meteorología y meteorólogo, así como también la importancia de predecir el tiempo. Los estudiantes usarán una actividad de escritura para predecir el tiempo y presentarán oralmente sus predicciones en un pronóstico del tiempo.	Los estudiantes demostrarán comprensión de la palabra académica general *alertar*. Practicar palabras: *alertar*	
REPASO DEL CONOCIMIENTO (1 **día**)				
EVALUACIÓN DEL CONOCIMIENTO (1 **día**)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 9: Colón y los peregrinos (15 dias)

Esta unidad presentará a los estudiantes el primer viaje de Colón y el viaje de los peregrinos unos 128 años después. Las lecturas en voz alta se enfocan en las semejanzas entre los viajes de Colón y el de los peregrinos y la manera en que las dos travesías llevaron a la interacción entre los europeos y los nativos americanos. Esta unidad de conocimiento también refuerza conceptos básicos de geografía, incluyendo las ubicaciones de los continentes.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán por qué los europeos querían viajar a Asia.	Los estudiantes identificarán un mapa del mundo y hablarán sobre las diferencias entre los viajes de hoy y los viajes de hace cientos de años. Los estudiantes ubicarán Europa, Asia y África en un mapa del mundo.	Los estudiantes demostrarán comprensión de la palabra académica general *especias*. Practicar palabras: *especias*	
Lección 2	Los estudiantes describirán la ruta planeada por Cristóbal Colón hacia las Indias e identificarán al rey Fernando y a la reina Isabel de España como los reyes que apoyaron a Colón. Los estudiantes describirán a Colón y sus acciones.	Los estudiantes repasarán información sobre los "buscadores de especias".	Los estudiantes demostrarán comprensión de la palabra académica general *victoriosa*. Practicar palabras: *victoriosa*	
Lección 3	Los estudiantes identificarán datos clave sobre el primer viaje de Colón al continente americano. Los estudiantes identificarán las tres naves del viaje de Colón de 1492.	Los estudiantes ubicarán Europa, Asia y África en un globo terráqueo y recordarán datos sobre la ruta planeada por Colón para llegar a las Indias.	Los estudiantes demostrarán comprensión de la palabra académica general *costa*. Practicar palabras: *costa*	
Lección 4	Los estudiantes describirán el viaje de Colón, incluso lo que no resultó según lo planeado. Los estudiantes describirán lo que sucedió cuando Colón tocó tierra.		Los estudiantes demostrarán comprensión de la palabra académica general *coraje*. Practicar palabras: *coraje*	Los estudiantes describirán un evento del desembarco de Colón.
Lección 5	Los estudiantes describirán lo que sucedió después de que Colón hizo otros viajes hacia el oeste y explicarán por qué lo recordamos en el Día de la Raza.	Los estudiantes repasarán detalles clave sobre Colón.	Los estudiantes demostrarán comprensión de la palabra académica general *avergonzados*. Practicar palabras: *avergonzados*	Los estudiantes ilustrarán uno de los viajes de Colón.
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Lección 6	Los estudiantes explicarán por qué las personas querían dejar Inglaterra para ir a América del Norte.	Los estudiantes compararán y contrastarán un mapa del mundo de 1492 con un mapa del mundo actual. Los estudiantes identificarán fechas importantes en una línea de tiempo.	Los estudiantes demostrarán comprensión de la palabra académica general *desilusionados*. Practicar palabras: *desilusionados*	
Lección 7	Los estudiantes describirán el viaje de los peregrinos en el Mayflower. Los estudiantes describirán a los peregrinos.	Los estudiantes repasarán detalles clave sobre los separatistas.	Los estudiantes demostrarán comprensión de la palabra académica general *gloria*. Practicar palabras: *gloria*	
Lección 8	Los estudiantes describirán la relación entre los peregrinos y las personas de la tribu wampanoag.	Los estudiantes recordarán información sobre los peregrinos y los nativos americanos.	Los estudiantes demostrarán comprensión de la palabra académica general *fascinados*. Practicar palabras: *fascinados*	Los estudiantes ilustrarán eventos importantes de los peregrinos.
Lección 9	Los estudiantes describirán el primer Día de Acción de Gracias y explicarán por qué todavía se celebra en los Estados Unidos.	Los estudiantes recordarán información sobre los peregrinos.	Los estudiantes demostrarán comprensión de la palabra académica general *celebración*. Practicar palabras: *celebración*	Los estudiantes harán un dibujo y escribirán una carta de agradecimiento a Squanto desde la perspectiva de un peregrino, demostrando comprensión de cómo los wampanoag ayudaron a los peregrinos.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 10: Las colonias y sus habitantes (16 dias)

Esta unidad de conocimiento continuará el viaje de los estudiantes mientras aprenden más sobre los comienzos de la historia de nuestro país. En la unidad Colón y los peregrinos, los estudiantes ya han aprendido que los peregrinos llegaron a los Estados Unidos desde Inglaterra en busca de libertad religiosa. El escenario para Las colonias y sus habitantes se da más de 150 años después, una vez que las colonias estaban bien establecidas. Estas lecturas en voz alta familiarizarán a los estudiantes con la vida diaria de las personas que vivían en esa época y las grandes diferencias con las experiencias actuales de los estudiantes. Esta unidad de conocimiento contextual ayudará a preparar el escenario para una comprensión profunda en grados en grados más avanzados de los eventos históricos específicos que también tuvieron lugar durante la época colonial en los grados mas avanzados. En estos años, América evolucionó a partir de un pequeño grupo de colonias británicas a una nación creciente e independiente.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes serán capaces de identificar y describir diferentes tipos de tareas domésticas que se hacían en una granja en la época colonial.	Los estudiantes se familiarizarán con el concepto de tareas domésticas y la importancia de los pueblos en la época colonial. Los estudiantes identificarán eventos clave de la historia estadounidense en una línea de tiempo.	Los estudiantes demostrarán comprensión de la palabra académica general *campo*. Practicar palabras: *campo*	Con ayuda, los estudiantes compararán y contrastarán la vida colonial con la vida actual.
Lección 2	Los estudiantes usarán detalles clave para describir diversos tipos de maestros artesanos de la época colonial.	Los estudiantes identificarán diversos tipos de maestros artesanos de la época colonial.	Los estudiantes demostrarán comprensión de la palabra académica general *cotidiano*. Practicar palabras: *cotidiano*	Los estudiantes usarán una actividad de dibujo para describir el sistema de trueque en la época colonial.
Lección 3	Los estudiantes usarán detalles clave para describir el proceso de fabricación de pan en la época colonial. Los estudiantes usarán una actividad de secuencia para describir el proceso de fabricación de pan.	Los estudiantes repasarán el concepto de trueque e identificarán información clave sobre el pan.	Los estudiantes demostrarán comprensión de la palabra académica general *clientes*. Practicar palabras: *clientes*	
Lección 4	Los estudiantes describirán cómo se hacía la ropa en la época colonial.	Los estudiantes identificarán el término tela y describirán las diferencias entre los lugares donde las personas de la época colonial obtenían su ropa y los lugares donde obtenemos ropa en la actualidad. Los estudiantes harán un dibujo para ilustrar y volver a contar una rima infantil sobre un maestro artesano.	Los estudiantes demostrarán comprensión de la palabra académica general *prendas de vestir*. Practicar palabras: *prendas de vestir*	

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Lección 5	Los estudiantes identificarán los diferentes tipos de maestros artesanos asociados con la confección de ropa y describirán sus trabajos y herramientas usando detalles clave.	Los estudiantes identificarán las diferencias entre comprar ropa en la época colonial y comprar ropa en la actualidad. Los estudiantes actuarán la lectura en voz alta y dirán una oración para demostrar su conocimiento de los maestros artesanos.	Los estudiantes demostrarán comprensión de la palabra académica general *medir*. Practicar palabras: *medir*	
Lección 6	Los estudiantes conversarán sobre detalles clave de un texto literario.	Los estudiantes identificarán y describirán las diferencias entre vender mercaderías en la época colonial y vender mercaderías en la actualidad.	Los estudiantes demostrarán comprensión de la palabra académica general *emocionados*. Practicar palabras: *emocionados*	Los estudiantes usarán un dibujo para describir diferentes maestros artesanos y sus oficios.
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Lección 7	Los estudiantes usarán detalles clave para describir cómo se construían las casas en la época colonial.	Los estudiantes identificarán los tipos de material utilizado para construir casas y los nombres de los maestros artesanos correspondientes. Los estudiantes identificarán y describirán los maestros artesanos de la construcción y sus trabajos.	Los estudiantes demostrarán comprensión de la palabra académica general *pacientemente*. Los estudiantes demostrarán comprensión de la frase "más vale prevenir que curar". Practicar palabras: *pacientemente*	
Lección 8	Los estudiantes describirán el trabajo de un herrero y por qué era importante.	Los estudiantes repasarán los maestros artesanos que hacían casas en los Estados Unidos colonial e identificarán al herrero como un maestro artesano.	Los estudiantes demostrarán comprensión de la palabra académica general esencial. Los estudiantes demostrarán comprensión de la palabra con varios significados *plancha* y la palabra interrogativa *dónde*. Practicar palabras: *esencial*	
Lección 9	Los estudiantes describirán la secuencia de eventos de un cuento. Los estudiantes usarán una actividad de dibujo para ilustrar la secuencia de los eventos en la lectura en voz alta.	Los estudiantes repasarán información clave sobre los herreros e identificarán el carbón como un tipo de combustible importante.	Los estudiantes demostrarán comprensión de las palabras académicas generales *alegre* y *desconsolado*. Practicar palabras: *alegre*	

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Lección 10: Stone Soup	Los estudiantes describirán de qué manera los diferentes maestros artesanos ayudaron a los soldados en el cuento.	Los estudiantes describirán cómo los habitantes de los pueblos coloniales a veces ayudaban a los soldados.	Los estudiantes demostrarán comprensión de la palabra académica general *compasión*. Practicar palabras: *compasión*	Los estudiantes usarán una actividad de dibujo para demostrar comprensión de los maestros artesanos y sus oficios.
REPASO DEL CONOCIMIENTO (1 **día**)				
EVALUACIÓN DEL CONOCIMIENTO (1 **día**)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 11: Cuidar el planeta Tierra (16 dias)

Esta unidad de conocimiento presentará a los estudiantes la importancia de ser individuos conscientes del medio ambiente. Los estudiantes aprenderán que la mejor manera de conservar los recursos naturales de la Tierra es practicar las tres "erres" de la conservación: reducir, reutilizar y reciclar. Al estudiar la conservación, los estudiantes conocerán los recursos naturales de la Tierra y comenzarán a reconocer cómo las acciones de las personas afectan el entorno donde vivimos. Aprenderán específicamente sobre la contaminación de la tierra, el agua y el aire, así como el ciclo del agua, el viaje de la basura desde su creación hasta su entierro en un vertedero y los pasos de los procesos de reciclaje y compostaje. Cada lección incluye ejemplos prácticos de cómo los estudiantes pueden ayudar a cuidar el planeta Tierra.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán de qué está hecha la Tierra y por qué es importante que las personas la cuiden. Los estudiantes identificarán datos sobre la Tierra.	Los estudiantes hablarán sobre la Tierra y cómo interactuamos con ella.	Los estudiantes demostrarán comprensión de la palabra académica general *responsabilidad*. Los estudiantes demostrarán comprensión de la palabra con varios significados *Tierra*. Practicar palabras: *responsabilidad*	
Lección 2	Los estudiantes describirán un vertedero y hablarán sobre su propósito.	Los estudiantes recordarán información sobre la Tierra.	Los estudiantes demostrarán comprensión de la palabra académica general *peligrosos*. Practicar palabras: *peligrosos*	Los estudiantes describirán qué ocurre con la basura cuando la tiramos.
Lección 3	Los estudiantes identificarán y describirán los recursos naturales y explicarán por qué son importantes. Los estudiantes identificarán los recursos naturales y algunos elementos que las personas pueden hacer a partir de ellos.	Los estudiantes recordarán lo que aprendieron sobre la basura e identificarán maneras en que las personas usan algunos recursos naturales.	Los estudiantes demostrarán comprensión de la palabra académica general *conservar*. Practicar palabras: *conservar*	
Lección 4	Los estudiantes describirán lo que significa reducir, reutilizar y reciclar y por qué esto es importante.	Los estudiantes recordarán datos sobre los recursos naturales y la basura.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *reducir*. Practicar palabras: *reducir*	Los estudiantes escribirán una opinión sobre un recurso natural y la repasarán después de escuchar los comentarios de sus compañeros.
Lección 5	Los estudiantes explicarán por qué es importante reciclar.	Los estudiantes recordarán las tres maneras para ayudar a conservar los recursos naturales y analizarán objetos que se pueden reciclar.	Los estudiantes demostrarán comprensión de la palabra académica general *solución*. Practicar palabras: *solución*	Los estudiantes describirán los pasos involucrados en el reciclaje de un objeto.

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Lección 6	Los estudiantes describirán el compostaje y explicarán por qué es importante para cuidar el planeta Tierra.	Los estudiantes repasarán las maneras de ayudar a conservar los recursos naturales.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *compost*. Practicar palabras: *compost*	Los estudiantes escribirán su propio cuento sobre el proceso de compostaje.
PAUSA				
Lección 7	Los estudiantes recordarán información sobre contaminación y describirán posibles soluciones para ella. Los estudiantes identificarán detalles clave sobre la contaminación.	Los estudiantes recordarán información sobre compostaje y otras maneras de ayudar a cuidar el planeta Tierra.	Los estudiantes demostrarán comprensión de la palabra académica general *tóxicas*. Los estudiantes demostrarán comprensión de la palabra con varios significados *bote*. Practicar palabras: *tóxicas*	
Lección 8	Los estudiantes describirán por qué la contaminación del aire es un problema y comentarán maneras de reducir la contaminación del aire. Los estudiantes harán un dibujo que ilustre un dato sobre la contaminación del aire.	Los estudiantes comentarán y recordarán datos sobre la contaminación.	Los estudiantes demostrarán comprensión de la palabra académica general *global*. Practicar palabras: *global*	
Lección 9	Los estudiantes diferenciarán entre agua dulce y agua residual, y explicarán por qué es importante tener agua limpia.	Los estudiantes identificarán los tres tipos básicos de agua.	Los estudiantes demostrarán comprensión de la palabra académica general *suministro*. Practicar palabras: *suministro*	Los estudiantes participarán en una actividad de escritura compartida usando tecnología para demostrar comprensión de los diferentes tipos de agua.
Lección 10	Los estudiantes describirán diferentes maneras en que pueden ayudar a cuidar el planeta Tierra.	Los estudiantes recordarán datos sobre la contaminación del aire y el agua.	Los estudiantes demostrarán comprensión de la palabra académica general *esfuerzo*. Practicar palabras: *esfuerzo*	Los estudiantes participarán en la creación de un libro de la clase aportando un dibujo y un texto sobre cuidar el planeta Tierra.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 12:
Presidentes y símbolos de los Estados Unidos (16 dias)

Esta unidad de conocimiento explora la vida y el legado de cinco presidentes famosos y presenta a los estudiantes varios símbolos nacionales, como la bandera de los Estados Unidos, la Estatua de la Libertad, la Casa Blanca y el monte Rushmore. Los estudiantes comenzarán escuchando sobre las ramas del gobierno y el papel del presidente. Los estudiantes ya deberían haber aprendido sobre las monarquías en el Conocimiento Reyes y reinas antes de esta unidad, lo que les proporcionó un contexto útil sobre formas de gobierno. Al finalizar este Conocimiento, los estudiantes podrán comparar un rey y un presidente.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán Washington D. C. y explicarán las diferencias entre un presidente y un rey. Los estudiantes describirán las diferencias y semejanzas entre los monarcas y los presidentes.	Los estudiantes repasarán detalles sobre los reyes, las reinas y los peregrinos.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *libertades* Practicar palabras: *libertades.*	
Lección 2	Los estudiantes identificarán la historia de George Washington y el cerezo como una leyenda y describirán datos sobre George Washington. A través de una actividad de dibujo, los estudiantes volverán a contar la leyenda de George Washington y el cerezo.	Los estudiantes repasarán información sobre Washington D. C. y describirán características importantes de los presidentes.	Los estudiantes demostrarán comprensión de la palabra académica general *respeto*. Practicar palabras: *respeto*	
Lección 3	Los estudiantes describirán cómo el general Washington y el coronel Knox trabajaron juntos para ayudar a ganar la Guerra de Independencia.	Los estudiantes repasarán las diferencias entre un presidente y un rey.	Los estudiantes demostrarán comprensión de la palabra académica general *inteligente*. Practicar palabras: *inteligente*	Con ayuda, los estudiantes publicarán una leyenda.
Lección 4	Los estudiantes describirán los sacrificios de George Washington por su país y lo identificarán como el primer presidente de los Estados Unidos de América. Con ayuda, los estudiantes crearán una línea de tiempo para ordenar los eventos en la vida de George Washington.	Los estudiantes repasarán detalles sobre George Washington.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *monarquía*. Practicar palabras: *monarquía*	

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Lección 5	Los estudiantes describirán por qué a Thomas Jefferson se lo considera uno de los Padres de la patria de los Estados Unidos de América.	Los estudiantes repasarán detalles sobre la vida de George Washington y describirán a los Padres de la patria.	Los estudiantes demostrarán comprensión de la palabra académica general *independencia*. Practicar palabras: *independencia*	Los estudiantes usarán una actividad de dibujo para describir a Thomas Jefferson.
PAUSA				
Lección 6	Los estudiantes explicarán por qué Abraham Lincoln fue un presidente importante.	Los estudiantes repasarán detalles sobre los Padres de la patria.	Los estudiantes demostrarán comprensión de la palabra académica general *serio*. Practicar palabras: *serio*	Los estudiantes usarán una actividad de dibujo para describir a Abraham Lincoln.
Lección 7	Los estudiantes explicarán por qué Theodore Roosevelt fue un presidente importante. Los estudiantes usarán una actividad de secuencia para describir los eventos en la vida de Theodore Roosevelt.	Los estudiantes repasarán detalles sobre George Washington, Thomas Jefferson y Abraham Lincoln.	Los estudiantes demostrarán comprensión de la palabra académica general *experto*. Practicar palabras: *experto*	
Lección 8	Los estudiantes identificarán a Barack Obama como el cuadragésimo cuarto presidente de los Estados Unidos y el primer presidente afroamericano de los Estados Unidos.	Los estudiantes repasarán los logros de George Washington, Thomas Jefferson, Abraham Lincoln y Theodore Roosevelt.	Los estudiantes demostrarán comprensión de la palabra académica general *logro*. Los estudiantes demostrarán comprensión de la frase "querer es poder". Practicar palabras: *logro*	Los estudiantes usarán una actividad de dibujo para describir a su presidente favorito.
Lección 9	Los estudiantes describirán el monte Rushmore y explicarán por qué es importante. Los estudiantes identificarán las caras en el monte Rushmore y conversarán sobre información clave sobre los cuatro presidentes representados en el monumento.	Los estudiantes repasarán detalles sobre George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt y Barack Obama.	Los estudiantes demostrarán comprensión de la palabra académica general *decidido*. Practicar palabras: *decidido*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidad de Conocimiento Grado 1

Las unidades de conocimiento del programa Caminos al Conocimiento Esencial tiene por objeto ayudar a los estudiantes a desarrollar el conocimiento contextual y el vocabulario necesario para la comprensión de lectura y audición. Al introducir, presentar y comentar las lecturas en voz alta en cada unidad de conocimiento, los maestros desarrollan la comprensión de lectura y audición, así como las destrezas de lenguaje oral de los estudiantes.

Las Guías del Maestro de cada unidad de conocimiento contienen lecciones diarias, pausas, un repasos, evaluaciones y actividades finales.

- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido enseñado.
- El **Repaso del conocimiento** es una oportunidad para repasar y reforzar el material (p.ej., contenido esencial y vocabulario) de la unidad de conocimiento para ayudar a los estudiantes a prepararse para la evaluación.
- La **Evaluación del conocimiento** evalúa la comprensión y retención de las palabras del vocabulario académico y el contenido esencial centrales del conocimiento. Los resultados deben guiar el repaso y remediación del siguiente día(s).
- Las **Actividades finales** proporcionan remediación o enriquecimiento para el estudiante, un grupo pequeño, o toda la clase basándose en los resultados de la evaluación del conocimiento.

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Conocimiento 1: Fábulas y cuentos (16 dias)

Esta unidad presentará a los estudiantes las fábulas y los cuentos que han deleitado a generaciones enteras. Al escuchar estos clásicos, los estudiantes ampliarán su vocabulario y destrezas de comprensión de lectura, aprenderán lecciones valiosas sobre ética y conducta, conocerán los elementos clave y las partes de un cuento, y adquirirán conocimientos de cultura.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán a los personajes, el escenario, la trama y la moraleja de una fábula. Los estudiantes representarán los eventos principales de una fábula.		Los estudiantes demostrarán comprensión de la palabra académica general *asustado.* Practicar palabras: *asustado*	
Lección 2	Los estudiantes repasarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja. Los estudiantes identificarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja.		Los estudiantes demostrarán comprensión de la palabra académica general *equilibrado.* Practicar palabras: *equilibrado*	Con asistencia, los estudiantes usarán un organizador gráfico para resumir los eventos de una fábula.
Lección 3	Los estudiantes repasarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja. Los estudiantes identificarán y explicarán la moraleja de una fábula.	Los estudiantes identificarán el principio, el desarrollo y el final de una fábula.	Los estudiantes demostrarán comprensión de la palabra académica general *codicioso*. Practicar palabras: *codicioso*	
Lección 4	Los estudiantes repasarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja. Los estudiantes identificarán y explicarán la moraleja de una fábula.		Los estudiantes demostrarán comprensión de la palabra académica general *moverse*. Practicar palabras: *moverse*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar ejemplos de personificación en una fábula.

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Lección 5	Los estudiantes repasarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja. Los estudiantes identificarán ejemplos de personificación en una fábula.		Los estudiantes demostrarán comprensión de la palabra académica general *disfraz* y de la frase "lobo con piel de cordero". Los estudiantes usarán el artículo correcto *(un/una, el/la)* para describir las imágenes. Practicar palabras: *disfraz*	
Lección 6	Los estudiantes repasarán los elementos de las fábulas, como los personajes, la trama, el escenario y la moraleja.	Los estudiantes explicarán la motivación del personaje principal y cómo se relaciona con la moraleja de una fábula.	Los estudiantes demostrarán comprensión de la palabra académica general *racimo* y de la frase "uvas agrias". Practicar palabras: *racimo*	Los estudiantes ilustrarán y describirán la moraleja de una fábula.
PAUSA				
Lección 7	Los estudiantes repasarán los elementos de los cuentos, como los personajes, la trama y el escenario. Los estudiantes identificarán los elementos de los cuentos, como los personajes, la trama y el escenario.		Los estudiantes demostrarán comprensión de la palabra académica general *desperdiciar* y de la frase "trata a los demás como te gustaría que te traten a ti". Practicar palabras: *desperdiciar*	Los estudiantes harán una secuencia de eventos de un cuento popular.
Lección 8	**Assessment** Los estudiantes repasarán los elementos de los cuentos, como los personajes, la trama y el escenario. Los estudiantes identificarán la moraleja de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra académica general *consejo*. Practicar palabras: *consejo*	Los estudiantes usarán un organizador gráfico para identificar elementos del cuento.
Lección 9	Los estudiantes repasarán las moralejas de dos cuentos populares distintos. Los estudiantes explicarán la moraleja de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra académica general *travesura*. Practicar palabras: *travesura*	Con asistencia, los estudiantes usarán un organizador gráfico para volver a contar un cuento popular.

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Lección 10	Los estudiantes repasarán los elementos de los cuentos, como los personajes, la trama y el escenario. Los estudiantes identificarán los elementos de los cuentos, como los personajes, la trama y el escenario. Los estudiantes representarán los principales eventos de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra *satisfecho*. Practicar palabras: *satisfecho*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 2: El cuerpo humano (16 dias)

Esta unidad dará a los estudiantes una introducción básica del cuerpo humano. Explorarán y harán descubrimientos sobre su propio cuerpo. Conocerán la red de sistemas del cuerpo compuesta de órganos que, juntos, realizan trabajos vitales. Los estudiantes aprenderán las partes y funciones fundamentales de cinco sistemas del cuerpo: óseo, muscular, digestivo, circulatorio y nervioso. Esta unidad también se enfoca en el cuidado y mantenimiento del cuerpo humano. Los estudiantes aprenderán cómo los gérmenes pueden provocar enfermedades y cómo pueden ayudar a detener la propagación de los gérmenes.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán que el cuerpo humano consiste en una red de sistemas.	Los estudiantes repasarán sus conocimientos sobre el funcionamiento de su cuerpo y se presentará el concepto de la figura del pediatra.	Los estudiantes demostrarán comprensión de la palabra académica general *sistemas*. Los estudiantes demostrarán comprensión de la palabra de dominio específico *órganos.* Practicar palabras: *sistemas*	Con ayuda, los estudiantes trabajarán en forma conjunta para escribir una oración temática.
Lección 2	Los estudiantes harán y responderán preguntas sobre el sistema óseo.	Los estudiantes repasarán el cuerpo humano como una red de sistemas que trabajan juntos para mantenernos vivos.	Los estudiantes demostrarán comprensión de la palabra académica general *apoyo.* Practicar palabras: *apoyo*	Con ayuda, los estudiantes dibujarán el sistema óseo, escribirán una oración usando la palabra esqueleto y ampliarán un párrafo informativo.
Lección 3	Los estudiantes describirán la conexión entre el sistema muscular y el sistema óseo.	Los estudiantes repasarán el concepto de que el cuerpo es una red de sistemas y repasarán las partes del sistema óseo.	Los estudiantes demostrarán comprensión de la palabra académica general *voluntarios*. Practicar palabras: *voluntarios*	Con ayuda, los estudiantes dibujarán el sistema muscular, escribirán una oración usando la palabra músculo y ampliarán un párrafo informativo.
Lección 4	Los estudiantes harán y responderán preguntas sobre el sistema digestivo.	Los estudiantes repasarán las funciones y partes de los sistemas óseo y muscular.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *digestión.* Practicar palabras: *digestión*	Con ayuda, los estudiantes dibujarán el sistema digestivo, escribirán una oración usando la palabra estómago y ampliarán un párrafo informativo.
Lección 5	Los estudiantes explicarán por qué el músculo cardíaco es importante para el sistema circulatorio.	Los estudiantes identificarán los sistemas del cuerpo representados en rimas y compartirán información sobre cada sistema.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *corazón.* Practicar palabras: *corazón*	Con ayuda, los estudiantes dibujarán el sistema circulatorio, escribirán una oración usando las palabras corazón o sangre, y ampliarán un párrafo informativo.
Lección 6	Los estudiantes repasarán información clave sobre el sistema nervioso e identificarán el cerebro como el centro de control del cuerpo.	Los estudiantes repasarán rimas sobre los sistemas del cuerpo, harán una lluvia de ideas sobre las maneras en que usan la palabra nervioso y repasarán los cinco sentidos.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *nervios.* Practicar palabras: *nervios*	Con ayuda, los estudiantes dibujarán el sistema nervioso, escribirán una oración usando las palabras nervios o cerebro, y ampliarán un párrafo informativo.

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PAUSA				
Lección 7	Los estudiantes explicarán que los gérmenes pueden causar enfermedades y explicarán la importancia de la vacunación para prevenir enfermedades. Los estudiantes trabajarán juntos para volver a contar la historia de Louis Pasteur.		Los estudiantes demostrarán comprensión de las palabras de dominio específico *gérmenes y vacunas.* Los estudiantes demostrarán comprensión de la palabra de dominio específico *enfermedades.* Practicar palabras: *enfermedades*	
Lección 8	Los estudiantes explicarán la importancia del ejercicio, el aseo, la dieta balanceada y el descanso para la salud del cuerpo, y explicarán la importancia de los chequeos regulares.	Los estudiantes harán una lluvia de ideas sobre las formas de mantenerse saludables.	Los estudiantes demostrarán comprensión de la palabra académica general *saludable*. Los estudiantes demostrarán comprensión de las palabras académicas generales *plantas y nutritivos.* Practicar palabras: *saludable*	Los estudiantes crearán un dibujo de algo que represente una de las cinco claves para la salud, y dictarán o escribirán una oración sobre el tema.
Lección 9	Los estudiantes explicarán la importancia de una dieta balanceada e identificarán los grupos de alimentos en una dieta balanceada.	Los estudiantes repasarán las cinco claves para la salud y harán una lluvia de ideas sobre la palabra pirámide.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *nutrientes*. Los estudiantes demostrarán comprensión de la expresión "una manzana al día mantiene al doctor en la lejanía". Practicar palabras: *nutrientes*	Los estudiantes identificarán y rotularán las partes de una imagen para mostrar los grupos de alimentos en una dieta balanceada.
Lección 10	Los estudiantes repasarán los sistemas del cuerpo y las cinco claves para la salud. Los estudiantes describirán uno de los cinco sistemas del cuerpo.	Los estudiantes identificarán y repasarán información sobre cada uno de los cinco sistemas del cuerpo. Los estudiantes interpretarán un poema sobre el cuerpo humano.	Los estudiantes demostrarán comprensión de la palabra académica general *complicada.* Practicar palabras: *complicada*	Individually, write about why it is important to understand their complicated bodies
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 3:
Tierras diferentes, cuentos similares (15 dias)

Esta unidad presentará a los estudiantes temas de cuentos de hadas y cuentos populares que se han contado a los niños por generaciones, usando variaciones de diferentes tierras o países. Al escuchar estos cuentos, los estudiantes aumentarán su vocabulario y sus habilidades de comprensión de lectura. Estarán expuestos a distintos lugares y culturas de todo el mundo y aprenderán valiosas lecciones universales.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán a los personajes, el escenario y los eventos de un cuento de hadas.	*Los estudiantes hablarán sobre los elementos de los cuentos.*	Los estudiantes demostrarán comprensión de la palabra académica general *digna*. Practicar palabras: *digna*	Con ayuda, los estudiantes utilizarán un organizador gráfico para volver a contar un cuento de hadas.
Lección 2	Los estudiantes identificarán los elementos de un cuento de hadas. Los estudiantes identificarán semejanzas y diferencias en dos cuentos de hadas.		Los estudiantes demostrarán comprensión de la palabra académica general *cautelosamente.* Practicar palabras: *cautelosamente*	Los estudiantes dibujarán y describirán un evento de un cuento de hadas.
Lección 3	Los estudiantes identificarán personajes, escenarios y eventos de un cuento de hadas. Los estudiantes identificarán semejanzas y diferencias en tres cuentos de hadas.		Los estudiantes demostrarán comprensión de la palabra académica general *monstruoso.* Practicar palabras: *monstruoso*	Con ayuda, los estudiantes utilizarán un organizador gráfico para comparar y contrastar tres cuentos de hadas.
Lección 4	Los estudiantes repasarán las semejanzas y las diferencias entre tres cuentos de hadas. Los estudiantes representarán los principales eventos de un cuento popular. Los estudiantes describirán las experiencias únicas del personaje principal de un cuento popular.		Los estudiantes demostrarán comprensión de la palabra académica general *conmoción.* Practicar palabras: *conmoción*	
Lección 5	Los estudiantes identificarán los elementos de los cuentos y los elementos de un cuento popular que escucharon en la lectura en voz alta. Los estudiantes identificarán las semejanzas y las diferencias entre dos cuentos populares.		Los estudiantes demostrarán comprensión de la palabra académica general *apenas.* Practicar palabras: *apenas*	Con apoyo, los estudiantes utilizarán un organizador gráfico para comparar y contrastar dos cuentos populares.

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Lección 6	Los estudiantes identificarán los elementos de un cuento popular que escucharon en la lectura en voz alta. Los estudiantes identificarán las semejanzas y las diferencias entre tres cuentos populares.		Los estudiantes demostrarán comprensión de la palabra académica general *obras.* Practicar palabras: *obras*	Los estudiantes ilustrarán y describirán un evento de un cuento popular para comparar y contrastar cuentos populares.
PAUSA				
Lección 7	Los estudiantes identificarán las consecuencias de las acciones del personaje principal de un cuento popular.	Los estudiantes recordarán información sobre cuentos leídos en voz alta.	Los estudiantes demostrarán comprensión de la palabra académica general *apreciaba.* Practicar palabras: *apreciaba*	Los estudiantes ilustrarán y describirán un evento de un cuento popular.
Lección 8	Los estudiantes identificarán elementos de un cuento popular que escucharon en una lectura en voz alta. Los estudiantes identificarán semejanzas y diferencias entre dos cuentos populares.	Con ayuda, los estudiantes utilizarán un organizador gráfico para comparar y contrastar dos cuentos populares.	Los estudiantes demostrarán comprensión de la palabra académica general *ingeniosa.* Practicar palabras: *ingeniosa*	
Lección 9	Los estudiantes identificarán elementos de un cuento popular que escucharon en una lectura en voz alta. Los estudiantes identificarán semejanzas y diferencias entre los personajes de tres cuentos populares.		Los estudiantes demostrarán comprensión de la palabra académica general *miedo.* Los estudiantes demostrarán comprensión de los demostrativos *este/esta, ese/esa, estos/estas* y *esos/esas* y de los artículos *el/la, los/las.* Practicar palabras: *miedo*	Con ayuda, los estudiantes utilizarán un organizador gráfico para comparar y contrastar tres cuentos populares.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 4:
Antiguas civilizaciones del mundo (23 dias)

Esta unidad presentará a los estudiantes el desarrollo de civilizaciones antiguas al examinar las características fundamentales de las civilizaciones, incluyendo la llegada de la agricultura, el establecimiento de ciudades y gobiernos, y la creación de otras prácticas como la escritura y la religión. Cabe señalar que la palabra civilización, tal como se utiliza en esta unidad, no tiene por objeto transmitir un juicio de valor, sino indicar que un grupo de personas estableció y compartió colectivamente estas prácticas. Al comenzar en el antiguo Medio Oriente, los estudiantes estudiarán la Mesopotamia. Aprenderán sobre la importancia de los ríos Tigris y Éufrates, el desarrollo de la escritura cuneiforme como la primera forma de escritura conocida, la primera codificación de leyes conocida como el Código de Hammurabi, y la importancia de dioses y diosas en la "cuna de la civilización". Luego, los estudiantes explorarán el antiguo Egipto y podrán comparar y contrastar la Mesopotamia y Egipto. Aprenderán sobre la importancia del río Nilo; el uso de jeroglíficos, el surgimiento de los faraones, incluyendo a Tutankamón y Hatshepsut, la construcción de la Gran Esfinge y las pirámides, y la importancia de la momificación y el más allá para los antiguos egipcios. Además, los estudiantes conocerán los aspectos generales de tres religiones del mundo: Judaísmo, Cristianismo, e Islam.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán la importancia de los ríos Éufrates y Tigris en la Mesopotamia.	Los estudiantes conversarán sobre la palabra antiguo y describirán la tierra de la Mesopotamia.	Los estudiantes demostrarán comprensión de la palabra académica general *comercializar.* Los estudiantes demostrarán comprensión de la palabra de dominio específico *bancos*. Practicar palabras: *comercializar*	Con ayuda, los estudiantes usarán un organizador gráfico para identificar prácticas agrícolas y la importancia de la ciudad de Babilonia en la Mesopotamia.
Lección 2	Los estudiantes describirán la importancia de la escritura en la Mesopotamia.	Los estudiantes repasarán la importancia de los canales y las contribuciones del rey Hammurabi en la Mesopotamia.	Los estudiantes demostrarán comprensión de la palabra académica general *signos*. Los estudiantes demostrarán comprensión de "la regla de oro". Practicar palabras: *signos*	Los estudiantes usarán un organizador gráfico para identificar el tipo de escritura y las contribuciones del rey Hammurabi en la Mesopotamia.
Lección 3	Los estudiantes explicarán las creencias y prácticas religiosas de las personas de la Mesopotamia.	Los estudiantes repasarán las características de la civilización de la Mesopotamia.	Los estudiantes demostrarán comprensión de la palabra académica general *religión.* Practicar palabras: *religión*	Los estudiantes identificarán la religión de las personas de la Mesopotamia y, con ayuda de sus compañeros, lo escribirán e ilustrarán.

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Lección 4	Los estudiantes identificarán cambios en la ciudad de Babilonia a lo largo del tiempo. Con ayuda, los estudiantes crearán una línea de tiempo de la clase para distinguir la Antigüedad de la Modernidad y describirán los cambios en la ciudad de Babilonia.	Los estudiantes repasarán y conversarán sobre lo que aprendieron acerca de la Mesopotamia.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *caravana.* Practicar palabras: *caravana*	
PAUSA 1				
Lección 5	Los estudiantes explicarán la importancia del río Nilo para los egipcios.	Los estudiantes repasarán las características de los desiertos y la importancia de los ríos.	Los estudiantes demostrarán comprensión de la palabra académica general *inundación.* Practicar palabras: *inundación*	Los estudiantes describirán la idea de crear e ilustrar un cuento que tiene como escenario el río Nilo.
Lección 6	Los estudiantes describirán la importancia de la escritura en el antiguo Egipto. Los estudiantes seguirán las indicaciones para escribir una palabra usando jeroglíficos.	Los estudiantes repasarán la importancia de la escritura en una civilización.	Los estudiantes demostrarán comprensión de la palabra académica general *exactitud*. Practicar palabras: *exactitud*	
Lección 7	Los estudiantes explicarán las creencias y prácticas religiosas de los antiguos egipcios.	Los estudiantes repasarán las características de la antigua civilización egipcia.	Los estudiantes demostrarán comprensión de las palabras académicas generales *representaban*, *específicos* y *completamente*. Practicar palabras: *representaban*	Con ayuda, los estudiantes usarán un organizador gráfico para identificar las creencias y prácticas religiosas de los antiguos egipcios.
Lección 8	Los estudiantes explicarán la importancia de las pirámides.	Los estudiantes repasarán las características de la antigua civilización egipcia.	Los estudiantes demostrarán comprensión de la palabra académica general *tesoro*. Los estudiantes demostrarán comprensión de la palabra con varios significados *pasos*. Practicar palabras: *tesoro*	
Lección 9	Los estudiantes describirán cómo se construyeron las pirámides y explicarán la importancia de la Gran Esfinge.	Los estudiantes repasarán lo que han aprendido sobre las pirámides.	Los estudiantes demostrarán comprensión de la palabra académica general *visible.* Los estudiantes identificarán y usarán pronombres personales. Practicar palabras: *visible*	

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Lección 10	Los estudiantes harán predicciones sobre la faraona Hatshepsut.	Los estudiantes repasarán los componentes de la antigua civilización egipcia.	Los estudiantes demostrarán comprensión de la palabra académica general *tradición*. Practicar palabras: *tradición*	Con ayuda, los estudiantes usarán un organizador gráfico para analizar las acciones de Hatshepsut.
Lección 11	Los estudiantes identificarán detalles clave sobre los faraones del antiguo Egipto. Con ayuda, los estudiantes crearán una línea de tiempo para representar a los faraones del antiguo Egipto a través del tiempo.	Los estudiantes repasarán la importancia de la faraona Hatshepsut.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *arqueólogo*. Practicar palabras: *arqueólogo*	
Lección 12	Los estudiantes identificarán detalles clave sobre los faraones del antiguo Egipto.	Los estudiantes identificarán detalles clave sobre Tutankamón y la búsqueda de su tumba. Los estudiantes identificarán y explicarán los componentes clave de una civilización.	Los estudiantes demostrarán comprensión de la palabra académica general *triunfo.* Practicar palabras: *triunfo*	
PAUSA 2				
Lección 13	Los estudiantes identificarán los nombres de tres religiones del mundo.	Los estudiantes repasarán la religión en la Mesopotamia y en el antiguo Egipto.	Los estudiantes demostrarán comprensión de la palabra académica general *fiel*. Practicar palabras: *fiel*	Con ayuda, los estudiantes crearán un organizador gráfico para resumir tres religiones del mundo.
Lección 14	Los estudiantes identificarán información clave sobre el judaísmo.	Los estudiantes repasarán información sobre Abraham.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *sinagoga*. Practicar palabras: *sinagoga*	Con ayuda, los estudiantes registrarán datos clave sobre el judaísmo en un organizador gráfico.
Lección 15	Los estudiantes identificarán información clave sobre el cristianismo.	Los estudiantes repasarán información clave sobre el judaísmo.	Los estudiantes demostrarán comprensión de la palabra académica general *milagro*. Practicar palabras: *milagro*	Con ayuda, los estudiantes registrarán datos clave sobre el cristianismo en un organizador gráfico.
Lección 16	Los estudiantes identificarán información clave sobre el islam.	Los estudiantes repasarán información clave sobre el judaísmo y el cristianismo.	Los estudiantes demostrarán comprensión de la palabra académica general *pilares*, la que puede usarse en referencia a una estructura o edificio, pero también a una religión o creencia. Practicar palabras: *pilares*	Con ayuda, los estudiantes registrarán datos clave sobre el islam en un organizador gráfico.
REPASO DEL CONOCIMIENTO (2 dias)				
EVALUACIÓN DEL CONOCIMIENTO (2 dias)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 5:
Antiguas civilizaciones de América (17 dias)

Se incluye en esta unidad de conocimiento un estudio de las características fundamentales de los mayas, aztecas e incas, incluyendo la agricultura, el establecimiento de ciudades y gobiernos, y la religión. Se animará a los estudiantes a comparar y contrastar cada una de estas sociedades y sus elementos.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán la importancia de la agricultura para los antiguos mayas.	Los estudiantes identificarán dónde y cómo vivían los antiguos mayas.	Los estudiantes demostrarán comprensión de la palabra de dominio específico cosechar y de la frase "cuántos más, mejor". Practicar palabras: *cosechar*	Los estudiantes explicarán la importancia de la agricultura para los antiguos mayas.
Lección 2	Los estudiantes identificarán y explicarán aspectos importantes de la religión de los antiguos mayas.	Los estudiantes explicarán la importancia de la agricultura para los antiguos mayas.	Los estudiantes demostrarán comprensión de la palabra *encantados.* Practicar palabras: *encantados*	Los estudiantes identificarán y explicarán aspectos importantes de la religión de los antiguos mayas.
Lección 3	Los estudiantes identificarán y explicarán aspectos importantes de las ciudades y los dirigentes de los antiguos mayas. Los estudiantes identificarán y explicarán aspectos importantes de las ciudades y los dirigentes de los antiguos mayas.	Los estudiantes identificarán y explicarán aspectos importantes de la religión de los antiguos mayas.	*Los estudiantes demostrarán comprensión de la palabra académica general construyendo.* Practicar palabras: *construyendo*	Los estudiantes identificarán y explicarán aspectos importantes de las ciudades y los dirigentes de los antiguos mayas.
Lección 4	Los estudiantes identificarán y explicarán una celebración importante de los antiguos mayas.	Los estudiantes identificarán y explicarán aspectos importantes de las ciudades y los dirigentes de los antiguos mayas.	Los estudiantes demostrarán comprensión de la palabra académica general *acertado.* Practicar palabras: *acertado*	Junto con sus compañeros, los estudiantes escribirán sobre los antiguos mayas.
PAUSA 1				
Lección 5	Los estudiantes explicarán la importancia de la religión para los aztecas. Los estudiantes harán una secuencia de los eventos de una leyenda azteca.	Los estudiantes identificarán las características de un cuento popular.	Practicar palabras*: asombro*	Los estudiantes explicarán la importancia de la religión para los aztecas.

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Lección 6	Los estudiantes describirán la trama de una leyenda. Los estudiantes explicarán la importancia de la agricultura para los aztecas.		Los estudiantes demostrarán comprensión de la palabra académica general *estacionarias*. Los estudiantes practicarán identificar y usar pronombres complemento indirecto. Practicar palabras: *estacionarias*	Los estudiantes explicarán la importancia de la agricultura para los aztecas.
Lección 7	Los estudiantes describirán las acciones y características de un gobernante azteca.	Los estudiantes compararán las civilizaciones de los mayas y los aztecas.	Los estudiantes demostrarán comprensión de las palabras de dominio específico *emperador, emperatriz e imperio.* Practicar palabras: *emperador*	Los estudiantes ilustrarán información clave sobre los aztecas. Los estudiantes identificarán aspectos importantes de las ciudades y los dirigentes aztecas.
Lección 8	Los estudiantes identificarán detalles clave sobre el imperio azteca.		Los estudiantes demostrarán comprensión de la palabra académica general *enorme.* Practicar palabras: *enorme*	Los estudiantes identificarán las partes de una carta. Junto con sus compañeros, los estudiantes escribirán sobre los aztecas.
PAUSA 2				
Lección 9	Los estudiantes identificarán y explicarán aspectos importantes de losmdirigentes y la religión de los incas. Los estudiantes describirán aspectos importantes de la religión inca.	Los estudiantes identificarán y analizarán la ubicación de las antiguas civilizaciones de América.	Los estudiantes demostrarán comprensión de la palabra académica general *posesiones.* Practicar palabras: *posesiones*	Los estudiantes identificarán y explicarán aspectos importantes de los dirigentes y la religión de los incas.
Lección 10: The Inca: The Runner	Los estudiantes describirán el rol de los chasquis incas. Los estudiantes usarán un texto e imágenes para describir la agricultura inca.	Los estudiantes analizarán la importancia de los caminos incas.	Los estudiantes demostrarán comprensión de la palabra académica general *prohibido.* Practicar palabras: *prohibido*	Los estudiantes explicarán la importancia de la agricultura para los incas.
Lección 11: The Inca: Machu Picchu—A Lucky Discovery	Los estudiantes describirán la excursión y el descubrimiento de Hiram Bingham.	Los estudiantes identificarán las circunstancias en que Hiram Bingham descubrió Machu Picchu.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *travesía.* Practicar palabras: *travesía*	Junto con sus compañeros, los estudiantes escribirán un párrafo sobre los incas.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 6: Astronomía (13 dias)

En esta unidad, los estudiantes serán introducidos al sistema solar, nuestro hogar en el espacio. Aprenderán que la Tierra, el planeta en el que vivimos, es tan solo uno de los numerosos cuerpos celestes que componen el sistema solar. Estudiarán cómo se relacionan el Sol, las estrellas, la Luna y otros planetas con la Tierra (según su ubicación en el espacio). En las primeras lecturas en voz alta, los estudiantes aprenderán que el Sol es una estrella y es fuente de luz, calor y energía para la Tierra. También estudiarán la órbita de la Tierra alrededor del Sol y la relación entre la rotación de la Tierra sobre su propio eje y el fenómeno del día y la noche. En la segunda mitad, esta unidad de conocimiento se enfocará en la historia de la exploración del espacio y las misiones a la Luna. Los estudiantes aprenderán sobre la NASA, la carrera espacial, las misiones Apollo y sobre lo que significa ser un astronauta.

	Lectura	Audición y expresión oralg	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes diferenciarán la atmósfera de la Tierra y el espacio exterior.	*Los estudiantes conversarán sobre la atmósfera de la Tierra y el espacio exterior.*	Los estudiantes demostrarán comprensión de la palabra de dominio específico *gas*. Practicar palabras: *gas*	Los estudiantes harán observaciones sobre el cielo y las anotarán en un diario.
Lección 2	Los estudiantes identificarán qué causa el día y la noche.	Los estudiantes diferenciarán la atmósfera de la Tierra y el espacio exterior. Después de observar una demostración, los estudiantes explicarán por qué el Sol parece moverse por el cielo.	Los estudiantes demostrarán comprensión de la palabra académica general *rota*. Practicar palabras: *rota*	
Lección 3	Los estudiantes describirán la apariencia de las estrellas. Los estudiantes compararán y contrastarán textos informativos y ficticios sobre las estrellas.	Los estudiantes explicarán por qué el Sol parece moverse por el cielo.	Los estudiantes demostrarán comprensión de las palabras académicas generales *crepúsculo y amanecer.* Practicar palabras: *crepúsculo*	
Lección 4	Los estudiantes identificarán las constelaciones principales y los descubrimientos astronómicos importantes. Los estudiantes crearán un modelo de una constelación.	Los estudiantes describirán la apariencia de la estrellas.	Los estudiantes demostrarán comprensión de la palabra académica general *antiguos* y de la expresión "dar en el clavo". Practicar palabras: *antiguos*	

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Lección 5	Los estudiantes identificarán las cuatro fases de Luna y describirán su apariencia. Los estudiantes identificarán las cuatro fases de la Luna.	Los estudiantes identificarán las principales constelaciones y descubrimientos astronómicos importantes.	Los estudiantes demostrarán comprensión de la las expresiones *sentido horario y sentido antihorario*. Los estudiantes practicarán cómo usar la conjunción *porque*. Practicar palabras: *antihorario*	
PAUSA				
Lección 6	Los estudiantes describirán la experiencia de los primeros astronautas.	Los estudiantes identificarán las cuatro fases de la Luna.	Los estudiantes demostrarán comprensión de la palabra académica general *lanzamiento.* Practicar palabras: *lanzamiento*	Los estudiantes identificarán y escribirán oraciones de opinión.
Lección 7	Los estudiantes describirán el primer alunizaje.	Los estudiantes describirán la experiencia de los primeros astronautas.	Los estudiantes demostrarán comprensión de la palabra académica general *decididos*. Los estudiantes identificarán y usarán los adjetivos posesivos. Practicar palabras: *decididos*	Los estudiantes escribirán una oración de opinión sobre la llegada a la Luna.
Lección 8	Los estudiantes identificarán los planetas internos que forman nuestro sistema solar.	Los estudiantes repasarán la diferencia entre un planeta y una estrella.	Los estudiantes demostrarán comprensión de la palabra académica general *abundante.* Practicar palabras: *abundante*	Con asistencia, los estudiantes usarán una tabla para organizar información sobre los planetas y escribirán brevemente sus observaciones.
Lección 9	Los estudiantes identificarán los planetas externos del sistema solar.	Los estudiantes repasarán los planetas internos del sistema solar.	Los estudiantes demostrarán comprensión de las palabras académicas generales *clasificar, internos, externos.* Practicar palabras: *clasificar*	Con asistencia, los estudiantes usarán una tabla para organizar información sobre los planetas y escribirán brevemente sus observaciones.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 7: La historia de la Tierra (14 dias)

En esta unidad, los estudiantes aprenderán sobre las características geográficas de la superficie terrestre. También aprenderán sobre el interior de la Tierra y las características de sus diversas capas. Los estudiantes aprenderán acerca de la forma de la Tierra, los polos norte y sur, y el ecuador. Los estudiantes también aprenderán los nombres de las capas de la Tierra (la corteza, el manto y el núcleo) y las características de cada capa. Aprenderán de qué manera eventos como volcanes y géiseres proporcionan información sobre las capas de la Tierra. También estudiarán acerca de los minerales, rocas que conforman la Tierra, los fósiles y los dinosaurios. Comprenderán que todos estos aspectos de la Tierra ayudan a los científicos a entender la historia de la Tierra.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán características de la Tierra.	Los estudiantes repasarán el lugar donde viven en relación con el planeta Tierra.	Los estudiantes demostrarán comprensión de la palabra académica general *superficie.* Practicar palabras: *superficie*	Los estudiantes dibujarán y escribirán sobre características de la Tierra.
Lección 2	Los estudiantes identificarán las capas de la Tierra y describirán la corteza.	Los estudiantes repasarán características de la Tierra.	Los estudiantes demostrarán comprensión de la palabra académica general *capa*. Practicar palabras: *capa*	Con ayuda, los estudiantes escribirán una carta sobre la corteza terrestre.
Lección 3	Los estudiantes describirán el manto y el núcleo de la Tierra. Los estudiantes identificarán y diferenciarán las capas de la Tierra.	Los estudiantes identificarán la diferencia entre cosas sólidas, líquidas y gaseosas.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *sólida.* Practicar palabras: *sólida*	
Lección 4	Los estudiantes describirán volcanes y géiseres. Con ayuda, los estudiantes identificarán semejanzas y diferencias entre los volcanes y géiseres.	Los estudiantes distinguirán entre magma y lava.	Los estudiantes demostrarán comprensión de la palabra académica general *destructiva*. Practicar palabras: *destructiva*	
PAUSA				
Lección 5	Los estudiantes describirán los minerales de la Tierra.	Los estudiantes explicarán la importancia de las rocas en geología.	Los estudiantes demostrarán comprensión de la palabra académica general *características.* Practicar palabras: *características*	Los estudiantes crearán un organizador gráfico para anotar información sobre los minerales.
Lección 6	Los estudiantes identificarán los tres tipos de rocas. Con ayuda, los estudiantes usarán un organizador gráfico para describir los tres tipos de rocas.	Los estudiantes repasarán cómo el calor, la presión y el tiempo afectan a la Tierra.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *sedimentos.* Practicar palabras: *sedimentos*	

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Lección 7	Los estudiantes explicarán de qué manera los fósiles proveen información sobre la historia de la Tierra.	Los estudiantes repasarán algunas características de la Tierra.	Los estudiantes demostrarán comprensión de la palabra académica general *preservado.* Practicar palabras: *preservado*	Con ayuda, los estudiantes escribirán una carta sobre fósiles.
Lección 8	Los estudiantes explicarán cómo sabemos acerca de los dinosaurios.	Los estudiantes repasarán de qué manera se relacionan los paleontólogos y los fósiles.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *extintos.* Practicar palabras: *extintos*	Con ayuda, los estudiantes escribirán una carta sobre dinosaurios.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 8: Los animales y sus hábitats (15 dias)

Esta unidad presentará a los estudiantes las maravillas del mundo natural, enfocándose en la interconexión de todos los seres vivos con su entorno físico y entre sí. Los estudiantes aprenderán lo que es un hábitat, y además aprenderán a identificar distintos tipos de hábitats y sus características. Comenzarán a reconocer distintas plantas y animales como seres indígenos a hábitats específicos y a desarrollar la comprensión de varios principios fundamentales de la naturaleza. Aprenderán, por ejemplo, que los animales y las plantas típicamente viven en aquellos hábitats para los que están mejor adaptados, y a menudo desarrollan características únicas que les permiten específicamente adaptarse al clima y a las condiciones de ese entorno. También conocerán clasificaciones simples de animales de acuerdo con el tipo de alimento que comen y comenzarán a comprender la noción de una cadena alimenticia. También aprenderán sobre la destrucción de hábitat causada por la naturaleza y los humanos, así como especies amenazadas y extintas.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán qué es el hábitat.	Los estudiantes distinguirán entre seres vivos y no vivos. Los estudiantes identificarán las características de un hábitat en particular.	Los estudiantes demostrarán comprensión de la palabra académica general *refugio*. Practicar palabras*: refugio*	
Lección 2	Los estudiantes identificarán las características de los hábitats del Ártico.	Los estudiantes repasarán qué es el hábitat.	Los estudiantes demostrarán comprensión de la palabra académica general *adaptado*. Practicar palabras: *adaptado*	Los estudiantes escribirán sobre las características de los hábitats del Ártico.
Lección 3	Los estudiantes identificarán las características del hábitat del desierto.	Los estudiantes repasarán las características de los hábitats del Ártico.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *camuflarse*. Practicar palabras: *camuflarse*	Los estudiantes escribirán sobre las características del hábitat del desierto.
Lección 4	Los estudiantes identificarán características del hábitat de la pradera.	Los estudiantes identificarán semejanzas y diferencias entre el hábitat del Ártico y el hábitat del desierto.	Los estudiantes demostrarán comprensión de la palabra académica general *resistente*. Practicar palabras: *resistente*	Los estudiantes escribirán sobre las características del hábitat de la pradera.
PAUSA				
Lección 5	Los estudiantes identificarán las características del hábitat del bosque templado de hoja caduca.	Los estudiantes explicarán qué es un bosque.	Los estudiantes demostrarán comprensión de la palabra académica general *almacenar* y la palabra de dominio específico *corteza*. Practicar palabras: *almacenar*	Los estudiantes escribirán sobre las características del hábitat del bosque templado de hoja caduca.

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Lección 6	Los estudiantes explicarán en qué se asemejan el hábitat de la selva tropical y el hábitat del bosque templado de hoja caduca.	Los estudiantes repasarán las características del hábitat del bosque templado de hoja caduca.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *dosel vegetal*. Los estudiantes identificarán y usarán la conjunción *pero*. Practicar palabras: *dosel vegetal*	Los estudiantes escribirán sobre las características del hábitat de la selva tropical.
Lección 7	Los estudiantes identificarán las características del hábitat de agua dulce.	Los estudiantes identificarán diferentes hábitats.	Los estudiantes demostrarán comprensión de la palabra académica general *flotan*. Los estudiantes demostrarán comprensión de la frase "como pez fuera del agua". Practicar palabras: *flotan*	Los estudiantes escribirán sobre las características del hábitat de agua dulce.
Lección 8	Los estudiantes identificarán las características del hábitat de agua salada.	Los estudiantes distinguirán entre agua dulce y agua salada.	Los estudiantes demostrarán comprensión de la palabra académica general *superficiales*. Practicar palabras: *superficiales*	Los estudiantes escribirán sobre las características del hábitat de agua salada.
Lección 9	Los estudiantes explicarán por qué y de qué manera la destrucción del hábitat puede provocar la extinción. Los estudiantes crearán un organizador gráfico para anotar información sobre especies en peligro.	Los estudiantes describirán las adaptaciones de los animales.	Los estudiantes demostrarán comprensión de la palabra académica general *destruyen*. Practicar palabras: *destruyen*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 9: Cuentos de hadas (15 dias)

En esta unidad de conocimiento los estudiantes conocerán cuentos de hadas que han sido favoritos de los niños por generaciones. Los estudiantes aprenderán sobre los elementos de los cuentos de hadas que los distinguen como un tipo de ficción único aun cuando contienen los elementos de personajes, trama y escenarios que se encuentran en otros tipos de ficción. La lectura de estos cuentos de hadas ayudará a los estudiantes de primer grado a desarrollar una fuerte base para la comprensión de otros cuentos de ficción en grados más avanzados.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán a los personajes, escenarios y eventos de un cuento de hadas. Los estudiantes identificarán los personajes, escenarios y eventos de un cuento de hadas con un organizador gráfico.	Los estudiantes conversarán sobre los elementos de los cuentos.	Los estudiantes demostrarán comprensión de la palabra académica general *sabiduría*. Los estudiantes demostrarán comprensión de la frase "el país de los sueños". Practicar palabras: *sabiduría*	
Lección 2	Los estudiantes describirán el problema y la solución de la trama de un cuento de hadas. Los estudiantes utilizarán organizadores gráficos para identificar y comparar elementos de los cuentos de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas. Los estudiantes actuarán las escenas de un cuento de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *logras*. Practicar palabras: *logras*	
Lección 3	Los estudiantes identificarán a los personajes, escenarios y eventos de un cuento de hadas. Los estudiantes utilizarán organizadores gráficos para identificar y comparar elementos de los cuentos de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *deleite*. Practicar palabras: *deleite*	
Lección 4	Los estudiantes identificarán a los personajes, escenarios y eventos de un cuento de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *recuperado*. Los estudiantes practicarán usar la conjunción *así que*. Practicar palabras: *recuperado*	Los estudiantes utilizarán un organizador gráfico para volver a contar e identificar los elementos de un cuento de hadas.

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Lección 5	Los estudiantes identificarán los elementos de un cuento de hadas para determinar si sus predicciones fueron correctas. Los estudiantes utilizarán un organizador gráfico para volver a contar e identificar los elementos de un cuento de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *contento.* Los estudiantes demostrarán comprensión de la palabra con varios significados *entrada*. Practicar palabras: *contento*	
PAUSA				
Lección 6	Los estudiantes volverán a contar e identificarán los elementos de un cuento de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *consoló*. Practicar palabras: *consoló*	Los estudiantes utilizarán un organizador gráfico para comparar a los personajes de varios cuentos de hadas.
Lección 7	Los estudiantes identificarán los elementos en un cuento de hadas para determinar si sus predicciones fueron correctas. Los estudiantes harán una secuencia de eventos de un cuento de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *trepaba.* Practicar palabras: *trepaba*	Los estudiantes utilizarán un organizador gráfico para planificar un relato narrativo de un cuento de hadas.
Lección 8	Los estudiantes volverán a contar e identificar los elementos de un cuento de hadas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de la palabra académica general *preciadas*. Practicar palabras: *preciadas*	Los estudiantes escribirán un borrador de un relato narrativo de un cuento de hadas.
Lección 9	Los estudiantes identificarán los elementos de un cuento de hadas para determinar si sus predicciones fueron correctas.	Los estudiantes repasarán los elementos de los cuentos de hadas.	Los estudiantes demostrarán comprensión de las palabras académicas generales *groseramente* y *amablemente.*	Los estudiantes editarán un borrador del relato narrativo de un cuento de hadas.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 10: Una nueva nación: la independencia de los Estados Unidos (16 dias)

En esta unidad, los estudiantes escucharán cuándo y cómo comenzó nuestro país, los Estados Unidos de América. Conocerán muchas figuras y eventos históricos importantes a medida que la historia muestra cómo las trece colonias obtuvieron con determinación la independencia de Gran Bretaña y se convirtieron en los Estados Unidos de América.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán los primeros asentamientos ingleses en América del Norte.	Los estudiantes identificarán dónde y cómo se formaron las trece colonias. Los estudiantes identificarán y harán una secuencia de los primeros asentamientos ingleses en América del Norte.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *asentamientos*. Practicar palabras: *asentamientos*	
Lección 2	Los estudiantes describirán el Motín del Té de Boston. Con ayuda, los estudiantes describirán el Motín del Té de Boston analizando un dibujo.	Los estudiantes identificarán los primeros asentamientos ingleses en América del Norte.	Los estudiantes demostrarán comprensión de la palabra académica general *mercancías*. Practicar palabras: *mercancías*	
Lección 3	Los estudiantes identificarán y describirán los eventos más importantes que llevaron a la Guerra de Independencia. En grupo, los estudiantes usarán un organizador gráfico para resumir la lectura en voz alta.	Los estudiantes describirán el Motín del Té de Boston.	Los estudiantes demostrarán comprensión de la palabra académica general *voluntarios*. Los estudiantes demostrarán comprensión de la frase "irse de lengua". Practicar palabras: *voluntarios*	
Lección 4	Los estudiantes explicarán la importancia de la Declaración de Independencia. En grupos pequeños, los estudiantes explicarán la importancia de la Declaración de Independencia analizando una imagen.	Los estudiantes identificarán y describirán eventos importantes que llevaron a la Guerra de Independencia.	Los estudiantes demostrarán comprensión de la palabra académica general *independiente*. Practicar palabras: *independiente*	

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Lección 5	Los estudiantes identificarán la leyenda de Betsy Ross y la bandera.	Los estudiantes identificarán y describirán eventos importantes que llevaron a la Guerra de Independencia. Los estudiantes identificarán y harán una secuencia de eventos de los comienzos de la historia de los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *alternados.* Practicar palabras: *alternados*	
PAUSA 1				
Lección 6	Los estudiantes describirán las contribuciones de George Washington. Los estudiantes describirán las contribuciones de George Washington analizando una imagen.	Los estudiantes identificarán los eventos clave en la fundación de los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *luchó.* Practicar palabras: *luchó*	
Lección 7	Los estudiantes describirán las contribuciones de George Washington.	Los estudiantes describirán las contribuciones de George Washington.	Los estudiantes demostrarán comprensión de la palabra académica general *confiados*. Los estudiantes practicarán usar palabras de acción en el pasado y el presente. Practicar palabras: *confiados*	
Lección 8	Los estudiantes describirán las contribuciones de George Washington.	Los estudiantes describirán las contribuciones de George Washington. Los estudiantes identificarán y harán una secuencia de eventos en los primeros años de la historia de los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *presidente*. Los estudiantes practicarán usar palabras de acción en el pasado, el presente y el futuro. Practicar palabras: *presidente*	
Lección 9	Los estudiantes describirán las contribuciones de Benjamín Franklin. Los estudiantes describirán las contribuciones de Benjamín Franklin analizando una imagen.	Los estudiantes describirán las contribuciones de George Washington.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *almanaque*. Los estudiantes demostrarán comprensión de la expresión "no dejes para mañana lo que puedas hacer hoy". Practicar palabras: *almanaque*	
Lección 10	Los estudiantes describirán las contribuciones de Thomas Jefferson. Los estudiantes describirán las contribuciones de Thomas Jefferson analizando una imagen.	Los estudiantes describirán las contribuciones de Benjamín Franklin.	Los estudiantes demostrarán comprensión de la palabra académica general *aniversario*. Practicar palabras: *aniversario*	

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PAUSA 2				
Lección 11	Los estudiantes describirán los roles de los africanos esclavizados, los nativos americanos y las mujeres durante la evolución desde las colonias hasta la independencia.	Los estudiantes describirán las contribuciones de los Padres Fundadores.	Los estudiantes demostrarán comprensión de la palabra académica general *equitativamente*. Practicar palabras: *equitativamente*	Los estudiantes usarán un organizador gráfico para planificar un párrafo informativo.
Lección 12	Los estudiantes identificarán y explicarán la importancia de varios símbolos de los Estados Unidos.	Los estudiantes describirán las contribuciones de los Padres Fundadores y otros.	Los estudiantes demostrarán comprensión de la palabra académica general *símbolos*.	Los estudiantes escribirán un borrador de un párrafo informativo.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Conocimiento 11: Exploradores de la Frontera (11–15 dias)

En esta unidad, los estudiantes aprenderán sobre el Oeste estadounidense y los exploradores que tuvieron un papel importante en la expansión de los Estados Unidos hacia el oeste. Los estudiantes repasarán primero el desarrollo de las trece colonias y la Guerra de Independencia. Aprenderán que los montes Apalaches eran difíciles de atravesar, y conocerán a Daniel Boone y el papel que desempeñó en la expansión hacia el oeste. Los estudiantes escucharán sobre la presidencia de Thomas Jefferson y los exploradores que Jefferson mandó al oeste a acumular información para traerla al este. Se presentará a los estudiantes personas y eventos clave involucrados en la expansión de los Estados Unidos hacia el oeste.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán a Daniel Boone y los montes Apalaches. Los estudiantes describirán por qué los montes Apalaches eran una barrera para los colonos.	Los estudiantes ordenarán en secuencia temas históricos de América del Norte.	Los estudiantes demostrarán comprensión de la palabra académica general *barrera.* Practicar palabras: *barrera*	
Lección 2	Los estudiantes describirán las aventuras de Daniel Boone como explorador.	Los estudiantes describirán los desafíos de cruzar los montes Apalaches.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *pioneros.* Practicar palabras: *pioneros*	Con ayuda, los estudiantes usarán un organizador gráfico para analizar las acciones de Daniel Boone.
Lección 3	Los estudiantes explicarán por qué Thomas Jefferson quería comprar la ciudad de Nueva Orleans.	Los estudiantes identificarán las características geográficas de los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *desembocadura*. Los estudiantes identificarán y usarán diferentes tipos de oraciones. Practicar palabras: *desembocadura*	
Lección 4	Los estudiantes explicarán la importancia del Territorio de Luisiana y la Compra de Luisiana.	Los estudiantes repasarán la importancia del río Misisipi para los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *compra.* Practicar palabras: *compra*	Los estudiantes escribirán oraciones sobre la Compra de Luisiana.
PAUSA				

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Lección 5	Los estudiantes explicarán las razones por las cuales Lewis y Clark se embarcaron en su expedición.	Los estudiantes repasarán los eventos que condujeron a la Compra de Luisiana.	Los estudiantes demostrarán comprensión de la palabra académica general *valiente*. Los estudiantes demostrarán comprensión de la palabra de dominio específico *ruta*. Practicar palabras: *valiente*	
Lección 6	Los estudiantes describirán el principio de la expedición de Lewis y Clark. Los estudiantes representarán las preparaciones finales de Lewis y Clark y el día que partieron rumbo a su expedición.	Los estudiantes identificarán las tres tareas de Lewis y Clark.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *expedición.* Practicar palabras: *expedición*	
Lección 7	Los estudiantes describirán los encuentros de Lewis y Clark con los nativos americanos. Con ayuda, los estudiantes anotarán información sobre las tareas que Lewis y Clark llevaron a cabo.	Los estudiantes explicarán cómo se prepararon Lewis y Clark para su expedición.	Los estudiantes demostrarán comprensión de la palabra académica general *honraban*. Practicar palabras: *honraban*	
Lección 8	Los estudiantes describirán de qué manera Sacagawea llegó a formar parte de la expedición de Lewis y Clark. Con ayuda, los estudiantes anotarán información sobre las tareas que Lewis y Clark llevaron a cabo.	Los estudiantes repasarán las tareas que Lewis y Clark llevaron a cabo hasta ahora.	Los estudiantes demostrarán comprensión de la palabra académica general *protección*. Practicar palabras: *protección*	
Lección 9	Los estudiantes describirán qué otras cosas encontraron Lewis y Clark relacionadas con las tareas que les encomendaron. Con ayuda, los estudiantes anotarán información sobre las tareas que Lewis y Clark han llevado a cabo.	Los estudiantes repasarán las tareas que Lewis y Clark han llevado a cabo hasta ahora.	Los estudiantes demostrarán comprensión de la palabra académica general *anotar*. Practicar palabras: *anotar*	
Lección 10	Los estudiantes explicarán por qué Lewis y Clark no pudieron llevar a cabo la última tarea. Con ayuda, los estudiantes anotarán información sobre las tareas que Lewis y Clark han llevado a cabo.	Los estudiantes repasarán las tareas que Lewis y Clark han llevado a cabo hasta ahora.	Los estudiantes demostrarán comprensión de la palabra académica general *aburrida*. Practicar palabras: *aburrida*	

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Lección 11	Los estudiantes describirán el final de la expedición de Lewis y Clark.	Los estudiantes repasarán las tareas que llevaron a cabo Lewis y Clark en su expedición.	Los estudiantes demostrarán comprensión de la palabra académica general *satisfacción*. Practicar palabras: *satisfacción*	Con ayuda, los estudiantes resumirán la expedición de Lewis y Clark.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (2 dias)				

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Amplify Caminos

1.er grado

Alcance y secuencia

Lectoescritura

Las unidades de Lectoescritura tienen como propósito proporcionar una enseñanza completa de las destrezas de lectura fundamentales, tales como conciencia fonológica, fonética y reconocimiento de palabras, destrezas del lenguaje (incluidas la ortografía y la gramática), comprensión lectora y escritura.

- El programa de primer grado incluye la enseñanza explícita y sistemática de la fonética, mediante la cual los estudiantes aprenden las correspondencias sonido-letra necesarias para decodificar palabras de manera independiente.
- El programa comienza repasando la ortografía más común o menos ambigua de un sonido (el código ortográfico básico) que los estudiantes aprendieron en kindergarten.
- Los estudiantes que completaron con éxito el programa de kindergarten aprendieron la ortografía de las cinco vocales y todos los sonidos consonánticos, al igual que los grupos consonánticos, o las sílabas trabadas, como *fl, br, pl* y los dígrafos *rr, ch, ll*. Después, se enseñan alternativas ortográficas para sonidos que pueden escribirse de otra manera.
- El sistema es simple al principio y va sumando complejidad poco a poco, a medida que los estudiantes adquieren confianza y automatizan sus destrezas de lectura y escritura.
- Este programa tiene un enfoque de fonética sintética y silábica, que enseña a los estudiantes a leer mezclando los sonidos y las sílabas en la palabra.

Contenido

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1.er grado: Unidad 1

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar y segmentar sílabas	Sonidos /o/, /a/, /i/ escritos como *o-O, a-A, i-I* Leer palabras		Repaso de ortografía: - Trazar letras	Letras y palabras
2	Mezclar y segmentar sílabas	Sonidos /e/, /u/ escritos como *e-E, u-U* Leer palabras		Repaso de ortografía: - Trazar letras	Letras y palabras
3	Mezclar y segmentar sílabas	Sonidos /m/, /p/ escritos como *m-M, p-P* Leer palabras	Identificar sustantivos comunes	Repaso de ortografía: - Trazar letras - Práctica con palabras	Letras y palabras
4	Mezclar y segmentar sílabas	Sonidos /s/, /l/ escritos como *s-S, l-L* Leer palabras y frases		Repaso de ortografía: - Trazar letras	Letras, palabras y frases
5		Sonidos /d/, /n/ escritos como *d-D, n-N* Leer palabras y oraciones	Identificar sustantivos comunes y propios	Repaso de ortografía: - Trazar letras	Letras y palabras
6		Evaluación de reconocimiento de palabras Leer de forma individual o con un compañero			
7		Evaluación individual de lectura de cuentos Evaluación de lectura de palabras Evaluación diagnóstica de conocimiento de códigos Evaluación de reconocimiento de letras Leer de forma individual			

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
8		Evaluación individual de lectura de cuentos Evaluación de lectura de palabras Evaluación diagnóstica de conocimiento de códigos Evaluación de reconocimiento de letras Leer de forma individual			
9 **Evaluación intermedia de la unidad**					
PAUSA 1					
10	Mezclar y segmentar sílabas	Sonido /f/ escrito como *f-F* Leer palabras Usar sílabas para formar palabras		Repaso de ortografía: - Trazar letras	Letras y palabras
11	Mezclar y segmentar sílabas	Sonido /t/ escrito como *t-T*		Repaso de ortografía: - Trazar letras	Letras y palabras
12	Mezclar y segmentar sílabas	Sonido /rr/ escrito como *r-R* inicial, *rr-RR* intervocálica		Repaso de ortografía: - Trazar letras	Letras y palabras
13		Sonido /b/ escrito como *b-B, v-V* Palabras comunes		Repaso de ortografía: - Trazar letras	Letras y palabras
14	Mezclar y segmentar sílabas	Sonido /k/ escrito como *c-C* Leer frases	Identificar sustantivos	Repaso de ortografía: - Trazar letras	Letras, palabras y frases
15	Mezclar y segmentar sílabas	Practicar la mezcla de fonemas		Repaso de ortografía: - Trazar letras	Letras, palabras y frases
16	Mezclar y segmentar sílabas	Sonido /r/ escrito como *r-R* Leer palabras y oraciones		Repaso de ortografía: - Trazar letras	Letras, palabras y frases

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
17	Mezclar y segmentar sílabas	Sonido /y/ escrito como *ll-LL* Leer palabras		Repaso de ortografía: - Trazar letras	Letras y palabras
18 **Evaluación final de la unidad**			Evaluación de gramática	Evaluación de ortografía	
PAUSA 2					

1.er grado: Unidad 2

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar y segmentar sílabas Repaso con imágenes	Cadenas de palabras con *n*, *ñ*	Identificar sustantivos		Escritura de letras y palabras Trazar letras: *n*, *ñ*
2	Mezclar y segmentar sílabas Repaso con las Tarjetas de imágenes	Cadenas de palabras con *j* Lectura de frases y oraciones			Escritura de letras y palabras Trazar letras: *j*, *J*
3	Mezclar y segmentar sílabas Repaso con las Tarjetas de imágenes	Palabras comunes *hace*, *dice* Presentación del capítulo "La sorpresa" Preguntas para comentar Leer "La sorpresa"			Escritura Trazar letras: *g*, *G*
4	Repaso con las Tarjetas de imágenes	Palabra común *quiere* Presentar el capítulo Demostración del maestro Preguntas para comentar Leer "Solo por un tiempo"			Trazar letras: *k*, *w*
5	Mezclar y segmentar sílabas	Repaso de los sonidos de las vocales Presentar el capítulo Demostración del maestro Preguntas para comentar Leer "Camas para todos"			
6	Mezclar y segmentar sílabas	Repaso de los sonidos de las vocales y las consonantes Presentar el capítulo Vistazo previo a las convenciones del lenguaje Leer "El regalo" Preguntas para comentar	Identificar sustantivos		

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
7		Repaso de los sonidos de las consonantes Repasar el dígrafo *gu* Repasar el dígrafo *ch-CH* Presentar el capítulo Leer "Arepas con chocolate"		Vistazo previo a la ortografía	
8		Sonido /s/ escrito como *z-I* y *c-C* en *ce, ci*	Cacería de sustantivos Manipular sílabas	Repasar patrones de ortografía comunes Clasificar palabras con *c*, *z*	
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática con identificación y clases de sustantivos	Evaluación de ortografía	
PAUSA 1	Mezclar y segmentar sílabas	Palabras comunes Leer "Juguetes para Kika" Preguntas para comentar	Identificar y clasificar sustantivos	Identificar letras	Identificar palabras y sílabas
10	Mezclar y segmentar sílabas	Sonido /j/ en palabras con *ge*, *gi*		Oraciones	
11	Mezclar y segmentar sílabas	Presentar el capítulo Demostración del maestro Preguntas para comentar Leer palabras multisilábicas Leer "Kiwi, ¿dónde estás?"	Identificar sustantivos		
12	Mezclar y segmentar sílabas		Identificar sustantivos	Repasar los signos de interrogación	Trazar letras: *y*, *Y*
13	Mezclar y segmentar sílabas	Presentar el capítulo Palabra común *así* Leer "En el parque" Preguntas para comentar Leer palabras multisilábicas		Repaso de ortografía	Trazar letras: *h*, *H*

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
14	Mezclar y segmentar sílabas	Leer "Gabi, Waldo y Kika" Preguntas para comentar Ordenar la secuencia de eventos	Identificar sustantivos	Ejercicio de ortografía	
15	Mezclar y segmentar sílabas	Repasar el nombre de las letras Presentar el capítulo Demostración del maestro Preguntas para comentar Leer "Hola, Kiwi"		Ejercicio de ortografía	
16	Mezclar y segmentar sílabas (sílabas trabadas *br, tr, pr, fr* y sílabas trabadas *cr, gr, dr*)	Presentar el capítulo Palabras comunes *cuánto*, *pregunta* Leer "De compras" Preguntas para comentar Repasar "De compras"		Vistazo previo a la ortografía (sílabas trabadas *br, tr, pr, fr* y sílabas trabadas *cr, gr, dr*)	
17	Mezclar y segmentar sílabas Combinaciones de consonantes (sílabas trabadas *bl, pl, fl* y sílabas trabadas *cl, gl*)	Presentar el capítulo Leer "En la playa" Preguntas para comentar Repasar "En la playa" Leer palabras multisilábicas			
18 **Evaluación de repaso de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de identificación de sustantivos	Evaluación de ortografía	
PAUSA 2	Mezclar y segmentar sílabas Reconocer y aislar sonidos Sílabas trabadas	Palabras comunes Leer cuentos decodificables Preguntas para comentar	Identificar sustantivos	Repasar los signos de puntuación	

1.er grado: Unidad 3

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Repasar el sonido de las vocales Mezclar y segmentar sílabas	Presentar el diptongo /ai/ Presentar el capítulo "Jaime y Nana" Comprensión de lectura			
2	Mezclar y segmentar sílabas Presentar el sonido /ai/	Identificar sonidos aislados Presentar el capítulo "Un gigante" Comprensión lectora: Opción múltiple	Distinción entre sustantivos comunes y propios	Escribir palabras con el diptongo *au*	
3	Presentar el sonido /au/ Sonidos aislados	Presentar el diptongo /ei/ Lectura del capítulo "La visita de Leila" Preguntas para comentar		Escribir palabras con el diptongo *ei*	Respuesta al texto: Oraciones, Representación gráfica
4	Mezclar y segmentar sílabas Presentar el sonido /ei/	Diptongo /ei/, escrito como *ei (reina)* Leer el capítulo "En el vivero"	Contracciones *al*, *del*	Cadena de palabras: Palabras de una, dos y tres sílabas	Respuesta al texto: Oraciones
5	Mezclar y segmentar sílabas Decodificar palabras con los diptongos *ai, au, ei*	Leer el capítulo "En el vivero" Lectura en grupos pequeños Comprensión lectora: Opción múltiple			Escribir palabras con el diptongo *ie* Respuesta al texto: Oraciones
6		Diptongo /ie/ escrito como *ie (nieve)* Leer con un compañero			Respuesta al texto: Oraciones
7				Deletrear palabras con el diptongo *ia*	Escribir palabras con el diptongo *ia*
8	Mezclar y segmentar sílabas Presentar el sonido /ia/	Repaso: Palabras comunes Diptongo /ia/ escrito como *ia* Lectura: Tarjetas para moverse	Cacería de sustantivos Manipular sílabas	Repasar patrones de ortografía comunes Clasificar palabras con *c, z*	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Evaluación de mezcla y segmentación de sílabas con diptongos Evaluación de los sonidos /ai/, /au/, /ei/, /ie/	Evaluación de comprensión de la lectura		Evaluación de ortografía	
PAUSA 1			Identificar sustantivos		Escribir palabras con *ca, co, cu, ce, ci*
10	Contrastar /k/ en *ca, co, cu* vs. /s/ en *ce, ci* Lectura en grupos pequeños	Sonido /j/ en palabras con *ge*, *gi*		Dictado día 1	Respuesta al texto: Oraciones
11	Repaso: sonidos vocálicos y diptongos	Presentación del capítulo "Las flores del cactus" Lectura en grupos pequeños Comprensión lectora: Opción múltiple	Identificar sustantivos	Dictado día 2	Escritura de palabras: Palabras de una, dos y tres sílabas Respuesta al texto: Oraciones
12	Correspondencias sonido-letra */ai/ > ai*, */au/ > au*, */ei/ > ei, /ie/ > ie*, */ia/ > ia*	Repaso: Palabras comunes Leer con un compañero Comprensión lectora: Opción múltiple	Características de una oración completa		Escritura de palabras: Palabras de dos y tres sílabas con hiato Respuesta al texto: Oraciones
13	Mezclar y segmentar sílabas Hiato vocálico	Hiato vocálico *(le-er, rí-o, te-a-tro)* Presentar el capítulo "Dibujos de las flores"	Identificar sustantivos		Escritura de palabras: Palabras de una, dos y tres sílabas Respuesta al texto: Oraciones
14	Identificar diptongos y patrones ortográficos	Leer con un compañero Comprensión lectora: Opción múltiple			Escritura de palabras con diptongos e hiatos
15	Mezclar y segmentar sílabas	Lectura en grupos pequeños Repaso: Escribir sonidos	Repaso: Identificar sustantivos y verbos	Dictado día 1	
16	Cadena de palabras	Presentar el capítulo "Las frutas del cactus" Lectura en grupos pequeños Repaso de palabras comunes		Dictado día 2	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
17	Cadena de palabras	Lectura en grupos pequeños Palabras comunes	Sustantivos y verbos		
18 **Evaluación de repaso de la unidad**	Evaluación de destrezas fundamentales	Evaluación de comprensión de la lectura	Evaluación de identificación de sustantivos	Evaluación de ortografía	
PAUSA 2	Palabras con /k/, /s/	Lectura con un compañero Preguntas de comprensión Leer diptongos e hiatos	Identificar verbos y sustantivos	Escribir diptongos e hiatos	Usar signos de puntuación

1.er grado: Unidad 4

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar y segmentar sílabas	Leer el capítulo "Vamos a volar"			Dictado con palabras con patrones ortográficos comunes
2		Leer frases Leer el capítulo "Una oruga"			Dictado con palabras con patrones ortográficos comunes
3	Identificar palabras con patrones ortográficos comunes	Releer los capítulos "Vamos a volar" y "Una oruga"		Escribir palabras con el diptongo *ei*	Escribir palabras multisilábicas
4	Mezclar y segmentar sílabas Presentar el sonido /ue/ > *ue*	Leer el capítulo "¿Dónde está Lili?"		Práctica de palabras con /ue/ > *ue*	
5	Reconocer el sonido /ue/	Releer el capítulo "¿Dónde está Lili?"	Presentar y conjugar los verbos *ser* y *estar* Practicar los verbos *ser* y *estar* en conversaciones		
6	Mezclar y segmentar sílabas Presentar el diptongo /ui/> *ui*, *uy*	Practicar el diptongo /ui/> *ui*, *uy*			Dictado de una oración con diptongos Escribir un borrador
7	Sonidos aislados				Dictado de una oración con diptongos Editar un texto narrativo de ficción
8	Leer palabras multisilábicas	Leer y formar palabras multisilábicas Leer el capítulo "Sueño que vuelo"	Escribir palabras con la *h* muda y con diptongo		
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 1	Mezclar y segmentar palabras multisilábicas	Comprensión de lectura del capítulo "La piñata" Leer frases Leer y escribir palabras con el diptongo /ui/	Conjugación y uso de los verbos *ser* y *estar*	Escribir palabras multisilábicas Repaso y escritura de palabras con *h*	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
10	Mezclar y segmentar sílabas	Leer "Lili tiene hambre"			Dictado de una oración con patrones ortográficos comunes
11	Conocer las sílabas *güe*, *güi*	Escribir las sílabas *güe*, *güi*			Dictado de una oración con patrones ortográficos comunes Crear mapa del capítulo "Lili tiene hambre"
12		Sonidos aislados de palabras con /güe/, /güi/	Identificar verbos		Redactar un borrador de un reporte de lectura del capítulo "Lili tiene hambre"
13	Manipular sílabas	Repasar hiatos			Editar un reporte de lectura del capítulo "Lili tiene hambre"
14		Cadenas de palabras Leer el capítulo "La malteada de chocolate"			Escribir el reporte de lectura final de "Lili tiene hambre"
15		Reconocer hiatos Leer el capítulo "Un viaje increíble"	Identificar y escribir verbos	Dictado de una oración con hiatos	
16	Mezclar y segmentar sílabas	Leer el capítulo "¡Eres un capullo de mariposa!"		Dictado de una oración con hiatos	
17	Mezclar y segmentar sílabas	Leer frases Volver a leer capítulos del Libro de lectura	Clasificar palabras	Escribir palabras multisilábicas	
18 **Evaluación final de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 2	Mezclar y segmentar palabras multisilábicas	Releer el capítulo "¡A volar!"	Repasar los verbos *ser* y *estar*		Escribir palabras con hiato

1.er grado: Unidad 5

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Mezclar y segmentar sílabas	Repaso de sonidos: Diptongos e hiatos Leer el capítulo "Nos vamos de viaje"	Verbos en oraciones orales	Dictado día 1: Palabras con diptongos e hiatos	
2	Sonidos aislados	Leer el capítulo "Un regalo para el abuelo"		Patrones ortográficos comunes Dictado día 2: Palabras con diptongos e hiatos	Escritura de palabras: Palabras de una, dos y tres sílabas
3	Mezclar y segmentar sílabas		Identificar verbos en presente y en pasado		Escritura de palabras: Palabras de una, dos y tres sílabas
4		Leer el capítulo "¡A empacar!" Comprensión de lectura	Identificar sustantivos comunes y propios Identificar verbos en presente y en pasado		
5	Mezclar y segmentar sílabas	Leer el capítulo "El gran día" Comprensión de lectura		Cadena de palabras: Verbos de una sílaba (*soy, voy, doy*) Deletrear palabras con el diptongo *oy*	Escritura de palabras: Verbos de una sílaba Respuesta al texto: Oraciones (con citas)
6	Cadena de palabras: Palabras de dos y tres sílabas	Volverán a leer el capítulo "El gran día" Comprensión de lectura		Dictado día 1: Palabras con *r*	Escritura de palabras: Palabras de dos y tres sílabas Palabras con patrones ortográficos comunes y diptongos
7	Frases decodificables	Leer el capítulo "En el avión" Comprensión de lectura	Identificar verbos en presente y en pasado	Dictado día 2: Palabras con *r*	Escritura de palabras: Palabras de dos y tres sílabas Respuesta al texto: Oraciones (con citas)
8	Mezclar y segmentar sílabas	Sílabas trabadas con *br, tr, pr, fr* Leer el capítulo "La llegada" Comprensión de lectura		Deletrear palabras con las sílabas trabadas con *br, tr, pr, fr*	Escribir palabras con las sílabas trabadas con *br, tr, pr, fr* Respuesta al texto: Oraciones (con citas)

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 1	Mezclar y segmentar sílabas	Leer el capítulo "En la casa del abuelo" Comprensión de lectura	Identificar sustantivos comunes y propios Identificar verbos en presente y en pasado		Escribir palabras con diptongos e hiatos Palabras con patrones ortográficos comunes Escribir palabras con las sílabas trabadas con *br, tr, pr, fr*
10	Pares mínimos /t/, /d/	Leer el capítulo "¡Hola, Tito!" Comprensión de lectura	Contracciones (*al*, *del*)	Dictado día 1: Palabras con /t/, /d/	Escribir palabras con /t/, /d/ Respuesta al texto: Oraciones (con citas)
11	Mezclar y segmentar sílabas Escuchar y decir palabras con sílabas trabadas con *cr, gr, dr*	Sílabas trabadas con *cr, gr, dr*	Contracciones (*al*, *del*)	Dictado día 2: Palabras con /t/, /d/	Escribir sílabas trabadas con *cr, gr, dr* Escritura de palabras: Palabras de dos y tres sílabas con las sílabas trabadas *cr, gr, dr* (con pistas) Escribir las contracciones *al*, *del*
12		Repaso: Sílabas trabadas, diptongos e hiatos Leer el capítulo "Paseo por la ciudad" Comprensión de lectura			Escritura de palabras: Palabras de dos y tres sílabas Respuesta al texto: Oraciones (con citas)
13	Mezclar y segmentar sílabas	Repaso: Pares mínimos Leer el capítulo "En el museo" Comprensión de lectura			Escritura de palabras: Palabras de dos y tres sílabas

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
14	Mezclar y segmentar sílabas	Frases decodificables	Contracciones (*al*, *del*) Identificar verbos en presente y en pasado		Escritura de verbos en presente y en pasado
15	Mezclar y segmentar sílabas	Leer el capítulo "Comida en palitos" Comprensión de lectura		Pares mínimos Dictado día 1: Pares mínimos	Escritura de palabras: Palabras de dos y tres sílabas Respuesta al texto: Oraciones (con citas)
16		Leer el capítulo "Terrazas de arroz" Comprensión de lectura	Formas plurales de los sustantivos	Pares mínimos Dictado día 2: Pares mínimos	Escritura de palabras: Palabras de dos y tres sílabas Respuesta al texto: Oraciones (con citas)
17		Leer el capítulo "El abanico" Comprensión de lectura	Identificar sustantivos y verbos Sustantivos propios y comunes Formas plurales de los sustantivos		Escritura de palabras: Palabras de dos y tres sílabas con diptongos Sustantivos y verbos
18 **Evaluación final de la unidad**	Evaluación de destrezas	Evaluación de comprensión de lectura	Evaluación de gramática		
PAUSA 2	Mezclar y segmentar sílabas	Evaluación de lectura de palabras Identificar pares mínimos Identificar palabras con los sonidos /t/, /d/ Leer el capítulo "De vuelta a casa" Comprensión de lectura	Identificar verbos en presente y pasado Contracciones (*al*, *del*)		Escritura de palabras: Palabras de dos y tres sílabas (con pistas)

1.er grado: Unidad 6

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1	Cadenas de palabras	Leer el capítulo "Saludos desde Hawái"	Pasado del verbo *ir*	Dictado día 1: Sílabas trabadas	
2		Leer frases	Pretérito del verbo *ir*	Dictado día 2: Verbos en pasado Reconocer acentos	
3		Leer el capítulo "Mi isla, Maui" Leer palabras multisilábicas Comprensión de la lectura	Verbos en pasado Verbo *ser* en pasado		
4		Leer el capítulo "Me encanta surfear" Comprensión de la lectura	Oraciones en presente y en pasado Escribir verbos	Reconocer acentos	
5	Pronunciar palabras con diptongos e hiatos	Leer el capítulo "Duke y Eddie" Comprensión de la lectura			
6	Cadenas de palabras	Leer el capítulo "Vamos de pesca" Comprensión de la lectura		Dictado día 1: Palabras con diptongos Reconocer acentos	
7		Leer el capítulo "Hora de comer" Comprensión de la lectura	Pasado del verbo *dar*	Dictado día 2: Palabras con hiatos	
8		Leer el capítulo "Una canoa especial" Comprensión de la lectura	Usar adjetivos para describir sustantivos Identificar sustantivos y verbos, y producir adjetivos		Respuesta al texto: Completar oraciones
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
PAUSA 1	Mezclar y segmentar sílabas	Leer a coro y en equipo el capítulo "Hora de comer" Comprensión de la lectura Leer palabras multisilábicas	Pasado de los verbos *ser* e *ir* Verbos regulares en presente y pasado Diptongos e hiatos Adjetivos para describir sustantivos		Escribir palabras multisilábicas
10		Leer el capítulo "Ballenas en Hawái"	Adjetivos para describir sustantivos	Dictado día 1: Palabras con sílabas trabadas	Escribir palabras con *bl*, *pl*, *fl*
11	Mezclar y segmentar sílabas	Leer el capítulo "*Hula* y cuentos"	Verbos en presente y en pasado	Dictado día 2: Adjetivos	
12		Leer el capítulo "Un relato del mar"			Escribir palabras con *cl*, *gl*
13		Leer el capítulo "Día de fiesta"	Adjetivos con *ser* y *estar*		Planear un párrafo descriptivo Escribir adjetivos y frases descriptivas
14			Repaso de adjetivos y sustantivos		Escribir verbos en tiempo pasado Escribir el primer borrador de un párrafo descriptivo
15		Leer el capítulo "Bajo las estrellas"		Dictado día 1: Los sonidos /gui/, /rr/, /ñ/	Escribir un borrador de un párrafo descriptivo
16		Palabras con sílabas trabadas con *l*	Oraciones en tiempos pasado y presente	Dictado día 2: El verbo *ser* y los adjetivos	Completar la versión final de un párrafo descriptivo
17		Volver a leer capítulos	Identificar sustantivos y verbos Verbos en presente y pasado	Reconocer acentos	Escribir verbos en pasado Sustantivos y verbos
18 **Evaluación final de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 2	Mezclar y segmentar sílabas	Volver a contar un capítulo	Clasificar adjetivos Verbos en presente y pasado Oraciones con *ser* y *estar*	Leer palabras con *cl*, *gl*	Escribir palabras con *bl*, *pl*, *fl* Escribir palabras con *cl*, *gl*

1.er grado: Unidad 7

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1		Decodificar palabras multisilábicas Leer el capítulo "Un nuevo día"	Agregar *-s* o *-es* al final de los sustantivos para hacerlos plurales	Dictado día 1: Sustantivos en plural	
2		Reconocer el dígrafo *ll* y la letra *y* para */y/* Leer el capítulo "Papi y Mami"	Identificar los sufijos *-or/-ora*	Dictado día 2: Palabras multisilábicas	
3	Mezclar y segmentar sílabas Decir palabras que riman	Leer el capítulo "Tío Ale"	Formar sustantivos en plural		
4	Pronunciar palabras que riman	Leer y escribir palabras con */k/*	Verbos en pasado Oraciones declarativas e interrogativas		
5	Mezclar y segmentar sílabas	Leer y escribir palabras con el sonido */s/* Leer el capítulo "Mis tías" Leer palabras multisilábicas			
6		Sonidos aislados */s/* Leer y escribir palabras con el sonido */j/* en *ge, gi* Raíz de las palabras y familias de palabras	Oraciones declarativas e interrogativas	Dictado día 1: */j/* en *ge, gi*	
7		Leer y escribir palabras con *j, x* Presentar el capítulo "Viernes Culturales" Leer "Viernes Culturales" Leer palabras multisilábicas		Dictado día 2: Raíz de las palabras	
8		Revisar palabras con grupos de consonantes Presentar el capítulo "Batidos y ropa vieja" Leer "Batidos y ropa vieja"	Revisar el uso de los signos de puntuación		

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Evaluación de palabras con los sonidos /y/, /k/ Evaluación de palabras con los sonidos /s/, /j/	Evaluación de comprensión	Evaluación de sustantivos plurales y con los sufijos *-or/-ora*	Evaluación de ortografía	Evaluación de escritura
PAUSA 1	Palabras que riman	Releer el capítulo "Viernes Culturales" Comprensión de la lectura Leer palabras multisilábicas	Sustantivos singulares y plurales Sufijos *-or/-ora* Palabras con el sonido /k/ escrito con *c*, *q* Palabras con el sonido /s/ escrito con *s*, *z*, *c* Palabras con el sonido /j/ escrito con *g* en *ge*, *gi* Palabras con el sonido /j/ escrito con *j*, *x*		Escribir palabras multisilábicas
10		Cadenas de palabras Presentar el capítulo "Parque del Dominó" Leer "Parque del Dominó" Presentar el capítulo "Sábado en casa"	Identificar los sufijos *-ito/-ita*	Dictado día 1: Sufijos *-ito/-ita*	
11		Leer "Sábado en casa"	Formar sustantivos en plural	Palabras con *h* muda Dictado día 2: *h* muda	
12	Sonidos aislados: Palabras con el sonido /k/	Formar palabras compuestas Presentar el capítulo "Preparativos" Leer "Preparativos"			Escribir palabras multisilábicas
13	Formar palabras compuestas		Repasar oraciones declarativas, interrogativas y exclamativas	Repasar patrones de ortografía	¿Qué es una narrativa personal?
14	Sonidos aislados		Unir palabras con los sufijos *-or/-ora* *-ito/-ita*		Planear una narrativa personal

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
15	Mezclar y segmentar sílabas		Palabras con el sonido /j/ con *ge, gi*, *x*	Dictado día 1: Diptongos	Escribir un borrador
16			Formar palabras compuestas	Dictado día 2: Signos de interrogación	Editar y publicar una narrativa personal
17		Presentar el capítulo "Día de playa" Leer "Día de playa"	Identificar oraciones declarativas, interrogativas y exclamativas Palabras con los sonidos /y/, /s/, /k/, /j/		
18 **Evaluación final de la unidad**	Evaluación de decodificación de palabras con el sonido /k/	Evaluación de comprensión de lectura	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 2	Escuchar, identificar y segmentar palabras con el sonido /k/	Releer "Preparativos" Decodificar palabras compuestas Segmentar palabras con diptongo	Los sufijos *-ito/-ita* Formar sustantivos en plural Leer y escribir palabras con *h*	Distinguir entre oraciones declarativas, interrrogativas y exclamativas Signos de interrogación	Escribir palabras multisilábicas Escribir palabras con /t/, /d/ Escribir una narrativa personal

1.er grado: Unidad 8

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1			Leer y escribir palabras con *des-* Oraciones declarativas	Dictado día 1: Prefijo *des-*	
2		Leer el capítulo "De Florida a Colorado" Comprensión de la lectura	Adjetivos que describen sustantivos	Dictado día 2: Adjetivos	
3	Sonido /p/ Aliteración	Leer el capítulo "Equipo de invierno" Comprensión de la lectura	Preposiciones	Orden alfabético	
4	Sonidos /ie/, /ia/, /ue/, /ui/	Releer el capítulo "Equipo de invierno"	Contracciones *al, del* en frases preposicionales		
5	Sonidos aislados (hiatos) Aliteración		Prefijo *re-*	Orden alfabético	
6	Sílabas *güe*, *güi*	Leer el capítulo "La gran nevada" Comprensión de la lectura	Pronombres personales	Dictado día 1: Pronombre personal *él*	
7	Aliteración	Leer el capítulo "¡A deslizarse!" Comprensión de la lectura	Pronombres posesivos	Dictado día 2: Sílabas con *güe*	
8	Palabras que riman	Leer el capítulo "La cueva de nieve" Comprensión de la lectura	Prefijos *des-*, *re-* Pronombres posesivos	Orden alfabético	Respuesta al texto: Completar oraciones
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	
PAUSA 1	Mezclar y segmentar palabras con diptongos Palabras que riman Segmentar palabras con *güe, güi*	Releer un capítulo de *Vacaciones en la nieve*	Prefijo *des-* Oraciones declarativas Adjetivos Preposiciones Contracciones *al, del* Pronombres personales Pronombres posesivos	Orden alfabético	Escribir palabras con aliteración

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
10		Leer el capítulo "En las dunas" Comprensión de la lectura	Pronombres personales *tú* y *usted*	Dictado día 1: Pronombre personal *usted*	
11		Leer el capítulo "Caminar en la nieve" Comprensión de la lectura	Pronombres posesivos	Dictado día 2: Sustantivos en singular	
12		Leer el capítulo "En los esquís" Comprensión de la lectura	Oraciones declarativas		Escribir palabras multisilábicas
13		Leer el capítulo "Miles de estrellas" Comprensión de la lectura	Sustantivos plurales Pronombres posesivos		Planear una narrativa personal
14	Leer frases	Leer el capítulo "A patinar" Comprensión de la lectura			Planear y escribir una narrativa personal
15		Leer el capítulo "Paseo en tren" Comprensión de la lectura	Sustantivos en plural	Dictado día 1: Sustantivos en plural	Escribir un borrador de una narrativa personal
16		Leer el capítulo "Hasta pronto, prima" Comprensión de la lectura	Concordancia entre sustantivo y verbo	Dictado día 2: Adjetivos	Revisar y editar una narrativa personal
17	Rimas y aliteraciones		Preposiciones Contracciones *al*, *del*		Editar y publicar una narrativa personal
18 **Evaluación final de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	
PAUSA 2		Releer un capítulo de *Vacaciones en la nieve* Identificar párrafos descriptivos	Sustantivos plurales Contracciones *al*, *del* Sustantivos comunes y propios		Escribir palabras multisilábicas

1.er grado: Unidad 9

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
1		Leer el capítulo "Un músico especial" Partes de un libro	Concordancia entre sustantivo y verbo Adverbios de tiempo	Dictado día 1: Adverbios de tiempo	
2		Leer el capítulo "Las superseñas" Conexiones personales con el texto	Adverbios de tiempo	Dictado día 2: Sílabas trabadas	Palabras multisilábicas con sílabas trabadas
3		Leer el capítulo "El superpoder" Comprensión de la lectura	Preposiciones Adverbios de tiempo Contracciones *al, del*		
4		Leer el capítulo "Mi entrenador favorito"	Puntuación en oraciones Contracciones *al, del*		Escribir oraciones
5	Palabras con /s/ y escritura distinta Palabras con acento	Leer el capítulo "La gran caminata"	Puntuación en oraciones		Oraciones con *al, del* Palabras con acento
6	Palabras multisilábicas con el sonido /s/	Leer el capítulo "El pastel" Partes de un libro	Palabras con los prefijos *des-*, *re-*	Dictado día 1: Prefijos y palabras con acento	
7		Lectura independiente de un capítulo Partes de un libro	Sufijos *-or/-ora*, *-ito/-ita*	Dictado día 2: Verbos en pasado y sufijos	
8	Diptongos *ai*, *au*, *ei*	Leer el capítulo "Mi superhéroe" Comprensión de la lectura			Palabras multisilábicas con /k/ y escritura distinta Palabras con acento
9 **Evaluación intermedia de la unidad**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 1	Sílabas trabadas Sonido /s/ con letras distintas Sonido /k/ y escritura distinta	Releer un capítulo de *Mi hermano el pianista*	Adverbios de tiempo Contracciones Sufijos *-or/-ora*, *-ito/-ita* Concordancia entre sustantivo y verbo	Signos de puntuación	

Lección	Conciencia fonológica	Fonética y lectura	Gramática	Ortografía	Escritura
10	Palabras con dígrafos *ch, ll, rr*	Leer el capítulo "Alan el bailarín"		Dictado día 1: Dígrafos *ch, ll, rr*	Partes de una carta amistosa
11		Leer el capítulo "El recital" Comprensión de la lectura	Verbos en pasado	Dictado día 2: Verbos en pasado	Oraciones con verbos en pasado Desarrollar una carta amistosa
12		Leer el capítulo "Mi amigo favorito" Comprensión de la lectura	Verbos en presente y en pasado		Redactar una carta amistosa
13		Lectura independiente	Concordancia entre sustantivo y verbo		Editar una carta amistosa
14	Leer frases	Lectura independiente	Concordancia entre sustantivo y verbo		Publicar una carta amistosa
15 **Evaluación de fin de año**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
16 **Evaluación de fin de año**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
17 **Evaluación de fin de año**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
18 **Evaluación de fin de año**	Evaluación de destrezas	Evaluación de comprensión	Evaluación de gramática	Evaluación de ortografía	Evaluación de escritura
PAUSA 2	Palabras con dígrafos *ch, ll, rr*	Releer un capítulo de *Mi hermano el pianista*	Verbos en presente y en pasado Sustantivos y verbos Concordancia entre sujeto y verbo		Organizar una carta amistosa

Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidad de Conocimiento Grado 2

Las unidades de conocimiento del programa Caminos al Conocimiento Esencial tienen por objeto ayudar a los estudiantes a desarrollar el conocimiento contextual y el vocabulario necesario para la comprensión de lectura y audición. Al introducir, presentar y comentar las lecturas en voz alta de cada unidad de conocimiento, los maestros desarrollan la comprensión de lectura y audición, así como las destrezas de lenguaje oral de los estudiantes.

Las Guías del Maestro de cada unidad de conocimiento contienen lecciones diarias, pausas, repasos, evaluaciones y actividades finales.

- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido enseñado.
- El **Repaso del conocimiento** es una oportunidad para repasar y reforzar el material (p.ej., contenido esencial y vocabulario) de la unidad de conocimiento para ayudar a los estudiantes a prepararse para la evaluación.
- La **Evaluación del conocimiento** evalúa la comprensión y retención de las palabras del vocabulario académico y el contenido esencial centrales del conocimiento. Los resultados deben guiar el repaso y remediación del siguiente día(s).
- Las **Actividades finales** proporcionan remediación o enriquecimiento para el estudiante, un grupo pequeño, o toda la clase basándose en los resultados de la evaluación del conocimiento.

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Conocimiento 1:
Cuentos de hadas y cuentos exagerados (12 dias)

En esta unidad de conocimiento, los estudiantes serán introducidos a cuentos de hadas y cuentos exagerados clásicos y sus conocidas enseñanzas. Servirá además como base para la comprensión de los cuentos que leerán en grados más avanzados. La primera mitad de Cuentos de hadas y cuentos exagerados se centra en los cuentos de hadas, mientras que la segunda mitad de la unidad se enfoca en cuentos exagerados y los elementos de ese género.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes repasarán lo que saben sobre los cuentos de hadas y otros tipos de ficción. Los estudiantes harán predicciones sobre un personaje de "El pescador y su esposa".		Los estudiantes demostrarán comprensión de la palabra académica general *desagrada*. Practicar palabras: *desagrada*	Los estudiantes cambiarán un elemento de "El pescador y su esposa" y describirán cómo cambia el texto original.
Lección 2	Los estudiantes analizarán las acciones de los personajes de "El traje nuevo del emperador".	Los estudiantes repasarán las características de los cuentos de hadas. Los estudiantes representarán los acontecimientos de "El traje nuevo del emperador".	Los estudiantes demostrarán comprensión de la palabra académica general *curiosidad*. Practicar palabras: *curiosidad*	
Lección 3	Los estudiantes compararán y contrastarán aspectos de "El pescador y su esposa" y "El traje nuevo del emperador".	Los estudiantes identificarán las características de los cuentos de hadas que se observan en "La bella y la bestia, Parte I". Los estudiantes organizarán los acontecimientos de "La bella y la bestia, Parte I" en una secuencia.	Los estudiantes demostrarán comprensión de la palabra general académica *fortuna*. Practicar palabras: *fortuna*	Los estudiantes escribirán una breve descripción de su escena favorita de "La bella y la bestia, Parte I".
Lección 4	Los estudiantes identificarán los personajes de "La bella y la bestia, Parte I".	Los estudiantes identificarán las características de los cuentos de hadas que se observan en "La bella y la bestia, Parte II".	Los estudiantes demostrarán comprensión de la palabra académica general *constante*. Los estudiantes demostrarán comprensión de la frase "más vale tarde que nunca". Los estudiantes demostrarán comprensión de la palabra de varios significados listo. Practicar palabras: *constante*	
PAUSA				

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Lección 5	Los estudiantes identificarán ejemplos de exageración en "Paul Bunyan".	Los estudiantes describirán una situación que contiene exageración.	Los estudiantes demostrarán comprensión de la palabra académica general *admiración*. Practicar las palabras: *admiración*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar los elementos de los cuentos exagerados que se observan en "Paul Bunyan".
Lección 6	Los estudiantes distinguirán entre elementos reales y ficticios de "Pecos Bill".	Los estudiantes identificarán las características de los cuentos exagerados y repasarán ejemplos de exageración de "Paul Bunyan".	Los estudiantes demostrarán comprensión de la palabra académica general *domado.* Practicar palabras: *domado*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar los elementos de los cuentos exagerados que se observan en "Pecos Bill".
Lección 7	Los estudiantes identificarán las características de los cuentos exagerados e identificarán personajes de "Paul Bunyan" y "Pecos Bill". Los estudiantes compararán y contrastarán personajes de "Paul Bunyan" y "John Henry".		Los estudiantes demostrarán comprensión de la palabra académica general *hazañas*. Los estudiantes demostrarán comprensión de la palabra académica general *desafío*. Los estudiantes demostrarán comprensión de la palabra con varios significados *vías*. Practicar palabras: *hazañas*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar los elementos de los cuentos exagerados que se observan en "John Henry".
Lección 8	Los estudiantes repasarán los acontecimientos principales de "Paul Bunyan", "Pecos Bill" y "John Henry". Los estudiantes compararán y contrastarán personajes de "John Henry" y "Casey Jones".	Los estudiantes identificarán las características de los cuentos exagerados quese observan en "Casey Jones".	Los estudiantes demostrarán comprensión de la palabra de dominio específico *legendario*. Practicar palabras: *legendario*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar los elementos de los cuentos exagerados que se observan en "Casey Jones".
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 2: Antiguas civilizaciones de Asia (18 dias)

Esta unidad presentará a los estudiantes el continente de Asia y sus dos países más populosos, India y China. Aprenderán sobre las antiguas civilizaciones de la India y China y cómo pudieron desarrollarse gracias a poderosos ríos. Los estudiantes volverán a escuchar sobre las características importantes de las civilizaciones antiguas, a las que fueron introducidos en la unidad de conocimiento Antiguas civilizaciones del mundo en el Grado 1. Entre estas características se encuentran el advenimiento de la agricultura, el desarrollo de ciudades y gobiernos y otras prácticas como la escritura y la religión.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán la importancia de la geografía de Asia para el desarrollo de las antiguas civilizaciones de esa región.	Los estudiantes repasarán los componentes esenciales de las civilizaciones y ubicarán Asia, la India y China en un mapa o globo terráqueo.	Los estudiantes demostrarán comprensión de la palabra académica general *fértil*. Practicar palabras: *fértil*	Los estudiantes escribirán una breve descripción del desarrollo de una antigua civilización de Asia.
Lección 2	Los estudiantes explicarán la importancia del río Indo para Mohenjo-daro. Los estudiantes identificarán los cinco componentes de las civilizaciones de la Antigua India.	Los estudiantes repasarán la importancia del río Indo y el Himalaya para el desarrollo de una civilización.	Los estudiantes demostrarán comprensión de la palabra académica general *fuente*. Practicar palabras: *fuente*	
Lección 3	Los estudiantes explicarán que la religión es un componente clave de una civilización y describirán aspectos importantes del hinduismo. Los estudiantes describirán los cinco componentes de una civilización antigua de Asia.	Los estudiantes repasarán el papel de la geografía de Asia en la formación de civilizaciones antiguas de esa región.	Los estudiantes demostrarán comprensión de la palabra académica general *representa*. Practicar palabras: *representa*	Los estudiantes reunirán información para planificar un trabajo informativo escrito.
Lección 4	Los estudiantes identificarán los cuentos picarescos como un tipo de ficción y podrán describir los personajes, la trama y el escenario del cuento "El tigre, el brahmán y el chacal". Los estudiantes identificarán ejemplos de personificación y ordenarán los acontecimientos de un cuento picaresco.	Los estudiantes repasarán aspectos importantes del hinduismo.	Los estudiantes demostrarán comprensión de la palabra académica general *injusto*. Practicar palabras: *injusto*	

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Lección 5	Los estudiantes describirán los personajes y la trama de un poema.	Los estudiantes repasarán "El tigre, el brahmán y el chacal" como un ejemplo de ficción.	Los estudiantes demostrarán comprensión de la palabra académica general *se asemeja*. Los estudiantes formarán y usarán el pretérito de verbos irregulares frecuentes. Practicar las palabras: *se asemeja*	Los estudiantes escribirán un símil que compare una parte de un elefante con otro objeto.
Lección 6	Los estudiantes describirán la importancia del Diwali y de varias costumbres relacionadas con él.	Los estudiantes recordarán los elementos principales del hinduismo.	Los estudiantes demostrarán comprensión de la palabra académica general *costumbre*. Practicar palabras: *costumbre*	Los estudiantes describirán una imagen de la lectura en voz alta y revisarán su escritura en función de los comentarios de un compañero.
Lección 7	Los estudiantes explicarán que la religión es un componente clave de una civilización y describirán aspectos importantes del budismo.	Los estudiantes identificarán aspectos importantes del hinduismo, lo que incluye la importancia del Diwali.	Los estudiantes demostrarán comprensión de la palabra académica general *superar*. Los estudiantes aprenderán varios significados de la palabra reglas. Practicar palabras: *superar*	Los estudiantes reunirán información para planificar un trabajo informativo escrito.
PAUSA				
Lección 8	Los estudiantes explicarán la importancia de los ríos para el desarrollo de la civilización de la Antigua China y describirán los aportes de esa civilización.	Los estudiantes repasarán la relación entre la geografía y el desarrollo de las civilizaciones de la Antigua India.	Los estudiantes demostrarán comprensión de la palabra académica general *pesar.* Los estudiantes describirán los cinco componentes de las civilizaciones de la Antigua China. Practicar palabras: *pesar*	
Lección 9	Los estudiantes describirán aportes que hicieron los antiguos chinos.	Los estudiantes repasarán los componentes principales de una civilización.	Los estudiantes demostrarán comprensión de la palabra académica general *duradero*. Practicar palabras: *duradero*	De forma colaborativa con sus compañeros, los estudiantes planificarán un libro sobre la escritura de la Antigua China.
Lección 10	Los estudiantes describirán elementos de la ficción que se observan en el cuento tradicional "El pincel mágico".	Los estudiantes repasarán información sobre la Antigua China.	Los estudiantes demostrarán comprensión de la palabra académica general *elogios*. Practicar las palabras: *elogios*	Los estudiantes crearán un libro sobre el papel, la escritura o la caligrafía en la Antigua China.
Lección 11	Los estudiantes describirán la producción de la seda.	Los estudiantes repasarán información sobre la Antigua China.	Los estudiantes demostrarán comprensión de las palabras académicas generales *emerger y zambullir.* Practicar palabras: *emerger y zambullir*	Los estudiantes terminarán y publicarán un libro sobre el papel, la escritura o la caligrafía en la Antigua China.

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Lección 12	Los estudiantes describirán la construcción y la importancia de la Gran Muralla China. Los estudiantes volverán a contar la historia de la creación de la Gran Muralla China.	Los estudiantes repasarán información sobre aportes importantes de los antiguos chinos.	Los estudiantes demostrarán comprensión de la palabra académica general *defensa*. Los estudiantes demostrarán comprensión de la expresión "es más fácil decirlo que hacerlo". Practicar palabras: *defensa*	
Lección 13	Los estudiantes describirán la importancia de las enseñanzas de Confucio.	Los estudiantes repasarán información sobre la Gran Muralla China.	Los estudiantes demostrarán comprensión de la palabra académica general *ansiosas*. Los estudiantes demostrarán comprensión de la expresión "predica con el ejemplo". Practicar palabras: *ansiosas*	Los estudiantes presentarán el libro que escribieron sobre el papel, la escritura o la caligrafía en la Antigua China.
Lección 14	Los estudiantes describirán la importancia del Año Nuevo chino y las tradiciones relacionadas con esa festividad. Los estudiantes compararán y contrastarán el Año Nuevo chino y el Diwali.	Los estudiantes repasarán información importante sobre el Diwali.	Los estudiantes demostrarán comprensión de la palabra académica general *próspero*. Practicar palabras: *próspero*	
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 3: La civilización griega antigua (17 dias)

En este unidad, los estudiantes serán introducidos a la civilización griega antigua cuyos aportes pueden verse en muchos aspectos de nuestra vida actual. Aprenderán sobre los dioses y diosas de la Antigua Grecia, las ciudades estado de Esparta y Atenas, y los filósofos Sócrates, Platón y Aristóteles. También aprenderán sobre los primeros Juegos Olímpicos en honor a Zeus, la significancia de las batallas de Maratón y las Termópilas, así como sobre las conquistas de Alejandro Magno. Los estudiantes estudiarán sobre el legado griego de la democracia y la vigencia de sus ideales en muchos gobiernos actuales, como el nuestro.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1		Los estudiantes repasarán los componentes esenciales de una civilización y volverán a contar detalles clave sobre la civilización griega antigua.	Los estudiantes demostrarán comprensión del prefijo *in-* en la palabra académica general *independiente*. Practicar palabras: *independiente*	Con asistencia, los estudiantes anotarán información sobre la civilización griega antigua en un organizador gráfico.
Lección 2	Los estudiantes volverán a contar detalles clave de la religión griega antigua. Los estudiantes demostrarán comprensión de los personajes y la secuencia de eventos en la lectura "El monte Olimpo" volviendo a contar oralmente el relato con palabras de tiempo.		Los estudiantes demostrarán comprensión de la palabra académica general *convocó*. Practicar palabras: *convocó*	Con asistencia, los estudiantes usarán un organizador gráfico para identificar elementos de la civilización griega antigua.
Lección 3	Los estudiantes volverán a contar detalles clave de la religión griega antigua. Los estudiantes demostrarán comprensión de los personajes y la secuencia de eventos en la lectura "El monte Olimpo" volviendo a contar oralmente el relato con palabras de tiempo.		Los estudiantes demostrarán comprensión de la palabra académica general *misión*. Practicar palabras: *misión*	Con asistencia, los estudiantes usarán un organizador gráfico para anotar información sobre la civilización griega antigua.
Lección 4		Los estudiantes volverán a contar componentes esenciales de la civilización griega antigua. Los estudiantes describirán los Juegos Olímpicos de la Antigua Grecia y explicarán su influencia en el presente.	Los estudiantes distinguirán matices de significado en adjetivos que describen tamaño. Los estudiantes aprenderán la frase "querer es poder". Practicar palabras: *grandiosa*	Con asistencia, los estudiantes usarán un organizador gráfico para anotar información sobre la civilización griega antigua.

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Lección 5		Los estudiantes explicarán qué eran las ciudades estado de la civilización griega antigua y por qué se desarrollaron. Los estudiantes describirán la ciudad estado de Esparta y analizarán el estilo de vida espartano.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *espartano*. A partir de ilustraciones, los estudiantes generarán oraciones interrogativas, declarativas, imperativas y exclamativas. Practicar las palabras: *espartano*	Con asistencia, los estudiantes usarán un organizador gráfico para anotar información sobre la civilización griega antigua.
Lección 6	Los estudiantes ubicarán Atenas en un mapa y explicarán por qué recibió el nombre de Atenas.		Los estudiantes demostrarán comprensión de la palabra académica general *ideal*. Practicar palabras: *ideal*	Con asistencia, los estudiantes usarán un organizador gráfico para anotar información sobre la civilización griega antigua.
Lección 7	Los estudiantes describirán las ciudades estado de Esparta y Atenas. Los estudiantes explicarán los orígenes de la democracia.		Los estudiantes demostrarán comprensión de la palabra de dominio específico *democracia*. Practicar palabras: *democracia*	Los estudiantes escribirán un párrafo breve para fundamentar su opinión.
PAUSA				
Lección 8		Los estudiantes resumirán los eventos principales y explicarán la importancia de la batalla de Maratón.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *tributo*. Practicar palabras: *tributo*	Con asistencia, los estudiantes anotarán información sobre la civilización griega antigua en un organizador gráfico. Con un organizador gráfico, los estudiantes planificarán un párrafo breve que resuma eventos.
Lección 9		Los estudiantes harán un resumen de los eventos principales de la batalla de Termópilas y explicarán su importancia.	Los estudiantes distinguirán matices de significado de verbos que indican preferencia. Los estudiantes demostrarán comprensión de la palabra de uso diario *canal*. Practicar palabras: *preferimos*	
Lección 10		Los estudiantes analizarán los aportes de los filósofos griegos.	Los estudiantes demostrarán comprensión de la palabra académica general *maravillosas.* Practicar palabras: *maravillosas*	Con asistencia, los estudiantes usarán un organizador gráfico para planificar una narración de ficción.

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Lección 11	Los estudiantes describirán los logros de Alejandro Magno.		Los estudiantes demostrarán comprensión de la palabra académica general *domar.* Practicar palabras: *domar*	Con asistencia, los estudiantes escribirán un borrador de una narración de ficción.
Lección 12	Los estudiantes describirán los logros de Alejandro Magno. Los estudiantes interpretarán información de un mapa.		Los estudiantes demostrarán comprensión de la palabra de uso diario *invasor.* Practicar palabras: *invasor*	Con asistencia, los estudiantes corregirán una narración de ficción.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 4: Mitos griegos (15 dias)

Esta unidad se basa en la unidad de conocimiento La civilización griega antigua y presentará a los estudiantes varios mitos griegos y personajes míticos muy conocidos. Aprenderán que los antiguos griegos veneraban a muchos dioses y diosas y que las doce divinidades más poderosas eran las que, según ellos, vivían en el monte Olimpo, el hogar de los dioses. También aprenderán la definición de mito: un relato ficticio que alguna vez se creyó verdadero cuya finalidad era explicar los misterios de la naturaleza y la humanidad. Además, los estudiantes aprenderán sobre mitos que incluyen seres o eventos supernaturales, y que los mitos revelan características de la cultura de la Antigua Grecia. Los estudiantes escucharán sobre Prometeo y Pandora; Démeter y Perséfone; Aracne, la tejedora; la Esfinge; y Hércules, entre otros.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán por qué se considera que los mitos griegos son ficción.		Los estudiantes demostrarán comprensión de las palabras académicas generales *espectadores* y *participantes*. Practicar palabras: *espectadores*	Los estudiantes anotarán información esencial sobre Zeus en un cuaderno.
Lección 2	Los estudiantes describirán la secuencia de eventos "Prometeo y Pandora" y volverán a contar el cuento. Los estudiantes anotarán información esencial sobre el punto de vista de un personaje del mito griego "Prometeo y Pandora" en un cuaderno.	Los estudiantes identificarán lo que intenta explicar "Prometeo y Pandora".	Los estudiantes demostrarán comprensión de la palabra académica general *divertidos*. Practicar palabras: *divertidos*	
Lección 3	Los estudiantes explicarán el propósito de los mitos e identificarán los eventos que explican los mitos. Los estudiantes compararán y contrastarán dos mitos griegos.		Los estudiantes demostrarán comprensión de la palabra académica general *recuperar*. Los estudiantes demostrarán comprensión de la palabra con varios significados *cascos*. Practicar palabras: *recuperar*	Los estudiantes anotarán información esencial sobre un personaje del mito griego "Deméter y Perséfone en un cuaderno.
Lección 4	Los estudiantes evaluarán lo que explica "Aracne, la tejedora" sobre la naturaleza y la moraleja que enseña.	En grupos pequeños, los estudiantes ilustrarán un evento de "Aracne, la tejedora" para crear un resumen con toda la clase.	Los estudiantes demostrarán comprensión de la palabra académica general *halagaban* y generarán palabras relacionadas. Los estudiantes demostrarán comprensión de la palabra *componentes*. Practicar palabras: *halagaban*	

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Lección 5	Los estudiantes identificarán información clave sobre los mitos griegos y la anotarán en un organizador gráfico. Los estudiantes describirán los personajes principales de un mito y explicarán las acciones de los personajes. Los estudiantes identificarán información clave sobre los mitos griegos y la anotarán en un organizador gráfico.	Los estudiantes volverán a contar un mito usando conectores temporales y causales.	Los estudiantes demostrarán comprensión de la palabra académica general *deshaciendo*. Practicar las palabras: *deshaciendo*	
Lección 6	Los estudiantes describirán los personajes principales de un mito y explicarán las acciones de los personajes. Los estudiantes escribirán un resumen de un mito griego en un cuaderno.		Los estudiantes demostrarán comprensión de la palabra académica general *pruebas*. Los estudiantes describirán imágenes con adjetivos. Practicar palabras: *pruebas*	
PAUSA				
Lección 7	Los estudiantes analizarán personajes de mitos griegos y describirán sus acciones.		Los estudiantes demostrarán comprensión de la palabra académica general *sin rumbo*. Practicar palabras: *sin rumbo*	Los estudiantes usarán organizadores gráficos para planificar un mito original.
Lección 8	Los estudiantes usarán información del texto para hacer predicciones sobre los eventos de un mito griego.		Los estudiantes demostrarán comprensión de la palabra académica general *orientación*. Practicar palabras: *orientación*	Los estudiantes escribirán el borrador de un mito.
Lección 9	Los estudiantes usarán detalles de un texto para identificar el mensaje principal de un mito.		Los estudiantes demostrarán comprensión de las palabras académicas generales *insistían*, *insistente* e *insistentemente*. Practicar palabras: *insistían*	Los estudiantes corregirán el borrador de su mito.
Lección 10	Los estudiantes analizarán cómo reaccionan los personajes a los eventos del mito "Atalanta y las manzanas de oro".	Los estudiantes presentarán sus mitos griegos a sus compañeros.	Los estudiantes demostrarán comprensión de la palabra académica general *resistir*. Practicar las palabras: *resistir*	Los estudiantes publicarán sus mitos griegos.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 5: La guerra de 1812 (13 dias)

En esta unidad de conocimiento, los estudiantes serán introducidos a un período importante de la historia de los Estados Unidos, la época de la guerra de 1812. La guerra de 1812 probablemente sea mejor recordada como la guerra que dio nacimiento a "La bandera de estrellas centelleantes". Los estudiantes también aprenderán por qué la guerra de 1812 también es conocida como la segunda guerra de Independencia de los Estados Unidos. Además estudiarán acerca de los efectos que tuvieron en los Estados Unidos las guerras napoleónicas entre Francia y Gran Bretaña. Aprenderán sobre James y Dolley Madison, y su conexión con la guerra de 1812. Estudiarán sobre el plan en tres partes de Gran Bretaña para derrotar a los Estados Unidos. Esto incluye los ataques a Washington D.C. y Baltimore, y el ataque a Nueva Orleans con los fines de tomar control del río Misisipi. Esta unidad servirá como base para que aprendan no sólo sobre la expansión hacia el oeste, la Guerra Civil de los Estados Unidos y la inmigración en unidades posteriores de Grado 2, sino también sobre otros períodos de la historia estadounidense en grados más avanzados.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán los efectos que tuvo en los Estados Unidos la guerra entre Francia y Gran Bretaña.	Los estudiantes repasarán eventos importantes de la historia de los Estados Unidos que ocurrieron antes de la Guerra de 1812.	Los estudiantes demostrarán comprensión de la palabra académica general *representaran.* Practicar palabras: *representaran*	Los estudiantes crearán un autorretrato y escribirán información sobre ellos mismos.
Lección 2	Los estudiantes identificarán otras causas de la Guerra de 1812 que se explican en "Los Estados Unidos de América en 1812, Parte II".	Los estudiantes repasarán algunas de las causas de la Guerra de 1812.	Los estudiantes demostrarán comprensión de la palabra académica general *paciencia*. Practicar palabras: *paciencia*	En grupos pequeños, los estudiantes planificarán un discurso persuasivo.
Lección 3	Los estudiantes describirán la conexión entre James y Dolley Madison y lo que sucedía en los Estados Unidos en 1812.	Los estudiantes repasarán las causas de la Guerra de 1812.	Los estudiantes demostrarán comprensión de la palabra académica general *magníficas.* Los estudiantes generarán palabras con el prefijo *des-*. Practicar palabras: *magníficas*	En grupos pequeños, los estudiantes escribirán un discurso persuasivo a favor o en contra de iniciar la guerra de 1812.
Lección 4	Los estudiantes anotarán información de "El señor y la señora Madison" en una tabla de T. Los estudiantes explicarán la importancia de las vías fluviales en la Guerra de 1812.	Los estudiantes presentarán un discurso persuasivo.	Los estudiantes demostrarán comprensión de la palabra académica general *economía*. Practicar palabras: *economía*	
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Lección 5	Los estudiantes identificarán el tema principal de "El ataque a Washington D. C.". Los estudiantes ordenarán en secuencia eventos del ataque a Washington D. C. mediante palabras de tiempo (*primero, a continuación, luego, por último*).	Los estudiantes explicarán cómo sacaron ventaja los Estados Unidos de su conocimiento de las vías fluviales durante la Guerra de 1812.	Los estudiantes demostrarán comprensión de la palabra académica general *aplacar*. Practicar palabras: *aplacar*	
Lección 6	Los estudiantes ordenarán en secuencia eventos de la batalla de Baltimore mediante palabras de tiempo (primero, a continuación, luego, por último). Los estudiantes explicarán el origen de "La bandera de estrellas centelleantes".	Los estudiantes resumirán los eventos del ataque británico a Washington D. C., en 1814.	Los estudiantes demostrarán comprensión de la palabra académica general *inspiraron*. Practicar palabras: *inspiraron*	
Lección 7	Los estudiantes explicarán por qué la Guerra de 1812 suele llamarse la segunda guerra de Independencia de los Estados Unidos.	Los estudiantes resumirán los eventos de la batalla de Baltimore. Los estudiantes escucharán una grabación de *The Battle of Orleans* y resumirán las ideas clave de la batalla de Nueva Orleans.	Los estudiantes demostrarán comprensión de la palabra académica general *asombrado*. Practicar palabras: *asombrado*	
Lección 8	Los estudiantes explicarán la conexión entre los corsarios y la Guerra de 1812.	Los estudiantes repasarán el papel de Andrew Jackson en la Guerra de 1812.	Los estudiantes demostrarán comprensión de las palabras académicas generales *abatidos* y *eufóricos*. Practicar palabras: *abatidos* y *eufóricos*	En pequeños grupos, los estudiantes investigarán información básica sobre las personas y los eventos de la Guerra de 1812.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 6: Los ciclos de la naturaleza (14 dias)

Esta unidad presentará a los estudiantes los ciclos de la naturaleza que hacen posible la vida en la Tierra. Los estudiantes desarrollarán su conocimiento de los ciclos de la naturaleza al aprender sobre las estaciones, las plantas y los árboles, los ciclos de vida de los animales y la importancia del ciclo del agua. También aprenderán sobre el efecto que tienen las diferentes estaciones sobre las plantas y los animales. Además, durante esta unidad los estudiantes serán expuestos a poemas escritos por los reconocidos autores Emily Dickinson y Robert Louis Stevenson. Al aprender que todos los organismos pasan por las fases de desarrollo del ciclo vital, también aprenderán que su crecimiento y desarrollo se relaciona con el ciclo de las estaciones y comenzarán a entender que todos los organismos dependen del agua de la Tierra, cuya cantidad es limitada.

	Lectura	Audición y expresión oralg	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán cómo la rotación de la Tierra es la causa de que haya día y noche. Los estudiantes observarán y describirán cómo la rotación de la Tierra es la causa de que haya día y noche.	Los estudiantes darán ejemplos de ciclos.	Los estudiantes demostrarán comprensión de la palabra académica general *fase.* Practicar palabras: *fase*	
Lección 2	Los estudiantes explicarán cómo la inclinación de la Tierra afecta las estaciones en el hemisferio norte. Los estudiantes describirán qué aporta al significado de un poema el uso de la rima por parte del poeta.	Los estudiantes observarán y describirán cómo la traslación y la inclinación de la Tierra causan las estaciones.	Los estudiantes demostrarán comprensión de las palabras *rotación* y *traslación* aplicadas al movimiento de la Tierra. Los estudiantes demostrarán comprensión de la palabra académica general *inclinen*. Practicar palabras: *inclinen*	
Lección 3	Con ayuda, los estudiantes usarán un organizador gráfico para analizar las cuatro estaciones. Los estudiantes describirán cómo las estaciones del hemisferio norte afectan las plantas y los animales. Con ayuda, los estudiantes usarán un organizador gráfico para analizar las cuatro estaciones.		Los estudiantes demostrarán comprensión de la palabra académica general *adaptarse*. Los estudiantes identificarán y generarán palabras compuestas. Practicar palabras: *adaptarse*	
Lección 4	Los estudiantes describirán el ciclo de vida de una planta floral.	Los estudiantes repasarán cómo la traslación de la Tierra y su inclinación son la causa del ciclo de las cuatro estaciones.	Los estudiantes demostrarán comprensión de la palabra académica general *protectora*. Practicar palabras: *protectora*	Los estudiantes ordenarán la secuencia y escribirán un resumen del ciclo de vida de una planta floral.

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Lección 5	Los estudiantes describirán el ciclo de vida de un árbol y explicarán por qué los árboles son importantes para la vida en la Tierra.	Los estudiantes describirán el ciclo de vida de las plantas, incluyendo los árboles.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *germinación.* Practicar palabras: *germinación*	Los estudiantes anotarán información sobre el ciclo de vida de los árboles y explicarán por qué los árboles son importantes para los seres humanos.
PAUSA				
Lección 6	Los estudiantes describirán el ciclo de vida de un pollo.	Los estudiantes presentarán información sobre el ciclo de vida de los árboles y explicarán por qué los árboles son importantes para los seres humanos.	Los estudiantes demostrarán comprensión de la palabra académica general *repone*. Practicar palabras: *repone*	De forma colaborativa con sus compañeros, los estudiantes escribirán e ilustrarán información clave sobre el ciclo de vida de un pollo.
Lección 7	Los estudiantes explicarán el proceso de metamorfosis en el ciclo de vida de la rana.	Los estudiantes repasarán varios ciclos de la naturaleza.	Los estudiantes demostrarán comprensión de la palabra académica general *cavan.* Practicar palabras: *cavan*	Los estudiantes escribirán un breve párrafo con la descripción del ciclo de vida de la rana.
Lección 8	Los estudiantes explicarán el papel de la metamorfosis en el ciclo de vida de la mariposa. Los estudiantes ordenarán la secuencia y escribirán un resumen de las fases del ciclo de vida de una mariposa.	Los estudiantes repasarán lo que es un ciclo natural.	Los estudiantes demostrarán comprensión de la palabra académica general *transparente*. Practicar palabras: *transparente*	
Lección 9	Los estudiantes describirán el ciclo del agua.	Los estudiantes identificarán los tres estados del agua.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *precipitación*. Practicar palabras: *precipitación*	Los estudiantes representarán, observarán y escribirán sobre el ciclo del agua.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 7: La expansión hacia el oeste (13 dias)

En esta unidad de conocimiento, los estudiantes serán introducidos a un período importante de la historia de los Estados Unidos: la época de la expansión hacia el oeste durante el siglo XIX. Los estudiantes leerán acerca de por qué los pioneros estaban dispuestos a afrontar grandes dificultades para trasladarse al oeste. Aprenderán sobre importantes innovaciones en el transporte y la comunicación durante este período, lo que llevó a un gran aumento de la migración hacia el oeste. Los estudiantes aprenderán especialmente sobre el barco de vapor de Fulton, el canal de Erie, el ferrocarril transcontinental y el servicio postal Pony Express. Los estudiantes también comprenderán las dificultades y tragedias que tuvieron que afrontar los nativos americanos debido a la expansión hacia el oeste. Esta unidad servirá como base para el futuro aprendizaje en Grado 2 sobre la Guerra Civil de los Estados Unidos y la inmigración, así como sobre otros períodos de la historia estadounidense en grados más avanzados.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán los paisajes que vieron las personas que viajaron al oeste por la Senda de Oregón en el siglo XIX.	Los estudiantes repasarán lo que saben sobre la historia y la geografía de los Estados Unidos anteriores al siglo XIX.	Los estudiantes demostrarán comprensión de la palabra académica general *vistas*. Practicar palabras: *vistas*	Los estudiantes escribirán un texto informativo en el que expliquen la idea principal de la lectura "Rumbo al oeste".
Lección 2	Los estudiantes identificarán el tema principal de "El viaje del señor Fulton".	Los estudiantes resumirán cómo era viajar al oeste por la Senda de Oregón a mediados del siglo XIX.	Los estudiantes demostrarán comprensión de la palabra académica general *travesía*. Practicar palabras: *travesía*	Los estudiantes escribirán un texto informativo en el que expliquen el efecto de la creación del barco de vapor en la expansión hacia el oeste.
Lección 3	Los estudiantes describirán cómo era la vida durante un viaje por el canal de Erie a mediados del siglo XIX. Los estudiantes compararán y contrastarán los eventos descritos en "Diario de un niño de doce sobre el canal de Erie".	Los estudiantes volverán a contar la historia de Robert Fulton y la invención del barco de vapor.	Los estudiantes demostrarán comprensión de la palabra académica general *transportar*. Practicar palabras: *transportar*	
Lección 4	Los estudiantes completarán una tabla de T sobre las ventajas y desventajas de viajar en un barco de vapor. Los estudiantes identificarán el tema principal de "El relato de Sequoyah".		Los estudiantes demostrarán comprensión de la palabra académica general *crear*. Practicar palabras: *crear*	Los estudiantes escribirán un texto informativo breve en el que expliquen por qué Sequoyah pensó que era importante inventar un sistema de escritura para la lengua cheroqui.
Lección 5	Los estudiantes explicarán el traslado forzado conocido como "El sendero de las lágrimas".	Los estudiantes explicarán por qué Sequoyah fue importante para el pueblo cheroqui.	Los estudiantes demostrarán comprensión de la palabra académica general *se toparon*. Practicar palabras: *se toparon*	Los estudiantes escribirán un texto informativo breve en el que describirán el Sendero de las lágrimas.
PAUSA				

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Lección 6	Los estudiantes identificarán el tema principal de "Hacia el oeste por la Senda de Oregón".	Los estudiantes describirán la marcha forzada de los cheroquis por el Sendero de las lágrimas. Los estudiantes representarán escenas de la lectura "Hacia el oeste por la Senda de Oregón".	Los estudiantes demostrarán comprensión de la palabra académica general *territorio*. Practicar palabras: *territorio*	
Lección 7	Los estudiantes identificarán el tema principal de "El servicio postal Pony Express". Los estudiantes representarán escenas de la lectura "El servicio postal Pony Express".	Los estudiantes repasarán varios medios de transporte que se usaron para trasladarse al oeste en el siglo XIX.	Los estudiantes demostrarán comprensión de la palabra académica general *resistencia*. Practicar palabras: *resistencia*	
Lección 8	Los estudiantes identificarán el tema principal "La construcción del ferrocarril transcontinental".	Los estudiantes repasarán información sobre el servicio postal Pony Express.	Los estudiantes demostrarán comprensión de la palabra académica general *conveniente*. Practicar palabras: *conveniente*	Los estudiantes escribirán un texto informativo breve en el que explicarán la importancia de la construcción del ferrocarril transcontinental.
Lección 9	Los estudiantes explicarán la conexión entre la expansión hacia el oeste de los Estados Unidos y los nativos americanos que vivían en el Oeste.	Los estudiantes repasarán información sobre el ferrocarril transcontinental.	Los estudiantes demostrarán comprensión de la palabra académica general *solemnemente.* Practicar palabras: *solemnemente*	Los estudiantes escribirán un texto informativo breve en el que explicarán el efecto que tuvo en los bisontes la expansión hacia el oeste.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 8: Los insectos (12 dias)

Esta unidad de conocimiento presentará a los estudiantes el grupo de animales más numeroso de la Tierra. Los estudiantes aprenderán las características de los insectos, los ciclos de vida de los insectos, su clasificación en solitarios o sociales y su percepción como útiles y perjudiciales al mismo tiempo. Por ejemplo, los estudiantes aprenderán que los insectos son importantes en el proceso de polinización y en la producción de miel, algunos cosméticos e incluso medicamentos. Los estudiantes acumularán la información aprendida en un cuaderno y tendrán la oportunidad de investigar más sus preguntas y puntos de interés, con el objetivo de planear, redactar y editar una narrativa informativa. A lo largo de las lecciones de esta unidad, los estudiantes adquirirán una base para luego continuar el estudio de los ciclos de vida, hábitats y clasificaciones de insectos y otros animales.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán los insectos y sus hábitats.	Los estudiantes describirán los insectos y sus hábitats.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *hábitats.* Practicar palabras: *hábitats*	Los estudiantes escribirán en un diario acerca de una experiencia pasada con un insecto.
Lección 2	Los estudiantes identificarán las características comunes de los insectos.	Los estudiantes repasarán cómo los insectos interactúan con sus hábitats.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *microscópicos*. Practicar palabras: *microscópicos*	Los estudiantes escribirán una explicación sobre por qué ciertos animales son o no son insectos.
Lección 3	Los estudiantes describirán los ciclos de vida de los insectos.	Los estudiantes repasarán el ciclo de vida de las mariposas.	Los estudiantes demostrarán comprensión de la palabra académica general *progresión.* Practicar palabras: *progresión*	Los estudiantes investigarán acerca de los insectos en libros de lectura y anotarán la información en sus diarios.
Lección 4	Los estudiantes explicarán cómo las abejas melíferas y las avispas papeleras son insectos sociales.		Los estudiantes repasarán el significado de las palabras *social* y *solitario* aplicadas a los insectos. Los estudiantes demostrarán comprensión de la palabra académica general *cooperamos*. Los estudiantes demostrarán comprensión de la palabra con varios significados *patrón*. Practicar palabras: *cooperamos*	Los estudiantes dibujarán y escribirán sobre insectos sociales.
Lección 5	Los estudiantes explicarán cómo las hormigas y las termitas son insectos sociales.	Los estudiantes presentarán entradas de diario donde explican cómo las abejas melíferas y las avispas papeleras son insectos sociales.	Los estudiantes demostrarán comprensión de la palabra académica general *destructivas*. Practicar palabras: *destructivas*	Los estudiantes planificarán una narración informativa.

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Lección 6	Los estudiantes explicarán cómo se comunican entre sí diferentes insectos.		Los estudiantes demostrarán comprensión de la palabra académica general *comunicarnos*. Practicar palabras: *comunicarnos*	Los estudiantes escribirán el borrador de una narración informativa.
Lección 7	Los estudiantes identificarán las características clave de los escarabajos, el grupo de insectos más numeroso.	Los estudiantes repasarán las características clave de los insectos y harán una lista de los insectos que conocen.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *mimetismo.* Practicar palabras: *mimetismo*	Los estudiantes escribirán el borrador de una narración informativa.
Lección 8	Los estudiantes explicarán por qué los seres humanos y los insectos pueden ser tanto beneficiosos como perjudiciales los unos con los otros.		Los estudiantes demostrarán comprensión de la palabra académica general *rivales.* Practicar palabras: *rivales*	Los estudiantes corregirán una narración informativa que escribieron.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 9:
La Guerra Civil de los Estados Unidos (15 dias)

En esta unidad, los estudiantes serán introducidos a un período importante de la historia de los Estados Unidos. Aprenderán sobre la controversia en torno a la esclavitud entre el Norte y el Sur, lo que eventualmente condujo a la Guerra Civil estadounidense. Estudiarán sobre esta guerra y sobre el hecho de que su fin significó también el fin de la esclavitud.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán cómo fue la infancia de Harriet Tubman.	Los estudiantes repasarán los eventos que ocurrieron en la historia estadounidense anteriores a la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *valor*. Practicar palabras: *valor*	Los estudiantes escribirán una entrada en su Cuaderno de la Guerra Civil para describir la niñez de Harriet Tubman.
Lección 2	Los estudiantes describirán algunas acciones que emprendió Harriet Tubman para ayudar a que las personas esclavizadas obtuvieran su libertad. Los estudiantes resumirán el significado de "Follow the Drinking Gourd" ("Sigue el Cucharón") y lo compararán con la información presentada en "Harriet Tubman, Parte II" sobre el Tren Subterráneo.	A partir de lo que aprendieron sobre la niñez de Harriet Tubman, los estudiantes harán predicciones sobre si emprenderá acciones en su vida adulta para luchar contra la esclavitud.	Los estudiantes demostrarán comprensión de la palabra académica general *rebelde*. Practicar palabras: *rebelde*	
Lección 3	Los estudiantes compararán y contrastarán el Norte y el Sur en los años anteriores a la Guerra Civil.	Los estudiantes repasarán la conexión entre "Follow the Drinking Gourd" ("Sigue el Cucharón") y el Tren Subterráneo en los años que precedieron a la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *economía*. Practicar palabras: *economía*	Los estudiantes escribirán una entrada en el Cuaderno de la Guerra Civil sobre las diferencias entre el Norte y el Sur durante los años que llevaron a la guerra.
Lección 4	Los estudiantes explicarán el punto de vista de Abraham Lincoln sobre la esclavitud cuando era candidato para el Senado de los Estados Unidos.	Los estudiantes identificarán la diferencia entre el Norte y el Sur en los años que llevaron a la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *expanda*. Practicar palabras: *expanda*	Los estudiantes escribirán una entrada en el Cuaderno de la Guerra Civil sobre Abraham Lincoln y su punto de vista sobre la esclavitud.
Lección 5	Los estudiantes explicarán la causa de la secesión del Sur de la Unión y la opinión del presidente Lincoln sobre este asunto.	Los estudiantes repasarán las diferencias entre el Norte y el Sur, y la cuestión de la esclavitud durante los años que llevaron a la Guerra Civil.	Los estudiantes demostrarán comprensión de las palabras académicas generales *Confederación* y *Unión*. Practicar palabras: *confederación* y *unión*	Los estudiantes escribirán una entrada en el Cuaderno de la Guerra Civil sobre las diferencias entre la Unión y la Confederación.
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Lección 6	Los estudiantes identificarán la razón que da el autor para afirmar que la guerra fue más larga y sangrienta de lo que el Norte esperaba.	Los estudiantes explicarán la importancia del fuerte Sumter en la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *civiles*. Los estudiantes distinguirán diferentes registros de un discurso dependiendo del público al que están dirigidos. Practicar palabras: *civiles*	
Lección 7	Los estudiantes distinguirán la Unión y la Confederación en la batalla de Gettysburg.	Los estudiantes explicarán la importancia de la Primera batalla de Manassas durante la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *asesores*. Practicar palabras: *asesores*	Los estudiantes escribirán una entrada en su Cuaderno de la Guerra Civil para describir a Robert E. Lee y su conexión con la Guerra Civil.
Lección 8	Los estudiantes explicarán por qué Clara Barton pasó a conocerse como "el Ángel de la batalla".	Los estudiantes repasarán la información sobre Robert E. Lee y el papel que tuvo en la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *herido*. Practicar palabras: *herido*	Los estudiantes escribirán una entrada en su Cuaderno de la Guerra Civil para identificar a Clara Barton y describir sus logros.
Lección 9	Los estudiantes explicarán una de las razones por las cuales el Abraham Lincoln es recordado como un presidente valiente.	Los estudiantes repasarán información sobre Clara Barton y sus acciones.	Los estudiantes demostrarán comprensión de la palabra académica general *abolir*. Practicar palabras: *abolir*	Los estudiantes escribirán una entrada del Cuaderno de la Guerra Civil para explicar la importancia de la Proclama de Emancipación.
Lección 10	Los estudiantes compararán y contrastarán los ejércitos de la Unión y la Confederación.	Los estudiantes repasarán la información sobre Robert E. Lee y sus acciones durante la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *derrota.* Practicar palabras: *derrota*	Los estudiantes escribirán una entrada en el Cuaderno de la Guerra Civil para comparar y contrastar a Ulysses S. Grant y a Robert E Lee.
Lección 11	Los estudiantes contrastarán el Norte y el Sur al final de la guerra.	Los estudiantes resumirán eventos clave de la Guerra Civil.	Los estudiantes demostrarán comprensión de la palabra académica general *unidos.* Practicar palabras: *unidos*	Los estudiantes escribirán una entrada del Cuaderno de la Guerra Civil para describir el final de la guerra.
REPASO DEL CONOCIMIENTO (1 día)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 10: El cuerpo humano: componentes básicos y nutrición (15 dias)

Esta unidad de conocimiento abarca varios temas relacionados con el cuerpo humano. En primer lugar, cubre conceptos vinculados a las células, los componentes básicos de la vida sobre la Tierra. Luego, los estudiantes aprenderán de qué modo las células forman tejidos, los tejidos forman órganos y, finalmente, cómo funcionan los órganos en los diversos sistemas corporales. A continuación, los estudiantes escucharán sobre los sistemas digestivo y excretor. Aprenderán las partes y funciones fundamentales de estos dos sistemas corporales. Por último, esta unidad se centra en la importancia de una buena nutrición y cómo elegir bien los alimentos para llevar una dieta equilibrada.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán por qué el autor llama al cuerpo humano "la máquina humana".	Los estudiantes repasarán conocimientos previos sobre el cuerpo humano y sobre nutrición.	Los estudiantes demostrarán comprensión de la palabra académica general *sistemas*. Practicar palabras: *sistemas*	Los estudiantes escribirán una entrada en Mi diario del cuerpo humano donde describirán los cinco sentidos.
Lección 2	Los estudiantes describirán el importante descubrimiento de Anton van Leeuwenhoek.	Los estudiantes repasarán lo que aprendieron sobre el cuerpo humano y los cinco sentidos.	Los estudiantes demostrarán comprensión de la palabra académica general *observaciones*. Practicar palabras: *observaciones*	Los estudiantes escribirán una entrada en Mi diario del cuerpo humano donde identificarán a Anton van Leeuwenhoek y describirán su importante descubrimiento.
Lección 3	Los estudiantes describirán la relación entre células y tejidos.	Los estudiantes repasarán lo que aprendieron sobre el cuerpo humano y Anton van Leeuwenhoek.	Los estudiantes demostrarán comprensión de la palabra académica general *funciones.* Practicar palabras: *funciones*	Los estudiantes escribirán una entrada en *Mi diario del cuerpo humano* donde describirán células y tejidos.
Lección 4	Los estudiantes explicarán la relación entre tejidos y órganos. Los estudiantes identificarán las relaciones entre células, tejidos, órganos y sistemas.	Los estudiantes repasarán la relación entre células y tejidos.	Los estudiantes demostrarán comprensión de la palabra académica general *nutrir*. Practicar palabras: *nutrir*	
PAUSA				
Lección 5	Los estudiantes identificarán los órganos involucrados en el sistema digestivo.	Los estudiantes repasarán las relaciones entre células, tejidos, órganos y sistemas.	Los estudiantes demostrarán comprensión de la palabra académica general *absorber*. Practicar palabras: *absorber*	Los estudiantes escribirán una entrada en *Mi diario del cuerpo humano* donde describirán el sistema digestivo.
Lección 6	Los estudiantes identificarán los órganos involucrados en el sistema excretor.	Los estudiantes repasarán las partes del sistema digestivo.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *tóxicas*. Practicar palabras: *tóxicas*	Los estudiantes escribirán una entrada en *Mi diario del cuerpo humano* donde describirán el sistema excretor.

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Lección 7	Los estudiantes identificarán seis nutrientes esenciales para la buena salud.	Los estudiantes repasarán lo que aprendieron sobre nutrientes.	Los estudiantes demostrarán comprensión de la palabra acedémica general *esencial.* Los estudiantes demostrarán comprensión del uso de adverbios para modificar verbos. Practicar palabras: *esencial*	Los estudiantes escribirán una entrada en *Mi diario del cuerpo humano* donde darán ejemplos de los cuatro nutrientes principales y describirán cómo mantener un cuerpo saludable.
Lección 8	Los estudiantes explicarán por qué el autor dice que hay que pasar más tiempo en la sección de frutas y vegetales al hacer las compras.	Los estudiantes repasarán la importancia de los nutrientes y darán ejemplos de cada tipo. Los estudiantes describirán una dieta bien equilibrada.	Los estudiantes demostrarán comprensión de la palabra académica general *variedad*. Practicar palabras: *variedad*	
Lección 9	Los estudiantes identificarán la idea central de "Un cuerpo humano saludable".	Los estudiantes identificarán los sistemas del cuerpo humano y cómo mantenerlos saludables.	Los estudiantes demostrarán comprensión de la palabra académica general *recuperación.* Practicar palabras: *recuperación*	Los estudiantes escribirán un párrafo en *Mi diario del cuerpo humano* donde describirán un día en el que practican muchos hábitos saludables.
REPASO DEL CONOCIMIENTO (2 días)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 11: La inmigración (17 dias)

En esta unidad, los estudiantes serán introducidos al concepto de la inmigración en los Estados Unidos, un tema de especial importancia porque nuestro país es conocido como el país de los inmigrantes. Los estudiantes aprenderán sobre el oleaje de inmigración más grande que ocurrió en los Estados Unidos entre 1880 y 1920. Descubrirán por qué las personas emigraron, qué factores los llevaron a abandonar su tierra natal y encaminarse a los Estados Unidos, y por qué muchos inmigrantes se establecieron en determinadas ciudades o regiones a su llegada. Estos datos básicos sobre la inmigración profundizarán el conocimiento de los estudiantes sobre la historia estadounidense. Aprender sobre la inmigración es también una oportunidad para que los estudiantes de familias inmigrantes conozcan más sobre su historia y por qué sus familias o sus ancestros llegaron a los Estados Unidos.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán el significado de *e pluribus unum* y por qué la gente emigra.	Los estudiantes repasarán lo que saben sobre los Estados Unidos antes de 1880.	Los estudiantes demostrarán comprensión de la palabra académica general *factores*. Practicar palabras: *factores*	Los estudiantes anotarán información sobre la inmigración.
Lección 2	Los estudiantes explicarán por qué Charles Steinmetz inmigró a los Estados Unidos y describirán su impacto. Los estudiantes resumirán la inmigración de Charles Steinmetz a los Estados Unidos.	Los estudiantes explicarán por qué la gente emigra.	Los estudiantes demostrarán comprensión de la palabra académica general *oportunidades*. Practicar palabras: *oportunidades*	
Lección 3	Los estudiantes describirán la vida de los inmigrantes en las principales ciudades de los Estados Unidos. Los estudiantes anotarán información sobre la vida de los inmigrantes en las principales ciudades de los Estados Unidos.	Los estudiantes repasarán la experiencia de Charles Steinmetz durante su emigración e identificarán las rutas comunes de inmigración entre las décadas de 1880 y 1920.	Los estudiantes demostrarán comprensión de la palabra académica general *tradicional*. Practicar palabras: *tradicional*	
Lección 4	Los estudiantes explicarán por qué los Estados Unidos se conocen como la "tierra de oportunidades". Los estudiantes anotarán información sobre los inmigrantes irlandeses.	Los estudiantes identificarán la plaga de la papa como un factor de expulsión principal para emigrar de Irlanda a fines del siglo XIX.	Los estudiantes demostrarán comprensión de la palabra *costear*. Los estudiantes identificarán y generarán adjetivos. Practicar palabras: *costear*	
Lección 5	Los estudiantes explicarán los factores de expulsión y atracción de la inmigración china entre las décadas de 1880 y 1920. Los estudiantes anotarán información sobre la inmigración china.	Los estudiantes repasarán cuáles eran las rutas principales de inmigración y describirán la vida de los inmigrantes entre las décadas de 1880 y 1920.	Los estudiantes demostrarán comprensión de los antónimos *agotador* y *reanimador*. Los estudiantes explicarán el significado de la expresión "dar vuelta la página". Practicar palabras: *agotador*	

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Lección 6	Los estudiantes explicarán por qué algunos inmigrantes se establecieron en el Medio Oeste y cómo era la vida allí. Los estudiantes anotarán información sobre a inmigración al Medio Oeste.	Los estudiantes explicarán por qué los Estados Unidos se conocen como la "tierra de oportunidades".	Los estudiantes demostrarán comprensión de la palabra académica general *apoyo*. Los estudiantes demostrarán comprensión de la palabra con varios significados *tierra*. Practicar palabras: *apoyo*	
PAUSA				
Lección 7	Los estudiantes explicarán en qué sentido los Estados Unidos son un mosaico de inmigrantes.	Los estudiantes repasarán lo que han aprendido sobre la inmigración entre las décadas de 1880 y 1920.	Los estudiantes demostrarán comprensión de la palabra académica general *colonos*. Practicar palabras: *colonos*	Los estudiantes planificarán una carta que describa la vida como inmigrante en los Estados Unidos.
Lección 8	Los estudiantes explicarán qué es ser un ciudadano y describirán cómo se puede llegar a ser ciudadano naturalizado de los Estados Unidos de América.	Los estudiantes repasarán lo que han aprendido sobre la inmigración.	Los estudiantes demostrarán comprensión de la frase *ciudadano naturalizado*. Practicar palabras: *ciudadano naturalizado*	Los estudiantes harán un borrador de una carta que describa su vida como inmigrante recién llegado a los Estados Unidos.
Lección 9	Los estudiantes explicarán la importancia de la Constitución del gobierno de los Estados Unidos y sus ciudadanos.	Los estudiantes compartirán lo que ya saben sobre el gobierno de los Estados Unidos. Los estudiantes demostrarán que entienden qué es una constitución creando una.	Los estudiantes demostrarán comprensión de la palabra *desacuerdos* y del prefijo *des-*. Practicar palabras: *desacuerdos*	
Lección 10	Los estudiantes explicarán los derechos y responsabilidades de los ciudadanos estadounidenses.	Los estudiantes repasarán el concepto de ciudadanía y la importancia de la Constitución de los Estados Unidos. Los estudiantes identificarán similitudes y diferencias entre las experiencias de inmigrantes en diferentes partes de los Estados Unidos.	Los estudiantes demostrarán comprensión de la palabra académica general *garantizar*. Practicar palabras: *garantizar*	
REPASO DEL CONOCIMIENTO (2 días)				
EVALUACIÓN DEL CONOCIMIENTO (1 día)				
ACTIVIDADES FINALES (1 día)				

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Conocimiento 12: Luchar por una causa (17 dias)

Esta unidad presentará a los estudiantes una serie de individuos que, aunque eran personas comunes, decidieron defender aquello en lo que creían y lucharon por una causa, haciendo frente a circunstancias adversas. Los estudiantes aprenderán que miembros de grupos muy poderosos a menudo les han negado el ejercicio de ciertos derechos a miembros de otros grupos. Aprenderán acerca de figuras históricas clave que lucharon por diversas causas, como la abolición de la esclavitud, el derecho al voto de las mujeres y el bienestar de los trabajadores migrantes. Cada uno de estos individuos luchó por una causa, lo que posteriormente ayudó a cambiar muchas leyes, y practicaron la no violencia. Estas figuras históricas también han tenido un impacto en la capacidad de diversas personas de hacer valer sus derechos individuales en nuestra nación. Los estudiantes entenderán la conexión entre las ideas y las acciones, y cómo personas ordinarias pueden lograr cosas extraordinarias, cambiando la conciencia social de la gente en todo el país.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán las razones que da el autor para fundamentar la afirmación de que las personas de este Conocimiento hicieron del mundo un lugar más justo.		Los estudiantes repasarán los diversos significados de las palabras *luchar* y *causa*. Los estudiantes demostrarán comprensión de la palabra académica general *coraje*. Practicar palabras: *coraje*	Los estudiantes estudiarán la estructura y la forma del verso libre en poesía.
Lección 2	Los estudiantes explicarán la conexión entre Susan B. Anthony y los derechos de las mujeres.	Los estudiantes repasarán lo que aprendieron sobre Susan B. Anthony y los derechos por los cuales luchó.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *papeletas*. Practicar palabras: *papeletas*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Susan B. Anthony.
Lección 3	Los estudiantes describirán la conexión entre Eleanor Roosevelt y la lucha por los derechos humanos.	Los estudiantes repasarán información sobre los derechos civiles, Susan B. Anthony y Abraham Lincoln.	Los estudiantes demostrarán comprensión de la palabra académica general *admirables.* Practicar palabras: *admirables*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Eleanor Roosevelt.
Lección 4	Los estudiantes explicarán cómo Mary McLeod Bethune mejoró las vidas de las niñas afroamericanas.	Los estudiantes repasarán información sobre Susan B. Anthony y Eleanor Roosevelt.	Los estudiantes demostrarán comprensión de la palabra académica general *orgullosa*. Practicar palabras: *orgullosa*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Mary McLeod Bethune.
Lección 5	Los estudiantes explicarán de qué manera Jackie Robinson luchó por los derechos civiles en los deportes.		Los estudiantes explicarán lo que hizo Mary McLeod Bethune para ayudar a las niñas afroamericanas. Los estudiantes demostrarán comprensión de la palabra académica general *desafiar*. Practicar palabras: *desafiar*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Jackie Robinson.
PAUSA				

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Lección 6	Los estudiantes explicarán la conexión entre un autobús y la lucha de Rosa Parks por los derechos civiles.	Los estudiantes repasarán información sobre Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune y Jackie Robinson.	Los estudiantes demostrarán comprensión de la palabra de dominio específico *boicot*. Practicar palabras: *boicot*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Rosa Parks.
Lección 7	Los estudiantes identificarán el propósito principal de "Martin Luther King Jr.: Defensor de un sueño".	Los estudiantes repasarán información sobre Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson y Rosa Parks.	Los estudiantes demostrarán comprensión de la palabra académica general *extraordinario.* Practicar palabras: *extraordinario*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de Martin Luther King Jr.
Lección 8	Los estudiantes explicarán la conexión entre César Chávez y los derechos humanos para los trabajadores agrícolas.	Los estudiantes repasarán información sobre Susan B. Anthony, Eleanor Roosevelt, MaryMcLeod Bethune, Jackie Robinson, Rosa Parks y Martin Luther King Jr.	Los estudiantes demostrarán comprensión de la palabra académica general *adversidades*. Practicar palabras: *adversidades*	Los estudiantes escribirán un poema de verso libre en el que expresarán una opinión sobre los logros de César Chávez.
Lección 9	Los estudiantes describirán los hechos que apoyan la afirmación del autor de que estos individuos fueron personas extraordinarias que consiguieron nuevas leyes más justas.	Los estudiantes resumirán los logros de Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr. y César Chávez.	Los estudiantes demostrarán comprensión de la palabra académica general *obstáculos.* Practicar palabras: *obstáculos*	Los estudiantes revisarán, corregirán y publicarán un poema de verso libre.
REPASO DEL CONOCIMIENTO (2 días)				
EVALUACIÓN DEL CONOCIMIENTO (2 días)				
ACTIVIDADES FINALES (2 días)				

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Amplify Caminos

2.º grado

Alcance y secuencia

Lectoescritura

Las unidades de Lectoescritura tienen como propósito proporcionar una enseñanza completa de las destrezas de lectura fundamentales, tales como conciencia fonológica, fonética y reconocimiento de palabras, destrezas del lenguaje (incluidas la ortografía y la gramática), comprensión lectora y escritura.

- El programa de segundo grado incluye la enseñanza explícita y sistemática de la fonética, mediante la cual los estudiantes aprenden las correspondencias sonido-letra necesarias para decodificar palabras de manera independiente.
- El programa comienza repasando la ortografía más común o menos ambigua de un sonido (el código ortográfico básico) que los estudiantes aprendieron previamente.
- Los estudiantes que completaron con éxito el programa de primer grado aprendieron la ortografía de todos los sonidos consonánticos, al igual que los grupos consonánticos, o las sílabas trabadas, como *fl, br*, *pl* y los dígrafos *rr, ch*, *ll*.
- En segundo grado, los estudiantes también aprenderán los diptongos y los hiatos, y las sílabas *gue, gui, güe, güi*.
- El sistema es simple al principio y va sumando complejidad poco a poco a medida que los estudiantes adquieren confianza y automatizan sus destrezas de lectura y escritura.
- Este programa tiene un enfoque de fonética sintética y silábica, que enseña a los estudiantes a leer mezclando los sonidos y las sílabas en la palabra.

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2.° grado: Unidad 1

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Repaso de los sonidos /p/, /b/ Cadena de palabras: palabras de una, dos y tres sílabas Lectura en grupo Comprensión lectora: preguntas de opción múltiple		Ortografía de palabras de una, dos y tres sílabas con /p/ > *p*, /b/ > *b*	Escritura de palabras con una, dos y tres sílabas con /p/ > *p*, /b/ > *b*
2	Repaso de los sonidos /m/ > *m*, /l/ > *l*, /f/ > *f* Escribir palabras de una, dos y tres sílabas con /m/ > *m*, /l/ > *l*, /f/ > *f* Lectura en grupo Comprensión lectora: preguntas de opción múltiple		Ortografía de palabras de una a dos sílabas con /m/ > *m*, /l/ > *l*, /f/ > *f*	Escritura de palabras con una, dos y tres sílabas con /m/ > *m*, /l/ > *l*
3	Sonidos para /d/ > *d*, /t/ > *t* Escribir palabras de una, dos y tres sílabas con /d/ > *d*, /t/ > *t* Lectura en grupo Comprensión lectora: preguntas de opción múltiple		Ortografía de palabras de una a dos sílabas con /d/ > *d*, /t/ > *t*	Escritura de palabras con una, dos y tres sílabas con /d/ > *d*, /t/ > *t*
4	Repaso de los sonidos para /b/ > *b*, *v* Escribir palabras de una, dos y tres sílabas con /b/ > *b*, *v* Lectura en grupo Comprensión lectora: preguntas de opción múltiple		Ortografía de palabras de una a dos sílabas con /b/ > *b*, *v*	Escritura de palabras con una, dos y tres sílabas con /b/ > *b*, *v*
5	Repaso de los sonidos para /y/ > *y*, *ll*, y el diptongo /ai/ > *ai* Escribir palabras de una, dos y tres sílabas con /y/ > *y*, *ll*, y el diptongo /ai/ > *ai* (*aire*, *bailar*) Lectura en grupo Comprensión lectora: preguntas de opción múltiple		Ortografía de palabras de una a dos sílabas con /y/ > *y*, *ll*, y el diptongo /ai/ > *ai*	Escritura de palabras con una, dos y tres sílabas con /y/ > *y*, *ll*, y el diptongo /ai/ > *ai*
6	Evaluación de lectura Leer un capítulo	Repaso del prefijo *des-*		Escritura de palabras: Crear palabras compuestas
7	Evaluación de lectura Leer un capítulo			Descripción con varias oraciones Representación pictórica
8	Evaluación de lectura Leer un capítulo			

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Palabras de vocabulario Sonido */y/ > y, ll* Lectura independiente Lectura de comprensión: Opción múltiple	Prefijo *des-*		Palabras con diptongo *ai*
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Evaluación de lectura Leer un capítulo			Representación pictórica Escritura de palabras: Crear palabras compuestas
11	Evaluación de lectura Leer un capítulo			Representación pictórica Descripción con varias oraciones
12	Palabras comunes: *que*, *quiero* Sonido */k/› ca, co, cu, que, qui* Lectura con un compañero		Introducción a las palabras de ortografía: *calentar*, *quiero*, *pica*, *abanico*, *comer*, *correr*, *banco*, *control*, *caja*	Escritura de palabras con una, dos y tres sílabas con *ca*, *co*, *cu*, *que*, *qui*
13	Palabras de vocabulario Sonido */s/ > s, z, ce, ci*			Escritura de palabras con una, dos y tres sílabas con *s*, *z*, *ce*, *ci*
14	Sonido */g/ > ga, go, gu, gue gui*		Respuesta a un texto: oración	Escritura de palabras con *ga*, *go*, *gu*, *gue gui*
15	Ortografía de palabras de vocabulario con *güe*, *güi*			Escritura de palabras con *güe*, *güi*
16	Evaluación y repaso: Evaluación de ortografía y ortografía de palabras con */j/ > j, g*	Repaso: escritura de mayúsculas y puntuación	Evaluación de ortografía	Escritura de palabras con *j*, *g*
17 **Evaluación final de la unidad**	Repaso de los sonidos */k/*, */s/*, */g/*, */j/*	Repaso de palabras con el diptongo *ai*		Escritura de palabras con */k/*, */s/*, */g/*, */j/*
PAUSAS 2 y 3	Lectura: Tarjetas para moverse Cadena de palabras: palabras de una, dos y tres sílabas	Repaso: escritura de mayúsculas y puntuación	Repaso: ortografía de sonidos, dígrafos, letras distintas para el mismo sonido, palabras comunes	Escritura de palabras de una, dos y tres sílabas (con pistas)

2.° grado: Unidad 2

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Correspondencia sonido-letra con palabras con los sonidos /n/, /ñ/	Repaso Ordenar oraciones desordenadas: uso de mayúsculas, puntuación		Escritura de palabras con una, dos y tres sílabas con los sonidos /n/> *n*, /ñ/> *ñ*
2	Reconocimiento de palabras con los sonidos /r/, /rr/: *rico, perro* Repaso de palabras con los sonidos /r/, /rr/ Practicar palabras con los sonidos /r/, /rr/ Palabra común: *era* Lectura con toda la clase. Comprensión lectora: preguntas para comentar, literales y para inferir	Repaso Ordenar oraciones desordenadas: uso de mayúsculas, puntuación, y diferencias entre las oraciones exclamativas e interrogativas		Escritura de palabras de una, dos y tres sílabas con *r, rr*
3	Repaso de palabras de vocabulario Repaso de palabras con el sonido /ch/ Búsqueda de palabras con el sonido del sufijo *-ito/-ita* Lectura con toda la clase Comprensión lectora: preguntas de opción múltiple			Escritura de palabras de dos sílabas con el sufijo *-ito/-ita*
4	Repaso de palabras con los sonidos /l/, /ll/	Repaso de pronombres: *él*, *ella*, *ellos*, *ellas*, *yo*, *tú*, *nosotros*	Evaluación de ortografía: escribir palabras con los sonidos /n/, /ñ/	Escritura de palabras de una y dos sílabas con /l/, /ll/
5	Repaso de sonidos y letras /k/> c, /s/> c Palabras de vocabulario: *canasta, cocina* y *alacena* Palabras comunes: *también*, *cuidado* Leer en pares Comprensión lectora: preguntas de opción múltiple		Palabras con /k/> *ca, co, cu* vs. /s/> *ce, ci*	
6	Palabras de vocabulario: *comederos*, *granero* y *gruñido* Identificación y reconocimiento de palabras Lectura individual Comprensión lectora: preguntas de opción múltiple	Evaluación de destrezas Uso de mayúsculas, puntuación, sufijo *-ito/-ita*, pronombre	Evaluación de ortografía con identificación	

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
7	Repaso de la ortografía del código básico para los diptongos *ua*, *ui* (*agua*, *cuatro*, *cuidar*, *ruido*) Palabras comunes: *además*, *agua* Lectura con toda la clase Comprensión lectora: preguntas para comentar, literales, evaluativas y para inferir		Cadena de palabras con el diptongo *ua*	Respuesta al texto con oraciones completas
8	Repaso de los códigos básicos para los diptongos *ia*, *io (familia, viaje, patio, radio)* Lectura de palabras multisilábicas con diptongos Palabras de vocabulario: *boleto* y *pronóstico*	Presentación de abreviaturas		Respuesta al texto con oraciones completas
9 **Evaluación intermedia de la unidad**	Repaso de los sonidos /n/, /ñ/, /r/, /rr/ Comprensión lectora: preguntas de opción múltiple	Reconocimiento de las letras *n, ñ, r, ll, c*	Segmentación de palabras multisilábicas con diptongos Evaluación de ortografía con identificación	Escritura de las palabras raíz de los sufijos Escritura de signos de puntuación
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Repaso de los códigos básicos: diptongos *iu, ui* (*ciudad*, *ruido*) Palabra común *muy* Lectura individual/Lectura en pares Lectura atenta	Ordenar oraciones interrogativas y declarativas desordenadas		Respuesta a una pregunta relacionada con el texto con, al menos, cuatro oraciones
11	Palabras de vocabulario: *gesto* y *fueron* Lectura en grupos pequeños Comprensión lectora Preguntas para comentar: literales, para inferir Preguntas de opción múltiple	Identificar el uso de la raya de diálogo		Escritura de abreviaturas
12	Repaso: palabras con hiato sin acento gráfico Palabras de vocabulario: *cajón, cuna, cesto* Leer con toda la clase Comprensión lectora: preguntas para comentar: literales, evaluativas y para inferir		Escritura de palabras con /s/ > *c*, /k/ > *c*	

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
13	Leer palabras con diptongos	Repaso: uso de mayúsculas, la puntuación apropiada de oraciones y el uso de la raya de diálogo, a partir de la corrección de oraciones con errores gramaticales.	Lectura e identificación de la ortografía de palabras con diptongo	Planificar la narrativa de su propia versión del capítulo "Postales para el abuelo"
14	Palabras de vocabulario: *postal, regalo, mensaje* Leer palabras de vocabulario: *postal, regalo, mensaje* Leer palabras con hiato y acento gráfico Palabras comunes: *río*, *lío*			Escritura de palabras con hiato y acento gráfico Escritura de un borrador de su propia versión del capítulo "Postales para el abuelo"
15	Cadenas de palabras: palabras multisilábicas Repaso de palabras multisilábicas con *h* muda Lectura de palabras multisilábicas con *h* muda			Escribir, editar y publicar un borrador
16	Leer con toda la clase/Leer en grupos pequeños Comprensión lectora: preguntas para comentar, literales, evaluativas, para inferir Lectura con toda la clase		Evaluación de ortografía: abreviaturas Palabras comunes: *respuesta, tampoco*	Escritura de las respuestas al texto con oraciones completas
17 **Evaluación final de la unidad**	Repaso de abreviaturas Identificación de sonidos /k/, /s/ en palabras escritas con la letra *c* Evaluación de fluidez Comprensión lectora: preguntas para comentar, literales, evaluativas, para inferir		Evaluación de dictado con identificación de abreviaturas, de hiatos con acento gráfico, los sonidos /k/, /s/, rayas de diálogo y signos de interrogación	Repaso de palabras dictadas que contengan los sonidos /k/, /s/ de la letra *c*, los diptongos *iu*, *ui*; hiatos con acento gráfico o la letra *h* muda Escritura de las respuestas al texto con oraciones completas Planificar, escribir y editar un borrador
PAUSAS 2 y 3	Lectura Tarjetas para moverse: palabras de dos y tres sílabas Tiras de palabras: diptongos Lectura individual	Ordenar oraciones desordenadas	Cadena de palabras: palabras de una, dos y tres sílabas Dictado con identificación: palabras de una, dos y tres sílabas	Repaso: planificar, escribir y editar un borrador Escribir palabras de una, dos y tres sílabas (con diptongos) Escribir oraciones Respuesta al texto con oraciones completas

2.° grado: Unidad 3

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Palabras comunes: *difícil, fácil* Lectura atenta Comprensión lectora: preguntas de opción múltiple	Identificar verbos	Dictado: el sonido /s/ con letras distintas	Escritura de palabras con una, dos y tres sílabas con el sonido /n/> *n*, /ñ/> *ñ*
2	Palabras multisilábicas con sílabas trabadas con *r* Palabras comunes: *gran, trabajo* Leer con un compañero Comprensión lectora: preguntas de opción múltiple	Repaso: Identificar verbos	Dictado: el sonido /s/ con letras distintas	Respuesta al texto: Oraciones
3	Volver a leer el capítulo para planificar un reporte de lectura	Concordancia sujeto-verbo	Dictado: el sonido /s/ con letras distintas	Crear una lluvia de ideas para un reporte de lectura
4	Repaso: Palabras con *x*, *w*			Escribir palabras con *x, w* Redactar un reporte de lectura Respuesta al texto: Descripción con varias oraciones
5	Palabras comunes: *nuevo, viejo* Leer con un compañero Lectura atenta Comprensión lectora: preguntas de opción múltiple, establecer secuencias	Concordancia sujeto-verbo Identificar antónimos		Editar un reporte de lectura Respuesta al texto: Oraciones
6		Repaso: Antónimos	Dictado: hiato	Editar y escribir un reporte de lectura
7	Palabras multisilábicas con sílabas trabadas con *l* Lectura con toda la clase* Palabra común: *explicar*		Dictado: hiato	
8	Sonido /ks/ con letras distintas (*cc, x*) Leer con un compañero Comprensión lectora: preguntas de opción múltiple	Usar las palabras comunes *de*, *con* en oraciones	Dictado: hiato	Escritura de palabras: Sonido /ks/ con letras distintas (*cc, x)* Respuesta al texto: Oraciones
9 **Evaluación intermedia de la unidad**	Lectura independiente Comprensión lectora: preguntas de opción múltiple	Identificar sujeto, verbo y tiempo verbal Identificar antónimos Clasificar palabras con letras distintas *c, k, q, s, z, w, x*		Ordenar oraciones desordenadas
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
10	Lectura con un compañero/ Lectura independiente* Comprensión lectora: respuestas breves		Cadena de palabras: Palabras multisilábicas Dictado: sílabas trabadas	Escritura de palabras: Palabras con sílabas trabadas Respuesta al texto: Oraciones
11			Dictado: palabras multisilábicas con sílabas trabadas	
12	Repaso: el sonido /b/ con letras distintas y el sonido /y/ con letras distintas	Identificar sustantivos	Repasar palabras escribiendo el sonido /ks/ con letras distintas Dictado: sílabas trabadas	Ordenar oraciones
13	Palabras con *in*, *im* Lectura con toda la clase y en grupos pequeños Comprensión lectora: preguntas de opción múltiple y respuestas breves		Repaso de las palabras de ortografía con *r*, *rr*	
14	Repaso: el sonido /k/ con letras distintas Sufijos *-ero/-era*	Sustantivos comunes y propios		Escritura de palabras y oraciones: Palabras multisilábicas con sufijos *-ero/-era*
15	Sufijos *-ísimo/-ísima*		Dictado: *gue/gui*, *güe/gü*i	Escritura de palabras: Palabras multisilábicas con sufijos *-ísimo/-ísima* Respuesta al texto: Diagrama de Venn
16	Lectura en grupos pequeños Comprensión lectora: completar el espacio en blanco	Sustantivos plurales con *-s, -es*	Dictado: *gue/gui, güe/güi*	
17 Evaluación de final de la unidad	Comprensión lectora: crear imágenes mentales para entender mejor el texto y responder preguntas literales, para inferir y evaluativas	Relacionar sufijos *-ero/-era* e *-ísimo/-ísima* con palabras correspondientes Sustantivos comunes y sustantivos propios	Dictado: *gue/gui*, *güe/güi*	
PAUSAS 2 y 3	Cadenas de palabras: palabras multisilábicas Búsqueda de palabras con *in*, *im* Lectura individual	Clasificar palabras con */r/*, */rr/* Identificar el sufijo *-ero/-era* y la palabra raíz Identificar sustantivos comunes y sustantivos propios	Escribir palabras con los sonidos /j/, /k/ con letras distintas Identificar palabras con la letra *h* Deletrear palabras con *gue/gui, güe/güi*	Ordenar oraciones Redactar oraciones con palabras comunes

2.° grado: Unidad 4

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Lectura en grupos pequeños Libro de lectura, capítulo 1 *h* muda Palabras comunes *imposible*, *trabajo, viejo* y *nuevo*		Evaluación de ortografía: Palabras comunes de la Unidad 3 Dictado día 1: Palabras con *h* muda	Página de actividades con preguntas de comprensión lectora
2	Palabras con *m* antes de *p* Libro de lectura, capítulo 2 Lectura de palabras con *m* antes de *p* Palabras comunes *importante, favorita*		Dictado día 2: Palabras con sonido /k/ con letra *c*	Página de actividades con preguntas de comprensión lectora Página de actividades con palabras con *mp* (palabras como *tampoco, lámpara, empezar*)
3	Palabras con *m* antes de *b* Lectura de palabras multisilábicas con *m* antes de *b* Repaso de palabras con *m* antes de *p*	Palabras con *mp*	Dictado día 3: Palabras con *h* muda	Página de actividades con palabras con *mb* (palabras como *nombre*, *hambre*, *cambio*, *ambulancia*) Página de actividades con palabras con *mp*, *mb*
4	Volver a leer el Libro de lectura, capítulo 2	Palabras que describen (adjetivos)		Página de actividades con adjetivos Página de actividades con preguntas de comprensión lectora
5	Palabras con el prefijo *super-* Libro de lectura, capítulo 3 Palabra común *varias*	Palabras que describen (adjetivos)		Página de actividades con palabras con el prefijo *super-* (palabras como *supermercado*) Página de actividades con adjetivos
6	Palabras con el prefijo *re-*	Adjetivos (género y número)	Dictado día 1: Palabras multisilábicas con *n*, *ñ*	Página de actividades con palabras con *re-* (palabras como *recalentar*, *rehacer*, *retener*, *repensar*)
7	Palabras con el prefijo *in-* Libro de lectura, capítulo 4 Palabras comunes *ningún, increíble*		Dictado día 2: Palabras multisilábicas con *r*, *rr*	Página de actividades con palabras con el prefijo *in-* (palabras como *inactivo*, *innecesario*, *increíble*) Página de actividades con preguntas de comprensión lectora
8	Palabras con el prefijo *des-*		Dictado día 3: Palabras multisilábicas con *n*, *ñ*	Página de actividades con palabras con el prefijo *des-* (palabras como *desaparecer*, *desventaja*) Página de actividades con prefijos *in-*, *im-*, *re-*, *super-*, *des-*

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Libro de lectura, capítulo 5 Palabras con los prefijos *super-*, *re-*, *in-*, *des-*	Adjetivos con los sustantivos que describen		Página de actividades de palabras con *m* antes de *p* y *m* antes de *b*
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Libro de lectura, capítulo 7 Palabra común *espera*	Adjetivos y sustantivos (concordancia)	Dictado día 1: Palabras multisilábicas con *r*, *rr*	Página de actividades con concordancia entre sustantivos y adjetivos
11	Palabras con los sufijos *-ito/-ita* (Repaso de primer grado) Volver a leer el Libro de lectura, capítulo 7	Palabras con los sufijos *-ito/-ita*	Dictado día 2: Palabras con el sufijo *-itos*	Páginas de actividades con palabras con *-ita/-ito*
12	Libro de lectura, capítulo 8 Palabras con los sufijos *-ísimo/-ísima* Palabras comunes: *mostrar, compartir*		Dictado día 3: Palabras multisilábicas con *r*, *rr*	Página de actividades con palabras con *-ísimo/-ísima* Descripción de uno de los personajes principales del Libro de lectura
13	Palabras con los sufijos *-ón/-ona* Presentar los Elementos de una narrativa personal Leer una narrativa corta en las páginas de actividades (con toda la clase y una con un compañero)	Las cinco preguntas: ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué? Ficción vs. no ficción		Páginas de actividades con palabras con los sufijos *-ón/-ona* Plantilla de planificación con respuestas a *quién, qué, dónde, cuándo* y *por qué* sobre una narrativa corta
14		Adjetivos en oraciones orales y escritas		Página de actividades para identificar adjetivos y sustantivos Planificar y redactar una narrativa personal (toda la clase)
15		Adjetivos en oraciones dictadas	Dictado día 1: uso de adjetivos (tomado de la narrativa personal de referencia)	Planificar y redactar el borrador de una narrativa personal (individual)
16		Editar la escritura de adjetivos Editar la escritura de mayúsculas y puntuación	Dictado día 2: escritura de palabras con mayúsculas (tomado de la narrativa personal de referencia)	Editar y reescribir una narrativa personal y de un compañero (individual y con un compañero)

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
17 **Evaluación final de la unidad**	Libro de lectura, capítulo 9 Palabras con sufijos *-ito/-ita, -ísimo/-ísima*, *-ón/-ona*	Palabras con sufijos *-ito/-ita, -ísimo/-ísima, -ón/-ona* Concordancia entre sustantivos y adjetivos	Dictado día 3: uso de adjetivos (tomado de la narrativa personal de referencia)	Identificar el sujeto y adjetivo en oraciones
PAUSAS 2 y 3	Libro de lectura, capítulo 10 Repaso: Palabras con *r*, *rr* y sufijos	Repaso: adjetivos, sufijos y concordancia entre sustantivos y adjetivos	Repaso: Escribir palabras multisilábicas con *r*, *rr*	Repaso: Escritura de una narrativa personal

2.° grado: Unidad 5

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Introducción a las palabras con acento gráfico en la última sílaba (agudas) Libro de lectura, capítulo 1 Comprensión lectora: Preguntas de opción múltiple Palabra común: *todavía*	Las palabras con acento gráfico en la última sílaba (agudas)	Dictado día 1: Palabras con énfasis en la última sílaba (agudas)	Identificar y acentuar palabras agudas
2	Repaso de palabras con acento gráfico en la última sílaba (agudas) Volver a leer el Libro de lectura, capítulo 1 Comprensión lectora: Preguntas para comentar evaluativas, y preguntas de respuesta breve	Las palabras con énfasis en la última sílaba (agudas) Pronombres personales	Dictado día 2: Pronombres personales	Página de actividades con oraciones para completar con pronombres personales
3	Introducción a las palabras con acento gráfico en la penúltima sílaba (graves) Libro de lectura, capítulo 2 Comprensión lectora: Preguntas de opción múltiple y preguntas de respuesta breve Palabra común: *adónde*	Las palabras con acento gráfico en la penúltima sílaba (graves)	Dictado día 3: Pronombres personales	Página de actividades para identificar palabras graves
4	Repaso de palabras con acento gráfico en la penúltima sílaba (graves) Libro de lectura, capítulo 3 Comprensión lectora: Preguntas de opción múltiple Palabra común: *demasiado*	Las palabras con énfasis en la penúltima sílaba (graves)		
5	Introducción a las palabras con acento gráfico en la antepenúltima sílaba (esdrújulas) Libro de lectura, capítulo 4 Comprensión lectora: Preguntas de respuesta breve Palabra común: *siguiente*	Pronombres posesivos singulares		Página de actividades con oraciones para completar con pronombres posesivos singulares
6	Repaso de palabras con acento gráfico en la antepenúltima sílaba (esdrújulas) Libro de lectura, capítulo 5 Comprensión lectora: Preguntas para comentar literales y para inferir Palabra común: *abuelo(a)*	Pronombres posesivos plurales	Dictado día 1: Palabras con énfasis en la penúltima sílaba (palabras graves)	Página de actividades con oraciones para completar con pronombres posesivos plurales Segmentar palabras esdrújulas y escribir el acento gráfico

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
7	Repaso de los diptongos *au, ei* Libro de lectura, capítulo 6 Comprensión lectora: Preguntas de respuesta breve y preguntas para comentar literales y para inferir Palabra común: *varios*		Dictado día 2: Palabras con los diptongos *au*, *ei*	Escritura de palabras: Palabras en diptongos *au*, *ei* Escribir oraciones con palabras con los diptongos *au*, *ei*
8	Repaso del diptongo *ie* Libro de lectura, capítulo 7 Comprensión lectora: Preguntas de opción múltiple y preguntas de respuesta breve	Pronombres posesivos	Dictado día 3: Palabras con los diptongos *au*, *ei*	Resumen del capítulo
9 **Evaluación intermedia de la unidad**	Libro de lectura, capítulo 8 Comprensión lectora: Preguntas de respuesta breve y de opción múltiple	Usar pronombres personales y pronombres posesivos para completar oraciones	Escribir palabras con los diptongos *au, ie*, *ei* Redactar una oración con un diptongo	Página de actividades con palabras agudas, graves y esdrújulas Página de actividades con pronombres personales y pronombres posesivos
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Diptongo *ue* Libro de lectura, capítulo 10 Comprensión lectora: Preguntas para comentar literales y para inferir Palabras comunes: *algún, según*	Objeto directo	Dictado día 1: Palabras con acento gráfico en la antepenúltima sílaba (esdrújulas)	Página de actividades con la reescritura del objetivo directo por un pronombre de objeto directo
11	Palabras multisilábicas con hiatos	Pronombres que sustituyen al objeto indirecto	Dictado día 2: Los pronombres que sustituyen al objeto directo	Páginas de actividades con pronombres de objeto indirecto Página de actividades para identificar hechos y opiniones Página de actividades para escribir oraciones con hiatos sin acento gráfico
12	Libro de lectura, capítulo 11 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas Palabra común: *quizá*	Repasar el uso de objetos directos e indirectos	Dictado día 3: Palabras esdrújulas	Página de actividades con pronombres de objeto directo e indirecto Páginas de actividades para recortar, ordenar y pegar los elementos de una carta persuasiva Plantilla para escribir el borrador de una carta persuasiva

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
13		Repaso de nombres propios y comunes Abreviaturas	Escribir oraciones de forma correcta	Páginas de actividades con la práctica de escritura de nombres propios y abreviaturas Plantilla de planificación de una carta persuasiva
14		Abreviaturas, nombres propios y nombres comunes		Página de actividades para anotar la abreviatura de cargo o tratamiento y corregir oraciones correctamente Usar una plantilla para escribir un borrador de una carta persuasiva
15		Tiempo presente de los verbos *ser* y *estar*	Dictado día 1: Verbos *ser* y *estar*	Revisar y editar la carta
16	Segmentar y mezclar palabras con diptongos Libro de lectura, capítulo 12 Comprensión lectora: Preguntas de opción múltiple y preguntas de respuesta breve		Dictado día 2: Palabras con diptongo	Publicar la carta persuasiva Respuesta al texto: Oraciones
17 y 18 **Evaluación de mitad de año**	Cuento para evaluar comprensión lectora Libro de lectura, capítulo 13 Comprensión lectora: Preguntas de opción múltiple	Ordenar palabras para formar oraciones completas Evaluación de palabras	Dictado día 3: Palabras con diptongo	Escritura de un resumen del capítulo 13
PAUSA 2	Libro de lectura, capítulo 14 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas Repaso: Diptongos	Repaso: Pronombres de objeto, nombres comunes y propios, *ser* y *estar*	Repaso: Abreviaturas e hiatos	Repaso: Escritura de una carta persuasiva

2.° grado: Unidad 6

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Libro de lectura, capítulo 1 Comprensión lectora: Preguntas sobre el capítulo	Verbos *ser* y *estar*	Dictado día 1: Verbos *ser* y *estar*	Página de actividades con oraciones para completar con los verbos *ser* y *estar*
2	Reconocer acentos en palabras con hiatos Libro de lectura, capítulo 2 Comprensión lectora: Lectura atenta Palabras comunes: *seguía* y *área*	Diferencia los tipos de verbos	Dictado día 2: Palabras con hiato y acento gráfico	Escritura de palabras con hiatos
3	Repaso de palabras con *h* muda Libro de lectura, capítulo 3 Comprensión lectora: Entrevista con un compañero con preguntas sobre el capítulo	Verbos en tiempo pasado	Dictado día 3: Verbos *ser* y *estar*	Página de actividades para identificar palabras con *h* muda y escribirlas
4	Libro de lectura, capítulo 4 Comprensión lectora: Preguntas para comentar literales, evaluativas y para inferir	Repaso de verbos en tiempo pasado		Página de actividades con oraciones para completar con verbos en tiempo pasado o presente Página de actividades con oraciones para completar sobre el capítulo 4
5	Ordenar palabras alfabéticamente Libro de lectura, capítulo 5 Comprensión lectora: Preguntas para comentar literales y para inferir	Verbos en tiempo futuro		Página de actividades con oraciones para identificar, encerrar en un círculo y escribir verbos en tiempo futuro Página de actividades para completar descripciones de los personajes del capítulo
6	Repaso de sílabas trabadas con *r* Libro de lectura, capítulo 6 Comprensión lectora: Preguntas orales Palabra común: *gracias*	Repaso de verbos en futuro	Dictado día 1: Palabras con sílabas trabadas con *r*	Página de actividades con oraciones para completar con palabras con sílabas trabadas con *r* Página de actividades para escribir verbos en futuro y oraciones con esos verbos
7	Ordenar palabras alfabéticamente Buscar palabras en el diccionario	Repaso de los tiempos presente, pasado y futuro	Dictado día 2: Verbos en futuro	Página de actividades para completar oraciones con verbos en presente, pasado y futuro
8	Repaso de palabras con sílabas trabadas con *bl*, *cl*, *gl* Libro de lectura, capítulo 7 Comprensión lectora: Preguntas para comentar literales y para inferir		Dictado día 3: Palabras multisilábicas con sílabas trabadas con *r*	Página de actividades para completar oraciones con palabras con sílabas trabadas con *bl*, *cl*, *gl*

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Palabras con hiato y acento gráfico Palabras con *h* muda y sílabas trabadas con *br*, *cl*, *gl* Libro de lectura, volver a leer el capítulo 7 Comprensión lectora: Preguntas sobre el capítulo	Tiempos verbales presente, pasado y futuro		Página de actividades para identificar, segmentar y escribir palabras con hiato con acento gráfico Página de actividades para escribir palabras con *h* muda y sílabas trabadas con *br*, *cl*, *gl*, y completar oraciones Página de actividades para completar una tabla de conjugación de verbos en tiempo presente, pasado y futuro
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Repaso del sonido /ks/ con letras distintas (*cc*, *x*) Libro de lectura, capítulo 8 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas Palabras comunes: *acción* y *extra*	Identificación del sujeto y verbo en una oración Concordancia entre sujeto y verbo	Dictado día 1: Palabras con el sonido /ks/ con letras distintas (*cc*, *x*)	Página de actividades para completar oraciones con verbos que concuerden con los sujetos
11	Libro de lectura, capítulo 9 Comprensión lectora: Lectura atenta	Repaso de la concordancia entre el sujeto y el verbo	Dictado día 2: Concordancia entre sujeto y verbo	Páginas de actividades para completar oraciones con sustantivos o verbos y distinguirlos
12	Libro de lectura, capítulo 10 Comprensión lectora: Preguntas para comentar literales y evaluativas	Sustantivos, verbos y adjetivos Sujeto y predicado	Dictado día 3: palabras multisilábicas con el sonido /ks/ con letras distintas (*cc*, *x*)	
13	Repaso de palabras con las sílabas *ce*, *ci*, *ge, gi* Libro de lectura, capítulo 11 Comprensión lectora: Preguntas literales	Identificar y enlistar tres sustantivos, tres verbos y tres adjetivos del capítulo		Escritura de palabras con las sílabas *ce*, *ci*, *ge, gi* Página de actividades para responder preguntas sobre la trama del capítulo Página de actividades para responder preguntas "¿Qué hubiera pasado si...?"
14	Repaso del orden alfabético	Repaso de verbos en presente y pasado		Página de actividades para identificar, conjugar y escribir verbos Página de actividades para ordenar palabras alfabéticamente y Plantilla para escribir un final alternativo

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
15	Libro de lectura, capítulo 12 Comprensión lectora: Información para hacer un resumen de la trama Palabras comunes: *general* y *centro*	Repaso de los verbos	Dictado día 1: Sílabas *ce*, *ci*, *ge*, *gi*	Escritura del borrador del final alternativo de un capítulo Página de actividades para escribir el resumen del capítulo "¡Salvemos a las tortugas!"
16		Oraciones en tiempo presente a tiempo futuro	Dictado día 2: Verbos en pasado	Página de actividades para reescribir oraciones en tiempo futuro Página de actividades para escribir oraciones en tiempo futuro Escritura de la versión final del final alternativo de un capítulo
17 **Evaluación final de la unidad**	Libro de lectura, capítulo 12 Comprensión lectora: Preguntas literales y para inferir	Sustantivo, verbo, adjetivo, sujeto y predicado Verbos en presente, pasado y futuro Evaluación de comprensión de la lectura	Dictado día 3: Verbos en tiempo pasado	
PAUSAS 2 y 3	Volver a leer un capítulo decodificable de la segunda mitad de la unidad. Volver a trabajar en las destrezas de enfoque asociadas con ese capítulo decodificable en particular o realizar una de las actividades sugeridas.	Repaso: Palabras con hiato y acento gráfico, palabras con sílabas trabadas con *br*, *bl*, *cl*, *gl*, *tr*, diferenciar entre los verbos *ser* y *estar*, las conjugaciones de los verbos en presente, pasado y futuro	Repasar cómo ordenar palabras en orden alfabético	Repaso: Escritura de un final alternativo

2.° grado: Unidad 7

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Repaso de palabras multisilábicas con *m* antes de *p* Libro de lectura, capítulo 1 Comprensión lectora: Identificar las características de un texto informativo Palabra común: *veces*	Repaso de verbos	Dictado día 1: Palabras con *m* antes de *p*	Página de actividades para reconocer los elementos de un texto informativo Páginas de actividades para completar palabras que llevan las letras *mp*
2	Repaso de palabras multisilábicas con *m* antes de *b* Libro de lectura, capítulo 2 Comprensión lectora: Preguntas sobre el capítulo Palabra común: *aunque*	Repaso de verbos conjugados en pasado, presente y futuro	Dictado día 2: Palabras con *m* antes de *b*	Página de actividades con preguntas de comprensión lectora Página de actividades de repaso de tiempos verbales
3	Libro de lectura, capítulo 3 Comprensión lectora: Lectura atenta		Dictado día 3: Palabras con *m* antes de *p*	Página de actividades con preguntas de comprensión lectora Página de actividades acerca de la idea clave del capítulo
4	Libro de lectura, capítulo 4 Comprensión lectora: Preguntas sobre el capítulo Discusión sobre la línea de tiempo	Repaso de sujeto y predicado		Página de actividades para repasar sujeto y predicado Página de actividades con preguntas de comprensión lectora Página de actividades de la línea de tiempo de mi vida
5	Libro de lectura, capítulo 5 Comprensión lectora: Ordenar eventos del capítulo	Presentar y escribir las conjunciones *y*, *e*		Página de actividades con oraciones para completarlas con conjunciones Páginas de actividades para recortar, ordenar y pegar eventos
6	Palabras con el sufijo *-ción* Libro de lectura, capítulo 6 Comprensión lectora: Preguntas sobre el capítulo Palabra común: *cualquier*	Repaso de sujetos compuestos y conjunciones *y*, *e*	Dictado día 1: Palabras con el sufijo *-ción*	Página de actividades con oraciones para completar con palabras con el sufijo *-ción* Página de actividades para identificar los sujetos y las conjunciones Página de actividades con preguntas de comprensión lectora

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
7	Repaso del sufijo *-ción* Palabras con los sufijos *-or*, *-ora* Libro de lectura, capítulo 7 Comprensión lectora: Preguntas para inferir Palabras comunes: *apenas*, *durante*	Oraciones con predicado compuesto	Dictado día 2: Sujetos compuestos	Página de actividades para relacionar palabras con sufijos *-or*, *-ora*, *-ción* Página de actividades para identificar el predicado y las conjunciones
8	Libro de lectura, capítulo 8 Comprensión lectora: Preguntas sobre el capítulo	Oraciones con sujetos o predicados compuestos y conjunciones *y*, *e*	Dictado día 3: Palabras con el sufijo *-ción*	Página de actividades para completar oraciones con sustantivos, verbos y conjunciones
9 **Evaluación intermedia de la unidad**	Palabras multisilábicas con *m* antes de *p*, *b* Palabras con los sufijos *-or*, *-ora*, *-ción* Libro de lectura, volver a leer el capítulo 2 Comprensión lectora: Preguntas sobre el capítulo	Identificar sujeto, verbo y conjunción *y*, *e*		Página de actividades de palabras con *m* antes de *p*, *b* Página de actividades de palabras con sufijos *-or*, *-ora*, *-ción* Página de actividades para identificar el sujeto, el verbo y las conjunciones *y*, *e* en oraciones Página de actividades con preguntas de comprensión lectora
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Libro de lectura, capítulo 9 Comprensión lectora: Lectura atenta	Adverbios de lugar y tiempo	Dictado día 1: Adverbios	Página de actividades para completar oraciones con adverbios de tiempo y lugar Página de actividades de comprensión lectora
11	Libro de lectura, capítulo 10 Comprensión lectora: Ordenar los eventos	Presentar palabras que se confunden comúnmente Escribir palabras que se confunden comúnmente	Dictado día 2: Nombres propios con mayúscula inicial	Páginas de actividades con palabras que se confunden comúnmente Página de actividades con oraciones temáticas
12	Libro de lectura, capítulo 11 Comprensión lectora: Identificar ideas clave	Repaso de palabras que se confunden comúnmente	Dictado día 3: Adverbios de tiempo y lugar	Páginas de actividades con palabras que se confunden comúnmente Oraciones temáticas

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
13	Ordenar palabras alfabéticamente hasta la segunda letra de cada palabra Sinónimos Libro de lectura, capítulo 11 Comprensión lectora: Preguntas literales			Página de actividades para repasar sinónimos Página de actividades de comprensión lectora: Palabras en contexto
14	Reconocer acentos Sinónimos unidos			Página de actividades para para repasar sinónimos Página de actividades para escribir el borrador de una biografía
15	Reconocer acentos Encontrar antónimos		Dictado día 1: Palabras graves con acento gráfico	Página de actividades para repasar los antónimos Página de actividades con la lista de verificación para editar
16	Reconocer acentos	Repaso de antónimos	Dictado día 2: Antónimos	Página de actividades para completar oraciones con antónimos Página de actividades para escribir la versión final de la biografía
17 **Evaluación final de la unidad**	Sinónimos y antónimos Orden alfabético de las palabras	Palabras que se confunden comúnmente	Dictado día 3: Antónimos	Página de actividades con sinónimos y antónimos que deberán ordenar alfabéticamente Página de actividades con palabras que se confunden comúnmente Página de actividades con oraciones temáticas
PAUSAS 2 y 3	Volver a leer un capítulo decodificable de la segunda mitad de la unidad. Volver a trabajar en las destrezas de enfoque asociadas con ese capítulo decodificable en particular o realizar una de las actividades sugeridas	Repaso: Adverbios, palabras que se confunden comúnmente, antónimos, palabras agudas, graves y esdrújulas	Repasar cómo ordenar palabras en orden alfabético	Repaso: Adverbios, antónimos, palabras agudas y graves, escribir una biografía, partes de una biografía

2.° grado: Unidad 8

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Reconocer las palabras homógrafas Libro de lectura, capítulo 1 Comprensión lectora: Preguntas sobre el capítulo Palabras comunes: *hecho* y *nada*	Identificar preposiciones de tiempo y lugar	Dictado día 1: Palabras homógrafas	Página de actividades para reconocer las preposiciones de tiempo y lugar
2	Repaso de prefijos *super-*, *re-* Libro de lectura, capítulo 2 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas Palabras comunes: *pronto*, *allí*	Identificar y usar frases preposicionales de lugar en oraciones	Dictado día 2: Preposiciones	Página de actividades para practicar los prefijos *super-*, *re-*
3	Identificar los prefijos *des-*, *in-* Usar palabras homógrafas Libro de lectura, capítulo 3 Comprensión lectora: Preguntas sobre el capítulo Palabra común: *encontrar*	Identificar y utilizar frases preposicionales (de tiempo)	Dictado día 3: Palabras homógrafas	Página de actividades para trabajar frases preposicionales
4	Palabras homógrafas Libro de lectura, capítulo 4 Comprensión lectora: Lectura atenta Palabras comunes: *observar*, *adelante*	Reconocer palabras con los sufijos *-or*, *-ora*, *-ción*		Página de actividades con palabras con los sufijos *-or*, *-ora*, *-ción* Página de actividades para completar con palabras homógrafas Página de actividades para describir el orden secuencial del capítulo con resúmenes y dibujos
5	Libro de lectura, capítulo 5 Comprensión lectora: Preguntas antes, durante y después de la lectura Palabra común: *paseo*	Repaso de palabras con los sufijos *-ísimo/-ísima*		Página de actividades para completar un organizador gráfico con los eventos principales del capítulo
6	Palabras homófonas Libro de lectura, capítulo 6 Comprensión lectora: Preguntas sobre el capítulo Palabra común: *posible*	Repaso de verbos conjugados en tiempo pasado, presente y futuro y su orden alfabético	Dictado día 1: Palabras homófonas	Página de actividades con palabras homófonas Página de actividades con preguntas de comprensión lectora y el orden de los eventos del capítulo
7	Libro de lectura, capítulo 7 Comprensión lectora: Preguntas sobre el texto antes, durante y después de la lectura	Repasar los verbos en pasado, presente y futuro	Dictado día 2: Verbos en diferentes tiempos	Página de actividades de oraciones en diferentes tiempos verbales

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
8	Libro de lectura, capítulo 8 Comprensión lectora: Resumen del capítulo	Repaso de verbos en pasado, presente y futuro Repaso de concordancia entre sujeto y predicado	Dictado día 3: Palabras homófonas	Página de actividades con el resumen del capítulo Página de actividades con tiempos verbales
9 **Evaluación intermedia de la unidad**	Palabras homófonas Libro de lectura, volver a leer el capítulo 2 Comprensión lectora: Preguntas sobre el capítulo	Preposiciones y frases preposicionales		Página de actividades para identificar preposiciones y frases preposicionales Página de actividades con palabras homófonas Página de actividades con preguntas de comprensión lectora
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Libro de lectura, leer capítulo elegido individualmente Comprensión lectora: Lectura independiente	Repaso de los pronombres de objeto directo	Dictado día 1: Pronombres de objeto directo	Página de actividades para Registro de lectura independiente Página de actividades para trabajar los pronombres de objeto directo
11	Identificar palabras multisilábicas con acento en la última sílaba (palabras agudas) Libro de lectura, capítulo 9 Comprensión lectora: Reconocer los personajes Palabra común: *conversar*	Pronombres de objeto directo	Dictado día 2: Palabras agudas con acento gráfico	Páginas de actividades con oraciones con pronombres de objeto directo Página de actividades con preguntas de comprensión lectora
12	Libro de lectura, leer capítulo elegido individualmente Comprensión lectora: Lectura independiente	Repaso de los pronombres de objeto directo	Dictado día 3: Pronombres de objeto directo	
13	Repaso de adjetivos con los sufijos *-ísimo/-ísima* Libro de lectura, capítulo 10 Comprensión lectora: Preguntas sobre el capítulo		Repaso de los signos de puntuación adecuados en oraciones declarativas, interrogativas y exclamativas	Página de actividades para escribir los signos de puntuación correctos Página de actividades de comprensión lectora

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
14	Repaso de palabras con los sufijos *-ón/-ona* Libro de lectura, capítulo 11 Comprensión lectora: Preguntas sobre el capítulo para encontrar ideas clave	Identificar el verbo *ir*		Página de actividades para repasar los sufijos *-ón*, *-ona* Página de actividades para trabajar el verbo Página de actividades de comprensión lectora Página de actividades de planificación de una narrativa personal Página de actividades para escribir el borrador de una narrativa personal
15	Reconocer acentos	Practicar el uso del verbo *ir*	Dictado día 1: El verbo *ir*	Página de actividades para practicar el uso del verbo *ir* Página de actividades con la lista de verificación para editar una narrativa personal
16	Repaso de los sufijos *-ito*, *-ita* Libro de lectura, capítulo 12 Comprensión lectora: Preguntas para comentar Palabra común: *acordar*		Dictado día 2: Los sufijos *-ón*, *-ona*	Página de actividades para escribir la versión final de una narrativa personal
17 **Evaluación final de la unidad**	Palabras agudas, graves y esdrújulas Los sufijos *-ísimo/-ísima*, *-ón/-ona, -ito/-ita* Libro de lectura, volver a leer el capítulo 11 Comprensión lectora: Preguntas sobre el capítulo: características del personaje usando evidencia textual	Pronombres de objeto directo en oraciones	Dictado día 3: El verbo *ir*	Página de actividades de palabras agudas, graves y esdrújulas Página de actividades de sufijos Página de actividades de pronombres de objeto directo Página de actividades para evaluar la comprensión lectora del capítulo
PAUSAS 2 y 3	Volver a leer un capítulo decodificable de la segunda mitad de la unidad. Volver a trabajar en las destrezas de enfoque asociadas con ese capítulo decodificable en particular o realizar una de las actividades sugeridas Palabras agudas, graves y esdrújulas Sufijos *-ón*, *-ona*, *-ísimo, -ísima*	Repaso de los pronombres de objeto directo, verbo *ir* y sufijos *-ón*, *-ona*, *-ísimo*, *-ísima*	Repaso de las palabras agudas, graves y esdrújulas, y signos de puntuación	Repaso de las características del texto y signos de puntuación

2.° grado: Unidad 9

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
1	Repaso de palabras con el sonido /s/ Introducción a las leyendas	Describir con adjetivos	Dictado día 1: palabras con /s/ escritas con *z*, *c*, *s*	Página de actividades de palabras con el sonido /s/ Página de actividades de palabras con *c*, *z*, *s*
2	Libro de lectura, capítulo 1 Comprensión lectora: Preguntas sobre el capítulo Palabra común: *siempre*	Armar oraciones con sustantivos, verbos y adverbios	Dictado día 2: Adjetivos	Página de actividades para escribir oraciones con sustantivos, verbos y adverbios Página de actividades con preguntas sobre el capítulo
3	Repaso de diptongos *ai*, *ie*, *ua* y orden alfabético Libro de lectura, capítulo 2 Comprensión lectora: Preguntas sobre el capítulo Palabras comunes: *arriba*, *abajo*	Repaso de adverbios de lugar	Dictado día 3: Adjetivos	Página de actividades para ordenar alfabéticamente palabras con diptongo Página de actividades con preguntas sobre el capítulo
4	Libro de lectura, capítulo 3 Comprensión lectora: Lectura atenta	Identificar pronombres personales		Página de actividades sobre el tema de la leyenda
5	Repasar palabras con *gue*, *gui*, *güe*, *güi* Libro de lectura, capítulo 4 Comprensión lectora: Preguntas sobre el capítulo para identificar detalles importantes y la idea clave	Repasar pronombres posesivos Crear oraciones con pronombres posesivos, adjetivos y sustantivos		Página de actividades con preguntas de comprensión lectora con evidencia textual
6	Leer palabras con el sonido /k/ escritas con *c*, *k*, *qu* Libro de lectura, capítulo 5 Comprensión lectora: Preguntas sobre el capítulo Palabras comunes: *atrás*, *enfrente*		Dictado día 1: Palabras con sonido /k/ escritas con *c*, *k*, *qu*	Página de actividades para escribir palabras con el sonido /k/ en palabras con *c*, *k*, *qu* Página de actividades para escribir predicciones sobre lo que pasará en el capítulo
7	Identificar palabras escritas con *c*, *k*, *qu* Libro de lectura, capítulo 6 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas		Dictado día 2: Abreviaturas	Página de actividades para escribir un comentario literario
8	Leer y escribir palabras con el sonido/ k/ escritas con *c*, *k*, *qu* Libro de lectura, elegir y leer un capítulo Comprensión lectora: Registro de lectura independiente	Reconocer oraciones completas	Dictado día 3: Palabras con el sonido /k/ escritas con *c*, *k*, *qu*	Página de actividades para la identificación de oraciones completas Página de actividades con el Registro de lectura independiente

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
9 **Evaluación intermedia de la unidad**	Evaluación de palabras escritas con *c*, *k*, *qu* Libro de lectura, volver a leer el capítulo 5 Comprensión lectora: Preguntas sobre el capítulo	Evaluación de sujeto, predicado, sustantivo, adjetivo, verbo y adverbio de lugar Evaluación de pronombres personales y posesivos	Evaluación de palabras con /s/ escritas con *c*, *z*, *s*	Página de actividades para evaluar palabras escritas con *c*, *k*, *qu* Página de actividades para evaluar sujeto, predicado, sustantivo, adjetivo, verbo y adverbio de lugar Página de actividades para evaluar pronombres personales y posesivos Página de actividades para evaluar palabras con *c*, *z*, *s* Página de actividades para evaluar comprensión lectora
PAUSA 1	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes	Revisar, repasar y enriquecer el aprendizaje con base en los resultados de las evaluaciones de rendimiento de los estudiantes
10	Repaso de palabras con *h* Libro de lectura, leer un capítulo elegido previamente Comprensión lectora: Registro de lectura independiente	Uso de conjunciones *y/e*, *o/u* con sujetos y predicados compuestos	Dictado día 1: Palabras con la letra *h*	Página de actividades sobre el uso de conjunciones *y/e*, *o/u* Página de actividades para Registro de lectura independiente
11	Libro de lectura, capítulo 7 Comprensión lectora: Preguntas sobre el capítulo		Dictado día 2: Conjunciones *y/e*, *o/u*	Página de actividades para encontrar la idea clave y los detalles importantes del capítulo Páginas de actividades con plantilla para escribir la narrativa de opinión
12	Libro de lectura, capítulo 8 Comprensión lectora: Preguntas para comentar literales, para inferir y evaluativas Palabra común: *debajo*		Dictado día 3: Conjunciones *y*, *o*	Página de actividades para escribir el borrador de un texto de opinión acerca de su leyenda favorita
13	Libro de lectura, capítulo 9 Comprensión lectora: Preguntas sobre los eventos principales del capítulo, el conflicto y su resolución	Repasar palabras que se confunden		Página de actividades con preguntas sobre el tema de la leyenda Página de actividades con lista de verificación de edición para un texto de opinión Página de actividades para escribir la versión final de un texto de opinión

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
14	Repaso de palabras homófonas y homógrafas Repasar las características de las leyendas leídas Comprensión lectora: Discutir sobre los conflictos y resoluciones		Repaso de palabras homófonas y homógrafas	Página de actividades para identificar palabras homófonas Página de actividades para dibujar a su personaje principal favorito Página de actividades para escribir palabras homófonas Página de actividades para compartir la versión final del texto de opinión Rúbrica de evaluación de escritura Registro para la rúbrica de escritura
15 **Evaluación de fin de año**	Cuento para evaluar comprensión lectora Lectura del cuento "Superar sus miedos" Comprensión lectora: Preguntas de opción múltiple y preguntas de respuesta breve Registro anecdótico de fluidez			Página de actividades de comprensión lectora con preguntas sobre el cuento "Superar sus miedos" Página de actividades de comprensión lectora: volver a contar el cuento y características de los personajes principales
16 **Evaluación de fin de año**	Cuento para evaluar fluidez "Arañas tejedoras"	Leer y escribir con prefijos y sufijos Reconocer sustantivos comunes y propios, así como pronombres personales y posesivos Escribir oraciones y usar la concordancia entre sujeto, verbo y tiempos verbales, y la diferencia entre los verbos *ser* y *estar* Identificar conjunciones coordinantes para formar sujetos y predicados compuestos, adjetivos, artículos y adverbios e incluir los signos de puntuación que correspondan Leer "Arañas tejedoras" con fluidez y comprensión		Páginas de actividades para la evaluación de prefijos, sufijos, sustantivos y pronombres Páginas de actividades para la evaluación de concordancia entre sujeto y verbo y tiempos verbales, y los verbos *ser* y *estar* Páginas de actividades para la evaluación de sujetos y predicados compuestos, conjunciones, adverbios y signos de puntuación
17 **Evaluación de fin de año**	Cuento para evaluar fluidez "Arañas tejedoras"			

Lección	Fonética y lectura	Gramática	Ortografía	Escritura
18 **Evaluación de fin de año**	Evaluación de lectura de palabras multisilábicas y comunes, palabras con sufijos y prefijos, palabras con *h* y con las sílabas *gue*, *gui*, *güe*, *güi*, palabras con diptongos e hiatos, palabras que se confunden comúnmente y palabras con el sonido /k/ escritas con *c*, *k*, *qu* Hoja de registro de la evaluación de lectura de palabras			Actividades de apoyo adicional
PAUSA 2	Volver a leer un capítulo decodificable de la segunda mitad de la unidad. Crear un título nuevo Comparar dos personajes Crear un cómic	Actividades de apoyo adicional para palabras con *h*, sujetos compuestos, conjunciones *y*, *e*, ordenar palabras alfabéticamente, palabras que se confunden, palabras homófonas acentuación, hiatos y diptongos, prefijos, segmentación de palabras		Actividades de apoyo adicional para describir características de los personajes, volver a contar la historia, compartir experiencias personales

Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidad de Conocimiento Grado 3

Cada unidad contiene:

- **Lecciones**, incluyendo Lectura, Escritura, Gramática, Morfología y actividades de Ortografía.
- Una **Evaluación de la Unidad** que evalúa la comprensión de lectura, la comprensión y retención de palabras del vocabulario académico y dominio específico, además de las destrezas de gramática y morfología centrales de la unidad. Se incluye una sugerencia de escritura, al igual que una evaluación opcional de la fluidez. El contenido esencial en el que se enfoca la unidad se evalúa por una Evaluación de Contenido aparte. Los resultados deberían orientar el repaso y enriquecimiento ofrecidos durante la Pausa al final de la unidad.
- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido y destrezas enseñados.
    - Oportunidad para enriquecimiento y/o refuerzo en el contenido y comprensión de la lectura.
    - Oportunidad para enriquecimiento y/o refuerzo en audición y expresión oral.
    - Oportunidad para enriquecimiento y/o refuerzo en vocabulario, gramática, morfología y ortografía.
    - Oportunidad para enriquecimiento y/o refuerzo en escritura.

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Conocimiento 1:
Cuentos clásicos: *El viento en los sauces* (15 dias)

Libro de lectura: *Cuentos clásicos*

En esta unidad, los estudiantes serán expuestos a cuentos clásicos infantiles que usan un lenguaje rico y presentan un vocabulario variado a los estudiantes. El texto descriptivo y personajes memorables atraparán la atención de los estudiantes mientras exploran temas interesantes y comentan los rasgos de los personajes. A medida que acompañan a estos personajes en sus aventuras, la enseñanza reforzará su comprensión de los elementos de la narrativa de ficción, como el diálogo, la narración, los personajes, la trama y el escenario. Los estudiantes también comentarán los recursos literarios de la personificación, perspectiva y punto de vista, así como los temas de la amistad, la lealtad, la hospitalidad, la responsabilidad y la irresponsabilidad.

NOTA: En esta unidad también se incluye una evaluación de principio de año para determinar si los estudiantes tienen la preparación adecuada para la enseñanza de Grado 3 CKLA.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes compararán y contrastarán a los dos personajes de *El viento en los sauces*. Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes determinarán la idea principal y los detalles de apoyo de una lectura en voz alta.	Los estudiantes leerán y escribirán palabras con sílabas abiertas y cerradas. Practicar palabras: *deambular*	
Lección 2	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes determinarán la idea principal y los detalles de apoyo de una lectura en voz alta.	Los estudiantes identificarán sustantivos comunes y propios, y repasarán su concordancia en género y número con los artículos definidos. Practicar palabras: *abatido*	Los estudiantes usarán una descripción de acciones, pensamientos y sentimientos para volver a escribir una escena desde la perspectiva de Rata.
Lección 3	Los estudiantes identificarán el tema del cuento. Los estudiantes ordenarán en secuencia los eventos del cuento.	Los estudiantes volverán a contar los eventos del cuento usando imágenes.	Los estudiantes leerán y escribirán palabras con sílabas abiertas y cerradas que contengan grupos consonánticos con *l* y *r*. Practicar palabras: *estado*	
Lección 4	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes determinarán la idea principal y los detalles de apoyo de una lectura en voz alta.	Los estudiantes practicarán cómo conjugar verbos regulares en tiempo presente del modo indicativo. Practicar palabras: *posponer*	Los estudiantes trabajarán en colaboración para escribir un final alternativo para un cuento.

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Lección 5	Los estudiantes explicarán que las acciones específicas de los personajes demuestran temas. Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes describirán cómo demuestran los personajes de la lectura en voz alta el tema de la hospitalidad.	Los estudiantes leerán y escribirán palabras con *r* o *rr* y con *ll* o *y*. Practicar palabras: *convocar*	
Lección 6	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Evaluación de la lectura silenciosa	Los estudiantes identificarán un tema en la lectura en voz alta y darán ejemplos que lo apoyen. Los estudiantes volverán a contar un cuento escuchando atentamente para actuar las acciones de los personajes y sus sentimientos.	Practicar palabras: *reprochar*	
Lección 7	Los estudiantes explicarán si las acciones de los personajes demuestran temas específicos del cuento. Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Evaluación de la lectura silenciosa	Los estudiantes identificarán ejemplos del tema de la hospitalidad en la lectura en voz alta.	Practicar palabras: *inspeccionar*	
Lección 8	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Evaluación de la lectura silenciosa	Los estudiantes prestarán atención a detalles que describan un personaje en la lectura en voz alta.	Los estudiantes demostrarán comprensión de la expresión: "Una manzana podrida pudre todo el cajón". Practicar palabras: *engreído*	
Lección 9	Los estudiantes volverán a escribir un pasaje cambiando el punto de vista de la tercera persona por el de la primera. Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Evaluación de la lectura silenciosa	Los estudiantes harán y confirmarán predicciones sobre la lectura en voz alta usando detalles del texto.	Practicar palabras: perseguir	

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Lección 10	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes identificarán la idea principal de la lectura en voz alta.	Practicar palabras: *privar* Evaluación de comprensión del vocabulario	Con asistencia, los estudiantes completarán un organizador gráfico para preparar la escritura de un párrafo de opinión.
Lección 11	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes usarán detalles del cuento para describir la personalidad de Sapo.	Los estudiantes aprenderán a leer y escribir palabras con la combinación *mb* y *mp*. Practicar palabras: *con imprudencia*	Con asistencia, los estudiantes escribirán un borrador de un párrafo de opinión.
Lección 12	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes identificarán ejemplos de personificación en la lectura en voz alta.	Los estudiantes aprenderán a leer y escribir palabras con la combinación *nv*. Practicar palabras: *sobresaltado*	Con asistencia, los estudiantes revisarán un párrafo de opinión.
Lección 13	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas.	Los estudiantes identificarán la idea principal y los detalles de la lectura en voz alta.	Los estudiantes practicarán cómo leer y escribir palabras con *mb* y *nv*. Practicar palabras: *modesto*	Con asistencia, los estudiantes escribirán un borrador definitivo de un párrafo de opinión.
Lección 14	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Los estudiantes identificarán los personajes, el escenario y la trama de "Por la carretera".		Los estudiantes aprenderán a leer y escribir palabras que empiezan con *h*.	
Lección 15	Los estudiantes harán y responderán preguntas para demostrar comprensión de un texto, haciendo referencia a este como base de sus respuestas. Los estudiantes identificarán los personajes, el escenario y la trama de "Por la carretera".		Los estudiantes repasarán palabras con *mb*, *nv* y *h*.	

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Conocimiento 2: La clasificación de los animales (17 dias)

Libro de lectura: *La guía de Rattenborough sobre los animales*

Esta unidad presenta a los estudiantes el proceso científico de la clasificación. Aprenderán sobre cinco grupos de vertebrados, por qué los científicos clasifican animales en grupos y las características que determinan esta organización. La habilidad de clasificar información es una destreza esencial para organizar, analizar y comprender datos. Los estudiantes desarrollarán destrezas científicas mientras observan y practican identificar características importantes de organismos y objetos.

En esta unidad se les pedirá a los estudiantes que participen de conversaciones y ejercicios de investigación estructurados. Durante estas actividades se les pedirá que respondan a partir de sus observaciones y razonamientos. Haciendo preguntas del tipo "¿Cómo lo saben?" y "¿Por qué piensan eso?", el maestro los guiará para que formulen enunciados razonados a partir de lo que ya saben y de la evidencia que pueden observar.

El contenido que aprendan en esta unidad servirá como base para estudios más profundos en grados más avanzados acerca de cómo se clasifican los seres vivos, los ciclos de vida y la reproducción de los animales, los océanos y la vida marina, y la evolución.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes observarán y describirán características básicas de animales del zoológico y anotarán observaciones en un organizador gráfico. Los estudiantes definirán y clasificarán elementos del texto del Libro de lectura.		Los estudiantes practicarán cómo leer y escribir palabras agudas.	Los estudiantes escribirán una reflexión breve sobre sus experiencias como investigadores de animales.
Lección 2	Los estudiantes explicarán de qué manera los elementos del texto permiten que el lector identifique información sobre cómo clasificar seres vivientes.	Los estudiantes definirán y determinarán el punto de vista del autor sobre la clasificación de animales.	Practicar Palabras: *clasificar* Los estudiantes identificarán sustantivos, verbos y adjetivos para explicar sus funciones en la oración.	
Lección 3	Los estudiantes identificarán la conexión entre los vertebrados y los invertebrados.	Los estudiantes identificarán ideas importantes de dos textos informativos sobre vertebrados e invertebrados.	Los estudiantes repasarán sustantivos, verbos y adjetivos, y sus funciones en la oración. Los estudiantes escribirán palabras agudas.	Los estudiantes repasarán sustantivos, verbos y adjetivos, y sus funciones en la oración.
Lección 4	Los estudiantes identificarán detalles de apoyo de un texto sobre animales de sangre caliente y de sangre fría.	Los estudiantes identificarán la idea principal de pasajes sobre animales de sangre caliente y de sangre fría.	Los estudiantes determinarán el significado de palabras formadas con raíces conocidas y el prefijo *des-*. Practicar Palabras: *constante*	Los estudiantes escribirán una reflexión breve sobre un animal interesante para seguir investigando.

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Lección 5	Los estudiantes identificarán elementos del texto para lograr una mejor comprensión sobre los peces.	Los estudiantes identificarán información sobre los peces y explicarán cómo los elementos específicos del texto contribuyen con su aprendizaje sobre este tema. Los estudiantes presentarán lo que descubrieron sobre los peces a partir de los elementos del texto.	Los estudiantes escribirán palabras agudas con y sin acento escrito siguiendo las reglas ortográficas para estas palabras. Los estudiantes identificarán sustantivos, verbos y adjetivos en una oración. Practica palabras: *acuático* Evaluación de ortografía	
Lección 6	Los estudiantes anotarán información clave sobre anfibios.	Los estudiantes identificarán palabras clave que señalan la secuencia de las etapas de la metamorfosis.	Los estudiantes escribirán oraciones compuestas. Los estudiantes leerán y escribirán palabras graves con y sin acento escrito.	
Lección 7	Los estudiantes harán y responderán preguntas para demostrar comprensión de las ranas de árbol haciendo referencia explícita al texto.	Los estudiantes compararán y contrastarán dos textos sobre ranas.		Los estudiantes escribirán una reflexión breve sobre ser un investigador de ranas.
PAUSA 1				
Lección 8		Los estudiantes determinarán el significado de palabras desconocidas de un texto.	Los estudiantes determinarán el significado de palabras formadas con el prefijo *re-*. Los estudiantes leerán y escribirán palabras esdrújulas. Practicar palabras: *eficazmente*	Los estudiantes escribirán una reflexión breve sobre ser un herpetólogo.
Lección 9	Los estudiantes leerán con atención un texto informativo para aprender más sobre los reptiles.		Los estudiantes leerán y escribirán palabras graves y esdrújulas.	Los estudiantes escribirán información clave sobre los reptiles.
Lección 10		Los estudiantes determinarán la definición de palabras clave del vocabulario sobre las aves.	Los estudiantes aplicarán reglas de ortografía para escribir palabras graves y esdrújulas. Practicar palabras: *metabolismo* Evaluación de ortografía	Los estudiantes escribirán una reflexión breve sobre las características más importantes de un ave.
Lección 11	Los estudiantes identificarán información sobre aves y explicarán cómo facilitan su aprendizaje diferentes elementos del texto.		Los estudiantes diferenciarán palabras agudas, graves y esdrújulas, y aplicarán reglas ortográficas al escribirlas. Los estudiantes identificarán y usarán sustantivos concretos y abstractos.	Los estudiantes escribirán una reflexión breve sobre ser un ave.

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Lección 12	Los estudiantes compararán dos textos sobre mamíferos usando un organizador gráfico.	Los estudiantes identificarán palabras clave que se usan para marcar un contraste o una comparación entre mamíferos.	Los estudiantes identificarán sustantivos, verbos y adjetivos, y explicarán su función en las oraciones. Practicar palabras: *majestuoso*	Los estudiantes anotarán información clave sobre los mamíferos.
Lección 13	Los estudiantes determinarán la idea principal y los detalles de apoyo sobre Jane Goodall del video y de la lectura.	Los estudiantes identificarán información presentada en un video sobre Jane Goodall.		Los estudiantes comenzarán a escribir un borrador de un párrafo informativo sobre las características y la clasificación de un vertebrado enunciando con claridad ideas, datos y detalles.
Lección 14	Los estudiantes usarán elementos del texto para ubicar información rápidamente sobre científicos que clasifican animales.	Los estudiantes harán y responderán preguntas sobre vertebrados de todo el mundo.		Los estudiantes seguirán escribiendo su borrador del párrafo informativo sobre las características del animal y su clasificación, enunciando ideas, datos y detalles con claridad.
PAUSA 2				
Lección 15	Los estudiantes leerán textos para el nivel con un propósito y comprensión adecuada. Los estudiantes leerán con la precisión y fluidez necesarias para una buena comprensión. Evaluación de las destrezas de los estudiantes Evaluación opcional de fluidez		Los estudiantes diferenciarán palabras agudas, graves y esdrújulas, y aplicarán reglas ortográficas al escribirlas. Evaluación de ortografía	

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Conocimiento 3:
El cuerpo humano: sistemas y sentidos (16 dias)

Libro de lectura: *¿Cómo funciona tu cuerpo?*

Esta unidad hace un repaso de lo que los estudiantes ya han aprendido sobre el cuerpo humano y algunos de sus sistemas. Dos sistemas sobre los cuales ya han aprendido con mayor profundidad en el Grado 2 son el excretor y el digestivo, que se repasan brevemente en este grado. En esta unidad, los estudiantes se centrarán con mayor detalle en los sistemas esquelético, muscular y nervioso, y en el hecho de que están estrechamente interconectados con todos los sistemas del cuerpo humano. Además, los estudiantes aprenderán detalles sobre los sentidos de la vista y del oído, y cómo funcionan los ojos y orejas. Los estudiantes aprenderán qué es un "certificado de buena salud" y descubrirán maneras de estar activos y saludables.

El contenido que aprendan en esta unidad servirá como base para estudios más profundos en grados más avanzados acerca del cuerpo humano y sus otros sistemas.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán y repasarán los sistemas del cuerpo humano.	Los estudiantes explicarán que el cuerpo humano es un sistema interconectado.	Los estudiantes formarán y escribirán el plural de sustantivos y adjetivos. Practicar palabras: *interconectado*	Los estudiantes describirán el funcionamiento de los diferentes sistemas del cuerpo.
Lección 2	Los estudiantes leerán y responderán preguntas de comprensión sobre el sistema esquelético y los huesos axiales.	Los estudiantes identificarán diferentes huesos axiales dentro del sistema esquelético, así como la manera como los huesos funcionan al interior del cuerpo.	Practicar palabras: *estructura*	Los estudiantes identificarán oraciones en un párrafo, como la oración temática y de conclusión.
Lección 3	Los estudiantes leerán y responderán preguntas de comprensión sobre el sistema esquelético y los huesos apendiculares.	Los estudiantes identificarán diferentes huesos apendiculares del sistema esquelético y su función dentro del cuerpo.	Los estudiantes escribirán formas plurales regulares e irregulares de sustantivos y adjetivos. Practicar palabras: *apéndice*	
Lección 4	Los estudiantes leerán atentamente y responderán preguntas de comprensión sobre el sistema esquelético y los huesos apendiculares.		Los estudiantes escribirán formas plurales regulares e irregulares de sustantivos y adjetivos. Los estudiantes aprenderán palabras con los prefijos *pre-*, *in-/im-*.	
Lección 5	Los estudiantes leerán y responderán preguntas sobre el sistema muscular del cuerpo humano.	Los estudiantes identificarán diferentes componentes del sistema muscular, así como el hecho de que está interconectado con un sistema mayor.	Los estudiantes escribirán formas plurales regulares e irregulares de sustantivos y adjetivos. Practicar palabras: *voluntario* e *involuntario* Evaluación de ortografía	Los estudiantes escribirán oraciones temáticas y de conclusión.

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Lección 6	Los estudiantes leerán y responderán preguntas sobre las articulaciones y los músculos, y considerarán cómo interactúan con otros sistemas del cuerpo humano.		Los estudiantes aprenderán palabras con *s* y *z*.	Los estudiantes escribirán un párrafo que contenga una oración temática y de conclusión.
Lección 7	Los estudiantes leerán y responderán preguntas de comprensión sobre el sistema nervioso.	Los estudiantes describirán el sistema nervioso como parte de un sistema mayor interconectado.	Los estudiantes leerán y escribirán palabras con *s* y *z*. Los estudiantes identificarán el significado de palabras con los prefijos aprendidos *des-*, *pre-*, *re-*, *in-/im-*. Practicar palabras: *conscientemente* e *inconscientemente*	
PAUSA 1				
Lección 8	Los estudiantes leerán y responderán preguntas de comprensión sobre el sistema nervioso y el cerebro.	Los estudiantes describirán la relación entre el sistema nervioso y el cerebro usando palabras que indiquen secuencia y causa y efecto.	Los estudiantes identificarán el significado de palabras con los prefijos aprendidos *des-*, *pre-*, *re-*, *in-/im-*. Practicar palabras: *hemisferio*	
Lección 9	Los estudiantes leerán atentamente sobre el sistema nervioso y el cerebro.		Los estudiantes leerán y escribirán palabras con *s* y *z*.	Los estudiantes identificarán y usarán las partes de un párrafo como la oración temática, las oraciones de apoyo y la oración de conclusión en una actividad de escritura.
Lección 10	Los estudiantes determinarán la idea principal de "Los ojos y la visión" volviendo a contar detalles clave y explicando cómo apoyan la idea principal.	Los estudiantes describirán la relación entre las partes del ojo en "Vista: las partes del ojo" usando palabras que indican secuencia y causa y efecto.	Los estudiantes escribirán palabras con *s* y *z*.	Los estudiantes identificarán y usarán las partes de un párrafo como la oración temática, los detalles de apoyo y la oración de conclusión en una actividad de escritura.
Lección 11	Los estudiantes harán y responderán preguntas para demostrar comprensión de "Los oídos y la audición" haciendo referencia a los textos como base de sus respuestas.	Los estudiantes describirán la relación entre las partes del oído en "Audición: las partes del oído" usando palabras que indiquen secuencia y causa y efecto.	Los estudiantes escribirán palabras con *s*, *z* o *ce* y *ci*.	Los estudiantes harán un escrito con un desarrollo y una organización apropiados para la tarea y el propósito, es decir, presentando las ideas con claridad y orden lógico.
Lección 12		Los estudiantes compararán el sistema nervioso del cuerpo humano con otros sistemas comunes.	Los estudiantes practicarán palabras con *s*, *z* y *c*. Practicar palabras: *milagrosamente*	

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Lección 13	Los estudiantes harán y responderán preguntas para demostrar comprensión de "Superar discapacidades" haciendo referencia a los textos como base de sus respuestas.		Los estudiantes usarán pronombres sujeto y explicarán su función en una oración.	
PAUSA 2				
Lección 14	Evaluación de las destrezas de los estudiantes Evaluación de fluidez		Los estudiantes escribirán palabras con *s*, *z* o con *c*. Evaluación de ortografía	Los estudiantes escribirán un pasaje de reflexión breve.

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Conocimiento 4:
La civilización romana antigua (17 dias)

Libro de lectura: *Historias de la antigua Roma*

En esta unidad, los estudiantes serán introducidos a una civilización antigua cuyo legado puede verse en muchos aspectos de la actualidad. Estudiarán diferentes rasgos culturales de la antigua Roma, como la religión, la comida, la educación, sus leyendas, la estructura de clases sociales y sus formas de entretenimiento. Aprenderán sobre la geografía y la historia romanas, el gobierno, los líderes más destacados, las batallas más importantes, además del surgimiento y la decadencia del Imperio romano. Estudiarán la influencia romana y su legado y contribuciones en nuestra sociedad actual.

El contenido que aprendan en esta unidad servirá como base para estudios más profundos en grados más avanzados acerca de la República romana, las guerras púnicas, Julio César, César Augusto, y la decadencia y caída del Imperio romano.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes explicarán por qué Roma fue una civilización, la ubicarán en un mapa y describirán cómo se expandió.	Los estudiantes identificarán información clave sobre la civilización romana antigua y organizarán sus ideas en un organizador gráfico.	Los estudiantes definirán civilización y los términos *a. C.* y *d. C.* Los estudiantes leerán y escribirán palabras con *c* y *k*. Practicar palabras: *ruinas*	Los estudiantes tomarán notas en un organizador gráfico.
Lección 2	Los estudiantes explicarán por qué el relato de Rómulo y Remo se considera una leyenda.	Los estudiantes compararán y contrastarán dos relatos sobre Rómulo y Remo escritos por el mismo autor.	Los estudiantes formarán y usarán el pasado simple de verbos regulares. Practicar palabras: *desafiar*	
Lección 3	Los estudiantes identificarán y describirán a los dioses y diosas que adoraban los romanos en un organizador gráfico de tres columnas.	Los estudiantes explicarán el estilo de vida de los romanos y sus creencias en un breve ensayo.	Los estudiantes formarán y usarán el pasado simple de los verbos *ser*, *estar* e *ir*. Practicar palabras: *elaborado*	Los estudiantes tomarán notas en un organizador gráfico.
Lección 4	Los estudiantes analizarán un árbol genealógico de dioses romanos y añadirán información pertinente.	Los estudiantes identificarán las ideas principales y los detalles de apoyo presentados oralmente. Compararán y contrastarán personas de la antigua Roma usando un organizador gráfico.	Los estudiantes identificarán y usarán formas verbales de presente y pasado simple, incluyendo las formas de *ser* y *estar*. Practicar palabras: *atributo*	Los estudiantes formularán una opinión sobre el mejor tipo de gobierno.
Lección 5	Los estudiantes leerán para identificar y anotar información importante relacionada con lecciones previas y con las guerras púnicas.	Los estudiantes escucharán para identificar y anotar las ideas principales relacionadas con el significado de las guerras púnicas y el papel de Aníbal.	Los estudiantes usarán las palabras guía para identificar si una palabra aparecerían en una página de diccionario. Los estudiantes escribirán palabras con *c* y *k*. Practicar palabras: *conflicto* Evaluación de ortografía	

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Lección 6	Los estudiantes volverán a contar el mito de "Cupido y Psique" y compararán el final con sus predicciones.	Los estudiantes tomarán notas en un organizador gráfico para resumir los aspectos principales del estilo de vida romano.	Los estudiantes leerán y escribirán palabras con *qu-*. Practicar palabras: *ingenioso*	Los estudiantes identificarán el punto de vista en un pasaje.
Lección 7	Los estudiantes estudiarán sobre Damocles y explicarán que sus acciones desencadenaron eventos en determinado orden.	Los estudiantes resumirán lo que aprendieron sobre el estilo de vida romano.	Los estudiantes formarán y usarán verbos en pretérito imperfecto. Practicar palabras: *caos*	Los estudiantes harán un esquema de un ensayo de opinión.
PAUSA 1				
Lección 8	Los estudiantes compararán puntos clave de dos textos sobre Julio César usando un organizador gráfico.	Los estudiantes identificarán puntos clave sobre Julio César.	Los estudiantes serán capaces de determinar el significado de palabras con el sufijo *-or*, *-ora*.	Los estudiantes revisarán su ensayo de opinión para explicar por qué debería crearse una estatua de un dios a partir de los comentarios de sus compañeros y de su propio análisis.
Lección 9	Los estudiantes compararán dos textos sobre Julio César con un organizador gráfico.	Los estudiantes identificarán ideas clave sobre Julio César.	Practicar palabras: *incivilizado*	Los estudiantes tomarán posición con respecto a su Julio César fue un héroe o un traidor.
Lección 10	Los estudiantes analizarán a Julio César como líder. Los estudiantes identificarán eventos faltantes en una línea de tiempo de las vidas de Julio César y Augusto.	Los estudiantes resumirán el legado y los eventos clave de la vida de César Augusto.	Los estudiantes leerán y escribirán palabras con *qu-*. Practicar palabras: *influencia* Evaluación de ortografía	
Lección 11	Los estudiantes identificarán detalles clave en un texto y citarán la página donde encontraron la evidencia. Los estudiantes compararán su punto de vista con el del autor.	Con un organizador gráfico, los estudiantes identificarán los factores que condujeron a la decadencia del Imperio romano.	Los estudiantes aprenderán qué palabras deben llevar acento escrito en interrogaciones y exclamaciones. Practicar palabras: *testigo*	
Lección 12	Los estudiantes compararán ilustraciones y textos para aprender más sobre Justiniano. Los estudiantes compararán su punto de vista con el del autor.	Los estudiantes explicarán por qué el Imperio romano se dividió a partir de la información del texto y de las imágenes.	Los estudiantes determinarán si usar el pasado simple o el pretérito imperfecto.	
Lección 13	Los estudiantes identificarán partes de la obra y la leerán en voz alta con precisión, el ritmo apropiado y expresión.	Los estudiantes describirán "Androcles y el león" y explicarán cómo contribuyen las acciones de los personajes a la secuencia de los eventos.		Los estudiantes brindarán razones (lógicas y subjetivas) para fundamentar su opinión usando una tabla de T.
PAUSA 2				

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Lección 14	Los estudiantes identificarán el punto de vista del autor, formularán su propia opinión e identificarán hechos y opiniones sobre la arquitectura romana con un organizador gráfico. Los estudiantes identificarán el punto de vista del autor, formularán su propia opinión e identificarán hechos y opiniones sobre el latín con un organizador gráfico.		Los estudiantes formarán palabras con el sufijo *-dad*.	
Lección 15	Los estudiantes identificarán el punto de vista del autor, formularán su propia opinión e identificarán hechos y opiniones sobre el legado romano más duradero con un organizador gráfico.		Los estudiantes usarán el pasado simple y el pretérito imperfecto en oraciones y escribirán palabras con *c*, *k*, *qu*. Evaluación de ortografía	Los estudiantes escribirán un párrafo de opinión para explicar el legado romano más útil.

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Conocimiento 5: La luz y el sonido (19 dias)

Libro de lectura: *Aventuras en la luz y el sonido*

Esta unidad desarrollará lo que los estudiantes ya han aprendido sobre los cinco sentidos y el cuerpo humano, especialmente sobre los sentidos de la vista y la audición. Al leer y escuchar las lecturas en voz alta, los estudiantes aprenderán sobre las propiedades de la luz y el sonido, cómo viajan en forma de ondas y cómo pueden ser manipulados mediante instrumentos diversos, como lupas, microscopios y telescopios. El contenido que aprendan en esta unidad servirá como base para estudios más profundos en grados más avanzados acerca del cuerpo humano y las propiedades de la luz y el sonido.

Los estudiantes serán introducidos a este nuevo contenido mediante una narración sobre dos viejos amigos, Samuel y Jack, que están perdiendo sus sentidos de la vista y el oído, y sus aventuras con los nietos de Samuel, Amy y Ethan.

Nota: La luz es una onda y a su vez una partícula. En la mayoría de las circunstancias, la luz actúa como una serie de ondas. Sin embargo, hay ciertas situaciones menos frecuentes en las que la luz actúa como una corriente de partículas.

En el Grado 3, nos concentramos en la naturaleza de la luz en cuanto onda, y se menciona muy brevemente que "los científicos están estudiando y aprendiendo muchas otras características de la luz, como aquellas que se dan en situaciones especiales en las que puede comportarse como una corriente de partículas". Los estudiantes aprenderán más sobre esta naturaleza dual de la luz en grados más avanzados.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán el concepto de la luz. Los estudiantes identificarán ideas clave y detalles de apoyo en un texto introductorio al concepto de la luz.		Los estudiantes aprenderán palabras con el sonido /g/. Los estudiantes trabajarán con sinónimos como clave del contexto para entender el significado de una palabra desconocida.	Los estudiantes tomarán notas y escribirán una respuesta a un texto sobre la luz.
Lección 2	Los estudiantes responderán preguntas y presentarán evidencia de un texto informativo sobre la luz.	Los estudiantes describirán y compararán personajes de una narración sobre la luz.	Los estudiantes identificarán adverbios de modo y formarán adverbios terminados en *-mente*. Practicar palabras: *energía*	Los estudiantes compararán y contrastarán dos textos sobre la luz. Los estudiantes resumirán la idea principal y los detalles de apoyo presentados en la lectura.
Lección 3	Los estudiantes demostrarán comprensión de causas y efectos después de leer un texto informativo sobre cómo la luz forma sombras.	Los estudiantes trabajarán colaborativamente en grupos pequeños para completar y comentar un experimento con sombras.	Los estudiantes identificarán correctamente adjetivos y adverbios.	Los estudiantes tomarán notas y harán observaciones sobre causas y efectos a partir de un experimento sobre la luz y diferentes superficies, y escribirán una reflexión.

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Lección 4	Los estudiantes identificarán la idea principal y los detalles en un texto sobre la reflexión y los espejos, y harán conexiones entre diferentes párrafos.	Los estudiantes comentarán ideas y aplicarán información obtenida sobre los espejos y los reflejos.	Los estudiantes identificarán adverbios de modo, tiempo y lugar. Practicar palabras: *cóncavo* y *convexo*	Los estudiantes compararán y contrastarán ideas a partir de la investigación con reflejos cóncavos y convexos.
Lección 5	Los estudiantes harán y responderán preguntas sobre ideas y detalles de un texto sobre refracción y lentes.	Los estudiantes usarán eventos y detalles sobre refracción y lentes de la lectura en voz alta, y aplicarán lo aprendido para mostrar relaciones de causa y efecto.	Los estudiantes escribirán palabras con el sonido /g/. Los estudiantes trabajarán con antónimos y estudiarán cómo formarlos usando ciertos prefijos. Evaluación de ortografía	
Lección 6	Los estudiantes demostrarán comprensión del texto sobre refracción y lentes durante la lectura en voz alta. Los estudiantes demostrarán comprensión de causas y efectos después de leer un texto informativo sobre cómo la luz forma sombras.		Los estudiantes demostrarán comprensión de las palabras de dominio específico *opaco*, *traslúcido*, *transparente*. Los estudiantes distinguirán el significado de palabras con acento diacrítico. Practicar palabras: *opaco*, *traslúcido* y *transparente*	Los estudiantes escribirán en una actividad específica para reflejar lo aprendido sobre refracción y lentes a partir de la lectura.
Lección 7	Los estudiantes identificarán la idea principal y los detalles sobre la luz y el color durante la lectura.	Los estudiantes escucharán el cuento "¿Qué es el color?" y responderán preguntas sobre el contenido y el vocabulario de la lectura.	Los estudiantes practicarán sinónimos y antónimos. Los estudiantes distinguirán el significado de palabras con acento diacrítico. Practicar palabras: *espectro*	Los estudiantes sintetizarán lo que aprendieron sobre la luz y el color mediante una investigación y actividades escribiendo un resumen que demuestre comprensión de conceptos clave y vocabulario.
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Lección 8	Los estudiantes escribirán sobre la relación entre el vocabulario sobre la luz a partir de información del glosario, de notas y del texto.	Los estudiantes comentarán y responderán preguntas de comprensión y sobre el vocabulario relacionadas con la lectura en voz alta acerca de cómo se crean las ondas de sonido y cómo viajan.	Los estudiantes aprenderán palabras con el sufijo *-eza*. Practicar palabras: *vibración*	Los estudiantes identificarán la secuencia correcta de eventos para explicar cómo se crea el sonido y cómo viaja. Los estudiantes escribirán una predicción sobre cómo viaja el sonido después de ver un video.
Lección 9	Los estudiantes compararán y contrastarán las ondas sonoras con la energía luminosa.	Los estudiantes participarán en una conversación grupal después de un experimento con sonido y compartirán ideas e información.	Los estudiantes elegirán adjetivos, adverbios y sinónimos para ampliar oraciones simples. Los estudiantes usarán el diccionario para hallar el significado de algunas palabras.	Los estudiantes escribirán preguntas a partir de la lectura sobre cómo viaja el sonido y luego responderán por escrito.

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Lección 10	Los estudiantes leerán y responderán preguntas de comprensión sobre el sonido y sus características.	Los estudiantes escucharán un cuento sobre las cualidades del sonido y responderán preguntas de comprensión.	Los estudiantes distinguirán el significado de palabras con acento diacrítico. Practicar palabras: *frecuencia* Evaluación de ortografía	Los estudiantes escribirán una descripción sobre lo que han aprendido acerca del sonido leyendo y escuchando.
Lección 11	Los estudiantes leerán y responderán preguntas de comprensión sobre la voz humana y cómo se produce.	Los estudiantes escucharán una lectura sobre la voz humana y sus variaciones, y responderán preguntas sobre el texto.	Los estudiantes distinguirán el significado de palabras homófonas. Practicar palabras: *variación*	Los estudiantes usarán vocabulario y conceptos de la lectura para escribir un párrafo descriptivo sobre un sonido en particular.
Lección 12	Los estudiantes leerán sobre Alexander Graham Bell y responderán preguntas sobre el texto. Los estudiantes escribirán sobre el texto siguiendo una consigna basada en la palabra *inspiración*.		Los estudiantes usarán la conjunción y para crear oraciones compuestas.	Los estudiantes clasificarán, definirán y escribirán oraciones con palabras académicas y de dominio específico que aprendieron del texto.
Lección 13	Los estudiantes leerán un texto sobre Thomas Edison y luego compararán y contrastarán a Alexander Graham Bell y a Thomas Edison.	Los estudiantes trabajarán de manera colaborativa y comentarán ideas mientras analizan un periódico para identificar elementos del texto informativos.		Los estudiantes comenzarán a planificar la investigación y la escritura de un artículo de periódico sobre la invención del teléfono o la bombilla de luz incandescente.
Lección 14	Los estudiantes demostrarán comprensión de la lectura y de las destrezas de gramática y morfología. Evaluación de la unidad Evaluación de fluidez (opcional)			Los estudiantes investigarán sobre su tema, tomarán notas y clasificarán la información en un organizador gráfico. Los estudiantes escribirán el primero borrador del proyecto de investigación.
Lección 15			Los estudiantes escribirán palabras homófonas. Evaluación de ortografía	Los estudiantes completarán el borrador de sus artículos periodísticos y los revisarán según los comentarios que reciban y los criterios de la lista de verificación.
Lección 16				Los estudiantes utilizarán herramientas digitales para corregir y publicar sus artículos periodísticos finales sobre la invención del teléfono o de la bombilla de luz incandescente. Los estudiantes producirán y publicarán un escrito usando tecnología (opcional).

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Lección 17	Los estudiantes volverán a leer textos favoritos en voz alta y compartirán su opinión con otros compañeros.	Los estudiantes presentarán sus artículos de investigación en grupo, hablando con claridad y ritmo apropiado, y responderán preguntas de los integrantes del grupo. Los estudiantes seguirán las reglas de conversación hacer preguntas al hablante y comentarios apropiados.		
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Conocimiento 6: La era vikinga (12 dias)

Libro de lectura: *Dioses, gigantes, y enanos*

Esta unidad desarrollará lo que los estudiantes ya han aprendido sobre las civilizaciones antiguas. Serán introducidos a los pueblos de la era vikinga: hombres, mujeres y niños que hablaban la lengua nórdica antigua y vivían en la zona del norte de Europa llamada Escandinavia, los países actuales de Noruega, Suecia y Dinamarca.

Lejos de casa: una travesía vikinga es una Misión inmersiva e interesante que presenta a los estudiantes la civilización nórdica. En Lejos de casa, los estudiantes asumen los papeles de vikingos que han zarpado con Leif Erikson a crear la primera colonización nórdica en Norteamérica. Por el camino, los estudiantes se encuentran con numerosos personajes y aprenden sobre la sociedad vikinga. Los estudiantes interactuarán con una mezcla de escritura, audición, expresión oral y actividades físicas. La Misión contiene cinco lecciones diarias de 45 minutos y empieza con la Lección 1 de la unidad.

	Lectura	Audición y expresión oralg	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes harán predicciones sobre los personajes de la mitología nórdica. Evaluación de mitad de año		Los estudiantes leerán y escribirán palabras con diptongos de vocal abierta y cerrada.	
Lección 2	Los estudiantes examinarán un mito nórdico e identificarán los personajes, el escenario y la trama. Evaluación de mitad de año		Los estudiantes escribirán oraciones usando la conjunción *ni*.	
Lección 3	Los estudiantes responderán preguntas oralmente y por escrito sobre las ideas principales y los detalles de un mito nórdico. Evaluación de mitad de año		Los estudiantes determinarán el significado de una palabra con los prefijos *i-*, *in-*, *im-*.	
Lección 4	Los estudiantes responderán preguntas oralmente y por escrito sobre las ideas principales y los detalles de un mito nórdico. Evaluación de mitad de año		Los estudiantes conectarán ideas con la conjunción *ni*.	
Lección 5	Los estudiantes responderán preguntas sobre un texto y lo citarán explícitamente como base de sus respuestas. Los estudiantes escribirán una descripción de un personaje de un mito nórdico. Evaluación de mitad de año		Los estudiantes leerán y escribirán palabras con diptongos de vocal abierta y cerrada. Evaluación de ortografía	

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Lección 6	Los estudiantes harán y confirmarán predicciones sobre los eventos finales de un relato. Los estudiantes responderán preguntas sobre un texto y lo citarán de manera explícita como base de sus respuestas.		Los estudiantes leerán y escribirán palabras con diptongos de vocal cerrada y abierta.	Los estudiantes compararán y contrastarán dos personajes de la mitología nórdica y planificarán una narración breve sobre un personaje.
Lección 7	Los estudiantes identificarán una serie de relaciones de causa y efecto en un mito nórdico. Los estudiantes responderán preguntas sobre un texto y lo citarán de manera explícita como base de sus respuestas.		Los estudiantes conectarán ideas con la conjunción *ni*.	Los estudiantes escribirán el borrador de un párrafo que describa un personaje de un mito nórdico.
Lección 8	Los estudiantes describirán a un personaje de un mito nórdico. Los estudiantes responderán pre guntas sobre un texto y lo citarán de manera explícita como base de sus respuestas.		Los estudiantes formarán palabras con el sufijo *-oso/-osa.*	Los estudiantes completarán un párrafo que describa a un personaje de un mito nórdico.
Lección 9	Los estudiantes analizarán cómo cambia un personaje con el tiempo. Los estudiantes responderán preguntas sobre un texto y lo citarán de manera explícita como base de sus respuestas. Los estudiantes identificarán y comentarán los temas de los mitos nórdicos.		Los estudiantes conectarán ideas usando la conjunción *ni* o *y*.	Los estudiantes revisarán sus escritos teniendo en cuenta comentarios.
Lección 10	Los estudiantes volverán a leer un capítulo de su preferencia de manera individual o con un compañero.		Los estudiantes conectarán ideas usando la conjunción *ni* o *y*. Los estudiantes leerán y escribirán palabras con diptongos de vocal cerrada y abierta. Evaluación de ortografía	
Lección 11	Los estudiantes crearán una página de historieta basada en un texto literario.	Los estudiantes presentarán sus párrafos descriptivos y explicarán sus ilustraciones.		
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Conocimiento 7:
Astronomía: nuestro sistema solar y más allá (23 dias)

Libro de lectura: *¿Qué es el universo?*

Esta unidad desarrollará lo que los estudiantes ya han aprendido sobre la astronomía y les presentará nueva información sobre esta ciencia. Al leer y escuchar las lecturas en voz alta, los estudiantes aprenderán más sobre nuestro sistema solar, nuestra galaxia, otras galaxias y el universo. Les presentará el concepto de la gravedad y sus efectos en la Tierra y en otros lugares del espacio. Esta unidad servirá como base para estudios más profundos en grados más avanzados sobre temas como la materia, los años luz y los agujeros negros. Los estudiantes aprenderán la diferencia entre una hipótesis y una teoría y se sumergirán en la teoría del Big Bang sobre el posible origen del universo. También oirán hablar sobre personas y eventos clave relacionados con el estudio y la exploración del espacio exterior.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán objetos de nuestro sistema solar. Los estudiantes leerán y responderán preguntas de comprensión sobre el Sol, la Tierra y nuestro sistema solar.	Los estudiantes escucharán un texto informativo que los introducirá al sistema solar y ordenarán en secuencia los pasos de un eclipse solar y lunar.	Los estudiantes aprenderán palabras con los diptongos *iu, ui, uy*. Practicar palabras: *universo*	
Lección 2	Los estudiantes leerán y responderán preguntas de comprensión sobre la Luna.	Los estudiantes compararán y contrastarán las dos lecturas sobre el sistema solar.	Los estudiantes estudiarán y practicarán el futuro simple.	
Lección 3	Los estudiantes leerán un texto informativo sobre los planetas interiores y harán conexiones entre las ideas principales de los párrafos.	Los estudiantes escucharán y comentarán un texto informativo sobre los planetas de nuestro sistema solar.	Los estudiantes practicarán palabras con los diptongos *ui, iu, uy*. Practicar palabras: *glacial*	Los estudiantes harán un resumen de los párrafos de un texto informativo sobre los planetas interiores.
Lección 4	Los estudiantes leerán textos informativos sobre los planetas exteriores del sistema solar y harán conexiones entre las ideas principales de los párrafos.		Los estudiantes formarán adverbios de modo con el sufijo *-mente*.	Los estudiantes compararán y contrastarán textos sobre los planetas interiores y exteriores del sistema solar.
Lección 5	Los estudiantes leerán un texto informativo y usarán un organizador gráfico para comparar y contrastar asteroides, cometas y meteoros.		Los estudiantes escribirán palabras con diptongos. Los estudiantes practicarán cómo usar el futuro simple en oraciones. Evaluación de ortografía	Los estudiantes distinguirán meteoros, meteoroides y meteoritos.
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Lección 6	Los estudiantes recopilarán ideas principales y detalles del texto, y responderán preguntas sobre galaxias y estrellas.		Los estudiantes combinarán ideas con la conjunción *o*. Los estudiantes aprenderán palabras con hiatos.	Los estudiantes responderán a un texto sobre galaxias y estrellas de diversas maneras y con diferentes propósitos.
Lección 7	Los estudiantes compararán y contrastarán dos textos sobre el mismo tema.	Los estudiantes escucharán y leerán textos sobre galaxias para identificar ideas clave, detalles, palabras y frases.	Los estudiantes cambiarán el significado de palabras raíz añadiendo el sufijo *-mente*.	
Lección 8	Los estudiantes leerán un texto informativo sobre constelaciones y responderán preguntas de comprensión citando evidencia del texto.	Los estudiantes escucharán un texto informativo y un poema en voz alta sobre constelaciones y estrellas, y compararán ideas de ambos textos. Los estudiantes analizarán recursos auditivos, estrofas y la imaginería en un poema leído en voz alta y luego, en grupos, escribirán sus propios poemas comparando las estrellas con algo en la Tierra.	Los estudiantes mostrarán opción o posibilidad usando la conjunción *o*.	
Lección 9		Los estudiantes darán respuestas antes y después del texto de la lectura en voz alta sobre la exploración del espacio.	Los estudiantes aprenderán palabras con hiatos. Practicar palabras: *triunfo*	Los estudiantes escribirán una opinión sobre la exploración del espacio en el futuro.
Lección 10	Los estudiantes leerán un texto informativo sobre la exploración del espacio y responderán preguntas de comprensión hallando evidencia en el texto. Los estudiantes establecerán la relación entre palabras del vocabulario sobre astronomía usando la información que recopilaron de la lectura y del glosario.		Los estudiantes escribirán palabras con hiatos. Evaluación de ortografía	Los estudiantes responderán a un texto sobre la exploración del espacio de diferentes maneras y con distintos propósitos.
Lección 11	Los estudiantes leerán un texto informativo sobre la gravedad para hallar ideas, detalles y palabras o frases clave.		Los estudiantes aprenderán a usar correctamente el acento ortográfico en formas del futuro simple.	Los estudiantes escribirán un resumen sobre sus experiencias durante un experimento con la gravedad.
Lección 12	Los estudiantes demostrarán comprensión del texto sobre la gravedad durante una actividad de lectura atenta.		Los estudiantes usarán la puntuación correcta en oraciones de diálogo.	Los estudiantes escribirán una reflexión sobre lo que han aprendido sobre la gravedad a partir de la lectura.
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Lección 13	Los estudiantes establecerán un propósito de lectura y demostrarán comprensión de una lectura sobre Nicolás Copérnico.	Los estudiantes leerán en voz alta un texto narrativo con precisión, ritmo y expresión apropiados.		Los estudiantes colaborarán para escribir una narración basada en un texto informativo sobre Nicolás Copérnico.
Lección 14	Los estudiantes compararán y contrastarán dos textos sobre el alunizaje y cómo es estar en el espacio.	Los estudiantes leerán un texto narrativo en voz alta durante el Teatro del lector sobre Nicolás Copérnico.	Los estudiantes practicarán el significado de los sufijos *-mente*, *-oso/-osa*, *-dad*, *-eza* para elegir la palabra correcta para completar una oración.	
Lección 15	Los estudiantes demostrarán comprensión de un texto informativo sobre el transbordador espacial. Los estudiantes harán conexiones entre oraciones de un texto sobre Júpiter.	Los estudiantes trabajarán colaborativamente para hacer conexiones entre oraciones del texto sobre el transbordador espacial y explicarán sus ideas y razonamiento.	Los estudiantes escribirán formas del futuro simple con y sin acento ortográfico. Evaluación de ortografía	Los estudiantes escribirán un párrafo informativo breve con palabras que conectan oraciones en una secuencia lógica.
Lección 16	Los estudiantes leerán sobre la astronauta Mae Jemison y ordenarán en secuencia los eventos de su vida. Los estudiantes compararán y contrastarán dos textos sobre Mae Jemison.	Los estudiantes escucharán un texto sobre la astronauta Mae Jemison y responderán preguntas sobre su vida.	Practicar palabras: *misión*	Los estudiantes escribirán un párrafo de opinión sobre una frase famosa de Mae Jemison.
Lección 17	Los estudiantes leerán un cuento sobre una niña que va a un campamento de astronomía y responderán preguntas sobre el texto. Los estudiantes leerán un pasaje en voz alta. Evaluación opcional de la fluidez	Los estudiantes identificarán ideas clave y detalles de sitios web sobre la Estación Espacial Internacional.	Los estudiantes usarán correctamente pronombres posesivos.	Los estudiantes planificarán la escritura de un texto informativo sobre la Estación Espacial Internacional.
Lección 18	Los estudiantes leerán sobre la Estación Espacial Internacional y responderán de diversas maneras y con diferentes propósitos.		Los estudiantes usarán correctamente pronombres posesivos.	Los estudiantes planificarán y escribirán un borrador de un texto informativo sobre la Estación Espacial Internacional.
Lección 19	Los estudiantes identificarán causa y efecto, y secuencia sobre la teoría del Big Bang. Los estudiantes compararán y contrastarán dos textos sobre la teoría del Big Bang. Instancia de evaluación, Parte 1a Instancia de evaluación, Parte 1b Instancia de evaluación, Parte 1c			Los estudiantes completarán sus borradores y revisarán un texto informativo que describe la Estación Espacial Internacional.

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Lección 20	Los estudiantes reunirán evidencia de dos textos sobre la teoría del Big Bang para escribir una respuesta desarrollada en forma de un párrafo informativo. Instancia de evaluación, Parte 2a Instancia de evaluación, Parte 2b			Los estudiantes corregirán y publicarán un texto informativo que describa la Estación Espacial Internacional.
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Conocimiento 8:
Los nativos americanos: regiones y culturas (15 dias)

Libro de lectura: *Historias de los nativos americanos*

Esta unidad hace un repaso de lo que los estudiantes ya han aprendido en grados anteriores sobre los primeros habitantes conocidos de América del Norte. Los estudiantes aprenderán información con mayor profundidad sobre cómo migraron por primera vez algunos pueblos nativos americanos desde Asia a Norteamérica, cómo se cree que se expandieron por los continentes de América del Norte y América del Sur y cómo cambió su manera de obtener alimentos en el transcurso del tiempo. Por otra parte, aprenderán detalles sobre cómo se adaptaron estos pueblos al medio ambiente de la región en la que se establecieron y de qué manera esa adaptación dio forma a su identidad cultural. Los estudiantes también aprenderán sobre la expresión "hacer el vacío," y que esta costumbre se usaba en algunos pueblos nativos americanos como una forma de castigo.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán a los personajes de "Etu, el cazador" y explicarán cómo contribuyen sus acciones a la secuencia de eventos.	Los estudiantes identificarán América del Norte, América del Sur y Asia en un mapa. Los estudiantes identificarán relaciones de causa y efecto vinculadas con el cambio de pueblos nativos americanos nómadas a pueblos establecidos en un solo lugar.	Los estudiantes aprenderán palabras con *j*/*g*. Practicar palabras: *nómada*	
Lección 2		Los estudiantes explicarán la conexión entre palabras e ilustraciones de un texto sobre los nativos americanos.	Los estudiantes usarán pronombres reflexivos en una oración. Practicar palabras: *medioambiente*	Los estudiantes harán y describirán conexiones personales con el texto describiendo la identidad cultural de comunidades actuales.
Lección 3	Los estudiantes explicarán de qué manera aspectos específicos de las ilustraciones de "Akando y Aponi, los recolectores" contribuyen al texto de la historia.	Los estudiantes identificarán las cualidades que hacen que la grabación de un cuento sea interesante.	Los estudiantes formarán antónimos añadiendo prefijos. Los estudiantes usarán pronombres reflexivos en una oración. Los estudiantes escribirán palabras con *g* y *j*.	
Lección 4		Los estudiantes harán y responderán preguntas sobre los pueblos nativos americanos de la gran zona del río Misisipi.	Los estudiantes usarán preposiciones que indican lugar. Los estudiantes formarán antónimos añadiendo prefijos. Los estudiantes clasificarán palabras con *g* y *j*.	Los estudiantes recordarán información sobre los constructores de montículos para compartir ideas clave sobre un montículo que existe en la actualidad.

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Lección 5	Los estudiantes harán y responderán preguntas que requieren citas textuales y comprensión de detalles de "Alemeda, la tejedora de canastas".	Los estudiantes harán predicciones sobre la historia de los nativos americanos y describirán eventos de causa y efecto relacionados con los pueblos nativos americanos del Sudoeste.	Los estudiantes escribirán palabras con *g* y *j*. Practicar palabras: *intrincado* Evaluación de ortografía	
Lección 6	Los estudiantes leerán atentamente "Alemeda, la tejedora de canastas".	Los estudiantes leerán en voz alta historias del Libro de lectura haciendo voces para dar vida a la lectura.	Los estudiantes aprenderán palabras con *cc* y *x*. Los estudiantes usarán las preposiciones *para* y *por* para expresar diferentes ideas. Los estudiantes usarán un diccionario para principiantes.	
Lección 7	Los estudiantes describirán personajes de "Alo, el ofrendador de los espíritus".	Los estudiantes compararán y contrastarán detalles sobre la identidad cultural presentados en "Los pueblos nativos americanos del Sudoeste, Parte II" con los presentados en "Los pueblos nativos americanos del Sudoeste, Parte I".	Los estudiantes usarán las preposiciones *para* y *por* para expresar diferentes ideas. Practicar palabras: *adoptar*	
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Lección 8	Los estudiantes explicarán de qué manera ciertos aspectos de la ilustración de "Meda y Flo, las niñas del bosque" amplían lo que se describe en el texto.	Los estudiantes determinarán la idea principal y los detalles de apoyo de "Los pueblos nativos americanos del Noreste".	Los estudiantes determinarán el significado de palabras con los sufijos *-able* o *-ible*. Practicar palabras: *cubierto*	Los estudiantes recordarán información de la lectura y escribirán una reflexión breve.
Lección 9		Los estudiantes compararán y contrastarán el clima del Sudeste con el del Noreste según la lectura "Los pueblos nativos americanos del Sudeste". Los estudiantes practicarán cómo leer en voz alta un texto para crear una grabación interesante.	Los estudiantes determinarán el significado de palabras formadas con los sufijos *-able/-ible*. Practicar palabras: *familia extendida*	
Lección 10	Los estudiantes harán y responderán preguntas oralmente y por escrito que requieren recordar y comprender detalles de "Adoette y Awan, los ahuyentadores de aves" haciendo referencia explícita al texto.	Los estudiantes practicarán cómo leer en voz alta un texto para crear una grabación interesante.	Los estudiantes escribirán palabras con *cc* y *x*. Los estudiantes repasarán el uso de preposiciones y frases preposicionales, incluyendo la contracción *al* y *del*. Los estudiantes usarán un diccionario para determinar los significados de una palabra. Evaluación de ortografía	

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Lección 11	Los estudiantes describirán a los personajes de "Yutu, el entrenador de perros" y explicarán cómo contribuyen sus acciones a la secuencia de eventos.	Los estudiantes describirán los pasos de un procedimiento identificando secuencia relacionada con los pueblos nativos americanos de la región Ártica/Subártica. Los estudiantes practicarán cómo leer en voz alta un texto para crear una grabación interesante.	Practicar palabras: *inhóspito*	
Lección 12	Los estudiantes harán preguntas y explicarán cómo apoyan el texto aspectos específicos de las ilustraciones de "La caza del gran oso: un cuento iroqués". También comentarán las características de cuentos folklóricos y leyendas. Los estudiantes describirán personajes de "La caza del gran oso: un cuento iroqués". Los estudiantes resumirán la trama de "La caza del gran oso".	Los estudiantes practicarán cómo leer en voz alta un texto para crear una grabación interesante.		
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Lección 13	Los estudiantes demostrarán comprensión de cuentos leídos de manera individual. Los estudiantes usarán información aprendida en la unidad para comparar y contrastar grupos de nativos americanos. Los estudiantes leerán el texto en voz alta durante la evaluación opcional de la fluidez. Evaluación de las destrezas de los estudiantes Evaluación opcional de la fluidez			

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Conocimiento 9:
La exploración europea de América del Norte (16 dias)

Libro de lectura: *La era de la exploración*

Esta unidad hace repaso de lo que los estudiantes ya han aprendido en grados anteriores sobre la exploración europea de América del Norte. Los estudiantes aprenderán información con mayor profundidad sobre las razones que motivaron la exploración europea, cómo esas razones fueron cambiando con el tiempo y cómo fue la interacción entre los exploradores y los colonos con los nativos americanos que ya habitaban el continente. Aprenderán detalles sobre los viajes de Cristóbal Colón, los conquistadores Juan Ponce de León, Hernando de Soto y Francisco Vásquez de Coronado, además de los exploradores Juan Caboto, Henry Hudson y Samuel Champlain. También aprenderán los modismos "la gota que colma el vaso" y "pendiente de un hilo". El contenido que los estudiantes aprendan en este grado servirá como base para estudios más profundos en grados más avanzados sobre la exploración europea y la colonización de América del Norte.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes ubicarán lugares clave a los que llegaron los exploradores. Los estudiantes responderán preguntas sobre la búsqueda europea de especias y sobre el mapa de Toscanelli.		Los estudiantes distinguen el significado de palabras homógrafas según el contexto de la oración.	Los estudiantes escribirán un párrafo de opinión sobre los factores que motivaron la exploración europea y justificarán su punto de vista. Evaluación preliminar de escritura
Lección 2	Los estudiantes responderán preguntas sobre la navegación en la era de la exploración y explicarán cómo hicieron los exploradores para seguir la ruta que recorrían haciendo referencia explícita al texto.	Los estudiantes determinarán la idea principal de "1492, un año que cambió el mundo" y volverán a contar los detalles clave usando preguntas con diferentes pronombres interrogativos. Los estudiantes usarán pistas del contexto para determinar el significado de palabras desconocidas.	Los estudiantes usarán un glosario para determinar o aclarar el significado preciso de palabras o frases clave. Practicar palabras: *proponer*	Los estudiantes usarán las palabras de transición por ejemplo para conectar razones e ideas con categorías de información. Los estudiantes usarán comas para separar elementos en series.
Lección 3	Los estudiantes leerán atentamente "La navegación en la era de la exploración" y determinarán el significado de palabras y frases relevantes para la navegación.	Los estudiantes categorizarán y organizarán datos sobre las exploraciones de Cristóbal Colón.	Los estudiantes identificarán y usarán el significado de los prefijos *pro-* y *anti-*. Practicar palabras: conquistador	Los estudiantes usarán palabras de transición en *conclusión* para conectar razones e ideas con categorías de información.
Lección 4	Los estudiantes leerán "El castillo de San Marcos" y responderán preguntas haciendo referencia explícita al texto como base de sus respuestas.	Los estudiantes resumirán información sobre las exploraciones de Juan Ponce de León.	Los estudiantes usarán los prefijos *pro-* y *anti-*. Practicar palabras: *colonización*	Los estudiantes usarán las palabras de transición de la misma manera y por el contrario para conectar razones.

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Lección 5	Los estudiantes compararán las expediciones de Hernando de Soto con las de Ponce de León.	Los estudiantes demostrarán comprensión del texto usando información de las imágenes y de las palabras sobre Hernando de Soto.	Los estudiantes escribirán y distinguirán el significado de palabras homógrafas según el contexto de la oración. Practicar palabras: *desastroso* Evaluación de ortografía	Los estudiantes conectarán ideas con categorías de información usando palabras de transición.
Lección 6	Los estudiantes identificarán lugares explorados por Francisco Vásquez de Coronado.	Los estudiantes escucharán "Francisco Vásquez de Coronado" y resumirán información sobre sus exploraciones.	Los estudiantes escribirán y distinguirán el significado de palabras homófonas según el contexto de la oración. Practicar palabras: *investigación*	Los estudiantes categorizarán y clasificarán información sobre los exploradores españoles a partir de la lectura y de sus notas.
Lección 7	Los estudiantes escribirán su párrafo de opinión sobre los exploradores españoles con datos de la lectura.	Los estudiantes resumirán información sobre las misiones españolas.	Los estudiantes usarán las palabras de transición *por ejemplo* para conectar razones e ideas con categorías de información. Practicas palabras: *logros*	Los estudiantes escribirán su opinión sobre las interacciones de los exploradores españoles y sus logros.
PAUSA 1				
Lección 8	A partir de las lecturas y los conocimientos previos, los estudiantes harán predicciones sobre el capítulo. Los estudiantes usarán pistas del contexto para determinar el significado de palabras desconocidas.	Los estudiantes compararán y contrastarán las motivaciones y las trayectorias de los viajes de Juan Caboto y Cristóbal Colón.	Los estudiantes usarán pistas del contexto para determinar el significado de palabras desconocidas.	
Lección 9	Los estudiantes leerán atentamente y responderán correctamente preguntas de comprensión sobre Juan Caboto con evidencia del texto.	Los estudiantes interpretarán una pintura que ilustra la travesía de Juan Caboto en busca del Paso del Norte y usarán oraciones completas y vocabulario específico.	Los estudiantes escribirán y distinguirán el significado de palabras homófonas según el contexto de la oración. Evaluación de ortografía	Los estudiantes usarán ejemplos del capítulo para apoyar su opinión acerca de si las dificultades de la vida de marinero que enfrentaba la tripulación de Juan Caboto valían la pena por la gloria y la aventura.
Lección 10	Los estudiantes determinarán relaciones de causa y efecto entre los eventos de las exploraciones y travesías de Henry Hudson.	Los estudiantes evaluarán el éxito de las exploraciones de Henry Hudson por América del Norte. Los estudiantes compararán las travesías y experiencias de Henry Hudson con las de otros exploradores.	Los estudiantes revisarán el uso de las mayúsculas y aprenderán a usar las mayúsculas en títulos. Practicar palabras: *desconocido*	
Lección 11	Los estudiantes interpretarán información del texto para asignar características del personaje a Samuel de Champlain.	Los estudiantes describirán los efectos a largo plazo de las expediciones de Champlain en América del Norte. Los estudiantes evaluarán y compararán el éxito de los exploradores europeos en América del Norte.	Los estudiantes aprenderán las formas comparativas y superlativas de adjetivos irregulares. Practicar palabras: *prever*	

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Lección 12	Los estudiantes explicarán el papel de los puestos de comercio en el desarrollo de las colonias francesas en la actual Canadá.	Los estudiantes describirán los descubrimientos y contribuciones de los exploradores europeos de la Unidad 9.	Los estudiantes elegirán la palabra correcta con el prefijo *pro-* o *anti-* en una oración.	Los estudiantes usarán ejemplos de la unidad para apoyar su opinión de qué explorador tuvo mayor éxito en América del Norte.
Lección 13	Los estudiantes explicarán las diferentes opiniones sobre el origen de los europeos en América del Norte.	Los estudiantes describirán los descubrimientos y contribuciones de los exploradores europeos de la Unidad 9.	Los estudiantes demostrarán que saben usar correctamente un diccionario para definir palabras.	Los estudiantes usarán ejemplos de la unidad para apoyar su opinión de qué explorador tuvo mayor éxito en América del Norte.
PAUSA 2				
Lección 14	Los estudiantes leerán un texto informativo de manera individual. Los estudiantes leerán con precisión y fluidez para apoyar la comprensión. Evaluación de las destrezas del estudiante Evaluación de la fluidez		Los estudiantes determinarán el uso de las mayúsculas en oraciones. Evaluación de ortografía	

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Conocimiento 10:
La época colonial en los Estados Unidos (19 dias)

Libro de lectura: *La vida en la América colonial*

Esta unidad desarrollará lo que los estudiantes ya han aprendido sobre la exploración y el asentamiento de América del Norte por los nativos americanos y europeos, y hace repaso de lo que ya hayan aprendido sobre las colonias inglesas en el continente. Aprenderán más sobre cómo se establecieron las colonias inglesas y cómo cada una desarrolló una cultura única. Además, aprenderán detalles sobre la influencia del clima, la geografía y las motivaciones de los colonos en el estilo de vida que llevaron en cada una de las trece colonias. Por último, los estudiantes escucharán una breve reseña de los eventos que llevaron a la Declaración de Independencia, la Guerra de Independencia y el establecimiento de los Estados Unidos como nación independiente.

Nota: En esta unidad, los estudiantes oirán hablar sobre el papel de la industria del tabaco en el éxito económico de Jamestown, Virginia, y eventualmente en toda la región sureña. Puede reiterar que fumar es un hábito muy perjudicial y que la ley prohíbe que los niños consuman tabaco.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes harán y responderán preguntas que requieran citas textuales y comprensión de detalles de "Introducción a *La vida en los Estados Unidos en la época colonial*".	Los estudiantes harán y responderán preguntas sobre los Estados Unidos en la época colonial en relación con el discurso de un orador. Los estudiantes harán predicciones antes de leer "Las colonias inglesas" sobre por qué Roanoke Island es llamada la Colonia perdida a partir de lo que escucharon hasta el momento, y luego compararán la información con sus predicciones.	Los estudiantes repasarán reglas ortográficas y aprenderán nuevas palabras con *b/v* y con *h*. Practicar palabras: *establecer*	
Lección 2	Los estudiantes volverán a contar la historia de la Colonia Perdida con sus propias palabras.		Los estudiantes conjugarán los verbos *ser* y *estar* en presente, y distinguirán su uso para completar oraciones.	Los estudiantes explicarán las partes básicas de una trama narrativa.
Lección 3	Los estudiantes harán y responderán preguntas oralmente y por escrito que requieran citas textuales y comprensión de detalles de "Jamestown, Parte I: Una nueva vida" haciendo referencia explícita al texto.	Los estudiantes harán conexiones personales con la experiencia del viaje descrita en "La fundación de Jamestown".	Los estudiantes identificarán y usarán el significado de los prefijos *uni-, bi-, tri-, multi-*. Los estudiantes compararán acciones con adverbios comparativos y superlativos.	
Lección 4	Los estudiantes volverán a contar el cuento de "Jamestown, Parte II: Cazar al estilo powhatan" con sus propias palabras.	Los estudiantes harán y responderán preguntas por escrito que requieran citas textuales y comprensión de detalles de "Jamestown y los powhatan".	Los estudiantes compararán acciones con adverbios comparativos y superlativos. Practicar palabras: *por consiguiente*	

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Lección 5	Los estudiantes determinarán la idea principal de "La vida en las plantaciones", volverán a contar detalles clave y explicarán cómo apoyan sus respuestas.	Los estudiantes determinarán la idea principal de "Los cultivos comerciales, las Carolinas y la esclavitud", volverán a contar los detalles clave y explicarán cómo apoyan la idea principal.	Los estudiantes escribirán palabras con *b/v* y con *h*. Practicar palabras: *transformar* Evaluación de ortografía	Los estudiantes desarrollarán las características de los personajes en una narración.
Lección 6	Los estudiantes harán y responderán preguntas por escrito que requieran citas textuales y comprensión de detalles de "Georgia en sus inicios" haciendo referencia al texto.	Los estudiantes determinarán la idea principal y los detalles de apoyo de "La fundación de Maryland y Georgia".	Los estudiantes conjugarán los verbos ser y estar en pasado simple y pretérito imperfecto, y distinguirán su uso. Los estudiantes leerán y escribirán palabras con los sonidos /s/ y /k/. Practicar palabras: *inevitable*	Los estudiantes usarán diálogos en su escrito para mostrar los pensamientos, sentimientos y acciones o reacciones de los personajes.
Lección 7	Los estudiantes demostrarán que están preparados para una conversación para explorar el contenido después de haber leído y estudiado "Los peregrinos, Parte I: La llegada".	Los estudiantes harán predicciones sobre "La libertad de religión y el primer día de Acción de Gracias".	Los estudiantes conjugarán los verbos *ser* y *estar* en pasado simple y pretérito imperfecto, y distinguirán su uso.	Los estudiantes ordenarán en secuencia eventos de una narración.
Lección 8	Los estudiantes harán y responderán preguntas por escrito que requieran citas textuales y comprensión de "Los peregrinos, Parte II: La celebración de Acción de Gracias" haciendo referencia explícita al texto.	Los estudiantes harán predicciones sobre "La libertad de religión y el primer día de Acción de Gracias" y las compararán con lo que real mente sucedió.	Los estudiantes conjugarán los verbos *ser* y *estar* en pasado simple y pretérito imperfecto, y distinguirán su uso. Los estudiantes escribirán palabras con los sonidos /s/ y /k/. Practicar palabras: *optimista*	Los estudiantes escribirán una conclusión a una narración.
Lección 9	Los estudiantes leerán una narración sobre la vida puritana y responderán preguntas sobre el texto.	Los estudiantes compararán y contrastarán a peregrinos y puritanos en "El disenso religioso y las colonias de Nueva Inglaterra".	Practicar palabras: *disidente*	Los estudiantes revisarán un borrador usando una lista de verificación.
PAUSA 1				
Lección 10		Los estudiantes harán y responderán preguntas sobre la lectura acerca de las colonias centrales.	Los estudiantes escribirán palabras con los sonidos /s/ y /k/. Los estudiantes usarán en oraciones los verbos *ser* y *estar* en pasado simple y pretérito imperfecto, y distinguirán su uso. Practicar palabras: *dependencia* Evaluación de ortografía	Los estudiantes completarán la corrección y publicación de su narración.

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Lección 11	Los estudiantes leerán y responderán preguntas sobre los cuáqueros y los lenni lenape usando evidencia del texto.	Los estudiantes escucharán y comentarán un texto sobre William Penn y los cuáqueros.	Los estudiantes determinarán el significado de palabras con los sufijos *-ura* y *-iento*. Los estudiantes leerán y escribirán palabras con el sonido /x/. Practicar palabras: *fundación*	
Lección 12	Los estudiantes leerán un cuento y responderán preguntas sobre un joven aprendiz de la época colonial.	Los estudiantes escucharán un texto sobre la vida colonial y compararán y contrastarán ese estilo de vida con el presente.	Los estudiantes identificarán pronombres de objeto directo y sus antecedentes.	Los estudiantes escribirán una carta en respuesta a la lectura del cuento "Matthew, el aprendiz".
Lección 13	Los estudiantes leerán dos textos y recopilarán las ideas principales y los detalles sobre la vida en una granja de las colonias del Atlántico Medio.		Los estudiantes practicarán cómo formar palabras con los sufijos *-dad, -eza, -ura, -iento.* Los estudiantes escribirán palabras con el sonido /x/.	Los estudiantes investigarán para escribir una narración breve sobre la vida en una de las trece colonias.
Lección 14		Los estudiantes leerán y escucharán un texto sobre los inicios de la revolución norteamericana e identificarán causas y efectos de ciertos eventos.	Los estudiantes usarán pronombres de objeto directo en oraciones.	Los estudiantes escribirán el siguiente capítulo para un cuento sobre las colonias que estudiaron en la unidad.
Lección 15		Los estudiantes leerán y escucharán un texto sobre los comienzos de la revolución norteamericana e identificarán relaciones de causa y efecto. Los estudiantes presentarán y escucharán los cuentos que escribieron durante la actividad de escritura compartida y harán preguntas al presentador.	Los estudiantes escribirán palabras con el sonido /x/. Evaluación de ortografía	
Lección 16	Los estudiantes demostrarán comprensión de la lectura, de los temas de gramática y de morfología. Los estudiantes volverán a leer con un propósito específico. Evaluación de la unidad Evaluación opcional de la fluidez	Los estudiantes compartirán su escrito con un compañero.		Los estudiantes escribirán una narración sobre uno de los personajes de *La vida en los Estados Unidos en la época colonial*.
PAUSA 2				
PAUSA 3				

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Conocimiento 11: Ecología (12 dias)

Libro de lectura: *Introducción a la ecología*

El contenido de Unidad 11 se enfoca en la ecología. Está basada en lo que los estudiantes ya han aprendido en grados anteriores sobre los hábitats de los animales y cómo cuidar la Tierra. Aprenderán sobre cadenas alimenticias, el equilibrio de la naturaleza, cambios en el medio ambiente y cómo protegerlo. Además leerán una biografía de John Muir.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes responderán preguntas para demostrar comprensión de "Los seres vivientes y sus hábitats" haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Los seres vivientes y sus hábitats".		Los estudiantes repasarán y escribirán palabras con diptongos.	Los estudiantes presentarán un tema e información grupal. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.
Lección 2	Los estudiantes leerán "Cadenas alimentarias" y responderán preguntas (incluso respuestas de qué) para demostrar comprensión de detalles clave haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Cadenas alimentarias". Evaluación de la lectura silenciosa			Los estudiantes presentarán un tema e información grupal. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.

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Lección 3	Los estudiantes leerán "Productores, consumidores y descomponedores" y responderán preguntas haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Productores, consumidores y descomponedores". Evaluación de gramática Evaluación de la fluidez		Los estudiantes identificarán y usarán el significado de los prefijos *uni-, bi-, tri-, multi-, pre-, re-* y *des-*. Los estudiantes escribirán palabras con diptongos.	Los estudiantes presentarán un tema e información grupal incluyendo ilustraciones cuando sean útiles para favorecer la comprensión. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.
Lección 4	Los estudiantes leerán "El equilibrio de la naturaleza" y responderán preguntas haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "El equilibrio de la naturaleza". Evaluación de morfología		Los estudiantes usarán pronombres personales y de objeto y explicarán su función en una oración. Los estudiantes escribirán palabras con diptongos.	Los estudiantes presentarán un tema e información grupal, incluyendo ilustraciones cuando sean útiles para favorecer la comprensión. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.
Lección 5	Los estudiantes leerán "Cambios naturales al medio ambiente" y responderán preguntas haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Cambios naturales al medio ambiente".		Los estudiantes escribirán palabras con diptongos. Los estudiantes usarán pronombres personales y de objeto y explicarán su función en una oración. Los estudiantes consultarán materiales de referencia, como diccionarios para principiantes, para verificar y corregir su ortografía. Evaluación de ortografía	Los estudiantes presentarán un tema e información grupal, incluyendo ilustraciones cuando sean útiles para favorecer la comprensión. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles. Los estudiantes plantearán una situación y presentarán un narrador o personajes; organizarán una secuencia de eventos que se desarrollará naturalmente.

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Lección 6	Los estudiantes responderán preguntas para demostrar comprensión de "Cambios del hombre al medio ambiente" haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Cambios del hombre al medio ambiente".		Los estudiantes repasarán y escribirán palabras con hiatos.	Los estudiantes presentarán un tema e información grupal, incluyendo ilustraciones cuando sean útiles para favorecer la comprensión. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.
Lección 7	Los estudiantes responderán preguntas para demostrar comprensión de "Daños provocados por el hombre al medio ambiente" haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Daños provocados por el hombre al medio ambiente".		Los estudiantes practicarán adjetivos y adverbios comparativos y superlativos.	Los estudiantes presentarán un tema e información grupal, incluyendo ilustraciones cuando sean útiles para favorecer la comprensión. Los estudiantes desarrollarán el tema con hechos, definiciones y detalles.
Lección 8	Los estudiantes responderán preguntas para demostrar comprensión de "Proteger el medio ambiente" haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "Proteger el medio ambiente".	Los estudiantes explicarán sus propias ideas y comprensión a partir de la conversación.	Los estudiantes repasarán los sufijos *-able/-ible, -dad, -eza, -ura, -or/ora, -iento*. Los estudiantes completarán oraciones con adjetivos y adverbios comparativos y superlativos. Los estudiantes completarán oraciones con palabras con hiatos.	

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Lección 9	Los estudiantes responderán preguntas para demostrar comprensión de "John Muir" haciendo referencia explícita al texto como base de sus respuestas. Los estudiantes determinarán el significado de palabras y frases de vocabulario académico general y de dominio específico relevantes para el tema de "John Muir".	Los estudiantes explicarán sus propias ideas y comprensión a partir de la conversación.	Los estudiantes repasarán los sufijos *-able/-ible, -dad, -eza, -ura, -or/ora, -iento*. Los estudiantes escribirán palabras con hiatos.	Los estudiantes usarán mayúsculas en títulos. Los estudiantes usarán comas en direcciones.
Lección 10	Los estudiantes leerán y comprenderán textos del nivel del grado.	Los estudiantes explicarán sus propias ideas y comprensión a partir de la conversación.	Los estudiantes escribirán palabras con hiato. Los estudiantes determinarán el acuerdo entre sujeto y verbo. Los estudiantes usarán la puntuación correcta en un diálogo. Los estudiantes consultarán materiales de referencia, como diccionarios para principiantes, para verificar la ortografía. Evaluación de ortografía	
Lección 11		Los estudiantes informarán sobre un tema o un texto, contarán un cuento o volverán a contar una experiencia con datos apropiados y relevantes, detalles descriptivos, hablando con claridad y a un ritmo adecuado. Los estudiantes hablarán con oraciones completas cuando sea apropiado para hacer las aclaraciones solicitadas o añadir detalles.		
Lección 12		Los estudiantes informarán sobre un tema o un texto, contarán un cuento o volverán a contar una experiencia con datos apropiados y relevantes, detalles descriptivos, hablando con claridad y a un ritmo adecuado. Los estudiantes hablarán con oraciones completas cuando sea apropiado para hacer las aclaraciones solicitadas o añadir detalles.		

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Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidad de Conocimiento Grado 4

Cada unidad contiene:

- **Lecciones**, incluyendo Lectura, Escritura, Gramática, Morfología y actividades de Ortografía.
- Una **Evaluación de la Unidad** que evalúa la comprensión de lectura, la comprensión y retención de palabras del vocabulario académico y dominio específico, además de las destrezas de gramática y morfología centrales de la unidad. Se incluye una sugerencia de escritura, al igual que una evaluación opcional de la fluidez. El contenido esencial en el que se enfoca la unidad se evalúa por una Evaluación de Contenido aparte. Los resultados deberían orientar el repaso y enriquecimiento ofrecidos durante la Pausa al final de la unidad.
- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido y destrezas enseñados.
    - Oportunidad para enriquecimiento y/o refuerzo en el contenido y comprensión de la lectura.
    - Oportunidad para enriquecimiento y/o refuerzo en audición y expresión oral.
    - Oportunidad para enriquecimiento y/o refuerzo en vocabulario, gramática, morfología y ortografía.
    - Oportunidad para enriquecimiento y/o refuerzo en escritura.

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Conocimiento 1: Narrativas personales (19 dias)

Antología: *Narrativas personales*

Esta unidad analiza el género de las narrativas personales, que consiste en obras de no ficción escritas en primera persona, desde la perspectiva de un narrador involucrado en los eventos que se describen. A lo largo de la unidad, los estudiantes leerán fragmentos de cinco narrativas personales, con el objetivo de identificar y utilizar los elementos del género para escribir sus propias narrativas personales. Estos elementos incluyen eventos ordenados según una secuencia lógica, diálogo, lenguaje descriptivo, personajes con rasgos determinantes, detalles sensoriales, lenguaje figurado e introducciones y conclusiones buenas. El análisis del género ayudará a los estudiantes a desarrollar sus conocimientos de la escritura descriptiva. Es probable que los estudiantes ya hayan estudiado algunos de estos elementos en unidades de ficción de grados anteriores. Sin embargo, esta unidad se diferencia de las de ficción, ya que los autores de las narrativas que los estudiantes leerán describen eventos o experiencias reales. Los estudiantes leerán las narrativas personales de forma crítica y atenta, analizarán el significado literal y harán inferencias basadas en el texto. Asimismo, analizar y utilizar las características del género para redactar relatos originales sobre sus propias experiencias les ayudará a escribir con más atención, claridad y reflexión.

NOTA: En esta unidad también se incluye una evaluación de principio de año para determinar si los estudiantes tienen la preparación adecuada para la enseñanza de Grado 4 CKLA.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes inferirán información de recuerdos de seis palabras.	Los estudiantes definirán qué son las narrativas personales.		Los estudiantes escribirán un párrafo sobre un recuerdo de la escuela. Los estudiantes escribirán recuerdos de seis palabras basándose en sus párrafos.
Lección 2	Los estudiantes describirán la idea principal de *Mi querida bicicleta*. Los estudiantes citarán evidencia del texto para describir las características de los personajes.	Los estudiantes identificarán las opiniones de sus compañeros y la evidencia que las apoya.		Los estudiantes escribirán un párrafo de opinión con las características de un buen amigo.
Lección 3	Los estudiantes explicarán el modo en que el autor usa una estructura de causa y efecto para demostrar cómo y por qué cambió un personaje del texto.	Los estudiantes harán predicciones basándose en las narrativas de causa y efecto que escuchan de sus compañeros.		Los estudiantes escribirán un párrafo acerca de alguien que generó un cambio en ellos, usando una estructura de causa y efecto.
Lección 4	Los estudiantes identificarán detalles sensoriales en un texto.	Los estudiantes resumirán un texto.		Los estudiantes usarán detalles sensoriales para escribir un párrafo.
Lección 5	Los estudiantes describirán los eventos de "Cómo se come una guayaba".	Los estudiantes describirán un recuerdo a un compañero.		Los estudiantes escribirán el borrador de una secuencia de eventos.

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Lección 6	Los estudiantes describirán características de los personajes y apoyarán sus descripciones con citas del texto.		Los estudiantes determinarán el significado de palabras académicas y de dominio específico. Los estudiantes practicarán la puntuación del diálogo.	Los estudiantes escribirán un relato que incluya diálogo.
Lección 7	Los estudiantes harán referencia a un texto para explicar lo que dice. Los estudiantes describirán la cronología de una narrativa personal.			Los estudiantes usarán palabras de transición en la planificación de una narración en orden cronológico.
Lección 8	Los estudiantes identificarán los detalles que demuestran cómo se siente la narradora. Los estudiantes compararán datos de fuentes primarias y secundarias.			Los estudiantes completarán la planificación de sus narrativas personales.
Lección 9	Los estudiantes harán inferencias sobre las características de los personajes a partir de sus acciones.	Los estudiantes escucharán los relatos de sus compañeros y harán críticas constructivas y específicas.		Los estudiantes escribirán la introducción de sus narrativas personales.
Lección 10	Los estudiantes identificarán diferentes tipos de detalles en "El agrimensor" y analizarán el modo en que el texto transmite significado a través de relaciones de causa y efecto y el uso de lenguaje descriptivo.		Los estudiantes reemplazarán verbos generales con verbos específicos que muestren acciones y detalles.	Los estudiantes escribirán un párrafo de desarrollo e incluirán un ejemplo de causa y efecto.
Lección 11	Los estudiantes aprenderán acerca de finales fuertes y analizarán "Despedida", el capítulo final de *Allá donde florecen los framboyanes*.			Los estudiantes escribirán un párrafo de desarrollo y revisarán su narrativa personal para incorporar más detalles.
Lección 12	Los estudiantes interpretarán y analizarán un símil o una metáfora del texto.		Los estudiantes identificarán y explicarán símiles y metáforas.	Los estudiantes incluirán símiles o metáforas en sus narrativas personales.
Lección 13	Los estudiantes identificarán detalles del texto y los usarán para realizar una lectura atenta.			Los estudiantes escribirán un párrafo de conclusión para sus narrativas personales.
Lección 14		Los estudiantes llevarán a cabo entrevistas desde la perspectiva de la autora y un conductor de televisión.		Los estudiantes harán comentarios sobre el trabajo de sus compañeros y usarán los comentarios para revisar sus narrativas personales.
Lección 15		Los estudiantes llevarán a cabo entrevistas sobre sus narrativas personales.		Los estudiantes realizarán una última revisión de su trabajo mediante una lista de verificación.
EVALUACIÓN DE PRINCIPIO DE AÑO				
PAUSA				

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Conocimiento 2:
Los imperios en la Edad Media, partes 1 y 2 (29 dias)

Libro de lectura: *Los imperios en la Edad Media*

La unidad Los imperios en la Edad Media abarca tanto la historia de la Edad Media en Europa como la de los imperios islámicos medievales. Los temas correspondientes a la Edad Media en Europa y los imperios islámicos medievales siempre se han dado en conjunto en la secuencia de Grado 4 porque sus temas están muy relacionados. La primera parte de esta unidad trata principalmente sobre los eventos que tuvieron lugar en la Edad Media en Europa occidental y la relación entre la Iglesia católica y los gobernantes de la región, mientras que la segunda parte trata sobre los imperios islámicos en la Edad Media y se centra en los eventos que tuvieron lugar en otra parte del mundo (en particular en lo que ahora se considera Medio Oriente). Separados por la evaluación a mitad de la unidad, los dos temas de estudio están ligados por un pasado en común (la decadencia del Imperio romano) y por eventos transversales como las Cruzadas y el movimiento de conocimiento, filosofía y ciencia del griego al árabe y al latín. También están ligados entre sí por el impacto que tienen sobre el presente: es difícil comprender el mundo moderno si uno no conoce estas dos regiones y su historia medieval.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes ubicarán cinco eventos en secuencia sobre una línea de tiempo que abarca a. e. c. y e. c. para contextualizar con precisión el contenido sobre la Edad Media en el tiempo y ponerlo en relación con el conocimiento previo. Los estudiantes parafrasearán información del Libro de lectura para participar de una conversación sobre la gente, los eventos e ideas importantes de la Edad Media.		Practicar palabras: *transformar*	
Lección 2	Los estudiantes harán referencia a detalles y ejemplos del texto al explicar las relaciones entre lores y siervos.		Los estudiantes descubrirán la función de sustantivos y adjetivos y las relaciones entre ellos mediante su identificación en oraciones. Los estudiantes usarán su conocimiento de los prefijos *sobre-* y *sub-* y palabras base para leer e interpretar palabras poco conocidas. Practicar palabras: *rival*	Los estudiantes escribirán un texto claro y coherente que contraste las vidas de los siervos y los lores con la ayuda de un organizador gráfico.

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Lección 3	Los estudiantes explicarán el concepto de feudalismo como forma de vida basada en la posesión de la tierra durante la Edad Media.		Practicar palabras: *leal*	Los estudiantes escribirán un borrador de un párrafo informativo sobre la vida de un lord en la Edad Media que incluya una oración temática, oraciones con detalles, palabras de transición y una oración de conclusión.
Lección 4	Los estudiantes harán referencia a detalles y ejemplos del texto al explicar por qué se necesitaban caballeros y castillos en la Edad Media.		Los estudiantes formarán y usarán frases preposicionales. Los estudiantes usarán su conocimiento de los prefijos *sobre-* y *sub-* y palabras base para leer e interpretar palabras poco conocidas. Practicar palabras: *influyente*	Los estudiantes escribirán un texto claro y coherente que contraste la vida de un siervo con la de un lord con la ayuda de un organizador gráfico.
Lección 5	Los estudiantes responderán preguntas literales y para inferir sobre las ciudades medievales, haciendo referencia al Libro de lectura.		Practicar palabras: *impulsar*	Los estudiantes escribirán un borrador de un párrafo informativo sobre la vida de un siervo durante la Edad Media que incluya una oración temática, oraciones con detalles, palabras de transición y una oración de conclusión.
Lección 6	Los estudiantes harán referencia a ejemplos del texto sobre el modo en que las ciudades medievales cambiaron la forma de vida en la Edad Media.		Los estudiantes demostrarán su comprensión de la función de un adverbio y su relación con un verbo mediante la identificación del verbo que un determinado adverbio describe en una oración. Los estudiantes usarán correctamente las palabras que suelen confundirse *también* y *tan bien*. Los estudiantes usarán sus conocimientos de morfología y el prefijo *inter-* para descubrir el significado de palabras desconocidas. Practicar palabras: *surgir*	
Lección 7	Los estudiantes harán referencia a ejemplos del texto al comentar la influencia de la Iglesia en la vida cotidiana de las personas en la Europa medieval.		Practicar palabras: *consagrar*	Los estudiantes usarán un organizador gráfico para escribir un texto claro y coherente que compare las vidas de los caballeros, los artesanos, los monjes y las monjas de la Edad Media.

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Lección 8	Los estudiantes participarán de una conversación en grupos pequeños sobre "El poder de la Iglesia" y citarán evidencia del texto.		Practicar palabras: *destinado*	Los estudiantes reunirán datos del texto que apoyen sus opiniones y los incluirán en un organizador gráfico.
Lección 9	Los estudiantes usarán evidencia textual durante la conversación sobre el capítulo para apoyar la afirmación del autor sobre cómo cambió la historia la batalla de Hastings.		Los estudiantes distinguirán la necesidad de un adjetivo o un adverbio para modificar una determinada clase de palabra en una oración. Los estudiantes usarán sus conocimientos de morfología y el prefijo *inter-* para leer e interpretar correctamente palabras desconocidas. Los estudiantes usarán cada una de las palabras de ortografía en una oración para demostrar su comprensión del significado de la palabra. Practicar palabras: *determinación*	
Lección 10	Los estudiantes responderán una serie de preguntas sobre la batalla de Hastings apoyando sus respuestas con citas directas del texto.		Los estudiantes demostrarán sus conocimientos de la ortografía correcta de las palabras de vocabulario. Practicar palabras: *perseguir*	Los estudiantes planificarán un párrafo persuasivo en el que darán su opinión y la fundamentarán con hechos del texto.
Lección 11	Los estudiantes comentarán el efecto que tuvo el rey Enrique II en Inglaterra con ejemplos del texto.		Los estudiantes identificarán correctamente el sujeto y el predicado en oraciones. Los estudiantes identificarán el significado de palabras con la raíz *archi* y las usarán correctamente en oraciones. Los estudiantes practicarán la ortografía de palabras de vocabulario. Practicar palabras: *restablecer*	
Lección 12	Los estudiantes evaluarán las acciones más positivas y las más negativas que llevó a cabo el rey Enrique II durante su reinado, analizando qué sucedió y por qué mediante la información del texto.		Practicar palabras: *adquirir*	Los estudiantes parafrasearán hechos del texto que fundamenten sus opiniones con sus propias palabras.
Lección 13	Los estudiantes evaluarán la importancia de la Carta Magna basándose en información del texto.		Practicar palabras: *inevitable*	Los estudiantes escribirán y corregirán el borrador de un párrafo persuasivo sobre lores y siervos.

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Lección 14	Los estudiantes escribirán y corregirán el borrador de un párrafo persuasivo sobre lores y siervos.		Los estudiantes identificarán clases de palabras, sujetos y predicados en oraciones. Los estudiantes seleccionarán la palabra con la raíz *archi* que mejor completa una determinada oración. Los estudiantes practicarán la ortografía de palabras de vocabulario y las usarán en oraciones. Practicar palabras: *ciertamente*	
Lección 15	Evaluación opcional de la fluidez Evaluación de la unidad		Evaluación de ortografía	
PAUSA 1				
Lección 16	Los estudiantes ubicarán los eventos más importantes de este período histórico en una línea de tiempo y en un mapa. Los estudiantes responderán preguntas fácticas sobre la información del Capítulo 10 del Libro de lectura.			
Lección 17	Los estudiantes responderán preguntas para inferir y para comparar sobre los primeros años de la vida de Mahoma.		Los estudiantes identificarán y corregirán fragmentos de oraciones. Los estudiantes usarán correctamente los prefijos *sobre-*, *sub-* e *inter-* en el contexto de una oración.	Los estudiantes darán un vistazo al texto para buscar citas sobre un tema específico.
Lección 18	Los estudiantes ordenarán los eventos relacionados con la difusión del islam durante la vida de Mahoma.			Los estudiantes parafrasearán información del texto.
Lección 19	Los estudiantes presentarán diagramas de la batalla de Yarmuk con comentarios.		Los estudiantes formarán oraciones de cada uno de los cuatro tipos (interrogativa, exclamativa, declarativa e imperativa). Los estudiantes usarán correctamente palabras con la raíz *grafía* en oraciones. Los estudiantes pronunciarán y practicarán el uso de palabras de ortografía en oraciones.	

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Lección 20	Los estudiantes responderán preguntas fácticas y para inferir sobre las dos ramas principales del islam a partir de evidencia del texto.			Los estudiantes recopilarán detalles para planificar sus textos de ficción histórica después de repasar los elementos de un cuento.
Lección 21	Los estudiantes responderán preguntas fácticas sobre la dinastía de los omeyas a partir de evidencia del texto.			Los estudiantes escribirán el borrador de un cuento de ficción histórica a partir de los elementos de un cuento.
Lección 22	Los estudiantes identificarán y comentarán sobre características importantes de la arquitectura islámica clásica a partir de detalles del texto.		Los estudiantes diferenciarán los cuatro tipos de oraciones y escribirán un ejemplo de cada una. Los estudiantes usarán correctamente palabras con la raíz *grafía* en oraciones. Los estudiantes usarán correctamente las palabras del vocabulario académico en oraciones que demuestren comprensión del contexto.	
Lección 23	Los estudiantes responderán preguntas fácticas y para inferir acerca de las Cruzadas.		Los estudiantes demostrarán su capacidad de deletrear correctamente las palabras de ortografía. Evaluación de ortografía	Los estudiantes presentarán sus cuentos de ficción histórica y comentarán el trabajo de sus compañeros basándose en los elementos del cuento.
Lección 24	Los estudiantes crearán fábulas con moralejas después de aprender sobre las características de una fábula.		Los estudiantes identificarán clases de palabras, corregirán fragmentos de oraciones y oraciones unidas sin puntuación, y escribirán oraciones de los cuatro tipos. Los estudiantes usarán correctamente el sufijo -able/-ible para formar adjetivos a partir de verbos y usarlos en oraciones. Los estudiantes practicarán cómo usar palabras correctamente en una oración.	
Lección 25	Evaluación de la unidad			
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Conocimiento 3: Poesía (18 dias)

Para muchos lectores, tanto adultos como niños, leer poesía puede ser un desafío. A menudo, los lectores consideran que los poemas son inaccesibles y sospechan que tienen un significado secreto que no pueden descifrar. En realidad, el lenguaje figurado y los simbolismos de uso frecuente en poesía no encubren un único significado, sino que abren un abanico de significados posibles, sujetos a la interpretación personal de los lectores. El propósito de esta unidad es brindar a los estudiantes herramientas y estrategias para el abordaje de la poesía, entrenarlos en la práctica de los métodos y recursos que usan los poetas y prepararlos para la lectura e interpretación de poemas tanto de verso formal como de verso libre. Además, los estudiantes cuentan con varias oportunidades para crear poemas propios y poner en práctica lo aprendido.

Los poemas que se analizan en esta unidad son de diversas tradiciones literarias y épocas, desde la obra de Gerardo Diego, integrante de la Generación del 27, hasta los textos de escritores contemporáneos como Eustaquio Pérez o Pat Mora. Los textos elegidos no son exclusivamente para niños, sino que pueden resultar de interés para lectores de distintas edades. Los autores provienen de diferentes lugares y contextos, incluyendo España, América del Sur, América Central e incluso Texas. Asimismo, los poemas son igualmente diversos; en algunos se emplea una métrica regular y rima, mientras que en otros se usa el verso libre. Pero todos se caracterizan por su compromiso con el lenguaje y su potencial.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán evidencia del texto y determinarán significados implícitos y explícitos en "Caperucita Roja".	Los estudiantes comentarán la trama de "Caperucita Roja" en parejas y junto a toda la clase.	Los estudiantes identificarán estrofa, verso y rima en "Caperucita Roja".	
Lección 2	Los estudiantes identificarán evidencia del texto y determinarán significados implícitos y explícitos en "El desierto es mi madre".		Los estudiantes definirán los términos repetición y *aliteración* y *escribirán* textos propios usando aliteración.	Los estudiantes escribirán un poema propio con verbos en imperativo.
Lección 3	Los estudiantes identificarán diferentes puntos de vista y, luego, aplicarán sus conocimientos en la lectura atenta de "Las canciones de mi abuela" prestando atención especial a los detalles del texto.			Los estudiantes anotarán información sobre una experiencia propia y planificarán un poema sobre recuerdos que incluya detalles sensoriales y descriptivos.
Lección 4	Los estudiantes comentarán el poema "El baile de la medusa" con énfasis en la interpretación de los símiles.			Los estudiantes escribirán poemas con símiles en respuesta a una consigna.

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Lección 5	Los estudiantes responderán preguntas sobre el autor a partir de los detalles de la biografía de Jorge Narváez Ceballos. Los estudiantes usarán la información del contexto para responder preguntas sobre las ideas principales del poema.	Los estudiantes asimilarán información a partir de imágenes y textos sobre el escenario del poema.	Los estudiantes identificarán y definirán ejemplos de lenguaje figurado.	Los estudiantes planificarán revisiones de sus poemas sobre recuerdos a partir de los comentarios del maestro y nuevas consignas de escritura.
Lección 6	Los estudiantes usarán detalles del texto para inferir su tono y significado; también describirán de qué modo la repetición afecta el tono de la voz poética.	Los estudiantes aprenderán acerca del tono y practicarán cómo adaptar el tono a diferentes públicos y ocasiones.		Los estudiantes escribirán el borrador de un poema sobre recuerdos, recopilando detalles específicos de importancia, organizando la información y seleccionando un método de repetición para dar énfasis al tono.
Lección 7	Los estudiantes identificarán cómo se describe Centroamérica en el poema y harán inferencias sobre lo que más valora el poeta sobre la región.	Los estudiantes leerán sus poemas en voz alta a un compañero y harán comentarios.		Los estudiantes escribirán poemas acerca de la escuela y presentarán una descripción variada del ambiente escolar a través de diferentes escenas.
Lección 8	Los estudiantes definirán *anáfora* y *metáfora*, las identificarán en el poema y explicarán el significado de ejemplos de lenguaje figurado en el poema.	Los estudiantes leerán el poema "El corazón de la Tierra", siguiendo papeles asignados al hablar.		
Lección 9	Los estudiantes harán inferencias acerca del significado del poema a partir de evidencia del texto.	Los estudiantes leerán el poema "El corazón de la Tierra", siguiendo papeles asignados al hablar.		Los estudiantes planificarán y escribirán el borrador de un poema con anáforas para describir los diferentes componentes o atributos de un personaje.
Lección 10	Los estudiantes identificarán y crearán ejemplos de aliteración; también identificarán y explicarán el lenguaje figurado y la forma del poema "Son olas verdes".			Los estudiantes escribirán poemas originales usando aliteración y descripciones detalladas basadas en los cinco sentidos.
Lección 11	Los estudiantes identificarán una metáfora extendida y explicarán los detalles que la componen.			Los estudiantes escribirán poemas originales con metáforas extendidas para comparar un fenómeno meteorológico con un animal.
Lección 12	Los estudiantes resumirán el texto, identificarán recursos poéticos y explicarán su eficacia en el contexto de los poemas.	Los estudiantes demostrarán la escucha activa respondiendo preguntas sobre los poemas de la lectura en voz alta.		

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Lección 13	Los estudiantes analizarán elementos de los poemas y definirán en qué se diferencian de un relato breve.			Los estudiantes escribirán poemas narrativos originales, usando recursos poéticos para captar la atención de los lectores.
Lección 14	Los estudiantes describirán las características de la creación poética e identificarán los recursos poéticos presentes en el poema "Escribo".			Los estudiantes escribirán poemas originales con consejos para nuevos lectores de poesía.
Lección 15	Evaluación de lectura			Evaluación de escritura
PAUSA				

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Conocimiento 4: ¡Eureka! Estudiante inventor (10 dias)

Libro de lectura: *Archivos ¡Eureka!*

Estudiante inventor ¡Eureka! es una Misión SLA de 10 días. Las misiones son unidades basadas en narraciones que introducen a los estudiantes en aventuras para leer atentamente. En las misiones, los estudiantes leen textos literarios e informativos complejos y demuestran su capacidad para encontrar evidencia y usarla de manera adecuada. Durante la Misión, los estudiantes producen regularmente textos de opinión, informativos y narrativos, que adaptan al estilo requerido por la actividad o la audiencia indicada. Las misiones son variadas. Cada una tiene como objetivo introducir al estudiante en un ámbito distinto, integrado por contenidos y desafíos nuevos. Las misiones son más flexibles que otras unidades. Hemos incluido sugerencias para que usted personalice la Misión según el caso y realice las variaciones que mejor se adapten a las necesidades de sus estudiantes.

A medida que recorren Estudiante inventor ¡Eureka!, los estudiantes leen una gran variedad de textos informativos sobre invenciones, inventores y procesos de creación. Además de leer atentamente, los estudiantes analizan objetos y situaciones del mundo que los rodea, identifican problemas, crean soluciones basadas en la evidencia y, al final, ellos mismos se convierten en inventores. Al escribir regularmente textos informativos y de opinión, los estudiantes ponen en práctica la investigación, la observación, la comunicación y la persuasión. También participan en conversaciones colaborativas, comparten ideas, y trabajan en equipo según funciones bien definidas y reglas previamente acordadas. En Estudiante inventor ¡Eureka!, los estudiantes participan de un programa de televisión de juegos tan bizarro como emocionante... un programa que corre el riesgo de ser cancelado a causa de algunos incidentes poco afortunados de la temporada anterior. Los estudiantes se dividen en equipos (laboratorios) y participan en actividades y desafíos tanto grupales como individuales. Guiados por jueces inventores como Jacques Cousteau, Hedy Lamarr, Thomas Edison, George Washington Carver y el presentador del programa —usted, el maestro—, los participantes aprenden distintos aspectos del proceso de invención mediante ejemplos y experimentos. Durante la Misión, los jueces "interactúan" con los estudiantes a través de videos y notas. Su función como presentador es clave para crear y mantener el "clima" de un programa de juegos. En la unidad se incluye un guión para el presentador, que usted podrá complementar con ideas propias, si lo cree conveniente.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes integrarán ideas de dos textos y hablarán con conocimiento sobre las mejores estrategias de colaboración.	Los estudiantes comentarán y practicarán la colaboración, siguiendo reglas acordadas y manteniendo funciones asignadas.		Los estudiantes escribirán con claridad sobre su propia experiencia colaborativa, fundamentando sus opiniones con hechos y detalles.
Lección 2	Los estudiantes llevarán a cabo la lectura atenta de varias biografías de inventores y serán capaces de resumir, hacer referencia a detalles e inferir a partir de esos textos.			Los estudiantes apoyarán su propia investigación con evidencia de las biografías de los inventores.

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Lección 3	Los estudiantes leerán textos informativos complejos sobre invenciones importantes y comentarán su desarrollo e impacto.	Los estudiantes reconocerán y resumirán las mejores estrategias para realizar una presentación oral y analizarán ejemplos de presentaciones. Los estudiantes comentarán y elegirán grabaciones de audio para mejorar sus presentaciones orales.	Los estudiantes adquirirán vocabulario de dominio específico relacionado con las invenciones más importantes que están investigando.	Los estudiantes escribirán un texto de opinión sobre la importancia de la bombilla de luz, proporcionando evidencia que fundamente su argumento.
Lección 4		Los estudiantes usarán su investigación para crear una presentación oral de su invención, incluyendo hechos y detalles que fundamenten su argumento. Los estudiantes escucharán presentaciones, tomarán apuntes y parafrasearán lo que han aprendido sobre cada invención. Los estudiantes mejorarán sus presentaciones orales mediante grabaciones de audio.		Los estudiantes escribirán y representarán una escena con diálogo para mostrar la importancia de su invención.
Lección 5	Los estudiantes describirán la cronología, las causas y los efectos de la invención de Louis Braille para entender que "las invenciones generan invenciones". Los estudiantes leerán textos técnicos e interpretarán diagramas sobre máquinas simples.			Los estudiantes integrarán información sobre invenciones anteriores y máquinas simples para resolver de manera creativa un desafío técnico.
Lección 6		Los estudiantes colaborarán en sus grupos de laboratorio para generar múltiples ideas y encarar un nuevo desafío de construcción.		Los estudiantes escribirán textos explicativos para documentar sus invenciones, incluyendo diagramas (y vocabulario de dominio específico) para transmitir información.
Lección 7		Los estudiantes participarán de conversaciones colaborativas para evaluar sus invenciones y harán sugerencias para mejorarlas.		Basados en ejemplos de la historia y en sus propias experiencias, los estudiantes escribirán un texto de opinión sobre la utilidad del fracaso en el proceso de invención.

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Lección 8		Los estudiantes compartirán sus ideas sobre invenciones a través de entrevistas de a dos, compartiendo sus ideas y tomando apuntes.		Los estudiantes revisarán o completarán los desafíos de escritura de las lecciones anteriores. Los estudiantes escribirán dos textos breves informativos en los que describirán su propia idea para una invención, el problema que resuelve, su propósito y su función.
Lección 9		Los estudiantes escucharán a sus compañeros, harán preguntas y críticas constructivas sobre sus invenciones. Los estudiantes escribirán, ensayarán y crearán ilustraciones o modelos para su presentación final. Los estudiantes comentarán y elegirán grabaciones de audio para mejorar su presentación final.		Los estudiantes escribirán una explicación detallada de su invención, incluyendo un argumento a favor de su importancia.
Lección 10		Los estudiantes presentarán su invención, explicando qué problema encara y cómo funciona, y apoyando su presentación con una demostración mediante un diagrama o modelo.		Los estudiantes escribirán una reflexión sobre sus experiencias durante esta unidad, incluyendo una descripción de su invención y una reflexión sobre un desafío que encararon y superaron.

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Conocimiento 5: Geología (19 dias)

Libro de lectura: *Geología: La Tierra cambiante*

La Gran Idea de esta unidad es que la Tierra está compuesta de capas, que por medio de calor y presión, causan movimientos que resultan en características geológicas encima y debajo de la superficie de la Tierra. La teoría de las placas tectónicas explica cómo se formaron montañas, volcanes y fosas en la tierra y en el mar. La información acerca del ciclo de las rocas, la meteorización y la erosión también explica el hecho de que la Tierra está en constante cambio. Esta unidad explora las relaciones entre estos diferentes procesos geológicos y cómo afectan el paisaje y los medioambientes relacionados de la Tierra.

NOTA: En esta unidad también se incluye una evaluación de mitad de año que debe ser administrada al final de la unidad.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes serán capaces de identificar diferentes áreas de estudio sobre la Tierra y hacer el tipo de preguntas que hacen los geólogos acerca de la Tierra. Los estudiantes serán capaces de describir cómo ha cambiado a lo largo del tiempo el conocimiento de la gente sobre lo que ocurre en la superficie de la Tierra y podrán explicar la hipótesis de la deriva continental y la existencia de Pangea.		Practicar palabras: *denso*	
Lección 2	Los estudiantes identificarán y describirán las capas de la Tierra, describirán el movimiento de las placas tectónicas e identificarán evidencia de cómo la interacción entre las capas de la Tierra y las placas tectónicas cambia la superficie terrestre.		Los estudiantes identificarán el uso correcto de la coma en oraciones compuestas. Los estudiantes distinguirán palabras base y palabras con el sufijo *–ante*, y usarán esas palabras correctamente en oraciones. Practicar palabras: *corteza*	Los estudiantes explicarán símiles relacionados con conceptos de geología.
Lección 3	Los estudiantes explicarán características de las capas de la Tierra, describirán cómo se mueven las placas tectónicas y explicarán cómo la interacción de esas fuerzas provoca cambios en la superficie terrestre, incluyendo el suelo oceánico.		Practicar palabras: *ejercer*	Los estudiantes escribirán una explicación detallada de un símil.

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Lección 4	Los estudiantes explicarán las causas de los terremotos, cómo miden los científicos la intensidad de los terremotos, y cómo se relacionan las fallas y los tsunamis con los terremotos.		Los estudiantes identificarán el uso correcto de la coma en oraciones compuestas. Los estudiantes distinguirán palabras base y palabras con el sufijo *-ante*, y usarán esas palabras correctamente en oraciones. Practicar palabras: *falla*	Los estudiantes describirán un folleto informativo e identificarán el propósito y el público de un folleto específico.
Lección 5	Los estudiantes describirán las causas y los efectos clave de los terremotos, incluyendo el papel que juegan las fallas en los terremotos y la relación entre tsunamis y terremotos.		Practicar palabras: *desencadenar*	Los estudiantes usarán sus notas parafraseadas para escribir el borrador de un folleto informativo sobre tsunamis.
Lección 6	Los estudiantes explicarán cómo y dónde se forman volcanes, géiseres y fuentes termales, y qué diferencias hay entre volcanes inactivos, extintos y activos.		Los estudiantes identificarán el uso correcto de la coma en oraciones complejas. Los estudiantes identificarán el significado de la raíz auto y usarán palabras con esta raíz en oraciones. Los estudiantes practicarán palabras de ortografía con diptongos. Practicar palabras: *fino*	
Lección 7	Los estudiantes describirán cómo se usaron los mitos en las civilizaciones antiguas para explicar sucesos inusuales de la naturaleza, como la actividad volcánica. Los estudiantes consultarán materiales de referencia impresos y digitales para determinar o aclarar el significado preciso de palabras y para identificar otras opciones.		Practicar palabras: *elevado*	Los estudiantes describirán qué es una entrada *wiki* y planificarán la escritura de su propia entrada *wiki*.
Lección 8	Los estudiantes identificarán las rocas como sólidos hechos de minerales, describirán la formación y las características de los tres tipos, y explicarán cómo el ciclo de las rocas causa cambios a largo plazo.		Practicar palabras: *textura*	Los estudiantes usarán un organizador gráfico para tomar notas basadas en la paráfrasis de un texto y escribirán el borrador de una entrada *wiki*.

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Lección 9	Los estudiantes describirán qué son las rocas, explicarán la formación y las características de las tres clases de rocas, y explicarán las características y la importancia del ciclo de las rocas.		Los estudiantes identificarán el uso correcto de la coma en oraciones complejas. Los estudiantes practicarán la formación y el uso en oraciones de palabras con la raíz *auto*. Los estudiantes practicarán palabras de ortografía con diptongos. Practicar palabras: *compactar*	Los estudiantes escribirán preguntas a partir de la lectura sobre cómo viaja el sonido y luego responderán por escrito.
Lección 10	Los estudiantes identificarán, definirán y proporcionarán ejemplos de meteorización y erosión y de cómo cambian la superficie de la Tierra.		Los estudiantes demostrarán su conocimiento de la ortografía correcta de palabras con diptongos. Practicar palabras: *estado* Evaluación de ortografía	Los estudiantes revisarán y corregirán su escritura tomando como referencia una guía de evaluación para la escritura y una lista de verificación para la corrección.
Lección 11	Los estudiantes describirán el proceso de meteorización y erosión e identificarán características geológicas que proporcionan evidencia de estas fuerzas.		Los estudiantes identificarán y usarán correctamente sustantivos. Los estudiantes repasarán los significados y usos de los sufijos *-able/-ible* y *-ante* y las raíces *grafía* y *auto*. Los estudiantes practicarán palabras de ortografía con hiatos. Practicar palabras: *depositar*	
Lección 12	Los estudiantes describirán cómo se forman las montañas, identificarán los diferentes tipos de montañas y ubicarán las mayores cadenas montañosas en un mapa.		Practicar palabras: *escarpado*	Los estudiantes planificarán la escritura de un párrafo descriptivo sobre una roca o algún otro elemento del ciclo de las rocas.
Lección 13	Los estudiantes identificarán cordilleras oceánicas, fosas oceánicas, fuentes hidrotermales y montes submarinos, y explicarán cómo se forman y el impacto que tienen en su entorno.		Practicar palabras: *expedición*	Los estudiantes escribirán el borrador de un párrafo descriptivo basándose en la planificación de una lección anterior.

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Lección 14	Los estudiantes explicarán las características distintivas de elementos geológicos en el suelo oceánico y el impacto de esas características.		Los estudiantes practicarán la formación del plural y el uso de sustantivos en oraciones. Los estudiantes repasarán los significados y usos de los sufijos *-able/-ible* y *-ante* y las raíces *grafía* y *auto*. Los estudiantes practicarán palabras de ortografía con hiatos. Practicar palabras: *de primera mano*	
Lección 15	Los estudiantes serán evaluados en base a su comprensión de los conceptos y datos enseñados en la unidad. Evaluación de la unidad		Los estudiantes serán evaluados en base a su comprensión de los conceptos y datos enseñados en la unidad. Los estudiantes serán evaluados en base a su capacidad de escribir correctamente una lista de palabras asignadas. Evaluación de ortografía Evaluación de la unidad	Los estudiantes serán evaluados en base a su comprensión de los conceptos y datos enseñados en la unidad. Evaluación de la unidad
EVALUACIÓN DE MITAD DE AÑO				
PAUSA				

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Conocimiento 6: Ficción contemporánea con fragmentos de *La casa en Mango Street* (15 dias)

Elegimos *La casa en Mango Street* porque combina un lenguaje lírico de gran riqueza, pero accesible, con una narración y una protagonista con la que los estudiantes pueden sentirse identificados.

Eso hace de *La casa en Mango Street* un material ideal para la lectura atenta. Es importante que los estudiantes aprendan a leer lenta y atentamente para ir descubriendo las diferentes capas de significado de un texto. *La casa en Mango Street* es un texto que recompensa ese tipo de persistencia y paciencia. Por ese motivo, los capítulos se trabajan en varias oportunidades, llevando a cabo un nuevo análisis en cada ocasión.

De alguna manera, *La casa en Mango Street* funciona como un puente entre la poesía y las narraciones a las que los estudiantes estarán acostumbrados, y sobre las que volverán a trabajar en unidades posteriores, como La isla del tesoro. La autora llamó a los primeros capítulos "poemas perezosos", ya que son relatos breves y relativamente independientes, con un uso imaginativo y a veces abstracto del lenguaje. Pero no dejan de ser relatos, con una narración que impulsa al lector a continuar hasta el final del libro. Por supuesto, no son para nada perezosos. Cisneros quiere decir que contienen un lenguaje típico de los poemas, sin estar restringidos por la estructura poética.

Muchos estudiantes se identificarán con los temas de este libro. En *La casa en Mango Street*, una niña intenta encontrar su propia identidad en medio de circunstancias difíciles. Tiene aspiraciones para el futuro (algo que los estudiantes analizarán en profundidad), pero esas aspiraciones cambian. A medida que la narración avanza, la protagonista se vuelve más madura y menos "egoísta" (en sus palabras), ya que comprende que su comunidad es una parte vital de quien ella es actualmente y de quien será en el futuro.

A lo largo de la unidad, los estudiantes alternarán lectura y escritura. Al igual que con la poesía, muchas de las actividades de lectura requieren breves respuestas escritas. Además, hay otras actividades más largas en las que los estudiantes practicarán dar opiniones y escribir narraciones.

Esta unidad es particular porque requiere que los estudiantes vuelvan varias veces a los mismos capítulos. Hay una progresión en las lecciones, por lo que es importante que los estudiantes comprendan los conceptos en las primeras lecciones. Conviene más pasar más tiempo en esas lecciones, y perder algunas de las posteriores, que dejar a la clase confundida. En las experiencias que hemos tenido, llegamos a la conclusión de que los niños de esta edad pueden abordar este texto y sus ideas, siempre y cuando se los aliente a tener constancia.

NOTA: La unidad Ficción contemporánea de CKLA Grado 4 tiene componentes impresos que difieren ligeramente de los de otras unidades para reflejar su enfoque.

	Lectura	Audición y expresión oralg	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes subrayarán y citarán detalles del texto para visualizar, escribir anotaciones y hacer inferencias sobre el escenario.			Los estudiantes escribirán sus propias descripciones detalladas de escenarios, ya sea su casa real o una casa imaginaria.

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Lección 2	Los estudiantes usarán organizadores gráficos y herramientas para explorar lo que sienten los personajes sobre los escenarios de las distintas casas y para descubrir el tema de las aspiraciones en *La casa en Mango Street*.			Los estudiantes revisarán y reforzarán sus descripciones, usando los comentarios de los compañeros para aclarar y mejorar sus descripciones de una casa. Los estudiantes harán inferencias sobre la narradora, fundamentadas por evidencia del texto.
Lección 3	Los estudiantes dibujarán detalles del texto para analizar el personaje de Esperanza, incluyendo sus diálogos, acciones y motivaciones	Los estudiantes colaborarán en una representación teatral basada en "La casa en Mango Street", asumiendo los papeles de actores, directores y audiencia.		Los estudiantes escribirán una afirmación acerca del cambio de tono de Esperanza en una escena, apoyando su argumento con evidencia del texto. Los estudiantes crearán una narración alternativa para "La casa en Mango Street", prestando atención al personaje y a los detalles, basados en inferencias que hicieron sobre el texto.
Lección 4	Los estudiantes describirán las diferencias entre Esperanza y su madre, haciendo inferencias a partir del diálogo, los pensamientos y las acciones del texto.			Los estudiantes revisarán y compartirán sus narraciones alternativas. Los estudiantes escribirán una reflexión personal basado en la lectura del día.
Lección 5	Los estudiantes explorarán de qué manera el lenguaje figurado (metáfora, símil, expresión, hipérbole y personificación) transmite significado en *La casa en Mango Street*.			Los estudiantes se prepararán para escribir sus propios cuentos sobre aspiraciones, usando lo que aprendieron sobre descripciones detalladas, lenguaje figurado y tema.
Lección 6		Los estudiantes compartirán sus textos con un compañero y con la clase, y harán críticas constructivas sobre los cuentos de sus compañeros.		Los estudiantes harán comentarios sobre la planificación del cuento de un compañero y escribirán una narración original sobre el tema de las aspiraciones, usando descripciones detalladas y lenguaje figurado.
Lección 7	Los estudiantes analizarán el uso de los pronombres en "Nuestro día bueno" para identificar personajes secundarios. Los estudiantes analizarán la interacción de Esperanza con personajes secundarios a partir de detalles específicos del texto.			

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Lección 8	Los estudiantes harán comparaciones entre la perspectiva de Esperanza y las perspectivas de otras personas en "Los que no".			Los estudiantes crearán sus propios personajes y diálogos, con foco en la descripción de personajes desde perspectivas múltiples.
Lección 9	Los estudiantes leerán "Gil compraventa de muebles", identificarán diálogo, acción y lenguaje figurado para analizar el personaje y la perspectiva de Esperanza.			Los estudiantes revisarán sus escenas de la lección anterior. Los estudiantes crearán una versión alternativa de "Gil compraventa de muebles" desde la perspectiva de otro personaje.
Lección 10	Los estudiantes analizarán cómo se desarrolla el tema de las aspiraciones en "Las tres hermanas", observando el diálogo, haciendo inferencias sobre nuevos personajes y explorando las imágenes del texto.			Los estudiantes crearán un nuevo personaje secundario que juega un papel significativo en sus propios cuentos sobre aspiraciones.
Lección 11	Los estudiantes analizarán en profundidad el desarrollo del personaje de Esperanza y lo relacionarán con los temas principales de *La casa en Mango Street*.			Los estudiantes desarrollarán sus cuentos sobre aspiraciones introduciendo un nuevo personaje.
Lección 12		Los estudiantes compartirán sus textos con la clase y harán críticas constructivas sobre los cuentos de sus compañeros.		Los estudiantes escribirán un capítulo final para su cuento, con foco en el desarrollo del personaje y el tema de las aspiraciones.
Lección 13	Evaluación de la unidad			Evaluación de la unidad
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Conocimiento 7: La Revolución estadounidense (21 dias)

Libro de lectura: *El camino a la independencia*

La Gran Idea de esta unidad es que el desacuerdo sobre principios de gobierno llevó a los colonos de América del Norte a querer independizarse de Gran Bretaña. Las causas, figuras relevantes y consecuencias de la Revolución estadounidense que se presentan en esta unidad conforman un contexto histórico que permite comprender por qué las 13 colonias decidieron romper sus lazos con Gran Bretaña, y conocer cuáles eran los valores e ideas más importantes que impulsaron la Revolución estadounidense.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán eventos que conectan la guerra franco-india con la Revolución estadounidense, basándose en la información específica incluida en los textos de la lección. Los estudiantes justificarán el creciente descontento y enojo de los colonos con Gran Bretaña haciendo referencia a detalles y ejemplos de los textos de la lección.		Practicar palabras: *conflicto*	
Lección 2	Los estudiantes identificarán a los Hijos de la Libertad, describirán sus actos de protesta en Boston y explicarán su importancia basándose en información específica del texto.		Los estudiantes practicarán el uso correcto de la coma en oraciones. Los estudiantes usarán la raíz *port* como pista para descubrir el significado de diversas palabras y usarán estas palabras correctamente en oraciones. Practicar palabras: *boicotear*	Los estudiantes explicarán cómo usar la estructura de causa y efecto para describir los eventos que desencadenaron la Revolución estadounidense.
Lección 3	Mediante estrategias de lectura atenta, los estudiantes profundizarán su comprensión del creciente descontento y enojo de los colonos hacia Gran Bretaña, estudiando el vocabulario y las expresiones del texto.		Practicar palabras: *preciso*	Los estudiantes usarán las palabras de transición adecuadas para escribir un borrador con enunciados de causa y efecto que expliquen las protestas de los colonos.
Lección 4	Los estudiantes analizarán el texto y fuentes adicionales para comprender de qué modo las Leyes Intolerables impuestas a Massachusetts por los británicos precipitaron el inicio de la Revolución estadounidense.		Los estudiantes demostrarán el uso correcto de la raya de diálogo. Los estudiantes reconocerán la raíz *port* y usarán palabras con esta raíz en oraciones. Practicar palabras: *intolerable*	Los estudiantes usarán la estructura de un texto de causa y efecto y las destrezas de escritura de un párrafo para describir qué desencadenó la guerra franco-india.

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Lección 5	Los estudiantes usarán destrezas de lectura atenta para analizar la evidencia incluida en el texto de la lección y evaluar la exactitud histórica del poema de Henry Wadsworth Longfellow, "La cabalgata de Paul Revere".		Practicar palabras: *revolucionario*	Los estudiantes usarán las destrezas de escritura de un párrafo para escribir el borrador de un ensayo que describa las causas y los efectos que desencadenaron la Revolución estadounidense.
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Lección 6	Los estudiantes usarán evidencia del texto para explicar el proceso por el cual los colonos declararon la independencia de Gran Bretaña y las razones que presentaron para justificar su decisión. Los estudiantes consultarán materiales de referencia para aclarar las definiciones de palabras de la Declaración de la Independencia.		Los estudiantes demostrarán la comprensión de la concordancia sujeto-verbo en tiempo presente. Los estudiantes identificarán cómo los prefijos *mono-* y *poli-* modifican palabras base y usarán palabras con estos prefijos en oraciones. Los estudiantes practicarán la ortografía de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *tirano* y *perfidia*	
Lección 7	A través de la lectura atenta del texto, los estudiantes evaluarán las opciones políticas de los líderes de las colonias de cara a una tumultuosa guerra con Gran Bretaña. Evaluación intermedia de la unidad		Practicar palabras: *implicancia*	Los estudiantes usarán las destrezas de escritura de un párrafo para explicar la preocupación de los colonos por las Leyes Intolerables, haciendo referencia al texto de la lección, a fuentes de información adicionales y a un organizador gráfico.
Lección 8	Los estudiantes harán inferencias sobre el texto de la lección para comprender los desafíos estratégicos y físicos que enfrentaron los soldados de la época colonial mientras las milicias se organizaban para formar el Ejército Continental.		Practicar palabras: *moral*	Los estudiantes usarán las destrezas de escritura de un párrafo para reflexionar acerca de cómo influyó el primer disparo ejecutado en Lexington en lo que fue la Guerra de la Independencia de los Estados Unidos y harán referencia al texto de la lección, a fuentes de información adicionales y a un organizador gráfico.

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Lección 9	Los estudiantes analizarán el lenguaje del texto de la lección para comprender mejor el estado de ánimo de los soldados del Ejército Continental y las tácticas que usaron para achicar ventaja con el ejército británico.		Los estudiantes demostrarán la comprensión de la concordancia sujeto-verbo en tiempo presente. Los estudiantes identificarán cómo los prefijos *mono-* y *poli-* modifican palabras base y usarán palabras con estos prefijos en oraciones. Los estudiantes practicarán la ortografía de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *confrontar*	Los estudiantes escribirán una opinión sobre la exploración del espacio en el futuro.
Lección 10	Los estudiantes harán inferencias a partir del texto para entender por qué el ejército francés se alió al Ejército Continental y qué efecto tuvo esto en el resultado de la Guerra de la Independencia.		Los estudiantes demostrarán su conocimiento de la ortografía correcta de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *impresionar* Evaluación de ortografía	Los estudiantes usarán las destrezas de escritura de un párrafo para escribir el borrador de un ensayo que describa las causas y los efectos que desencadenaron la Revolución estadounidense.
Lección 11	Los estudiantes harán inferencias a partir del texto para comprender la extensión de la Guerra de la Independencia, tanto en tiempo como en área física, y las diferentes naciones que participaron.		Los estudiantes practicarán la conjugación de los verbos en diferentes tiempos del presente y el pasado. Los estudiantes practicarán la formación de palabras con el sufijo *-ancia* y usarán esas palabras en oraciones. Los estudiantes practicarán la ortografía de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *flota*	
Lección 12	Los estudiantes harán inferencias a partir del texto para evaluar las acciones de individuos poco conocidos involucrados en la Revolución estadounidense.		Practicar palabras: *desafiante*	Basándose en una guía de evaluación para la escritura, los estudiantes desarrollarán párrafos expositivos que describan las actitudes de los colonos frente a las Leyes Intolerables y la importancia del primer disparo ejecutado en Lexington.

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Lección 13	Los estudiantes reconocerán a Washington Irving como un famoso escritor estadounidense y serán capaces de volver a contar el legendario cuento del jinete sin cabeza.		Practicar palabras: *temer*	Los estudiantes escribirán un párrafo de conclusión para sus ensayos con estructura de causa y efecto.
Lección 14	Los estudiantes identificarán recursos literarios como símil, metáfora, hipérboles, personificación, tema y suspenso. Los estudiantes explicarán las principales diferencias entre el género narrativo y el género dramático, haciendo referencia a elementos estructurales de los textos.		Los estudiantes practicarán la conjugación de los verbos en diferentes tiempos del presente y el pasado. Los estudiantes practicarán la formación de palabras con el sufijo *-ancia* y usarán esas palabras en oraciones. Los estudiantes practicarán la ortografía de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *formidable*	
Lección 15	Los estudiantes examinarán elementos de ficción histórica y detalles cotidianos de la vida colonial que cambiaron o se mantuvieron igual luego la Guerra de la Independencia.		Los estudiantes demostrarán su conocimiento de la ortografía correcta de palabras que suelen confundirse, con acento diacrítico, homófonos y homógrafos. Practicar palabras: *consolar* Evaluación de ortografía	Los estudiantes participarán en conversaciones colaborativas con sus compañeros para hacer y recibir críticas constructivas sobre sus ensayos de causa y efecto, y usarán los comentarios para reforzar y desarrollar la escritura basándose en la planificación, revisión y corrección.
Lección 16	Los estudiantes compararán y marcarán el contraste entre la apariencia que tenía Rip Van Winkle con anterioridad a la Guerra de la Independencia, antes de quedarse dormido, y después de la Guerra de la Independencia, luego de despertarse de un sueño de 20 años.		Los estudiantes usarán verbos en diferentes tiempos del presente y el pasado. Los estudiantes practicarán la formación de palabras con el sufijo *-ancia* y usarán esas palabras en oraciones. Practicar palabras: *venerar*	Los estudiantes desarrollarán y mejorarán sus ensayos de causa y efecto según sea necesario, por medio de la planificación, la revisión y la corrección.
Lección 17	Evaluación de la fluidez Evaluación de la unidad		Evaluación de la unidad	Evaluación de la unidad
PAUSA				

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Conocimiento 8: La isla del tesoro (26 dias)

Libro de lectura: *La isla del tesoro*

Esta unidad explora el género de ficción a partir de una novela clásica, La isla del tesoro. Los estudiantes se enfocarán en el desarrollo de los personajes, el escenario y la trama, así como en diversos recursos literarios, mientras leen una versión adaptada de la popular novela de aventuras de Robert Louis Stevenson. Esta unidad brinda a los estudiantes de grados superiores la posibilidad de leer obras de ficción más extensas para analizar el desarrollo de la trama, los personajes y distintos elementos literarios, a lo largo de una novela. Además, La isla del tesoro es una oportunidad para que los estudiantes aprendan sobre el relato de aventuras como subgénero de la ficción y también sobre otros aspectos relevantes del texto, como la geografía, la navegación y los piratas.

NOTA: En esta unidad también se incluye una evaluación de fin de año que se debe ser administrada al final de la unidad.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán puntos geográficos relevantes, eventos históricos y términos clave de vocabulario relacionado con los barcos como preparación para la lectura de un relato de aventuras. Los estudiantes identificarán al narrador y el escenario del relato, y describirán los personajes importantes que se presentan en el primer capítulo.		Practicar palabras: *torrencial*	
Lección 2	Los estudiantes identificarán los eventos más importantes del capítulo y resumirán los detalles clave del texto.		Los estudiantes usarán correctamente los verbos en pretérito perfecto simple y pretérito imperfecto. Los estudiantes identificarán el significado de palabras con la raíz *bio* y usarán estas palabras en oraciones. Practicar palabras: *saquear*	Los estudiantes seleccionarán un escenario para su propio relato de aventuras.
Lección 3	Los estudiantes identificarán detalles clave del capítulo y demostrarán su comprensión del lenguaje figurado del relato.		Practicar palabras: *pasmar*	Los estudiantes usarán detalles descriptivos para crear un personaje para sus relatos de aventuras.

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Lección 4	Los estudiantes harán un resumen del viaje que está por comenzar y describirán en profundidad el personaje de John Silver, "el Largo".		Los estudiantes usarán correctamente los verbos en pretérito perfecto simple y pretérito imperfecto. Los estudiantes usarán correctamente palabras que suelen confundirse. Los estudiantes usarán palabras con la raíz *bio* en oraciones. Practicar palabras: *rebosar*	Los estudiantes usarán detalles descriptivos para escribir sobre un personaje.
Lección 5	Los estudiantes determinarán o aclarán el significado de palabras y frases descriptivas e identificarán el lenguaje figurado que permite crear una trama memorable y personajes interesantes.		Practicar palabras: *cautivar*	Los estudiantes usarán detalles descriptivos para escribir uno o dos párrafos sobre un personaje.
Lección 6	Los estudiantes citarán detalles del texto para explicar qué aprende/descubre Jim acerca de John Silver y para hacer inferencias sobre las intenciones de John Silver respecto del viaje.		Los estudiantes usarán correctamente los verbos en pretérito perfecto compuesto. Los estudiantes practicarán el uso de palabras con diferentes prefijos y raíces. Los estudiantes practicarán la escritura de verbos en pretérito perfecto simple y pretérito imperfecto. Practicar palabras: *aprieto*	
Lección 7	Los estudiantes demostrarán que comprenden el lenguaje descriptivo y los recursos literarios usados en el texto.		Practicar palabras: *duplicidad*	Los estudiantes planificarán su propio relato de aventuras.
Lección 8	Los estudiantes resumirán los eventos relevantes del capítulo y distinguirán los personajes confiables de los personajes no confiables.		Practicar palabras: *sondear*	Los estudiantes escribirán la introducción de un relato de aventuras usando detalles descriptivos.

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Lección 9	Los estudiantes resumirán los eventos relevantes del capítulo y harán inferencias sobre las relaciones entre los personajes, basándose en evidencia del texto.		Los estudiantes usarán correctamente los verbos en pretérito perfecto compuesto. Los estudiantes practicarán el uso de palabras con diferentes prefijos y raíces. Los estudiantes practicarán la escritura de verbos en pretérito perfecto simple y pretérito imperfecto. Practicar palabras: *embarcación*	
Lección 10	Los estudiantes analizarán algunas de las elecciones de Jim Hawkins basándose en detalles específicos del texto.		Los estudiantes demostrarán su conocimiento de la ortografía correcta y el uso de la tilde en verbos en pretérito perfecto simple y pretérito imperfecto. Practicar palabras: *chocar* Evaluación de ortografía	Los estudiantes incorporarán instancias de diálogo para desarrollar las experiencias y los eventos del relato de aventuras.
Lección 11	Los estudiantes analizarán algunas elecciones de John Silver basándose en detalles específicos del texto.		Los estudiantes usarán correctamente las conjunciones coordinantes en oraciones con la puntuación adecuada. Los estudiantes identificarán el significado y usarán correctamente palabras con el sufijo *-ura*. Los estudiantes practicarán la escritura de participios pasados. Practicar palabras: *expresar*	
Lección 12	Los estudiantes demostrarán su comprensión del lenguaje figurado y de los recursos literarios del relato y explicarán cómo los usa el autor en el capítulo para mostrar, más que contar, los eventos del relato.		Practicar palabras: *asombro*	Los estudiantes comenzarán a escribir el borrador de su relato de aventuras usando detalles descriptivos y siguiendo una secuencia de eventos clara.
Lección 13	Los estudiantes harán referencia a detalles y ejemplos del texto para comentar puntos clave del clímax y la resolución del relato.		Practicar palabras: *supersticioso*	Los estudiantes escribirán el borrador del cuerpo y revisarán la introducción de un relato de aventuras.

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Lección 14	Los estudiantes explicarán los cambios que experimenta Jim Hawkins a lo largo del relato y cómo esos cambios influyen en sus pensamientos, sentimientos y perspectivas.		Los estudiantes usarán correctamente las conjunciones coordinantes en oraciones con la puntuación adecuada. Los estudiantes identificarán el significado y usarán correctamente palabras con el sufijo *-ura*. Los estudiantes practicarán la escritura de participios pasados. Practicar palabras: *bienestar*	
Lección 15	Evaluación de la unidad		Evaluación de ortografía Evaluación de la unidad	Evaluación de la unidad
Lección 16				Los estudiantes revisarán el cuerpo de un relato, identificarán las características de una conclusión efectiva y escribirán el borrador de la conclusión de un relato de aventuras.
Lección 17				Los estudiantes elegirán un título efectivo, y revisarán y corregirán su relato de aventuras.
Lección 18				Los estudiantes publicarán un relato de aventuras.
Lección 19				Los estudiantes presentarán sus propios relatos de aventuras, escucharán los relatos de sus compañeros y harán comentarios efectivos.
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Amplify Caminos

Caminos al Conocimiento Esencial

Alcance y secuencia

Unidad de Conocimiento Grado 5

Cada unidad contiene:

- **Lecciones**, incluyendo Lectura, Escritura, Gramática, Morfología y actividades de Ortografía.
- Una **Evaluación de la Unidad** que evalúa la comprensión de lectura, la comprensión y retención de palabras del vocabulario académico y dominio específico, además de las destrezas de gramática y morfología centrales de la unidad. Se incluye una sugerencia de escritura, al igual que una evaluación opcional de la fluidez. El contenido esencial en el que se enfoca la unidad se evalúa por una Evaluación de Contenido aparte. Los resultados deberían orientar el repaso y enriquecimiento ofrecidos durante la Pausa al final de la unidad.
- Las **Pausas** presentan oportunidades para repasar, reforzar o ampliar el contenido y las destrezas enseñados.
    - Oportunidad para enriquecimiento y/o refuerzo en el contenido y comprensión de la lectura.
    - Oportunidad para enriquecimiento y/o refuerzo en audición y expresión oral.
    - Oportunidad para enriquecimiento y/o refuerzo en vocabulario, gramática, morfología y ortografía.
    - Oportunidad para enriquecimiento y/o refuerzo en escritura.

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Conocimiento 1: Narrativas personales (19 dias)

Antología: *Narrativas personales*

Esta unidad analiza el género de las narrativas personales, que consiste en obras de no ficción escritas en primera persona, desde la perspectiva de un narrador involucrado en los eventos que se describen. A lo largo de la unidad, los estudiantes leerán fragmentos de cinco narrativas personales, con el objetivo de identificar y utilizar los elementos del género para escribir sus propias narrativas personales. Estos elementos incluyen eventos ordenados según una secuencia lógica, diálogo, lenguaje descriptivo, detalles sensoriales, lenguaje figurado e imágenes que acompañan un texto escrito. El análisis del género ayudará a los estudiantes a desarrollar sus conocimientos de la escritura descriptiva.

Es probable que los estudiantes ya hayan estudiado algunos de estos elementos en unidades de ficción de grados anteriores. Sin embargo, esta unidad se diferencia de las de ficción, ya que los autores de las narrativas que los estudiantes leerán describen eventos o experiencias reales. Los estudiantes leerán las narrativas personales de forma crítica y atenta, analizarán el significado literal y harán inferencias basadas en el texto. Asimismo, analizar y utilizar las características del género para redactar relatos originales sobre sus propias experiencias les ayudará a escribir con más atención, claridad y reflexión.

NOTA: En esta unidad también se incluye una evaluación de principio de año para determinar si los estudiantes tienen la preparación adecuada para la enseñanza de Grado 5 CKLA.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1		Los estudiantes trabajarán de manera individual y colaborativa para comparar la narrativa personal con otras formas de escritura. Tras escuchar el texto leído en voz alta, los estudiantes conversarán en clase sobre un fragmento de "Nos va a salir la cosa".		Los estudiantes escribirán una narrativa de un párrafo sobre una primera experiencia.
Lección 2	Los estudiantes citarán el texto al describir la trama y hacer inferencias.	Los estudiantes harán comentarios positivos sobre las narrativas de sus compañeros.	Los estudiantes escribirán oraciones con verbos y adjetivos específicos y descriptivos.	
Lección 3	Los estudiantes citarán el texto de forma precisa al identificar y describir ejemplos de imágenes sensoriales.		Los estudiantes escribirán e incluirán imágenes sensoriales.	Los estudiantes escribirán una narrativa sobre un momento que incluye detalles que "muestran en lugar de contar".
Lección 4	Los estudiantes analizarán los personajes y sus relaciones a partir de los diálogos de un texto.		Los estudiantes usarán correctamente la puntuación y las mayúsculas al escribir diálogos.	Los estudiantes escribirán una narrativa en la que presentarán un diálogo que "muestra en vez de contar".

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Lección 5	Los estudiantes analizarán y describirán un tema del texto. Los estudiantes se pondrán en el papel de la autora y responderán preguntas de una entrevista para entender mejor cómo cambia la protagonista de la obra.			Los estudiantes escribirán un párrafo sobre su nombre y generarán ideas para escribir una narrativa más formal.
Lección 6	Los estudiantes comentarán y citarán el texto y harán inferencias sobre él.	Los estudiantes analizarán los detalles de fragmentos específicos del texto.		Los estudiantes escribirán un borrador de la primera parte de una narrativa sobre su nombre.
Lección 7	Los estudiantes compararán y contrastarán los puntos de vista que tiene la autora en distintos momentos de su vida.			Los estudiantes describirán eventos desde puntos de vista específicos y terminarán de escribir sus narrativas sobre su nombre.
Lección 8	Los estudiantes identificarán la evidencia que presenta la autora para fundamentar sus puntos de vista.	Los estudiantes presentarán (leerán en voz alta) la narrativa que escribieron sobre su nombre y sus compañeros harán comentarios positivos y específicos.		Los estudiantes escribirán narrativas en las que presentarán evidencia para fundamentar un punto de vista.
Lección 9	Los estudiantes compararán y contrastarán el tono de dos textos.	Los estudiantes presentarán (leerán en voz alta) la narrativa que escribieron sobre su nombre y sus compañeros harán comentarios positivos y específicos.		Los estudiantes definirán lo que es el tono y escribirán con varios tonos.
Lección 10			Los estudiantes identificarán símiles y metáforas en un texto y escribirán símiles y metáforas.	Los estudiantes armarán un esquema de una secuencia de eventos para planificar una narrativa personal. Los estudiantes describirán obras musicales con símiles y metáforas.
Lección 11	Los estudiantes citarán el texto al inferir y explicar por qué el autor incluyó ciertos detalles en su narrativa.	Los estudiantes presentarán informes orales breves basados en la lectura atenta del capítulo "La receta de mi padre" de *De campesino a astronauta*.		Con el esquema que armaron en la Lección 10, los estudiantes empezarán a escribir sus narrativas sobre una sorpresa (las terminarán en la Lección 12).
Lección 12	Los estudiantes determinarán el significado de palabras y frases de dominio específico a partir del contexto.			Los estudiantes escribirán un párrafo con varias descripciones sensoriales. Los estudiantes seguirán escribiendo su narrativa sobre una sorpresa.

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Lección 13	Los estudiantes citarán el texto al explicar el punto de vista de la autora.			Los estudiantes corregirán sus narrativas en función de los comentarios del maestro.
Lección 14	Los estudiantes citarán el texto con precisión para identificar las emociones de la autora.	Los estudiantes escucharán las narrativas de sus compañeros y brindarán comentarios positivos y específicos.		Los estudiantes describirán conductas para "mostrar" emociones.
Lección 15		Los estudiantes escucharán las narrativas de sus compañeros y harán comentarios positivos y específicos.	Los estudiantes describirán de qué manera ciertas palabras de un texto permiten generar una imagen mental clara en el lector.	Los estudiantes agregarán detalles "que muestran" en las oraciones "que cuentan" de sus compañeros.
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Conocimiento 2:
Las primeras civilizaciones americanas (19 dias)

Libro de lectura: *Mayas, aztecas e incas*

La Gran Idea de esta unidad es que en las Américas se desarrollaron civilizaciones complejas e importantes, como las de los mayas, los aztecas y los incas, antes de la llegada de los europeos al continente. Esta unidad presenta a los estudiantes la geografía, el clima, la flora y la fauna de las Américas. También presenta información histórica general y describe la línea cronológica que detalla el auge y el declive de las civilizaciones maya, azteca e inca. Además, la unidad describe innovaciones y descubrimientos de los mayas, los aztecas y los incas y presenta mitos de esas civilizaciones antiguas.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes describirán los componentes esenciales de una civilización, e identificarán la ubicación de tres civilizaciones antiguas en las regiones actuales de América del norte, del centro y del sur. Los estudiantes describirán, compararán y contrastarán las características geográficas principales de las regiones en las que se desarrollaron las civilizaciones maya, azteca e inca.		Practicar palabras: *diverso*	
Lección 2	Los estudiantes describirán la estructura organizacional de la civilización maya y explicarán cómo se adaptaron los mayas a las diversas regiones en las que prosperaron sus ciudades-Estados.		Los estudiantes identificarán sujetos y predicados en oraciones y distinguirán verbos de acción y verbos copulativos. Los estudiantes serán capaces de distinguir raíces y palabras con el prefijo *super-* y aplicarán estas destrezas a la redacción de oraciones. Practicar palabras: *presa*	Los estudiantes tomarán notas parafraseando datos pertinentes sobre las características geográficas de Mesoamérica para planificar y escribir un borrador de un párrafo.
Lección 3	Los estudiantes describirán las estructuras organizacionales de la civilización maya y explicarán cómo se adaptaron los mayas a las diversas regiones en las que prosperaron sus ciudades-Estados.		Practicar palabras: *simbolizar*	Los estudiantes escribirán oraciones a partir de las notas que tomaron y armarán un párrafo lógico que describe las características geográficas de la civilización maya.

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Lección 4	Los estudiantes describirán la importancia del sistema de escritura y el sistema matemático de los mayas y harán un resumen de algunas causas posibles del declive de esa civilización.		Los estudiantes identificarán sujetos y predicados en oraciones, identificarán las oraciones unidas sin puntuación y volverán a escribirlas para formar oraciones completas. Los estudiantes serán capaces de distinguir raíces y palabras con el prefijo *super-* y las usarán correctamente en oraciones. Practicar palabras: *distintivo*	Los estudiantes revisarán, corregirán y volverán a escribir un párrafo siguiendo los criterios detallados en una guía de evaluación.
Lección 5	Los estudiantes determinarán que el tema de este mito maya es una explicación de Mitos de los mayas.		Practicar palabras: *inmenso*	Los estudiantes identificarán y parafrasearán información clave que se relaciona con el aspecto cultural que eligieron para el Proyecto Códice.
Lección 6	Los estudiantes determinarán que el tema de este mito maya es la explicación de una cultura pasada sobre la creación de la tierra y su gente.		Los estudiantes identificarán palabras y frases que comparan y contrastan ideas y desarrollarán oraciones para comparar y contrastar ideas. Los estudiantes explicarán cómo cambia el significado de una palabra cuando se agrega el prefijo *inter-* y usarán palabras con el prefijo *inter-* en oraciones. Los estudiantes aprenderán a reconocer y escribir palabras agudas, graves y esdrújulas. Practicar palabras: *nutrir*	
Lección 7	Los estudiantes determinarán las ideas principales y los detalles clave de la capital azteca de Tenochtitlán y usarán información para comparar y contrastar las civilizaciones maya y azteca.		Practicar palabras: *puntiagudo*	Los estudiantes formarán un párrafo explicativo lógico a partir de la información que parafrasearon para el Proyecto Códice.
Lección 8	Los estudiantes harán un resumen de la organización de Tenochtitlán e identificarán factores que contribuyeron al éxito de la capital azteca.		Practicar palabras: *intercambiar*	Los estudiantes armarán su lista de referencias para la imagen que eligieron y escribirán un pie de foto para explicar cómo se relaciona la imagen con el tema.

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Lección 9	Los estudiantes identificarán factores que contribuyeron al declive de la civilización azteca y harán un resumen del papel de Hernán Cortés en la caída del Imperio azteca.		Los estudiantes usarán palabras y frases para escribir enunciados que comparan y contrastan la civilización maya y la azteca. Los estudiantes distinguirán palabras con el prefijo *inter-* y las usarán correctamente en oraciones y para definir palabras desconocidas. Los estudiantes practicarán cómo reconocer y escribir palabras agudas, graves y esdrújulas. Practicar palabras: *resentimiento*	
Lección 10	Los estudiantes identificarán detalles clave sobre el Imperio inca y harán un resumen de cómo creció el Imperio inca hasta convertirse en el mayor imperio precolombino.		Los estudiantes realizarán una evaluación de ortografía sobre palabras agudas, graves y esdrújulas. Practicar palabras: *litera* Evaluación de ortografía	Los estudiantes elegirán palabras específicas que reflejan la relación entre dos culturas diferentes y las incorporarán en los párrafos que escribieron para el Proyecto Códice.
Lección 11	Los estudiantes determinarán el significado de palabras y frases de un texto y explicarán cómo respaldan las ideas principales acerca del Imperio inca.		Los estudiantes identificarán sujetos y predicados en oraciones y distinguirán verbos de acción y verbos copulativos. Los estudiantes determinarán el significado de palabras con el prefijo *geo-* y armarán oraciones con esas palabras. Los estudiantes utilizarán reglas ortográficas para separar palabras en sílabas. Practicar palabras: *primitivo*	
Lección 12	Los estudiantes harán un resumen de las razones del declive del Imperio inca y explicarán el papel que desempeñó Francisco Pizarro en la caída de esta poderosa civilización.		Practicar palabras: *riña*	Los estudiantes aplicarán las destrezas que desarrollaron a lo largo de la unidad para escribir párrafos que explican cómo se relaciona el tema de su códice con los incas.
Lección 13	Los estudiantes identificarán y explicarán las similitudes y diferencias entre los mitos sobre la creación de los aztecas y los incas.		Practicar palabras: *adecuado*	Los estudiantes corregirán un párrafo para el Proyecto Códice según los criterios de la lista de verificación para la corrección.

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Lección 14	Los estudiantes identificarán y explicarán las similitudes y diferencias entre determinados mitos sobre la creación de los mayas, los aztecas y los incas.		Los estudiantes distinguirán verbos de acción y verbos copulativos y los identificarán en oraciones. Los estudiantes completarán oraciones seleccionando la palabra correcta con el prefijo *geo-*. Los estudiantes utilizarán reglas ortográficas para dividir palabras en sílabas. Practicar palabras: *emerger*	
Lección 15	Evaluación de la unidad		Evaluación de ortografía	
PAUSA				

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Conocimiento 3: Poesía (15 dias)

Libro de lectura: *El diario del poeta*

Para muchos lectores, tanto adultos como niños, leer poesía puede ser un desafío. A menudo, los lectores consideran que los poemas son inaccesibles y sospechan que tienen un significado secreto que no pueden descifrar. En realidad, el lenguaje figurado y los simbolismos de uso frecuente en poesía no encubren un único significado, sino que abren un abanico de significados posibles, sujetos a la interpretación personal de los lectores. El propósito de esta unidad es brindar a los estudiantes herramientas y estrategias para el abordaje de la poesía, entrenarlos en la práctica de los métodos y recursos que usan los poetas y prepararlos para la lectura e interpretación de poemas tanto de verso formal como de verso libre. Además, los estudiantes cuentan con varias oportunidades para crear poemas propios y poner en práctica lo aprendido.

Los poemas que se analizan en esta unidad son de diversas tradiciones literarias y épocas, desde un romance medieval hasta obras de autores contemporáneos como Laura Forchetti y María Cristina Ramos. Los textos elegidos no son exclusivamente para niños, sino que pueden resultar de interés para lectores de distintas edades. Los autores provienen de diferentes lugares y contextos, como Argentina, Chile, Uruguay, España y Estados Unidos. Asimismo, los poemas son igualmente diversos; en algunos se emplea una métrica regular y rima, mientras que en otros se usa el verso libre. Pero todos se caracterizan por su compromiso con el lenguaje y su potencial.

Al igual que otras unidades del programa, en esta unidad sobre poesía se busca alentar y fortalecer de manera regular la lectura atenta de los estudiantes. Teniendo en cuenta ese objetivo, así como también las diferencias entre la poesía y otros géneros literarios, es posible que la estructura, los materiales y las actividades de esta unidad difieran con respecto a los de otras unidades del programa. A lo largo de la unidad, los estudiantes practican la lectura atenta y la escritura. Además, aprenden acerca de los diversos elementos formales de la poesía al identificarlos en los textos estudiados. Por otro lado, ese trabajo se complementa con prácticas de escritura en las que los estudiantes se convierten ellos mismos en poetas. Estas actividades les permiten demostrar su comprensión y análisis de los poemas a través de la aplicación creativa y los alientan a poner atención a los detalles al escribir textos propios. A su vez, esto reafirma su capacidad de analizar los textos de otras personas. Estas actividades proporcionan a los estudiantes numerosas herramientas para el abordaje de la poesía, desarrollan su confianza para interpretar poemas e incrementan su interés en la tarea.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán y definirán los elementos básicos de la estructura de un poema y comentarán recursos poéticos que se usan en el poema "La rutina" de Saúl Schkolnik.			Los estudiantes escribirán un poema sobre su rutina.
Lección 2	Los estudiantes identificarán el tono de un poema y comentarán cómo influye en el mensaje general.			Los estudiantes escribirán una oda a un vegetal o una fruta; expresarán un tono claro y determinado.

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Lección 3	Los estudiantes analizarán el uso de la anáfora y explicarán cómo influye en el sentido de un poema. Además, usarán evidencia del texto para comentar un poema.			Los estudiantes escribirán un poema que incluya anáforas como recurso poético.
Lección 4	Los estudiantes harán inferencias sobre el lenguaje figurado de un poema sobre la naturaleza.			Los estudiantes usarán un organizador gráfico para comparar y contrastar dos poemas.
Lección 5	Los estudiantes identificarán y marcarán el esquema de rima de un poema.			Los estudiantes escribirán y presentarán poemas con rima.
Lección 6	Los estudiantes analizarán el lenguaje figurado, el tono y el tema general del poema.			Los estudiantes crearán símiles y metáforas sobre lo que hacen los animales.
Lección 7	Los estudiantes definirán e identificarán metáforas implícitas en un poema.			Los estudiantes revisarán las metáforas que escribieron anteriormente y las incorporarán en un poema original.
Lección 8	Los estudiantes analizarán el poema de Gabriel Gamar; identificarán un ejemplo de alusión y harán inferencias para entender el significado del poema.	Los estudiantes leerán su poema en voz alta a un compañero y harán comentarios positivos sobre el poema de su compañero.		Los estudiantes escribirán su propio poema y corregirán el de un compañero.
Lección 9	Los estudiantes identificarán y definirán las características de los romances y harán inferencias sobre el significado del poema.			Los estudiantes escribirán su propio romance.
Lección 10	Los estudiantes identificarán el paralelismo en un poema y lo analizarán para comparar y contrastar situaciones.	Los estudiantes leerán su poema en voz alta a un compañero y harán comentarios positivos sobre el poema de su compañero.		Los estudiantes escribirán y presentarán un poema original que incluya ejemplos de paralelismo para contrastar situaciones.
Lección 11	Los estudiantes analizarán el poema para interpretar sus metáforas y las emociones que expresa la voz poética.			Los estudiantes escribirán un poema original en el que dos personajes reaccionan de manera diferente a la misma situación.
Lección 12	Los estudiantes analizarán un poema e identificarán recursos poéticos como metáforas y símiles.			Los estudiantes aplicarán lo que han aprendido sobre poesía para escribir un ars poetica original.
Lección 13	Evaluación de lectura			Evaluación de escritura
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Conocimiento 4: Las aventuras de Don Quijote (21 dias)

Antología: *Las aventuras de Don Quijote*

Esta unidad analiza el género de ficción a través de una novela clásica, Don Quijote. Los estudiantes se enfocarán en el personaje y la trama, así como en elementos literarios como la caracterización, mientras leen una versión adaptada completa de Don Quijote. Es importante que los estudiantes de los últimos grados de la primaria sean capaces de leer obras de ficción más largas y de seguir el desarrollo de la trama, los personajes y los elementos literarios a lo largo de una novela; esta unidad brindará esa oportunidad a los estudiantes. Además, esta versión adaptada de Don Quijote, escrita por Miguel de Cervantes durante el Renacimiento, un período de la historia europea que se analiza en la siguiente unidad, los expondrá a aspectos culturalmente relevantes de la novela clásica como la naturaleza quijotesca del personaje principal, la relación entre Don Quijote y su compinche, Sancho Panza, y episodios como el de los molinos de viento. Además, los estudiantes leerán fragmentos extensos de otra versión adaptada de Don Quijote que es más compleja en cuanto a su vocabulario y su sintaxis. Podrán comparar y contrastar esta adaptación más compleja con el texto principal de la unidad.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán y explicarán aspectos importantes de la vida de un caballero durante la Edad Media y cómo influyeron en *Don Quijote* de Cervantes. Los estudiantes identificarán en el texto las etapas iniciales de la estructura de la trama (p. ej. escenario, personaje principal) y harán inferencias con respecto a la personalidad del personaje.		Practicar palabras: *apasionantes*	
Lección 2	Los estudiantes compararán y contrastarán el proceso de Don Quijote para convertirse en caballero con el proceso que se describe en "Castillos sombríos y justas de caballeros" en la Lección 1.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes identificarán el significado de palabras con el sufijo *-ismo* y las usarán en oraciones. Practicar palabras: *amenazador*	Los estudiantes distinguirán entre hechos y opiniones.
Lección 3	Los estudiantes describirán las conexiones personales que tienen con el texto e identificarán y explicarán de qué manera las palabras y el lenguaje figurado que usa el autor influyen en el texto de *El libro de Don Quijote para niños*.		Practicar palabras: *quijotesco*	Los estudiantes analizarán y marcarán la estructura y las partes de un ensayo persuasivo.

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Lección 4	Los estudiantes continuarán haciendo inferencias sobre la personalidad de un personaje y resumirán eventos clave para agregarlos al desarrollo de la trama.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes identificarán el significado de palabras con el sufijo *-ismo* y las usarán correctamente en oraciones. Practicar palabras: *luchar contra molinos de viento*	Los estudiantes responderán a una consigna basada en un fragmento de *El Quijote contado a los niños* y escribirán enunciados de opinión apoyándose en evidencia textual.
Lección 5	Los estudiantes identificarán y analizarán los elementos principales de la trama.		Practicar palabras: *engaño*	Los estudiantes escribirán una afirmación e identificarán la importancia de la evidencia de apoyo.
Lección 6	Los estudiantes usarán evidencia textual para describir las variadas características de Don Quijote y Sancho Panza.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes identificarán el significado de palabras con la raíz *crono* y las usarán correctamente en oraciones. Los estudiantes escribirán palabras con diptongos. Practicar palabras: *favor*	
Lección 7	Los estudiantes identificarán los tipos de ironía (verbal, situacional y dramática) con que se encuentran Don Quijote y Sancho.		Practicar palabras: *indiscutible*	Los estudiantes escribirán el borrador del párrafo introductorio de su ensayo persuasivo.
Lección 8	Los estudiantes examinarán la elección de palabras y el estilo de escritura del autor mediante una lectura atenta del texto.		Practicar palabras: *aterrados*	Los estudiantes brindarán evidencia textual para apoyar sus opiniones en los párrafos centrales de sus ensayos persuasivos.
Lección 9	Los estudiantes usarán evidencia textual para comparar y contrastar características de los personajes principales.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes formarán oraciones completas que incluyan palabras con la raíz *crono*. Los estudiantes practicarán las palabras de ortografía. Practicar palabras: *burlas*	
Lección 10	Los estudiantes seguirán brindando evidencia textual sobre diversas características de Don Quijote y Sancho.		Los estudiantes realizarán una evaluación de ortografía sobre palabras con diptongo. Practicar palabras: *castigo* Evaluación de ortografía	Los estudiantes escribirán el borrador de los dos párrafos centrales de sus ensayos persuasivos.

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Lección 11	Los estudiantes explicarán y describirán las experiencias de Sancho como gobernador.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes usarán palabras con los prefijos *super-, inter-* y *geo-*; el sufijo *-ismo*; y la raíz *crono*. Los estudiantes escribirán palabras con hiatos. Practicar palabras: *pensativo*	
Lección 12	Los estudiantes explicarán y describirán las experiencias de Sancho como gobernador.		Practicar palabras: *admiración*	Los estudiantes harán el borrador del párrafo de conclusión de sus ensayos persuasivos.
Lección 13	Los estudiantes identificarán y comentarán el uso de lenguaje figurado del autor, específicamente el uso de metáforas.		Practicar palabras: *confesar*	Los estudiantes corregirán los ensayos persuasivos entre compañeros y usarán comentarios para reflexionar y proponer objetivos personales de escritura y revisión.
Lección 14	Los estudiantes usarán evidencia textual para apoyar la caracterización final de Don Quijote.		Los estudiantes usarán verbos irregulares en presente. Los estudiantes usarán palabras con los prefijos *super-, inter-* y *geo-*; el sufijo *-ismo*; y la raíz *crono*. Los estudiantes escribirán palabras con hiatos. Practicar palabras: *sosegado*	
Lección 15	Evaluación de la comprensión lectora Evaluación de la fluidez (opcional)		Evaluación de ortografía	
PAUSA				

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Conocimiento 5: El Renacimiento (21 dias)

Libro de lectura: *Mecenas, artistas y eruditos*

La Gran Idea de esta unidad es que el Renacimiento fue un movimiento cultural que comenzó en Italia y se extendió por Europa. Durante el Renacimiento, el aumento del comercio entre los países europeos ubicó a la clase media en una posición de mayor riqueza, poder e influencia. Muchos comerciantes y hombres de negocios que se hicieron ricos se convirtieron en mecenas de artistas. Las obras de los antiguos griegos y romanos inspiraron a eruditos, filósofos y artistas. Esta unidad expone a los estudiantes al arte y la literatura de este período histórico por medio de las obras de prestigiosos maestros como Leonardo da Vinci, Miguel Ángel, Rafael, Donatello, Brunelleschi, Botticelli, Bruegel, Durero, Van Eyck, Maquiavelo, Castiglione, Cervantes y Shakespeare.

Nota: Esta unidad brinda oportunidades valiosas de realizar actividades en colaboración con el docente o departamento de arte. Dichas oportunidades están resaltadas en esta unidad, pero se sugiere que consulte con el docente de arte antes de comenzar la enseñanza.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes harán inferencias sobre las civilizaciones y los momentos históricos que llevaron al Renacimiento a partir de detalles del texto. Los estudiantes explicarán, con evidencia del texto, la relación entre los factores que inspiraron el Renacimiento.			
Lección 2	Los estudiantes citarán información específica del texto para describir las técnicas y las características del arte y la arquitectura renacentistas.		Los estudiantes usarán verbos irregulares en pretérito. Los estudiantes identificarán el significado de palabras con el prefijo *anti-* y las usarán en oraciones. Practicar palabras: *encarnación*	Los estudiantes parafrasearán el texto y tomarán notas para reunir información sobre las técnicas y las características del arte y la arquitectura renacentistas.
Lección 3	Los estudiantes harán inferencias sobre las ideas y los logros de Leonardo da Vinci con evidencia del texto "El espíritu del Renacimiento".		Practicar palabras: *mejora*	Los estudiantes planificarán un párrafo informativo sobre las ideas y los logros de da Vinci; identificarán un tema, razones y evidencia relacionada con el tema.

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Lección 4	Los estudiantes inferirán, con evidencia del texto, de qué manera las ideas y los logros de Leonardo da Vinci representaban el espíritu del Renacimiento.		Los estudiantes reconocerán cambios de tiempo verbal incorrectos. Los estudiantes aplicarán lo que saben sobre el prefijo *anti-* para determinar el significado de varias palabras. Practicar palabras: *desconocido*	Los estudiantes escribirán un párrafo informativo sobre las ideas y los logros de da Vinci; identificarán razones y evidencia relacionada con el tema.
Lección 5	Los estudiantes harán inferencias sobre los logros artísticos de Miguel Ángel y Rafael con evidencia del texto.		Practicar palabras: *a regañadientes*	Los estudiantes escribirán un borrador de un párrafo informativo sobre los logros artísticos de Rafael; identificarán un tema, razones y evidencia relacionada con el tema.
Lección 6	Los estudiantes inferirán, con evidencia del texto, de qué manera las obras de arte de Miguel Ángel y Rafael representan el espíritu del Renacimiento.		Los estudiantes identificarán y explicarán la función que cumplen las preposiciones y las frases preposicionales en las oraciones. Los estudiantes identificarán el significado de palabras con el prefijo *semi-* y las usarán en oraciones. Los estudiantes aprenderán a decodificar y diferenciar el significado de una palabra basándose en el acento diacrítico. Practicar palabras: *con precisión*	
Lección 7	Los estudiantes identificarán las ideas principales de "Los banqueros que amaban el arte" y explicarán cómo se fundamentan con detalles clave.		Practicar palabras: *astuto*	Los estudiantes identificarán lo que afirma un compañero y explicarán cómo se fundamenta con razones y evidencia.
Lección 8	Los estudiantes identificarán las ideas principales de "Moral, modestia y buenos modales" y explicarán cómo se fundamentan con detalles clave.		Practicar palabras: *maquiavélico*	Los estudiantes planificarán un trabajo escrito sobre una persona del Renacimiento identificando un tema y reuniendo evidencia relacionada con él.

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Lección 9	Los estudiantes analizarán la relación entre palabras y frases particulares de "Moral, modestia y buenos modales" para entenderlas mejor y hacer inferencias a partir del texto.		Los estudiantes identificarán y explicarán la función que cumplen las preposiciones y las frases preposicionales en oraciones. Los estudiantes identificarán el significado de palabras con el prefijo *semi-* y las usarán en oraciones. Los estudiantes escribirán correctamente palabras con acento diacrítico. Practicar palabras: *ingenioso* Evaluación de ortografía	
Lección 10	Los estudiantes harán inferencias sobre las oportunidades que tenían las mujeres en el Renacimiento con evidencia del texto "Las mujeres en el Renacimiento".		Los estudiantes realizarán una evaluación de ortografía sobre palabras con acento diacrítico. Practicar palabras: *afortunadamente*	Los estudiantes seguirán planificando un trabajo informativo sobre una persona del renacimiento reuniendo evidencia relacionada con el tema.
Lección 11	Los estudiantes describirán la relación entre las normas culturales establecidas para las mujeres en el Renacimiento y lo que hicieron las mujeres para desafiarlas.		Los estudiantes usarán adverbios conjuntivos al expresarse por escrito y oralmente. Los estudiantes considerarán la raíz *serv* para determinar el significado de varias palabras. Los estudiantes escribirán correctamente el acento al conjugar verbos en pretérito perfecto simple. Practicar palabras: *obstáculo*	
Lección 12	Los estudiantes describirán la relación entre los artistas del norte de Europa y el movimiento renacentista italiano.		Practicar palabras: *promover*	Los estudiantes escribirán un borrador de un texto narrativo sobre una persona del Renacimiento que incluya razones y evidencia del texto.
Lección 13	Los estudiantes explicarán cómo las razones que identifican fundamentan las afirmaciones que hace un autor en un texto.		Practicar palabras: *preocupar*	Los estudiantes harán correcciones a un texto informativo para conectar distintas ideas.

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Lección 14	Los estudiantes interpretarán y explicarán el significado de palabras desconocidas y expresiones y adagios populares.		Los estudiantes usarán adverbios conjuntivos en oraciones. Los estudiantes escribirán palabras con la raíz *serv* en oraciones. Los estudiantes escribirán correctamente el acento al conjugar verbos en pretérito perfecto simple. Practicar palabras: *permanecer*	
Lección 15	Evaluación de la unidad Evaluación opcional de la fluidez		Evaluación de ortografía	Evaluación de la unidad
Lección 16				Los estudiantes planificarán y escribirán un borrador de una narrativa de ficción histórica; presentarán un narrador y/o personajes y usarán palabras y frases concretas y detalles sensoriales para comunicar experiencias y eventos de forma precisa.
Lección 17				Los estudiantes revisarán un texto informativo para desarrollar el tema con información y ejemplos relacionados con el tema.
Lección 18				Los estudiantes corregirán un texto informativo para que respete las convenciones de la lengua española con respecto a las mayúsculas, la puntuación y la ortografía.
Lección 19		Los estudiantes hablarán de forma clara y pausada durante su presentación sobre un artista del Renacimiento; presentarán las ideas de forma lógica, mencionando datos apropiados y detalles descriptivos pertinentes.		
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Conocimiento 6: La Reforma (14 dias)

Libro de lectura: *Cambios en el poder*

La Gran Idea de esta unidad es que la Reforma fue un movimiento que agitó el clima religioso y político en Europa, provocó un desplazamiento del poder de la Iglesia católica hacia el estado y llevó a la creación del protestantismo. La imprenta eficiente que inventó Gutenberg impulsó el movimiento de la Reforma y permitió que las ideas de Martín Lutero y otros se difundieran rápidamente. Además, en esta época se lograron grandes avances científicos, algunos de los cuales desafiaron la doctrina religiosa y debilitaron el poder de la Iglesia católica.

NOTA: En esta unidad también se incluye una evaluación de mitad de año que se debe ser administrada al final de la unidad.

	Lectura	Audición y expresión oralg	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes identificarán los lugares y los períodos históricos en los cuales transcurrieron la Edad Media, el Renacimiento y la Reforma, y leerán un texto informativo para explicar la importancia de la Iglesia en esos períodos. Los estudiantes escucharán un texto informativo para comparar la Reforma con los períodos anteriores y para explicar la influencia de la imprenta de Gutenberg en los cambios que transcurrieron en ese período.		Practicar palabras: *revolucionar*	
Lección 2	Los estudiantes leerán un texto de ficción histórica para describir el proceso de impresión desde el punto de vista de los personajes ficticios y explicarán de qué manera la imprenta cambió la vida cotidiana.		Los estudiantes identificarán sustantivos colectivos y los usarán correctamente en oraciones. Los estudiantes serán capaces de usar palabras con los prefijos *trans-* y tras correctamente en oraciones. Practicar palabras: *mecanismo*	Los estudiantes identificarán la estructura y el propósito de una carta amistosa.
Lección 3	Los estudiantes leerán un texto informativo para describir la influencia y las prácticas de la Iglesia durante los siglos XV y XVI y para explicar por qué Martín Lutero y otros querían una reforma.		Practicar palabras: *retractarse*	Los estudiantes planificarán una carta amistosa con un propósito claro, desde el punto de vista de Jacques.

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Lección 4	Los estudiantes leerán fragmentos de un texto informativo y analizarán las palabras, las frases y los recursos que emplea el autor para describir la influencia y las prácticas de la Iglesia a las que se oponían los reformistas.		Los estudiantes identificarán pronombres indefinidos y los usarán correctamente en oraciones. Los estudiantes usarán palabras con los prefijos *trans-* y *tras-* correctamente en oraciones. Practicar palabras: *devoto*	Los estudiantes reemplazarán verbos generales con verbos específicos.
Lección 5	Los estudiantes leerán un texto informativo para identificar y describir eventos y personas clave de la Reforma.		Practicar palabras: *autodisciplinado*	Los estudiantes escribirán un borrador de una carta amistosa con un propósito claro desde el punto de vista de Jacques.
Lección 6	Los estudiantes volverán a leer un texto informativo para repasar eventos clave de la Reforma y hacer un resumen de las motivaciones de sus figuras principales.		Los estudiantes repasarán los pronombres indefinidos y los usarán correctamente en oraciones. Los estudiantes usarán palabras con el sufijo *-ista* correctamente en oraciones. Los estudiantes practicarán la escritura de homófonos y homógrafos. Practicar palabras: *desafiar*	
Lección 7	Los estudiantes leerán un texto informativo para describir y hacer un resumen de las nuevas teorías científicas planteadas por Copérnico, Kepler y Galileo y la respuesta de la Iglesia a esas teorías.		Practicar palabras: *contradecir*	Los estudiantes consultarán un texto informativo para planificar una presentación de diapositivas sobre eventos y figuras clave de la Reforma.
Lección 8	Los estudiantes leerán fragmentos de un texto informativo para analizar los detalles que usó el autor para describir las relaciones entre Copérnico, Kepler, Galileo y la Iglesia.		Practicar palabras: *contemporáneo*	Los estudiantes harán referencia a un texto informativo e imágenes para crear una presentación de diapositivas sobre eventos y figuras clave de la Reforma.

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Lección 9	Los estudiantes leerán y harán un resumen de un texto informativo para explicar cómo respondió la Iglesia al movimiento de la Reforma protestante.		Los estudiantes formarán oraciones complejas con la conjunción subordinante *porque*. Los estudiantes usarán palabras con el sufijo *-ista* correctamente en oraciones. Los estudiantes practicarán la escritura de homófonos y homógrafos. Practicar palabras: *revitalizar*	
Lección 10	Evaluación de la unidad		Evaluación de ortografía Evaluación de la unidad	Evaluación de la unidad
EVALUACIÓN DE MITAD DE AÑO				
PAUSA				

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Conocimiento 7: Sueño de una noche de verano de William Shakespeare (15 dias)

Libro de lectura: *Sueño de una noche de verano de William Shakespeare*

Bienvenidos al mundo de Sueño de una noche de verano. A través de las lecciones de esta unidad, usted y sus estudiantes experimentarán la alegría de leer, hablar, representar y escuchar el hermoso lenguaje que ha emocionado a la gente por más de 400 años. Además, tendrá la satisfacción de ver cómo sus estudiantes entienden la obra de Shakespeare y se enamoran de sus personajes.

"Te desearía, te pediría o te suplicaría que no temieras ni temblaras".

Es una delicia ver y enseñar esta obra, escrita alrededor de 1595 y representada quizás como entretenimiento en una boda. Muchos estudiantes de Grado 4, Grado 5 y Grado 6 de todo el país disfrutan con Sueño de una noche de verano. Y usted lo hará también. Usted y sus estudiantes se aproximarán primero al lenguaje y se familiarizarán con el sonido y el sentimiento de las palabras de Shakespeare. Luego conocerán a algunos personajes sorprendentes: los severos gobernantes y los cuatro amantes mezclados de la corte de Atenas; los seis trabajadores locales o "rudos artesanos" que buscan sus quince minutos de fama al representar una obra de teatro en la boda del duque y la duquesa de Atenas; y el mundo de las hadas, gobernado por el rey Oberón y la reina Titania y habitado por el travieso granuja Puck.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes demostrarán su comprensión del período del Renacimiento identificando datos clave del texto.	Los estudiantes intercambiarán información clave sobre la vida de Shakespeare usando evidencia del texto.		
Lección 2	Los estudiantes tomarán evidencia del Acto 1, Escena 1, para comparar personajes de *Sueño de una noche de verano*.	Los estudiantes describirán las relaciones entre los personajes e identificarán sus motivaciones principales.		
Lección 3	Los estudiantes determinarán el significado de palabras y frases desconocidas; analizarán el texto; y harán afirmaciones sobre los desafíos que enfrentan los personajes y las fundamentarán con detalles del Acto 1, Escena 1.	Los estudiantes examinarán la obra de Shakespeare y comentarán segmentos del pasaje y responderán preguntas clave.		
Lección 4	Los estudiantes harán predicciones sobre los personajes en *Sueño de una noche de verano* y los compararán usando evidencia del Acto 1, Escena 1.	Los estudiantes describirán las relaciones entre los personajes e identificarán sus motivaciones principales.		

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Lección 5	Los estudiantes examinarán el Acto 1, Escena 2, y demostrarán su comprensión del texto al responder preguntas clave y al hacer inferencias sobre los personajes de la obra de teatro.			
Lección 6	Los estudiantes compararán personajes de *Sueño de una noche de verano* sobre la base de evidencia del Acto 2, Escena 1.			Los estudiantes escribirán sobre un personaje e incluirán detalles descriptivos.
Lección 7	Los estudiantes identificarán las ideas principales del Acto 2, Escena 1.	Los estudiantes presentarán el proyecto que comenzaron en la Lección 6 y aportarán evidencia del Acto 2, Escena 1.		
Lección 8	Los estudiantes compararán personajes de *Sueño de una noche de verano* sobre la base de evidencia del Acto 2, Escena 1.			Los estudiantes harán inferencias para describir lo que hace un personaje en la actualidad.
Lección 9	Los estudiantes analizarán el Acto 2, Escena 2, y demostrarán su comprensión del texto respondiendo preguntas clave y haciendo inferencias sobre los personajes de la obra de teatro.			
Lección 10	Los estudiantes compararán personajes de *Sueño de una noche de verano* sobre la base de evidencia del Acto 3, Escena 1.			Los estudiantes escribirán sobre el escenario del bosque con detalles descriptivos y evidencia del Acto 3, Escena 1.
Lección 11	Los estudiantes identificarán las ideas principales del Acto 3, Escena 1.	Los estudiantes representarán escenas del Acto 3, Escena 1, con gestos apropiados.		
Lección 12		Los estudiantes memorizarán el discurso que da Puck en el Acto 5, Escena 1, y desarrollarán gestos para expresar físicamente las palabras clave del discurso.		Los estudiantes escribirán una entrada de diario desde la perspectiva de un personaje e incluirán evidencia del Acto 3, Escena 2.
Lección 13	Los estudiantes identificarán las ideas principales del Acto 3, Escena 2.	Los estudiantes recitarán el discurso de Puck del Acto 5, Escena 1, con diversos tonos.		

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Lección 14	Los estudiantes responderán a preguntas de una entrevista desde la perspectiva del personaje de Fondón.	Los estudiantes recitarán el discurso de Puck del Acto 5, Escena 1, con velocidad y precisión.		
Lección 15		Los estudiantes representarán la obra de Shakespeare de manera individual o en grupos pequeños.		

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Conocimiento 8: Los nativos americanos (19 dias)

Libro de lectura: *Nativos americanos: un paisaje cambiante*

La Gran Idea de esta unidad es que los nativos americanos estaban conectados profundamente con su entorno y que se vieron afectados por las políticas que puso en práctica el gobierno estadounidense en el siglo XIX y por el contacto con colonos, misionarios, comerciantes y exploradores.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes determinarán el significado de palabras y frases del texto para inferir en qué regiones vivían las tribus nativas americanas. Los estudiantes usarán detalles del texto para comprenderlo explícitamente y para hacer inferencias sobre el impacto que tuvieron los colonos y los exploradores europeos en la vida de los nativos americanos.		Practicar palabras: *tensión*	
Lección 2	Los estudiantes describirán las interacciones o relaciones entre los nativos americanos y los colonos europeos teniendo en cuenta la información del texto.		Los estudiantes aprenderán a conjugar verbos irregulares en futuro simple. Los estudiantes distinguirán palabras con el sufijo *-ción* y con el sufijo *-sión* en oraciones. Practicar palabras: *costumbre*	Los estudiantes identificarán la estructura y el propósito de un ensayo persuasivo.
Lección 3	Los estudiantes usarán detalles del texto para comparar y contrastar personajes de dos cuentos de los nativos americanos.		Practicar palabras: *resto*	Los estudiantes usarán un organizador gráfico para identificar el argumento y la evidencia de apoyo de un ensayo persuasivo que explica la relación entre los nativos americanos y la tierra.
Lección 4	Los estudiantes explicarán detalles de la vida de los nativos americanos interpretando el texto de forma explícita y haciendo inferencias a partir de él.		Los estudiantes aprenderán a usar verbos irregulares en condicional. Los estudiantes distinguirán palabras con el sufijo *-ción* y con el sufijo *-sión* en oraciones. Practicar palabras: *inmunidad*	Los estudiantes analizarán un ensayo persuasivo de ejemplo con una guía de evaluación.

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Lección 5	Los estudiantes analizarán lo que afirma el autor sobre la vida de los nativos americanos antes y después de que llegaran exploradores, mineros, misionarios y colonos.		Practicar palabras: *ágil*	Los estudiantes elegirán una imagen a partir de la cual escribirán un ensayo persuasivo y tomarán notas para resumir y parafrasear información pertinente.
Lección 6	Los estudiantes usarán detalles del texto para entender cómo influía el hábitat en la vida cotidiana y la cultura de los nativos americanos.		Los estudiantes aprenderán a usar la conjunción subordinante *si*. Los estudiantes identificarán la raíz *mem* y su significado en palabras y oraciones. Los estudiantes escribirán palabras con los sufijos *-ción* y *-sión* y la raíz *mem* correctamente. Practicar palabras: *distintivo*	
Lección 7	Los estudiantes compararán mitos y explicarán de qué manera los relatos de los nativos americanos reflejan sus valores.		Practicar palabras: *manso*	Los estudiantes planificarán un ensayo persuasivo y escribirán un borrador de una introducción.
Lección 8	Los estudiantes explicarán las relaciones entre los nativos americanos, los colonos europeos y el gobierno de los Estados Unidos sobre la base de información específica del texto.		Practicar palabras: *usurpar*	Los estudiantes escribirán un borrador del primer párrafo del desarrollo de un ensayo persuasivo; describirán una imagen con detalles del texto.
Lección 9	Los estudiantes analizarán el texto para determinar las diferencias en los puntos de vista de los nativos americanos y los pioneros con respecto a la propiedad de la tierra.		Los estudiantes usarán correctamente la conjunción subordinante *si* en oraciones complejas. Los estudiantes identificarán palabras con la raíz *mem* en oraciones. Los estudiantes aplicarán destrezas de análisis de palabras para escribir palabras con los sufijos *-ción* y *-sión* y la raíz *mem*. Practicar palabras: *prosperar*	
Lección 10	Los estudiantes analizarán y señalarán las diferencias entre los puntos de vista de Richard Henry Pratt y Luther Oso Parado con respecto a la "asimilación mediante la educación".		Los estudiantes aplicarán destrezas de análisis de palabras para escribir las palabras de ortografía correctamente. Practicar palabras: *experimental* Evaluación de ortografía	Los estudiantes escribirán un borrador del segundo y tercer párrafo del desarrollo de un ensayo persuasivo; obtendrán evidencia de apoyo del texto y relacionarán la opinión con las razones.

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Lección 11	Los estudiantes explicarán la importancia de la batalla de Little Bighorn en el conflicto entre el gobierno de EE. UU. y los nativos americanos.		Los estudiantes usarán la coma para dar entrada a las palabras *sí* y *no*, para separar una cláusula final interrogativa del resto de la oración y para indicar una expresión directa. Los estudiantes usarán palabras con el prefijo *ante-* correctamente en oraciones. Los estudiantes marcarán los acentos apropiadamente al conjugar verbos en futuro simple y condicional. Practicar palabras: *caos*	
Lección 12	Sobre la base de información específica del texto, los estudiantes explicarán la importancia de La batalla de Little Bighorn en el conflicto entre el gobierno de los EE. UU. y los nativos americanos.		Practicar palabras: *temerario*	Los estudiantes escribirán un borrador del tercer párrafo del desarrollo y de la conclusión de un ensayo persuasivo.
Lección 13	Los estudiantes explicarán las diferencias en los puntos de vista de los nativos americanos y los pioneros con respecto a la propiedad de la tierra.		Practicar palabras: *revivir*	Con asistencia, los estudiantes revisarán y corregirán sus ensayos persuasivos.
Lección 14	Los estudiantes explicarán la relación entre el gobierno de los EE. UU. y el pueblo lakota a partir de la información del texto.		Los estudiantes demostrarán que comprenden el uso del subrayado, las comillas y la letra itálica al escribir títulos de obras. Los estudiantes identificarán palabras con el prefijo *ante-* y las usarán correctamente en oraciones. Los estudiantes escribirán marcarán los acentos apropiadamente al conjugar verbos en futuro simple y condicional. Practicar palabras: *reencontrarse*	
Lección 15	Evaluación de unidad Evaluación opcional de la fluidez		Evaluación de ortografía	
PAUSA				

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Conocimiento 9: Química (19 dias)

Libro de lectura: *La detective de las tierras baldías*

La Gran Idea de esta unidad es que la materia puede transformarse por medio de cambios físicos y químicos, lo que da como resultado la extraordinaria diversidad de nuestro mundo físico. Esta unidad presenta a los estudiantes el concepto de la materia, los cambios físicos y químicos y los elementos y sus compuestos. No se presenta como un texto informativo convencional, sino que está escrito como una historia de detectives. Los temas de química se presentan gradualmente y en el contexto de las experiencias de la protagonista; además, en todo momento se presentan ejemplos del interés práctico de estas ideas.

La estructura del Libro de lectura también es importante. Es una unidad que combina en un mismo texto características literarias e informativas. También requiere que los estudiantes acudan a fuentes adicionales más allá del Libro de lectura para entender y explicar los conceptos presentados. Esta unidad requiere que los estudiantes integren las destrezas aprendidas en el Grado 5: cómo leer y analizar textos informativos y literarios, cómo usar información para explicar conceptos e ideas y cómo escribir con distintos destinatarios y objetivos en mente. Esta unidad tiene por objeto ser una culminación del año y una preparación para el tipo de destrezas esperadas en el Grado 6 y más allá. Como una historia detective, terminará de manera divertida el año escolar.

NOTA: En esta unidad también se incluye una evaluación de fin de año que se debe ser administrada al final de la unidad.

	Lectura	Audición y expresión oral	Lenguaje y vocabulario	Escritura
Lección 1	Los estudiantes citarán con exactitud el texto para explicar su escenario y los temas científicos que aborda.	Los estudiantes comentarán cómo se presenta el contenido en tres textos diferentes.	Practicar palabras: *términos científicos*	Los estudiantes escribirán descripciones detalladas de las propiedades físicas de los objetos.
Lección 2	Los estudiantes compararán y contrastarán cómo se presentan temas científicos en dos textos diferentes. Los estudiantes aplicarán su comprensión de las características de los textos literarios y de los textos informativos al analizar un texto nuevo.		Los estudiantes comprenderán cómo ampliar oraciones. Los estudiantes aprenderán a usar el sufijo *-miento*.	Los estudiantes presentarán información fáctica en forma narrativa.
Lección 3	Los estudiantes integrarán fuentes múltiples para explicar el concepto de estados químicos.		Practicar palabras: *Achy el Quebrado*	Los estudiantes organizarán apropiadamente la información para hacer un seguimiento del desarrollo de los personajes.
Lección 4	Los estudiantes usarán información de diferentes fuentes para clasificar objetos como metales o no metales.		Los estudiantes comprenderán cómo acortar y combinar oraciones. Practicar palabras: *Elemental, mi querido Watson*	Con un organizador gráfico, los estudiantes resumirán información del Libro de lectura.

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Lección 5		Tomar evidencia de fuentes múltiples para debatir si el *sheriff* debe investigar la desaparición del fósil.		Organizar y crear un informe policial, que luego los estudiantes revisarán a partir de los comentarios de sus compañeros.
Lección 6	Los estudiantes harán un seguimiento del desarrollo de los personajes. Los estudiantes integrarán fuentes múltiples para explicar compuestos y elementos.		Los estudiantes aprenderán a usar pronombres de objeto para evitar la repetición. Los estudiantes aprenderán a usar la raíz *terr*. Practicar palabras: *Eureka*	
Lección 7	Los estudiantes usarán evidencia textual para distinguir entre mezclas, soluciones y compuestos, y luego organizarán su escritura para permitir que otros hagan las mismas distinciones.	Los estudiantes harán un informe sobre la creación de los fósiles, resumiendo y sintetizando un texto escrito con otras fuentes.		Los estudiantes usarán evidencia textual para distinguir entre mezclas, soluciones y compuestos, y luego organizarán su escritura para permitir que otros hagan las mismas distinciones.
Lección 8	Los estudiantes usarán evidencia explícita del texto para hacer un seguimiento del desarrollo de los personajes. Los estudiantes analizarán cómo el punto de vista de Amy influye en la descripción de los personajes, dando opiniones sobre cómo afecta esto la evidencia sobre el personaje.			Los estudiantes analizarán cómo el punto de vista de Amy influye en la descripción de los personajes, dando opiniones sobre cómo afecta esto la evidencia sobre el personaje.
Lección 9	Los estudiantes usarán evidencia textual para distinguir entre reacciones físicas y químicas, y luego organizarán su escritura para permitir a otros que hagan las mismas distinciones.	Los estudiantes resumirán la evidencia sobre un personaje y darán opiniones sobre su validez.		Los estudiantes usarán evidencia textual para distinguir entre reacciones físicas y químicas, y luego organizarán su escritura para permitir a otros que hagan las mismas distinciones.
Lección 10	Los estudiantes identificarán evidencia textual usada por los personajes para apoyar sus declaraciones.		Los estudiantes aprenderán a usar pronombres preposicionales para evitar la repetición. Los estudiantes usarán palabras con la raíz *terr* en oraciones.	Los estudiantes usarán su comprensión de los cambios químicos para explicar al *sheriff* el plan de Amy.
Lección 11	Los estudiantes organizarán carteleras de evidencia para rastrear evidencia sobre los personajes, distinguiendo entre hecho y opinión.	Los estudiantes usarán la evidencia que han reunido para hacer una acusación.		Los estudiantes organizarán carteleras de evidencia para rastrear evidencia sobre los personajes, distinguiendo entre hecho y opinión.

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Lección 12	Los estudiantes explicarán cómo se resuelve la trama al analizar los deseos y el desenlace de los personajes.		Los estudiantes aprenderán a conjugar verbos en pretérito perfecto compuesto y a usar participios irregulares. Los estudiantes determinarán el significado de varias palabras en función de los afijos que contienen.	
Lección 13	Los estudiantes integrarán información de fuentes múltiples para explicar el reciclaje como un proceso químico.		Los estudiantes aprenderán a conjugar verbos en pretérito pluscuamperfecto y futuro compuesto; además, usarán participios irregulares. Practicar palabras: *fotosíntesis*	Los estudiantes describirán el desenlace de dos personajes.
Lección 14			A partir de su análisis de elementos textuales literarios e informativos, los estudiantes escriben una historia y luego la revisan en función de los comentarios de sus compañeros.	
Lección 15	Evaluación de la unidad		Evaluación de la unidad	
EVALUACIÓN DE FIN DE AÑO				
PAUSA				

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Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	The Dual language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Jeremy Robert Hetrick
	Home Address: 160 Eden Lane/Norlina, NC 27563
	Business Name & Address: Vance County Schools Henderson NC
	Telephone No.: 252-204-6743
	E-mail address: jeremy_hetrick1975@yahoo.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☐
Educational History	Associates Degree in Paralegal Studies American Military University Bachelor's Arts Degree in History American Military University Bachelor's in Science Degree in Nutrition and Dietetics Purdue University Master's Degree in Management/Public Administration Sullivan University Certificate in Human Resources Duke University
Employment History	Michigan Army National Guard 1992-1993 U.S. Army 1993-2013 Duke University Hospital 2013-2014 Henderson Collegiate Charter School 2014-2024 Starbucks Corporation 2024-2025 Vance County Schools 2025-present
How were you recruited to join this Board of Directors?	Recruited by the founder based on my over ten years of experience in most of the operational side of a charter school from facilities, transportation, nutrition, HR, budget and other logistics leadership at a successful charter school and a school district. I hope my expertise in the charter school operational infrastructure will help DLL GSO with the organizational structure they need.

Why do you wish to serve on the board of the proposed charter school?	I have worked in education for over a decade and you continually see populations of students that get left behind based on location, socioeconomic status, and other factors that shouldn't factor into getting a good education. I think DLL GSO will help a underserved community in Greensboro and Guilford County.
What is your understanding of the appropriate role of a public charter school board member?	The board is responsible first of oversight of the policies that govern the school. The board also is responsible for giving feedback to the leadership of the school too support strategic direction in the school. The board also has oversight of staff hiring, ensuring the local, state and national laws are followed by the organization. The board does not oversee day to day operations but does protects the interests of the community at large to include parents and students. Lastly the board has oversight of the organizations finances such as budget oversight.
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 can be an effective board member.	1. I served on the Vance County Housing Authority Board for 10 years 9 of which I was the chair; I had oversight of hiring an executive director and giving oversight of day to day operations to include facilities, budget, personnel, and other things. 2. I have served on the board of numerous Veterans Organization at the local, state and national levels. While serving as a board member in these organization's I was responsible for many of the oversights such as budget, personnel, following the laws of every level of government, as well as other responsibilities. 3. St Paul's Lutheran Church Ridgeway North Carolina, I was a board member for 2 years with oversight of day to day operations to include facilities, budget, personnel, and reporting to higher levels of the church.
Describe the specific knowledge and experience that you would bring to the board.	Experience in most of the operational side of a charter school from facilities, transportation, nutrition, HR, budget and other logistics leadership at a successful charter school and a school district. I have worked with local levels of government and NCDPI to advance the priorities of different educational organizations.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The Dual Language Lab of Greensboro mission is to provide students in southwest Greensboro with a joyful, rigorous, tuition-free K-5 public education through a 90/10 two-way Spanish-English dual language immersion model, developing bilingual, biliterate students who are academically prepared and culturally empowered. Being bilingual needs to be treated as something of value not a shortcoming. In an environment with two-way immersion benefits all students regardless of native language. This involves serving all families who need this school, not just those desiring enrichment. The school will be the heart of a community that connects all members of the community.
What is your understanding of the school's proposed educational program?	The school will offer a 90/10 two-way dual language immersion model, this will include 90% of instruction in Spanish at the kindergarten level and gradually transitioning to a 50/50 balance by upper elementary grades. The two-way design requires approximately 50% of students that are Spanish speaker and 50% primarily English speaking students. The school will start kindergarten and 1st grade, adding one grade per year in succession until reaching the5th grade. The student body will be set at a maximum number of 386 students across 14 classrooms by the time the school reaches its 5th year. Various Curriculums will set the tone for the different subjects to include English and Spanish.
What do you believe to be the characteristics of a successful school?	The school's 386 students in grades k-5 will have a stable linguistic balance maintained, with students in 5th grade demonstrating measurable biliteracy language proficiency assessments upon completion of the 5th grade. End-of-Grade proficiency rates at or above comparable charter schools in County and state. The school will have the organizational structure, financial solvency, and results that support the mission and vision of the school. The school will be recognized as the first and only tuition-free two-way dual language public school in Greensboro with a demonstrated model with aspirations to eventually expand to K-12.
How will you know that the school is succeeding (or not) in its mission?	The school meets its mission and vision while supporting the local community from results driven data such as grade proficiency rates, stable linguistic balance, structurally and financially stable. Retention of students and staff will be high fostering growth. The community will feel supported and grounded by the school.

Governance	
Describe the role that the board will play in the school's operation.	The board initially will be setting the ground work to lay the foundation from which the school will grow and it's critical that they give and receive critical feedback to each other, leaders of the school and the community. The board is responsible first of oversight of the policies that govern the school. The board also is responsible for giving feedback to the leadership of the school too support strategic direction in the school. The board also has oversight of staff hiring, ensuring the local, state and national laws are followed by the organization. The board has oversight of the organizations finances such as budget oversight.
How will you know if the school is successful at the end of the first year of operation?	The school meets its mission and vision while supporting the local community from results driven data such as grade proficiency rates showing growth, purpose and direction while maintaining financial stability. The school should have a recognizable foundation built in a way that will allow individuals both internal or external to know the see some form of the schools mission and how it supports the growth of the community as a whole.
How will you know at the end of five years if the school is successful?	The school meets its mission and vision while supporting the local community from results driven data such as grade proficiency rates, stable linguistic balance, structurally and financially stable. This would lead to the successful renewal of the their charter and the continuation of growth supporting more families across the region; while expanding to k-12.

What specific steps will the charter school board need to take to ensure that the school is successful?	**Establish governing rules of the organization that follow the laws of North Carolina. Ensure the school is set-up with the right systems to strengthen and grow day to day operations to include financial stability, structure created to guide the schools day to day operations, and lastly the school will have the tools it needs to succeed such as numerous resources to include but not limited to facilities, transportation, nutrition, professional development and others.**
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?	Discussion would need to be had with school leadership and other board members to get the help of an external organization to investigate and report back to the board so they can take actions such as reporting to the governing bodies at local, state and national levels or termination of these board members.

Certification

I, Jeremy Hetrick, 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 The Dual Language Lab of Greensboro Charter School is true and correct in every respect.

Board Member's Signature

Signature  **Date** 4-16-26

**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 and the license validity.* Click or tap here to enter text.

Jeremy Hetrick

Norlina, NC ◈ 252-204-4742 ◈ jeremy_hetrick1975@yahoo.com

Dynamic and Progressive Director with expertise in food service administration, leveraging internal/external relationships to expand business endeavors, maintaining a positive work/school culture and philosophy, and maximizing the availability of personnel and resources. *Serve safe Food Manager Certified. Previously held Top Security Clearance.*

- **Servant Leader** who possesses creative, tactical insight and fiscal prudence to produce a well-balanced service continuum. Manages day-to-day operations for nutritional services, HR, logistics, and program/project management that positively impacts students/faculty, as well as facility processes.

- **Business Planner** with a history of influencing programs, people, and priorities, and implementing strategies to evolve and ensure a robust and diverse commitment to bettering operations within nutritional and healthcare industries as well as military sector. Demonstrates leadership and completes business objectives that align with performance/productivity expectations.

- **Forward-Thinking Professional** who anticipates obstacles, deficiencies, and needs of business activities and delivers proactive solutions, including developing and executing strategic plans and proposals.

Core Competencies:

Sanitation Practices ‣ Food Prep & Storage ‣ Program Development ‣ Needs Analysis & Change Management ‣ Strategic Planning ‣ Budgeting ‣ Leadership ‣ Outstanding Communication Skills ‣ Policies & Procedures ‣ Project Management Collaborations ‣ Operational Effectiveness ‣ Training & Development ‣ Organized ‣ Action-oriented ‣ Resolution Strategies

PROFESSIONAL SUMMARY

School Nutrition Director/ Vance County Schools/ Henderson, NC **2025-present**

- Administered federal Free and Reduced-Price Meal Program in accordance with local, state, and federal rules and regulations; reviewed meal applications, compared cafeteria and master rosters of eligible students, and conferred with School Nutrition Services, principal, parents, and teachers to resolve discrepancies.
- Managed 62 employees for nutrition services; balanced team cohesiveness resulting in a harmonious work environment and increased retention rates
- Oversight of procurement procedures to include different forms of bids that ensure food and materials was present to support 10 elementary school, 2 middle schools, and 3 high schools. Serving 5000 students district wide breakfast, lunch and a snack for the entire school year
- Managed a budget external from the school districts between $6-$9 million dollars
- Oversight of maintenance and facilities of all school kitchens in the district. Often working with outside resources or contractors ensuring to stay in compliance with local, state, and federal standards.

Store Manager/ Starbucks Corporation/ Raleigh North Carolina **2024-2025**

- Responsible for the day to day operations of a retail coffee store in a metro area to include management of 23 employees, sales, budget, ordering supplies, scheduling and personnel matters.
- Ensured the solvency of a store that had a revenue base of roughly $6 million dollars a year. This included management the ordering of supplies, data reporting to corporate, oversight of the day to day financial transactions. Ensuring the store met quarterly and yearly corporate sales goals.

- Ensuring Maintenance, preventive maintenance, safety and environmental standards were enforced for the store building
- Responsible for monitoring the stores supply usage, revenue bases, specific product sales, new product promotion and implementing procedures as needed to ensure the stability of the store
- Presenting quarterly presentation on all aspects of the business to the district and regional managers either in person or online
- Responsible for knowing all jobs of the store to include barista, cashier, drive through and being able to have oversight of new employee and current employee training

Director of Resources | Henderson Collegiate Charter School | Henderson, NC **2014 –2024**

Oversees School Nutrition program for three school campuses with 1,325 students, handles budgeting resources, coordinates transportation, facility, security logistics, and administrative/HR tasks. Stepped in to serve as the School Nutrition Director during COVID pandemic. Holds experience in NCDPI claims process, regulations, administrative reviews, Meals Plus system, menu creation, USDA Commodities Program, NCDPI bid processes, and procurement processes. Complies with USDA National School Breakfast and Lunch Programs, and food safety.

- Controlled $6.5M budget; allocated funds accordingly despite transition to virtual learning due to pandemic; adjusted nutritional program, saving $75K and created $300K surplus through effective cost-cutting measures.
- Administered federal Free and Reduced-Price Meal Program in accordance with local, state, and federal rules and regulations; reviewed meal applications, compared cafeteria and master rosters of eligible students, and conferred with School Nutrition Services, principal, parents, and teachers to resolve discrepancies.
- Ordered and maintained appropriate food and supply inventories, recorded purchases, monitored food production as well as program participation and revenue; submitted weekly updated to school director.
- Secured funding through the Self-Help Credit Union and USDA Rural Development program; rapidly expanded school facilities by 82,000 square feet.
- Managed transportation logistics comprised of 12 routes, 14 buses, and 14 drivers; scheduled maintenance, monitored fuel usage, updated driver information, complied with drug-testing program, and coordinated student pick-up/drop-off points.
- Spearheaded renovations/construction projects with $22M budget; secured contractors, reviewed contracts, and presented information to school board; ensured proper maintenance, upkeep, and security of campuses.
- Supervised 28 employees; scheduled hours, processed payroll, coordinated continuing education requirements, and motivated them to comply with school policies and procedures; exceeded school expectations.
- Monitored Health and Fire Department inspections of cafeteria and related facilities; implemented procedures to resolve identified problems/deficiencies.

Operations Manager | Duke University Hospital-Crothall Healthcare | Durham, NC **2013-2014**

Provided specialized, high-quality, innovative, and responsive support services. Initiated facility recommendations, conducted monthly reporting of goals, accomplishments, and future plans, and coordinated employees' tasks. Served as a liaison between administration and unit departments.

- Managed 20 employees for environmental services; balanced team cohesiveness resulting in a harmonious work environment and increased retention rates.
- Increased proficiency of managed teams through thorough training efforts and stellar leadership; earned national recognition by US News and World Reports as a top hospital.
- Mitigated disruptive relationships between local union and management, allowing for civil and respectful communications; decreased grievances by 50%.

- Handled HR functions; onboarded and conducted orientation for new employees, reviewed benefits/compensation, introduced union platform, coordinated work schedule to ensure adequate coverage, and resolved work issues.
- Served on three facility committees as well as the recognition committee; spotlighted improvement processes, and delivered employee accolades.

Program Manager/Recruiting Director | US Army | Multiple Locations **1993 – 2013**

Consistently promoted Leader. Oversaw recruiting processes, trained personnel on recruiting strategies, and managed multiple programs to support global operations. Served as the unit's Equal Opportunity Representative as well as the Sexual Assault Response Coordinator. Complied with military protocols and regulations.

- Supervised 25+ personnel over tenure; provided performance feedback, and monitored assigned duties.
- Managed multi-million-dollar budget; allocated funds accordingly, submitted invoices, and updated spreadsheet.
- Charged with bolstering recruitment efforts using competitive strategies, market analysis, and effective communication; provided information on employment opportunities to potential recruits at 65+ high schools, 100+ colleges/universities, and 300 recruiting centers; presented information on careers, bonuses, and incentives.
- Created and implemented tracking system for various programs; distributed weekly reports to senior leadership for review.
- Maintained accountability and condition of over $10 M worth of issued office equipment with zero loss or damage.
- Collaborated with other organizations on military needs, operations, and long-term plans; built strategic relationships.
- Participated in strategic planning and development with key managers to ascertain future requirements; evaluated effects of proposed changes and implemented acute recruiting strategies to meet staffing needs.
- Established and maintained collaborative working relationships with cross-functional units and applied effective communications to facilitate improvements; enhanced delivery of services and achieved set goals.

EDUCATION, CERTIFICATION & TRAINING

Master of Science in Management (*summa cum laude)* | Sullivan University

Bachelor of Science in Nutrition Science (*summa cum laude)* | Purdue University Global

Bachelor of Arts in History | American Military University

Associates in Paralegal Studies *(with honors)* | American Military University

Human Resources Certification | Duke University

NC State School Nutrition and Administrators and Supervisors Course

Serve Safe Food Manager Certified | Level 4 Certification National School Nutrition Association

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Dual Language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Samuel Wachtel
	Home Address: 11 N Ada, Chicago, IL, 60607
	Business Name & Address:
	Telephone No.: 847-644-4440
	E-mail address: swachtel94@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No
Educational History	University of Chicago Booth School of Business, MBA (2021-2023), with triple concentration in Economics, Finance, and Statistics. Tufts University, BA in Japanese and International Literary and Visual Studies with a minor in Physics (2013-2017).
Employment History	Currently Instructional Design Lead at Rize Education, an ed-tech company building college-credit courses used by approximately 100 liberal arts institutions (December 2025 to present). Assisted with the launch of Honor Prep charter school in Charlotte 2024-2025. Previously Associate in the Private Capital Practice at Oliver Wyman (2023-2024), Calculus and Precalculus teacher with Teach For America at Henderson Collegiate in rural North Carolina (2019-2021), operations development at McMaster-Carr (2021-2022), and management consultant at a startup in Osaka, Japan (2017-2019).
How were you recruited to join this Board of Directors?	Marvin Espinoza Leiva, the school's founding leader, is a close friend. We began discussing the idea of founding a school together in 2019 when we worked together at Henderson Collegiate.. As the vision for a dual-language charter in Greensboro took shape, Marvin asked me to join the founding board, drawing on my background in education, strategy, and operations.
Why do you wish to serve on the board of the proposed charter school?	I taught high school math through Teach For America in rural North Carolina and saw firsthand how much a well-run school changes the trajectory of students' lives, and how rare that is. Greensboro has grown

	its Hispanic population more than six-fold since 1990 and still has no public two-way dual-language school. A high-performing DLE charter is one of the highest-leverage things I can contribute to, and I want to help build it.
What is your understanding of the appropriate role of a public charter school board member?	The board sets strategy, hires and holds accountable the school leader, stewards public funds, and ensures the school fulfills the terms of its charter and its obligations to students, families, and the state. The board governs; it does not manage day-to-day operations. Its job is to ask hard questions, maintain fiduciary and legal oversight, and step in decisively when the school is off course, while giving the school leader the authority and support needed to run the school well.
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 can be an effective board member.	I have not previously served on a nonprofit or school board. My relevant preparation comes from three places: classroom teaching in a Title I school through Teach For America, where I led top-performing math classes and built curriculum later used as a case study by KIPP; strategy and due diligence work at Oliver Wyman, including diligence on the curriculum publishing market; and current operating experience as Instructional Design Lead at Rize Education, designing college-credit courses for partner institutions. I also have a masters in business administration which I believe will be valuable generally to setting up the organization.
Describe the specific knowledge and experience that you would bring to the board.	Three things. First, direct classroom experience in North Carolina public schools, which grounds board decisions in the reality of teaching. Second, financial and strategic analysis training from Booth and Oliver Wyman, which matters for budget oversight, enrollment projections, and facility decisions. Third, current operating experience in K-12 ed-tech and instructional design at Rize, which directly informs the school's third pillar of technology-enabled mastery learning.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Our mission is to prepare students in Greensboro to thrive academically and bilingually by combining three commitments: rigorous, high-expectations schooling grounded in what research shows works; a 90/10 Spanish-English dual-language immersion model that builds genuine biliteracy and biculturalism; and technology-enabled, mastery-based learning that lets students progress at their own pace. We believe every child, regardless of home language or income, deserves a school that holds them to the highest standard and gives them the support to meet it.
What is your understanding of the school's proposed educational program?	K-12, opening Fall 2028 with grades K and 1 and adding a grade each year. A 90/10 two-way dual-language immersion model in Spanish and English, weighted toward Spanish in the early grades and balancing over time. Best-practice instructional design drawing on the Fryer charter research and the UChicago 5 Essentials framework. A portion of the day dedicated to self-directed, software-supported mastery learning, piloted in Year 2 with first graders and expanding from there.
What do you believe to be the characteristics of a successful school?	Strong instructional leadership. Teachers who are supported, coached, and held to high standards. Clear, measurable academic expectations the whole staff shares. Extended instructional time. A culture of high expectations paired with genuine warmth. Rigorous use of data to catch students who fall behind early. And a board and school leader who work together with candor and trust.
How will you know that the school is succeeding (or not) in its mission?	Student outcomes are the primary test: NC READY proficiency and growth, Spanish-language proficiency benchmarks, and longer-term outcomes like middle and high school readiness and college matriculation. Alongside those, operational health indicators: teacher retention, student re-enrollment, parent satisfaction, and a balanced budget with reserves. If outcomes slip on either the academic or the DLE side, the board needs to see it early and act.

Governance

Describe the role that the board will play in the school's operation.	The board hires, evaluates, and when necessary replaces the school leader; approves the budget and monitors finances; sets and reviews policy; ensures legal and charter compliance; and plans strategically for growth, facilities, and sustainability. The board does not manage teachers, discipline students, or run the building. It governs; the school leader runs the school.
How will you know if the school is successful at the end of the first year of operation?	Year one success looks like: enrollment at or near target; a full, retained staff; students showing measurable growth in both English and Spanish literacy on interim assessments; parents who would re-enroll and recommend the school; a clean financial audit with reserves intact; and a functioning board that meets regularly and makes informed decisions. No suspensions or compliance issues with NCDPI.
How will you know at the end of five years if the school is successful?	Fifth-grade cohorts reaching proficiency on NC READY assessments at rates that exceed the Guilford County average, with demonstrable growth from kindergarten baselines. Students biliterate in Spanish and English at grade level. Teacher retention above 80 percent year over year. Waitlisted enrollment. A balanced budget with at least three months of operating reserves. And a school culture that alumni families and current families describe as rigorous, warm, and worth it.
What specific steps will the charter school board need to take to ensure that the school is successful?	Recruit and retain an excellent school leader. Set a realistic, conservative budget and track it monthly. Establish clear academic and operational dashboards and review them at every board meeting. Invest in teacher recruitment and professional development, especially for bilingual staff. Secure a facility early. Build community relationships with families in Greensboro. Maintain disciplined governance: regular meetings, committee structure, conflict-of-interest protocols, and honest self-evaluation.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	First, raise the concern directly and privately with the board member, giving them a fair chance to respond. If the concern is not resolved, bring it to the board chair and, if necessary, the full board in executive session. If the behavior constitutes a conflict of interest, a breach of fiduciary duty, or a violation of law or the charter, escalate to counsel and to the Office of Charter Schools as required. The school's obligation to students and the public trust comes before collegiality.

Certification
I, Samuel Wachtel, 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 Dual Language Lab of Greensboro Charter School is true and correct in every respect.

Board Member's Signature	
Signature Samuel Wachtel	**Date** 4/22/2026

**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 and the license validity.* *N/A. No disciplinary action has been taken against any past or present professional license.*

SAMUEL WACHTEL

11 N Ada Street | Chicago, IL 60607
(847) 644-4440 | swachtel94@gmail.com

EDUCATION

THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS Chicago, IL
Master of Business Administration *September 2021 – May 2023*

- Triple Concentrations in Economics, Finance and Statistics
- GMAT 760 (99th percentile), GRE 170V/168Q
- Key Coursework: Real analysis, Application Development, Competitive Strategy, Investments

TUFTS UNIVERSITY Somerville, MA
Bachelor of Arts in Japanese and International Literary and Visual Studies, Minor in Physics *August 2013 – May 2017*

EXPERIENCE

WHIRLPOOL Chicago, IL
Manager, Corporate Strategy *October 2024 – August 2025*

- Manage competitor analytics, growth strategy, financial analysis, and creation of materials for board and C-Suite
- Leading operational carve-out creating Whirlpool India as a 100% independent $1.7BN consumer goods company

Honor Prep Charlotte, NC
Co-Founder, Board Member *October 2024 – August 2025*

- Co-founder of new bilingual low-income K-2 public charter bringing research-driven best practices to kids in Charlotte
- Supported instructional design/curriculum selection, designed behavior and culture strategy

OLIVER WYMAN Chicago, IL
Associate, Private Capital Practice *October 2023 – October 2024*

- Led workstreams (modeling, expert interviews, survey design & analysis) across 12 commercial due diligences for investors
- Advised on deals (~ $500MM-$5BN) across financial services, artificial intelligence, education and software industries
- Modeled TAM, SAM, market growth, "jump-ball" analyses, and business strategy questions using public and proprietary data
- Conducted due diligence on the course curriculum publisher market and distinctive value propositions of top curricula/courses

ZS ASSOCIATES Chicago, IL
Management Consultant (Intern) *June 2022 – August 2022*

- Identified $640,000,000 opportunity for client, a top global hotel brand, to win over new market
- Supported data analysis, market research and deck creation for new offerings and go-to-market business strategy

MCMASTER-CARR Elmhurst, IL
Operations Management Development Program *June 2021 – June 2022*

- Planned and implemented recycling initiative with 11 departments and 5 vendors recycling 370+ tons/year; cut waste 95%
- Created pitch for C-suite to install solar panels saving $600k/year projected to produce $2 million profit over 10 years
- Planned reallocation of 40% of operations employees to accommodate automation of 50% of work without involuntary layoffs
- Designed and built dashboard synthesizing analytics/KPIs across 7 departments; shared results weekly with leadership

TEACH FOR AMERICA/HENDERSON COLLEGIATE Henderson, NC
Product Manager; Calculus and Precalculus Teacher *July 2019 – June 2021*

- Taught top two classes in school for student growth and academic achievement; increased +35% and +22% respectively
- Built online course in CANVAS used as a case study nationally for outstanding digital teaching during pandemic by KIPP network
- As product manager, initiated project and raised $40,000 for database equipping new TFA teachers with best-in-industry lessons
- Led 6-person team in product management role designing, building and implementing lesson plan database through TFA

QUESERSER INC. (Startup) Osaka, Japan
Management Consultant *September 2017 – May 2019*

- Created and managed English-language translation and copywriting department; doubled translation sales revenue per project
- Championed cross-functional people strategy initiative; presented to C-suite leading to founding of HR department
- Sold a ¥15m business strategy project to executive stakeholders at a top-10 Japanese university and UNESCO chair

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

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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.

School Information	
Name of charter school	The Dual Language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Elisa Avellar Merçon de Vargas
	Home Address: 523 Greentree Drive, Hillsborough, NC 27278
	Business Name & Address: 248 Stone Building – Department of HDFS, The University of North Carolina at Greensboro, P.O. Box 26170, Greensboro, NC 27402-6170
	Telephone No.: (336) 337-3324

	E-mail address: elisa.amv@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☒ Yes: ☐
Educational History	Ph.D., Human Development and Family Studies, University of North Carolina at Greensboro, Greensboro, NC, (Minor in Educational Research Methodology), 2017 M.S., Psychology, Federal University of Espírito Santo, Vitória, Brazil, 2012 B.S., Psychology, Federal University of Espírito Santo, Vitória, Brazil, 2009
Employment History	University of North Carolina at Greensboro, 2020-present Federal University of Espírito Santo, 2018-2019 University of North Carolina at Greensboro, 2012-1017
How were you recruited to join this Board of Directors?	Recruited by Joanna Ericksen (board member), who currently works for one of the partners of the HDFS internship program at UNCG.
Why do you wish to serve on the board of the proposed charter school?	The development of dual language school fostering a multicultural atmosphere, as well as serving underserved groups is aligned with my

	personal and professional goals of promoting positive development for children and families.
What is your understanding of the appropriate role of a public charter school board member?	The role of a board member for a public charter school involves shared governance and ensuring the school is delivering services according to its mission. Members hold knowledge in strategic areas and provide guidance regarding policies, programs, as well as ensure accountability. Board members provide feedback on relevant issues to inform decisions, ensuring alignment with the school goals and community interests.
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 can be an effective board member.	Although I have not served on a board previously, I can be an effective board member based on my personal and professional experiences, which are aligned with the school's mission of dual-language education and family engagement. Personally, I am bilingual and bicultural mother who can relate to many of the families the school can potentially serve. Professionally, as an Assistant Professor and the Internship Coordinator for the Human Development and Family Studies (HDFS) department at UNCG, I bring academic expertise in Child Development across different contexts. As the internship coordinator, I have built community relationships and networks that could support the school's outreach and partnership.
Describe the specific knowledge and experience that you would bring to the board.	I would bring a combination of academic knowledge, community connections, and lived experience to the board. Academically, I have studied the development of gratitude (as a moral virtue) in children and adolescents from diverse cultures. I also study parenting and diverse family contexts. My academic work is informed by the Bioecological Theory of Human Development, which emphasizes consistent daily interactions as the engines of development, taking into account how personal characteristics as well as different contextual levels contribute to these interactions and positive development. I have also expertise in both quantitative and qualitative data analyses. My cross-cultural research experience, data analysis skills, expertise in this contemporary and contextualist theory, as well as my interest in parenting are aligned with the vision of the school. In addition, the partnership with community organizations is also an asset to the school. Personally, I also bring representativity for Latinos families and can contribute to trust-building and cultural alignment.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Based on the meetings I attended, the school's mission is to provide high-quality, dual-language K-12 education that is data-driven, family-centered, and forward-thinking (e.g., AI-powered initiatives). The school aims to serve diverse students (both Latino and non-Latino students) in the Southeast of Greensboro, aiming at developing both bilingualism and biliteracy through a 90/10 dual-language model. The goal is, however, more than language acquisition; it involves fostering cultural identity and intercultural competency. An idea that resonated with me was the school as a family hub (supporting families and the broader community, which is crucial for child development).
What is your understanding of the school's proposed educational program?	Based on my notes, there are three pillars guiding the school: academic excellence through best practices and data, dual-language and biliteracy development, and nontraditional, future-oriented approached that incorporates AI and technology. The proposed educational program involves a 90/10 dual-language immersion model (instructions starting 90% in Spanish and gradually moving to 50/50). The educational goal is to promote full bilingualism and biliteracy in all students. Beyond language acquisition and cognitive development, the educational model focuses on supporting socioemotional development, such as a positive cultural identity. The proposed program will use data to inform decisions and include new technologies.
What do you believe to be the characteristics of a successful school?	The characteristics of a successful school includes looking at child development holistically, focusing on both more traditional academic achievements and cognitive development as well as socioemotional and character development. From an academic standpoint, the school should provide a rigorous and well-rounded curriculum including science, mathematics, language, arts, etc. Moreover, fostering a sense of belonging and socioemotional development are equally important; a successful school would promote connections between home and school environments, as well as build bridges between the school and communities.

How will you know that the school is succeeding (or not) in its mission?	Data triangulation and different forms of assessments are needed to know whether a school is succeeding. Academically, formal student assessments can be helpful to evaluate learning outcomes, language, and biliteracy. Qualitative and informal assessments from staff, students, and families can also be helpful in exploring socioemotional development, sense of belonging, and character development; pre- and post-assessment can be used in this regard. Family and community engagement can be measured through surveys and focus groups, for example. School, families, and communities should come together in decision-making based on these diverse indicators.

Governance	
Describe the role that the board will play in the school's operation.	From my understanding, the board has a governance role, setting policies, ensuring accountability, and making sure the school mission is put into practice. As this is a founding board, there will be other activities involved including outreach, family engagement, and community building. Board members bring knowledge in strategic areas crucial for the foundation of the school.
How will you know if the school is successful at the end of the first year of operation?	During its first year, success indicators include enrollment numbers (ensuring a diverse group of students), family participation and engagement. Families and staff feeling well-supported, and potential community partnerships mapped out.
How will you know at the end of five years if the school is successful?	More long-term success indicators include academic assessments reflecting achievements in the learning goals, as well as biliteracy and language development. Indicators of socioemotional development should also be available and inform improvements and next steps. Family and community engagement would be more established and deeper, with them potentially being involved in school programs and decision-making.

What specific steps will the charter school board need to take to ensure that the school is successful?	Be actively present in the community, building relationships with families and community organizations. Ensuring the school is visible and trusted. Recruiting diverse families and competent bilingual staff. There should also be clear governance structures, guidelines, policies, and accountability mechanisms in place.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would approach the situation sensibly. I would first gather facts and different perspectives to understand the full picture. If concerns remain, I would raise them with the person involved, giving them the opportunity to engage in dialogue. If the situation was not resolved, I would escalate using the governance process, prioritizing the best interests of the students and families.

Certification

I, Elisa Aveiar Mercon au Vargas, 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 The Dual language Lab of Greensboro Charter School is true and correct in every respect.

Board Member's Signature

Signature Elisa Aveiar Mercon au Vargas	**Date** 4/23/26

**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 and the license validity.* Click or tap here to enter text.

ELISA A. MERÇON-VARGAS

University of North Carolina at Greensboro, Human Development and Family Studies Department, P.O. Box, 26170 | Greensboro, NC 27402
Phone (336) 337-3324 | eavargas@uncg.edu

EDUCATION

2017	Ph.D., Human Development and Family Studies, University of North Carolina at Greensboro, Greensboro, NC. Dissertation: Children's Expressions of Gratitude and their Association with Cultural Values among Brazilians, Brazilians in the U. S., and U.S. Ethnic Groups (2017 Outstanding Dissertation Award from the UNCG's Graduate School). Doctoral Minor: Educational Research Methodology. Advisor: Dr. Jonathan Tudge
2012	M.S., Psychology, Federal University of Espírito Santo, Vitória, Brazil
2009	B.S., Psychology, Federal University of Espírito Santo, Vitória, Brazil

ACADEMIC AND PROFESSIONAL APPOINTMENTS

2021-Present	Professional Track Assistant Professor and Internship Coordinator, Human Development and Family Studies, University of North Carolina at Greensboro, Greensboro, NC
2020-2021	Visiting Assistant Professor, Human Development and Family Studies, University of North Carolina at Greensboro, Greensboro, NC
2019	Assistant Professor, Department of Social and Developmental Psychology, Federal University of Espírito Santo, Vitória, Brazil
2018-2019	Postdoctoral Researcher, Department of Social and Developmental Psychology, Federal University of Espírito Santo, Vitória, Brazil

TEACHING EXPERIENCE

University of North Carolina at Greensboro (UNCG)

2021-Present	Professional Development in HDFS, Supervised Professional Experience, Infant and Child Development
2020-2021	Human Development across the Lifespan, Infant and Child Development, Adolescence Development: From Puberty to Young Adulthood
2016	Families and Close Relationships

Federal University of Espírito Santo (UFES)

2019	Developmental Processes I - Human Developmental in Cultural Context (co-taught with Dr. Edinete Maria Rosa) – Graduate Course
2018-2019	Developmental Psychology, Complementary Studies in Social Psychology II, Introduction to Social Psychology – Undergraduate Courses

Faculdade Européia de Vitória (FAEV)

2012	Epistemology of Psychology, Psychology: Science and Profession

PROFESSIONAL AFFILIATIONS

Society for Research on Adolescence
Society for Research in Child Development (Member of the Latino Caucus)
Member of Kappa Omicron Nu, National Honor Society for the Human Science
American Psychological Association

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Dual Language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Joanna Ericksen
	Home Address: 2216 Guilford College Rd, Jamestown, NC 27282
	Business Name & Address:
	Telephone No.: (989) 820-2024
	E-mail address: joannaericksen17@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☑
Educational History	Master of Arts in Teaching English as a Second Language Liberty University, 2021 Bachelor of Business Administration Davenport University, 2015
Employment History	Reading Connections, Director of Family Literacy, 2021-Present *Previous roles: Adult ESOL Instructor, Professional Development Facilitator, Curriculum Facilitator, and Program Manager* Freelance, English Language Instructor, 2017-2023 VIPKID, Virtual ESL Teacher, 2016-2021 Alcona Central Dispatch, 911 Dispatcher, 2013-2017
How were you recruited to join this Board of Directors?	I was recruited by the founder, Marvin Espinoza-Leiva, based on my work with Reading Connections and my expertise in family literacy and ESOL programming serving immigrant and refugee families in Guilford County.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on this board from a deep commitment to bilingualism, biliteracy, and the cultivation of a truly multicultural society. My goal is to help build a governance structure that moves beyond simple inclusion to actively celebrating and elevating underserved communities. I believe that by fostering parental agency and creating systems where the whole family can thrive, we ensure the school's long-term success. I am eager to contribute my leadership to ensure this school becomes a model of educational equity and a place where every student's heritage is seen as an asset.
What is your understanding of the appropriate role of a public charter school board member?	My understanding is that the board serves as the governing body responsible for the long-term health and strategic direction of the

	school, rather than its daily management. The role of a board member is to establish high-level policies, ensure legal and fiscal compliance, and act as a strategic steward of the school's mission. The board is responsible for representing the interests of students and families and holding the school leadership accountable for results, as well as empowering the administration to handle day-to-day operations.
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 can be an effective board member.	I bring foundational experience in non-profit governance as the founder and president of a 501(c)(3) homeschool cooperative from 2017-2018. In this role, I led the small organization's legal formation and provided the strategic oversight necessary to establish its operational framework. The cooperative served 25 homeschooling families in a 50-mile radius who sought community and support. Although my involvement was limited to one year due to a relocation, I ensured the cooperative had the leadership structure and resources necessary to continue thriving. This experience gave me a firsthand understanding of the accountability and vision needed to launch a mission-driven organization. Additionally, my current involvement reflects a deliberate connection between the school's founding vision and the community infrastructure of Guilford County. Having spent years building relationships and delivering literacy programming within the same networks that DLL GSO will operate in, I offer the board direct continuity and stewardship of our mission. My experience ensures that the school's governance remains deeply rooted in the community it was designed to serve.
Describe the specific knowledge and experience that you would bring to the board.	Professionally, I offer deep expertise in cross-cultural leadership, family engagement, and bilingual education. As a Director of Family Literacy, I design human-centered, responsive programs for multicultural families and provide professional development to staff and interns. With a BBA and MA TESL, I combine business acumen with technical pedagogical and andragogical insight. My experience developing a curriculum for statewide Smart Start adoption, combined with my deep Guilford County community connections, uniquely equips me to ensure the school's dual-language mission is inclusive, effective, and sustainable.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding of the mission is that it centers on the belief that bilingualism and biliteracy are assets to be celebrated, rather than challenges to overcome. The school prioritizes equity by intentionally serving multicultural families and creating a safe, inclusive environment where they are truly valued. By focusing on the 'whole family,' the school ensures that both students and their parents have the agency to thrive. This mission transforms the school into a vital community anchor that bridges cultural gaps and elevates the voices of underrepresented populations.
What is your understanding of the school's proposed educational program?	The school will utilize a two-way dual-language Spanish-immersion model. Instruction begins with a 90:10 Spanish-to-English ratio in Kindergarten and gradually moves to a 50:50 balance by upper elementary. We will open with Kindergarten and 1st Grade, adding one grade level each year through 5th Grade, with a goal of reaching 386 students at full capacity by year five. To ensure academic rigor, the school will use Caminos for Spanish literacy, Amplify CKLA for English literacy, and Eureka or Singapore Math. Enrollment will be managed through a weighted lottery to maintain the necessary linguistic balance for the two-way model. Additionally, the school will function as a community hub by providing adult English language instruction, supporting the educational needs of the whole family.
What do you believe to be the characteristics of a successful school?	I believe a successful school is defined by strong biliteracy and academic achievement, ensuring students are equipped with the skills necessary for long-term success. This is supported by a safe and joyful environment where both students and families feel valued. Deep family engagement is essential, as is a commitment to maintaining high student and staff retention through a supportive culture. Ultimately, success requires operational stability and strict alignment with the school's mission. By remaining transparent and maintaining accountability to all stakeholders, the school ensures it remains a sustainable and trusted resource for the community it serves.

How will you know that the school is succeeding (or not) in its mission?	The school's success will be measured by several key metrics, including student test scores that show individual growth compared to peers nationwide and biliteracy assessment results. Operationally, success will be tracked through attendance and student retention rates, as well as the ability to maintain a 50/50 linguistic balance within enrollment. Finally, family satisfaction data will be a critical metric to ensure the school is meeting its mission and effectively serving its community

Governance	
Describe the role that the board will play in the school's operation.	The board sets the strategic direction and policy for the school and is responsible for its financial health. Our key duties include approving the annual budget, hiring and evaluating the Head of School, and ensuring the school follows the charter agreement and North Carolina law. The board does not manage daily operations, direct staff, or make decisions about individual students. Much of our work is supported by three standing committees which review information and make recommendations: Finance, Academic Excellence, and Governance. All final decisions are made by the full board through a majority vote.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, success will be defined by a few key indicators. Academically, we want to see measurable literacy growth for all students in both languages. On the enrollment side, success means all Kindergarten and 1st Grade students are retained through the end of the year and we have achieved a linguistic balance at or near 50% Spanish-speaking students. Operationally, we expect student attendance at or above 94% and a clean financial record with expenditures within budget. Success also means our staff is fully hired, trained through the Summer Institute, and retained through the school year. Finally, we will look for the Dual Language Family Council to be established and meeting regularly as a sign of strong community engagement.

How will you know at the end of five years if the school is successful?	By the end of year five, success will be clear if the school has reached its full capacity of approximately 386 students while maintaining a stable linguistic balance. Our students exiting 5th Grade will demonstrate measurable proficiency on their biliteracy assessments, and our End-of-Grade proficiency rates will be at or above those of comparable charter schools in Guilford County. Operationally, success means we have met the terms of our charter, are positioned for renewal, and have no significant financial deficit. Ultimately, we will have established the school as the first and only tuition-free, two-way dual language public school in Greensboro, with a proven model that could eventually expand through 12th Grade.
What specific steps will the charter school board need to take to ensure that the school is successful?	Our first priority is to hire a highly qualified Head of School with dual-language experience immediately following authorization. We also need to secure a facility in southwest Greensboro that meets all educational occupancy requirements before we open in August 2028. We will manage the five-year budget using a 90% enrollment assumption and conduct monthly financial reviews. We will also add 2-3 members to the board with expertise in law, real estate, and community relations. Finally, we will establish the Dual Language Family Council, conduct annual evaluations of the Head of School, and maintain our LEEP advisory partnership through the MOU.
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?	Handling a situation where a fellow board member is acting unethically would be difficult, but our primary responsibility is to the students and the public interest. My first step would be to raise the concern directly with the individual to seek clarity. If the issue remained unresolved, I would escalate the matter through our established board governance structures. Ultimately, all board members have a clear obligation to disclose unethical behavior. We must be willing to act in the best interest of the school's mission, even when those decisions are uncomfortable or challenging.

JOANNA ERICKSEN

Jamestown, NC 27282 | 989.820.2024 | joannaericksen17@gmail.com | LinkedIn

SUMMARY

Strategic leader specializing in 2Gen program design and community advocacy. Expert in building culturally responsive systems that dismantle barriers to education and family flourishing.

PROFESSIONAL EXPERIENCE

READING CONNECTIONS | Greensboro, NC

Family Literacy Program Director | 2021 – Present (*Additional previous roles held)*

- Designed and scaled a state-approved, 2Gen multicultural literacy model serving 150+ families annually, focusing on culturally responsive service and family voice integration.
- Achieved high-impact academic and social outcomes: 65% significant literacy gains, 85% improved parenting skills, and 90% increased participant confidence.
- Directs program sustainability by navigating complex systemic barriers and building community partnerships to expand resource access and resilience.
- Trains and mentors high-performing teams to drive mission ownership and expand the reach of the 2Gen model.

FREELANCE | *English Language Instructor & Cultural Strategist* | 2017 – 2023

VIPKID | *Virtual ESL Teacher & Cultural Ambassador* | 2016 – 2021

TAWAS BAY HOMESCHOOL CONNECTION | *Founder and President* | 2017 – 2018

ALCONA CENTRAL DISPATCH | *911 Police, Fire, & Ambulance Dispatcher* | 2013 – 2017

EDUCATION

Master of Arts in TESOL | Liberty University | 2021
Bachelor of Business Administration | Davenport University | 2015

LANGUAGES

English: Native Fluency **Spanish**: Intermediate Proficiency (Conversational, Reading, Writing)

TRAINING & PROFESSIONAL IMPACT

Presenter | *Developing a Program that is Responsive to Family Needs* | Smart Start Conference | 2026

Creator | *Read and Grow with Me!* 2Gen Family Literacy Model | Smart Solutions Catalog | 2025

Continuous Quality Improvement (CQI) Training | Ready for School, Ready for Life | 2023

Community Resilience Model (CRM) Training | Kellin Foundation | 2022

Office of CHARTER SCHOOLS
NC Department of Public Instruction

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School Information	
Name of charter school	The Dual Language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Dorrian Wilson
	Home Address: 13230 Ballantyne Corporate Pl, Apt 1002 Charlotte, NC 28277
	Business Name & Address:
	Telephone No.: 225-603-9399
	E-mail address: dorriank.wilson8@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐X Yes: ☐
Educational History	I hold a Master of Arts in Educational Innovation, Technology and Entrepreneurship from the University of North Carolina at Chapel Hill, where my work focused on the intersection of technology, equity, and learning systems. During that time, I conducted research on systemic bias in education, which continues to inform how I think about access, outcomes, and responsible implementation of new tools in schools. I also earned a Bachelor of Science in Urban Arts from Coppin State University, which grounded me in creative expression, communication, and culturally responsive approaches to education. In addition to my formal degrees, I have completed executive education in AI for Business Strategy through MIT Sloan School of Management and AI and Digital Transformation in Government through the University of Oxford's Saïd Business School. I am also a Certified AI Governance Professional. This continued training reflects my focus on how emerging technologies can be implemented thoughtfully, responsibly, and in ways that support both educators and students.
Employment History	I currently work as an AI Governance Analyst at Duke Energy, where I support enterprise efforts to evaluate and oversee the use of artificial intelligence in a highly regulated environment. My work focuses on assessing risk, ensuring responsible use of technology, and translating complex technical and regulatory considerations into clear guidance for cross-functional teams. In addition, I serve as an AI Governance Consultant, advising organizations across healthcare, education, and the public sector on how to implement AI responsibly. This includes developing governance

	frameworks, conducting risk assessments, and supporting leadership teams in aligning innovation with compliance and long-term accountability. Prior to this, I served as a Senior Product Marketing Manager at Instructure, where I focused on education technology products designed to measure and improve student outcomes. In that role, I partnered closely with product, sales, and customer success teams to develop messaging, support product launches, and ensure that tools were positioned in ways that were meaningful and usable for educators and school systems. Before Instructure, I worked at PowerSchool as a Manager of Strategic Partnerships and Product Marketing, where I led initiatives related to AI-enabled learning tools and built partnerships with organizations such as Microsoft and AWS. My work centered on expanding access to innovative technology while ensuring alignment with the needs of schools and districts. I also held a role at Amplify in customer marketing, where I supported educator engagement and helped highlight the impact of curriculum and instructional tools in classrooms across the country. Earlier in my career, I worked as a theatre teacher at Mentorship Academy in Baton Rouge, where I designed and delivered curriculum, directed student productions, and supported students in developing confidence, communication skills, and creative expression.
How were you recruited to join this Board of Directors?	I was recruited by the founder based on my background in education technology, AI governance, and my work at the intersection of equity and innovation in education. My experience across EdTech

	organizations and my focus on how technology can responsibly support learning outcomes aligned closely with the school's vision for integrating technology in a way that is both effective and equitable.
Why do you wish to serve on the board of the proposed charter school?	I believe deeply in expanding access to high-quality, innovative education models, particularly for communities that have historically been underserved. A dual language model that centers both rigor and cultural empowerment is not just academically valuable, it is transformative. From my perspective, education is at a point where technology, data, and instructional design must work together intentionally. I want to contribute to building a school that does not just adopt tools, but does so thoughtfully, with clear outcomes, strong governance, and a commitment to equity. Serving on this board allows me to bring that lens while supporting a model that I believe will have long-term impact on students and families.
What is your understanding of the appropriate role of a public charter school board member?	The role of a charter school board member is to provide governance, not management. The board is responsible for setting the strategic direction of the school, ensuring strong financial stewardship of public funds, and maintaining accountability to the charter agreement and state regulations. The board hires and evaluates the head of school, establishes policy, and ensures that decisions are made in the best interest of students and families. It is equally important that the board does not involve itself in day-to-day operations, but instead maintains clear oversight and accountability structures that allow the school leadership to execute effectively.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If	My background spans product marketing, education technology, and AI governance, with experience working across organizations such as

you have not had previous experience of this nature, explain why you can be an effective board member.	Instructure, PowerSchool, and Amplify. In these roles, I have worked closely with school systems, educators, and district leaders to implement technology solutions that support instruction, measure outcomes, and improve engagement. Earlier in my career, I served as a theatre teacher, where I designed and delivered curriculum, directed student productions, and supported students in developing confidence, communication skills, and creative expression. That experience grounded me in the realities of the classroom and continues to shape how I think about what students and teachers actually need to be successful. More recently, my work in AI governance involves advising organizations on responsible technology use, risk management, and compliance. This includes ensuring that systems are transparent, equitable, and aligned with organizational goals. That experience directly translates to board-level oversight, where thoughtful decision-making and long-term accountability are critical.
Describe the specific knowledge and experience that you would bring to the board.	I bring a combination of education technology expertise and AI governance experience that is increasingly critical for schools today as they adopt more data-driven and technology-enabled models. My background includes a deep understanding of EdTech ecosystems, including curriculum platforms, data systems, and instructional tools, along with experience working directly with school systems and educators to ensure these tools are implemented in ways that are practical and effective. In addition, my work in AI governance focuses on risk management, accountability, and the responsible use of emerging technologies. I specialize in helping organizations translate complex technical and regulatory considerations into clear, actionable strategies, ensuring that systems are transparent, equitable, and aligned with organizational goals.

	I also bring a strong focus on equity, ensuring that both technology and programmatic decisions are designed to serve all students, particularly those who have historically been underserved. My role on the board would be to help ensure that the school's use of technology, including emerging AI capabilities, is intentional, well-governed, and aligned with its academic mission, while maintaining a clear focus on student outcomes, data responsibility, and long-term sustainability.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school's mission is to provide a rigorous, joyful, and tuition-free K–5 education through a two-way Spanish-English dual language immersion model that develops students who are bilingual, biliterate, and culturally empowered. What stands out to me is the belief that bilingualism is an asset and that equity is not about access alone, but about designing a model that truly serves the needs of the community. The emphasis on both joy and rigor reflects a balanced approach to education that supports both academic excellence and student well-being.

What is your understanding of the school's proposed educational program?	The school will implement a 90/10 two-way dual language immersion model, beginning with 90% Spanish instruction in early grades and gradually moving toward a 50/50 balance. The program is designed to serve both Spanish-speaking and English-speaking students, maintaining a balanced enrollment to support language development for all. The curriculum includes structured literacy programs in both English and Spanish, along with a strong math foundation. The school will grow incrementally, starting with early grades and expanding each year, while also serving as a broader community resource through family programming. This model is both academically rigorous and intentionally designed to build long-term language proficiency and cultural competence. here to enter text.
What do you believe to be the characteristics of a successful school?	A successful school is one that delivers strong academic outcomes for all students while creating an environment where students feel supported, engaged, and challenged. That includes: ● Consistent academic growth across all student groups ● Strong literacy and language development ● A safe, structured, and positive school culture ● Meaningful family engagement ● Stable, well-supported staff Success is not just about performance metrics, but about whether students are being prepared for long-term success academically and personally.

How will you know that the school is succeeding (or not) in its mission?	Success will be reflected through both quantitative and qualitative measures. This includes: ● Strong academic growth on assessments such as MAP and EOG ● Demonstrated progress in biliteracy through language proficiency assessments ● High attendance and student retention ● Positive family feedback and engagement ● Maintenance of a balanced bilingual student population Together, these indicators show whether the school is delivering on both its academic goals and its commitment to bilingual, culturally grounded education.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide strategic oversight, approve budgets, ensure compliance, and hold the head of school accountable for performance. It will operate through structured committees and make decisions collectively. The board's responsibility is to ensure the long-term success and sustainability of the school, while allowing school leadership to manage daily operations.

How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, success would look like a strong and stable foundation across academics, culture, and operations. I would expect to see full enrollment and strong student retention, with a balanced mix of Spanish-speaking and English-speaking students aligned to the model. Student attendance should be high, and there should be clear evidence of academic growth, particularly in early literacy development in both languages. Equally important, the school should have established a positive and structured culture for both students and staff, with teachers fully onboarded, supported, and retained. From a governance perspective, the school should be operating within budget, with clean financial management and clear reporting to the board. At a foundational level, success in year one means the model is working, the systems are in place, and the school is positioned to grow with consistency and stability.

How will you know at the end of five years if the school is successful?	By year five, success should be reflected in both outcomes and sustainability. The school should be at full enrollment across all grades, maintaining its intended linguistic balance and demonstrating strong academic performance compared to similar schools in the region. Students should be exiting the program with clear evidence of biliteracy and academic readiness. Beyond academics, I would expect to see strong student retention, consistent family engagement, and a stable, high-performing staff. Financially, the school should be operating sustainably, meeting its charter requirements, and positioned for renewal. At that point, success also means the school has established itself as a trusted and effective model within the community, with the potential to expand or serve as a blueprint for similar programs.

What specific steps will the charter school board need to take to ensure that the school is successful?	The board's role is to create the conditions for success through strong governance, clear accountability, and disciplined oversight. This starts with a highly qualified head of school and providing consistent support while holding them accountable to clear performance goals. The board must ensure that a strong operational and financial foundation is in place, including conservative budgeting, regular financial review, and long-term planning. The board should also establish clear performance metrics tied to academic outcomes, student growth, and program fidelity, and consistently monitor progress against those metrics. In addition, the board must prioritize thoughtful growth, ensuring that facilities, staffing, and enrollment are aligned with the school's long-term plan. Building strong family and community engagement structures will also be critical. Finally, as the school incorporates technology and data systems, the board should ensure that these are implemented responsibly, with clear oversight, strong data governance practices, and alignment to student outcomes.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would approach the situation directly, thoughtfully, and with a clear focus on accountability. First, I would seek to understand the situation fully and address the concern directly with the individual, grounding the conversation in the board's responsibilities, policies, and the best interests of students and the school. If the issue were not resolved, I would escalate it through the appropriate governance structures, including the board chair or governance committee, and ensure that any conflict of interest or ethical

	concerns are formally documented and addressed in accordance with board policy. Serving on a charter school board carries a responsibility to the public and to the students the school serves. If necessary, I would support formal action to address the issue, even when it is uncomfortable, because maintaining integrity, trust, and accountability is essential to the school's long-term success.

Certification

I, __Dorrian Wilson_____, 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 The Dual Language Lab of Greensboro Charter School is true and correct in every respect.

Board Member's Signature _____

Signature 	**Date: 4/16/2026**

**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 and the license validity.* *Click or tap here to enter text.*

Dorrian Wilson, M.A., MIT Sloan, AIGP

Charlotte, North Carolina • 2256039399 • dorriank.wilson8@gmail.com • LinkedIn

AI Governance Strategist | AI Risk, Compliance & Enterprise Governance Architecture

Certified AI Governance Professional designing enterprise frameworks that enable safe, scalable AI adoption in regulated environments.

I specialize in translating regulatory expectations into operational systems, including intake workflows, risk classification models, and control frameworks that align governance with how organizations actually build and deploy AI.

My work focuses on closing the gap between AI adoption and oversight by establishing clear ownership, reducing ambiguity, and creating defensible, audit-ready governance structures. I've led cross-functional governance design across engineering, legal, privacy, and executive teams, aligning innovation with compliance without slowing velocity.

Background in product marketing and partnerships with Microsoft and AWS allows me to communicate complex AI risk and governance concepts in ways that drive real adoption.

WORK EXPERIENCE

Duke Energy Corporation 12/2025- Present | AI Governance Analyst Contract

- Contribute to enterprise AI governance and risk initiatives within a highly regulated critical infrastructure environment, supporting evaluation and oversight of AI use cases and vendor tools
- Evaluate AI systems and vendor tools for governance readiness, including transparency, consent, data handling, accessibility, and model risk.
- Apply external-facing governance and risk frameworks to assess compliance gaps, disclosure practices, and accountability mechanisms in AI deployments.
- Translate technical, legal, and ethical considerations into clear, actionable guidance for cross-functional stakeholders.
- Contribute to governance-first decision-making around AI adoption, balancing innovation with regulatory, safety, and public trust considerations.

Click Therapeutics (SaMD, Digital Therapeutics) 01/2026 - 04/2026 | AI Governance Consultant | Contract

- Led the design and operationalization of an enterprise AI governance framework for a regulated Software as a Medical Device (SaMD) organization, aligning AI adoption with HIPAA, FDA, and QMS requirements
- Designed and implemented a unified AI intake and classification system, establishing a single entry point

for evaluating, routing, and approving AI use cases across the organization

- Established core governance artifacts, including AI policies, secure AI development practices, and a NIST AI RMF-aligned control matrix, translating governance into enforceable controls and audit-ready evidence
- Conducted cross-functional discovery across Engineering, Privacy, Cybersecurity, Legal, and Quality to identify systemic risks, including fragmented approvals, lack of centralized visibility, and shadow AI usage
- Established a risk-based governance model (Low / Medium / High) linking intake decisions to required controls, assessments, and escalation pathways
- Defined operational controls for AI systems, including training data governance, model configuration management, RBAC access control, logging/monitoring, and incident escalation
- Created a RACI-based accountability model clarifying ownership across business, technical, and governance stakeholders
- Recommended and structured the formation of an AI Governance Council to unify decision-making and reduce cross-functional friction
- Designed governance to support both internally developed AI systems and third-party AI tools, including vendor risk evaluation and LLM configuration controls.

SheGov.AI 05/2025 - Present | AI Governance & Ethics Consultant

- Advise clients in healthcare, education, finance, and public sector on AI governance, building playbooks, registries, and adoption frameworks aligned with GDPR, EU AI Act, SCCs, NIST RMF, ISO/IEC 42001, and OECD principles. Lead risk mapping and bias audits across AI-enabled systems; delivered mitigation plans that reduced identified exposure by up to 35%.
- Translate policy into action by creating client-ready roadmaps and executive briefings that accelerated AI adoption and improved compliance readiness.
- Facilitate workshops and advisory sessions for senior leadership teams; trained 50+ decision makers on operationalizing responsible, human-centered AI.
- Design scalable tools (risk scorecards, compliance checklists, governance accelerators) that cut review cycles by 20% and increased adoption consistency across teams.
- Conduct horizon scanning and benchmarking for emerging regulations, preparing clients for shifts in U.S., EU, and OECD governance landscapes.
- Deliver governance solutions that enabled cross-functional adoption, strengthened compliance posture, and reduced risk in enterprise deployments.

Instructure 06/2024 - 05/2025 | Senior Product Marketing Manager, EdTech Effectiveness

- Partnered with cross-functional teams to position and message AI-enabled reporting tools in education technology.
- Developed and executed go-to-market strategies for reporting and analytics products serving K-12 and higher education clients.
- Collaborated with Product, Sales, and Customer Success teams to shape positioning, messaging, and enablement for new product launches.
- Translated research and product insights into clear value stories for district leaders and educators, improving message adoption and engagement across 200+ clients.
- Represented Instructure at ISTE and FETC, building brand visibility and thought leadership around effective digital learning and data-driven instruction.
- Partnered with cross-functional teams to refine customer communications, streamline launch processes, and improve retention outcomes.

PowerSchool | Manager, Strategic Partnerships & Product Marketing | 10/ 2022- 6/2024 |

- Negotiated strategic alliances and secured Microsoft and AWS integrations, driving a Minecraft-in-education partnership, aligning AI innovation with compliance standards.
- Delivered executive presentations highlighting AI adoption and governance considerations.
- Directed go-to-market strategy for AI-enhanced learning products; accelerated adoption by 30% through governance-aligned messaging.
- Led strategic partnership and GTM initiatives with Microsoft and AWS, expanding PowerSchool's footprint in the digital learning ecosystem.
- Oversaw positioning and launch campaigns for key products, including PowerBuddy, Learning Nav, and Content Nav, reaching thousands of educators nationwide.
- Conducted market analysis and stakeholder interviews to guide product messaging and identify new growth opportunities in the education technology space.
- Collaborated with Product Management and Solutions Engineering to ensure product launches aligned with customer needs and evolving market trends.
- Supported cross-team enablement by creating internal toolkits, training decks, and customer-facing resources that improved adoption rates and sales confidence.

Amplify 10/2021 - 12/2022 | Customer Marketing

- Designed and launched the Amplify Ambassador Program, cultivating a national community of educators to elevate brand advocacy and storytelling.
- Managed customer engagement campaigns that boosted renewal and retention rates by highlighting teacher success stories and measurable classroom impact.
- Partnered with Product Marketing and Design to produce digital content and success spotlights that increased educator participation by 25% year-over-year.
- Coordinated with Sales and Customer Success teams to align engagement strategies with district goals and program outcomes.

University of North Carolina at Chapel Hill 11/2020 - 07/2021 | Graduate Research Assistant

- Researched systemic inequities and bias in education, informing ethics and governance frameworks later applied to AI adoption.

Mentorship Academy | Theatre Teacher | August 2015 – July 2018 | Baton Rouge, LA

- Designed and implemented a comprehensive theatre arts curriculum focused on performance, production, and cultural storytelling.
- Directed 10+ student productions, guiding teams in acting, stage management, and creative collaboration.
- Led interdisciplinary initiatives connecting arts education with student engagement and leadership development.
- Mentored students in communication, public speaking, and confidence-building — skills that contributed to measurable academic growth and community recognition.

EDUCATION & CERTIFICATIONS

- **MIT Sloan School of Management** – *AI for Business Strategy (Executive Certificate)*
- **IAPP** – *Certified AI Governance Professional (AIGP)*
- **UNC–Chapel Hill** – *M.A., Educational Innovation, Technology & Entrepreneurship (2020-2021)*
- **Coppin State University** – *B.S., Urban Arts (2017-2018)*

PUBLICATION & SCHOLARSHIP

- Peer-reviewed publications on systemic bias, equity, and governance (Journal of Family Issues, Sage

Journals, Journal of Sex Research).

- Kennedy Center Irene Ryan Scholarship Award (2019).

SKILLS

AI Governance & Risk | Responsible AI | NIST AI RMF | Regulatory Alignment (GDPR, EU AI Act, SCCs, ISO/IEC 42001, OECD) | AI Risk Assessment & Control Design | Bias & Model Risk Evaluation | Enterprise AI Policy & Framework Design | Cross-Functional Governance | Executive Communication| AI Governance Operating Models

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	The Dual Language Lab of Greensboro

Board Member's Information	
Board Members	Full name: Marvin Martin Espinoza-Leiva
	Home Address: 5825 General Arthurs Ln, Apt 2C, Jamestown, NC 27282
	Business Name & Address: The Dual Language Lab of Greensboro, Inc 5825 General Arthurs Ln, Apt 2C, Jamestown, NC 27282

	Telephone No.: 252-425-6495
	E-mail address: marvinespinoza.jr@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☑ Yes: ☐
Educational History	M.S. in Information Technology (Business Intelligence & Data Analytics): Carnegie Mellon University (Expected December 2026). M.A. in Educational Innovation, Technology, & Entrepreneurship: University of North Carolina at Chapel Hill. B.A. in Economics: University of Chicago.
Employment History	Amplify Education, Inc. (Change Management Specialist, Central Services): Since August 2025, you have supported supply chain transformations involving technology, logistics, and inventory while leading the organization's AI Integration Committee. Honor Preparatory (School Startup Specialist): From March 2025 to July 2025, you managed student recruitment operations in Charlotte, NC, exceeding conversion expectations by 100% and securing approximately $1M in revenue. You also designed a 90-hour staff orientation program and a six-year organizational roadmap.

	Reading Connections (Adult Literacy Instructor): Between July 2023 and June 2025, you achieved top performance results in adult literacy, with 71% of students advancing at least one proficiency level in a single term through culturally responsive visual teaching methods and GLAD strategies. NewSchools Venture Fund (Consultant, Innovative Public Schools Fund): In 2022, you advised strategic investments for an $8.8M+ portfolio, specifically identifying North Carolina as a viable state for new charter school investment. Henderson Collegiate (Director of Operations, K-12): From 2017 to 2020, you led strategy and daily operations for a three-campus network of 1,300+ students. During this tenure, you achieved a 97.5% completion rate on concurrent initiatives, reduced district-wide truancy by 50%, and served as a Spanish teacher to raise benchmark proficiency from 30% to 63% in under three months. Teach For America / Aspire Charter Academy (Elementary Teacher): From 2014 to 2016, you worked in Gary, IN, where you tripled the effectiveness of Tier 2 student interventions. You also built deep family connections through 20 home visits and monthly literacy nights designed to empower parents.
How were you recruited to join this Board of Directors?	As the Founder and Lead Petitioner of The Dual Language Lab of Greensboro, I initiated the formation of this Board of Directors. I personally recruited each voting member based on their specific expertise in finance, operations, community literacy, and technology to ensure the school has the diverse skill sets necessary for rigorous oversight. I serve as a non-voting member of the board to provide the essential link between the school's daily management and the board's strategic governance.
Why do you wish to serve on the board of the proposed charter school?	My desire to serve stems from a deep personal and professional commitment to the students of Greensboro. Having served as a Director of Operations and a classroom teacher, I have seen firsthand that a school's success depends on the marriage of academic rigor and operational excellence. I wish to serve on this board to ensure that the vision I have designed -- a joyful, 90/10 dual-language model -- is executed with high fidelity and that the school remains a stable, data-driven institution for our families. And I wish to serve a non-voting member until I roll off the board to officially start the school as the Executive Director.
What is your understanding of the appropriate role of a public charter school board member?	My understanding is centered on the critical distinction between governance and management. The board is responsible for setting policy, providing fiduciary oversight, and ensuring the school meets the academic goals of its charter. As a non-voting member and the Executive Director, I am managed and evaluated by the board. It is my role to provide the board with the transparent data they need to

	make informed decisions, while the board's role is to hold me accountable for the school's performance without interfering in day-to-day staff or student management.
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 can be an effective board member.	I bring a decade of experience in the charter sector, with a big portion of that experience specifically in the North Carolina landscape. As the former Director of Operations for a three-campus K-12 network (Henderson Collegiate), I managed budgets and oversaw directly or indirectly the same operational systems DLLG will implement. My participation in the LEEP school design fellowship and my graduate work at UNC Chapel Hill in Educational Innovation, Technology, and Entrepreneurship – including my additional and ongoing training in bilingual education and instruction -- have provided me with the specific leadership frameworks required to build and govern a high-performing charter school. I also helped launch Honor Preparatory, an elementary bilingual charter school in Charlotte this past year in 2025, managing its recruitment operations and redesigning its dual-language program.
Describe the specific knowledge and experience that you would bring to the board.	I bring specialized expertise in Dual Language Immersion (DLI) design, charter school operational scaling, and educational technology. I understand the "NC Way" of charter accountability -- from enrollment lottery laws to Title III compliance for Multilingual Learners. My unique background in AI governance and data analytics allows me to guide the board in making evidence-based decisions that prioritize both academic innovation and fiscal responsibility.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Our mission is to prepare students in Greensboro to thrive academically and bilingually by combining three commitments: rigorous, high-expectations schooling grounded in what research shows works; a 90/10 Spanish-English dual-language immersion model that builds genuine biliteracy and biculturalism; and technology-enabled, mastery-based learning that lets students progress at their own pace. We believe every child, regardless of home language or income, deserves a school that holds them to the highest standard and gives them the support to meet it.
What is your understanding of the school's proposed educational program?	We utilize a 90/10 two-way immersion model, where Kindergarten students receive 90% of their instruction in Spanish, gradually shifting to a 50/50 balance by 5th grade. The "two-way" design ensures a balanced cohort of 50% native Spanish and 50% native English speakers. Our instruction is anchored in high-rigor curricula like Amplify CKLA, Caminos, and Eureka Math, and is supported by Project GLAD strategies to ensure all students have equitable access to the core content.

What do you believe to be the characteristics of a successful school?	Strong instructional leadership. Teachers who are supported, coached, and held to high standards. Clear, measurable academic expectations the whole staff shares. Extended instructional time. A culture of high expectations paired with genuine warmth. Rigorous use of data to catch students who fall behind early. It has a school leader, leadership team, and a board who work together with candor and trust to ensure that kids are college and career ready.
How will you know that the school is succeeding (or not) in its mission?	EOG proficiency rates, English and Spanish NWEA MAP growth percentiles, biliteracy assessment results (STAMP, Woodcock Munoz, mCLASS for English and Spanish), attendance and chronic absenteeism rates, student retention year over year, family satisfaction data, and the linguistic balance of enrollment maintained at or near 50/50 across both language groups.

Governance	
Describe the role that the board will play in the school's operation.	The board sets strategic direction and policy, approves the annual budget, hires and evaluates the head of school, ensures compliance with the charter agreement and NC law, and serves as the school's fiduciary. The board does not manage daily operations, direct staff, or make individual student decisions. Three standing committees support the board's work: Finance, Academic Excellence, and Governance. All binding decisions are made by the full board through majority vote.
How will you know if the school is successful at the end of the first year of operation?	all K and 1st grade students enrolled and retained through the end of the year; enrollment achieving 50% or near Spanish-speaking students; student attendance at or above 96%; measurable literacy growth for all students on MAP and language proficiency in both languages; staff fully hired, trained through the Summer Institute (onboarding and training), and retained through the school year; clean financial management with expenditures within budget; the Dual Language Family Council established and meeting regularly.
How will you know at the end of five years if the school is successful?	full K-5 enrollment of approximately 386 students with stable linguistic balance maintained; students exiting 5th grade demonstrating measurable biliteracy language proficiency assessments; End-of-Grade proficiency rates at or above comparable charter schools in Guilford County; no significant financial deficit; the school has met the terms of its charter and is positioned for renewal; the school is recognized as the first and only tuition-free two-way dual language public school in Greensboro with a demonstrated model that could eventually expand to K-12.

What specific steps will the charter school board need to take to ensure that the school is successful?	hire a highly qualified Dean of Curriculum and Instruction-Dual Language Education (DCI-DLE) following authorization; secure a facility that meets educational occupancy requirements in southwest Greensboro before August 2028; execute the five-year budget conservatively with a 90% enrollment assumption; build and maintain the Dual Language Family Council; conduct monthly financial reviews and annual head of school evaluations; complete the planned board recruitment to bring on 2-3 additional members with legal, real estate, and community expertise; maintain the LEEP advisory partnership through the MOU. And raise money!
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 strictly follow the conflict of interest policy outlined in our bylaws. Despite my non-voting status, I have a fiduciary duty to the school and the public. I would first raise the concern with the Board Chair or the Governance Committee. If the issue remained unresolved, I would follow the formal escalation paths within our governance structure. My ultimate commitment is to the students and the integrity of the charter; I would not hesitate to act to protect the school's mission.

Certification

I, Maria Espinoza-Leiva, 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 Dual Language Lab of Greensboro Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date** 4/23/26

**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 and the license validity.* Click or tap here to enter text.

Marvin M. Espinoza-Leiva

(252) 425-6495 • marvinespinoza.jr@gmail.com • www.linkedin.com/in/marvin-espinoza-leiva

MISSION AND DATA-DRIVEN DUAL-LANGUAGE EDUCATION LEADER

CERTIFICATION, SKILLS, AND FELLOWSHIPS TRAINING

LEEP ACELERA Aspirante Fellow (Dual Language School Design and Leaderhsip) - LEEP • Aug. '25-Present
Para Todos/Niños-Nat'l PD Prog. for DLI - Nat'l. Assoc. for Bilingual Educ. (NABE) • Aug. '25-Present
Project Guided Language Acquisition Design (GLAD) Foundations - Orange Cnty. Dept. of Ed • Jul. 2025
AI Catalyst Fellow, EDSAFE AI Alliance - AI Governance and Policy, AI-Enabled Learning • Jan. '25-Present
Instituto Mundo Verde Fellow - Bilingual Language Education Research & Implementation • Oct. '24-Jul. '25
Organizational Development & Change Leadership Certificate, CGU Drucker School of Mngmt • Nov. 2024
The Skilled Facilitator Intensive Workshop, Roger Schwartz and Associates • October 2024

RELEVANT PROFESSIONAL EXPERIENCE

Amplify Education, Inc • Remote • Aug. 2025 – Present
Change Management Specialist, Central Services

- Support supply chain transformation across technology, logistics, & inventory; lead the organization's AI Integration Committee & serve on the Manager Advisory Group for manager training

Honor Preparatory, Dual-Language Elementary Charter • Charlotte, NC • Mar. 2025 – Jul. 2025
School Startup Specialist

- Built and managed student recruitment operations converting 10.2% of leads to enrollment (92 of 900), securing ~$1M revenue, exceeding expected conversion by 100% (5% to 10%) within 5 months
- Managed team of 5, including an Asst. Director, Curriculum Manager, & 3 Recruitment Ops Associates
- Designed 90-hour competency-based staff orientation program enabling successful launch of new bilingual elementary school; created 6-year organizational roadmap integrating instruction, curriculum, family engagement, and operations

Reading Connections • Greensboro, NC • Jul. 2023 – Jun. 2025
Adult Literacy Instructor, Evenings

- Achieved consistent growth across CASAS assessment domains for adult learners from diverse backgrounds (Arabic, Spanish, Karen, Dari), with all students showing measurable improvement
- Implemented differentiated Guided Language Aquisition Design (GLAD) strategies resulting in 71% of students advancing at least one proficiency level within a single term with instruction 2x/week
- Recognized as program's top-performing instructor based on student assessment results
- Developed culturally responsive visual teaching methods that effectively bridged language barriers for immigrants from Africa, Latin America, Central Asia, and the Middle East

NewSchools Venture Fund • Remote • (Contract) • Jan. 2022 – Sept. 2022
Consultant, Innovative Public Schools Fund (IPS)

- Advised strategic investments through national charter school landscape research project for Innovative Public Schools fund's $8.8M+ portfolio, including North Carolina as a new state to invest in

Henderson Collegiate • Henderson, NC • Jul. 2017 – Jul. 2020
Director of Operations, K-12

- Led strategy, data analysis, and daily operations across 3-campus network (1,300+ students, 120+ staff, $900K+ ops budget); achieved 97.5% completion on 40+ concurrent programs and initiatives
- Stepped in as Spanish 1 and Spanish 3 teacher, applying data-driven instruction to raise benchmark proficiency from 30% to 63% within 2.5 months
- Drove $300K+ revenue increase and 10% enrollment growth; reduced district-wide truancy by 50%; trained and developed 2 successor Directors of Operations from office manager roles

Teach For America Member • Nat'l Heritage Academies • Gary, IN • Jun. 2014 – Jun. 2016
Elementary Teacher, Aspire Charter Academy

- Progressed in intervention effectiveness for Tier 2 students by 200% from 25 mins weekly to 75 mins
- Hosted monthly literacy nights to teach parents literacy methods to support child's reading ability
- Performed 20 home visits to develop relationships with families of students at start of school year

EDUCATION

MS, Information Technology - Business Intelligence & Data Analytics • Carnegie Mellon Univ. (Exp. Dec ‘26)
MA, Educational Innovation, Technology, & Entrepreneurship • Univ. of North Carolina at Chapel Hill
BA, Economics • University of Chicago

Position	**Year 0**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Executive Director / School Leader	1	1	1	1	1
Director of Curriculum and Instruction - Dual Language	0.1	1	1	1	1
Dean of Student Culture				1	1
Instructional Coach in Dual Language Instruction (DLI)				1	2
Core Classroom Teachers		5	8	11	15
Instructional Aides			4	5	7
Exceptional Children Program Manager		1	1	1	1
Exceptional Children Teacher			1	1	1
Director of Nutrition		0.5	1	1	1
Enrichment/Specials Teacher		1	2	3	3
Operations Manager		1	1	1	1
School Operations Support Staff	0.75	1	1	2	2
Total	1.85	11.5	21	29	36

Year 5
1
1
1
3
19
9
1
1
1
3
1
2
43

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 reasonably expe please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match th table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxi

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:	**410-Guilford**	What percentage of students from
LEA #2:	**340-Forsyth**	What percentage of students from
LEA #3:	**290-Davidson**	What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 410	LEA #2 340	LEA #3 290	LEA #1 410	LEA #2 340	LEA #3 290	LEA #1 410
Kindergarten	75			75			75
Grade 1	50			72			72
Grade 2				49			68
Grade 3							48
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	**125**	**0**	**0**	**196**	**0**	**0**	**263**

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as s subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

ects to enroll. In addition,
ose in the enrollment summary

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	**15%**

the LEA selected above will qualify for EC funding?	**15%**

the LEA selected above will qualify for EC funding?	**15%**

Year 3		Year 4			Year 5		
LEA #2	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**
340	**290**	**410**	**340**	**290**	**410**	**340**	**290**
		75			75		
		72			72		
		68			68		
		64			64		
		47			61		
					46		
0	**0**	**326**	**0**	**0**	**386**	**0**	**0**

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.*

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 school is located.*

Local Funds: *Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.*

State EC Funds: *Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds 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 their population of students.*

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	410-Guilford		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,722.14	125	$840,267.50
Local Funds	$3,635.00	125	$454,375.00
State EC Funds	$5,409.45	16	$86,213.11
Federal EC Funds	$1,514.35	16	$24,134.95
		Total:	$1,404,990.56

LEA #2:	340-Forsyth		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,427.41	0	$0.00
Local Funds	$3,190.00	0	$0.00
State EC Funds	$5,309.31	0	$0.00
Federal EC Funds	$1,514.35	0	$0.00
		Total:	$0.00

LEA #3:	290-Davidson		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,832.87	0	$0.00
Local Funds	$1,457.00	0	$0.00
State EC Funds	$5,309.31	0	$0.00
Federal EC Funds	$1,514.35	0	$0.00

Total:	$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 c year 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 may need to contact their local offices or LEA.

Income: Revenue Projections	**Year 1**	**Year 2**	**Year 3**	**Year 4**
State ADM Funds	$ 840,268	$ 1,317,539	$ 1,767,923	$ 2,191,418
Local Per Pupil Funds	$ 454,375	$ 712,460	$ 956,005	$ 1,185,010
State EC Funds	$ 86,213	$ 135,182	$ 181,392	$ 224,844
Federal EC Funds	-	$ 24,135	$ 50,780	$ 62,944
Other Funds*				
Working Capital*				
TOTAL REVENUE:	**$ 1,380,856**	**$ 2,189,317**	**$ 2,956,100**	**$ 3,664,215**

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate ac those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the ope 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 Appendi

ɔn federal funding in

Year 5
$ 2,594,746
$ 1,403,110
$ 266,226
$ 74,529
$ 4,338,611

dditional questions by
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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	$ 80,000	**$ 80,000**	1	$ 81,200	**$ 81,200**	1	$ 82,418	**$ 82,418**	1	$ 83,654	**$ 83,654**	1	$ 84,909	**$ 84,909**
Assistant Administrator			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Finance Officer			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Clerical			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Food Service Staff			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Custodians			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Transportation Staff			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Operations Manager	1	$ 65,000	**$ 65,000**	1	$ 65,975	**$ 65,975**	1	$ 66,965	**$ 66,965**	1	$ 67,969	**$ 67,969**	1	$ 68,989	**$ 68,989**
Operations Associate	1	$ 45,000	**$ 45,000**	1	$ 45,675	**$ 45,675**	2	$ 46,360	**$ 92,720**	2	$ 47,056	**$ 94,111**	2	$ 47,761	**$ 95,523**
Dean of Student Culture			**$ -**		$ -	**$ -**	1	$ 62,000	**$ 62,000**	1	$ 62,930	**$ 62,930**	1	$ 63,874	**$ 63,874**
Director of Nutrition	0.5	$ 48,000	**$ 24,000**	1	$ 48,720	**$ 48,720**	1	$ 49,451	**$ 49,451**	1	$ 50,193	**$ 50,193**	1	$ 50,945	**$ 50,945**
			$ -		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Total Admin and Support:	**3.5**		**$ 214,000**	**4**		**$ 241,570**	**6**		**$ 353,554**	**6**		**$ 358,857**	**6**		**$ 364,240**
Instructional Personnel															
Core Content Teacher(s)	5	$ 50,000	**$ 250,000**	8	$ 50,750	**$ 406,000**	11	$ 51,511	**$ 566,624**	15	$ 52,284	**$ 784,259**	19	$ 53,068	**$ 1,008,295**
Electives/Specialty Teacher(s)	1	$ 48,000	**$ 48,000**	2	$ 48,720	**$ 97,440**	3	$ 49,451	**$ 148,352**	3	$ 50,193	**$ 150,578**	3	$ 50,945	**$ 152,836**
Exceptional Children Teacher(s)			**$ -**	1	$ 52,000	**$ 52,000**	1	$ 52,780	**$ 52,780**	1	$ 53,572	**$ 53,572**	1	$ 54,375	**$ 54,375**
Instructional Support			**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Teacher Assistants			**$ -**	4	$ 40,000	**$ 160,000**	5	$ 40,600	**$ 203,000**	7	$ 41,209	**$ 288,463**	9	$ 41,827	**$ 376,444**
Instructional Coach - Dual Language Instruction			**$ -**		$ -	**$ -**	1	$ 50,000	**$ 50,000**	2	$ 50,750	**$ 101,500**	3	$ 51,511	**$ 154,534**
Dean of Curriculum and Instruction - Dual Language Education	1	$ 70,000	**$ 70,000**	1	$ 71,050	**$ 71,050**	1	$ 72,116	**$ 72,116**	1	$ 73,197	**$ 73,197**	1	$ 74,295	**$ 74,295**
Exceptional Children Program Manager	1	$ 60,000	**$ 60,000**	1	$ 60,900	**$ 60,900**	1	$ 61,814	**$ 61,814**	1	$ 62,741	**$ 62,741**	1	$ 63,682	**$ 63,682**
			$ -		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
			$ -		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**		$ -	**$ -**
Total Instructional Personnel:	**8**		**$ 428,000**	**17**		**$ 847,390**	**23**		**$ 1,154,685**	**30**		**$ 1,514,309**	**37**		**$ 1,884,462**
Total Admin, Support and Instructional Personnel:	**11.5**		**$ 642,000**	**21**		**$ 1,088,960**	**29**		**$ 1,508,239**	**36**		**$ 1,873,166.34**	**43**		**$ 2,248,702**

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	3.5	$ 8,500	$ 29,750	4	$ 8,925	$ 35,700	6	$ 9,371	$ 56,228	6	$ 9,840	$ 59,039	6	$ 10,332	$ 61,991
Retirement Plan--NC State	3.5	$ 15,000	$ 52,500	4	$ 15,310	$ 61,240	6	$ 14,536	$ 87,216	6	$ 14,754	$ 88,524	6	$ 14,967	$ 89,802
Retirement Plan--Other			$ -		$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -
Life Insurance	3.5	$ -	$ -	4	$ -	$ -	6	$ -	$ -	6	$ -	$ -	6	$ -	$ -
Disability	3.5	$ -	$ -	4	$ -	$ -	6	$ -	$ -	6	$ -	$ -	6	$ -	$ -
Medicare	3.5	$ 886	$ 3,101	4	$ 899	$ 3,596	6	$ 854	$ 5,124	6	$ 867	$ 5,202	6	$ 880	$ 5,280
Social Security	3.5	$ 3,790	$ 13,265	4	$ 3,847	$ 15,388	6	$ 3,653	$ 21,918	6	$ 3,708	$ 22,248	6	$ 3,763	$ 22,578
NCFlex - Dental	3.5	$ -	$ -	4	$ -	$ -	6	$ -	$ -	6	$ -	$ -	6	$ -	$ -
NCFlex - Vision	3.5	$ -	$ -	4	$ -	$ -	6	$ -	$ -	6	$ -	$ -	6	$ -	$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
Total Admin and Support Benefits:			$ 98,616			$ 115,924			$ 170,486			$ 175,013			$ 179,651
Instructional Personnel Benefits															
Health Insurance	8	$ 8,500	$ 68,000	17	$ 8,925	$ 151,725	23	$ 9,371	$ 215,539	30	$ 9,840	$ 295,194	37	$ 10,332	$ 382,277
Retirement Plan--NC State	8	$ 13,198	$ 105,584	17	$ 13,107	$ 222,819	23	$ 13,081	$ 300,863	30	$ 13,200	$ 396,000	37	$ 13,342	$ 493,654
Retirement Plan--Other			$ -		$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -
Social Security	8	$ 3,317	$ 26,536	17	$ 3,294	$ 55,998	23	$ 3,287	$ 75,601	30	$ 3,317	$ 99,510	37	$ 3,353	$ 124,061
Disability	8	$ -	$ -	17	$ -	$ -	23	$ -	$ -	30	$ -	$ -	37	$ -	$ -
Medicare	8	$ 775	$ 6,200	17	$ 770	$ 13,090	23	$ 768	$ 17,664	30	$ 775	$ 23,250	37	$ 784	$ 29,008
Life Insurance	8	$ -	$ -	17	$ -	$ -	23	$ -	$ -	30	$ -	$ -	37	$ -	$ -
NCFlex - Dental	8	$ -	$ -	17	$ -	$ -	23	$ -	$ -	30	$ -	$ -	37	$ -	$ -
NCFlex - Vision	8	$ -	$ -	17	$ -	$ -	23	$ -	$ -	30	$ -	$ -	37	$ -	$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ 206,320			$ 443,632			$ 609,667			$ 813,954			$ 1,029,000
Total Personnel Benefits:			$ 304,936			$ 559,556			$ 780,152			$ 988,967			$ 1,208,651
Total Admin & Support Personnel (Salary & Benefits):	3.5		$ 312,616	4		$ 357,494	6		$ 524,039	6		$ 533,869.86	6		$ 543,891
Total Instructional Personnel (Salary & Benefits):	8		$ 634,320	17		$ 1,291,022	23		$ 1,764,352	30		$ 2,328,264	37		$ 2,913,462
TOTAL PERSONNEL:	11.5		$ 946,936	21		$ 1,648,516	29		$ 2,288,391	36		$ 2,862,134	43		$ 3,457,353

*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	$ 2,800.00	$ 3,000.00	$ 3,200.00
Paper	$ 3,500.00	$ 5,000.00	$ 7,000.00
Computers & Software	$ 6,000.00	$ 1,000.00	$ 1,000.00
Communications & Telephone	$ 6,000.00	$ 8,000.00	$ 10,400.00
Copier leases	$ 3,000.00	$ 3,000.00	$ 6,000.00
Office Equipment	$ 4,000.00	$ 1,000.00	$ 1,000.00
Management Company			
Startup Grant Funding (expected to earn)	($100,000)		
Professional Contract			
Legal Counsel	$ 5,000.00	$ 5,250.00	$ 5,512.50
Financial, Student Acct, Payroll, Invoicing	$ 20,000.00	$ 21,000.00	$ 22,050.00
HR (Background checks, paperwork)	$ 700.00	$ 735.00	$ 1,200.00
Janitorial Services and Supplies	$ 24,000.00	$ 25,200.00	$ 26,460.00
IT Services, Security, Device Management	$ 33,000.00	$ 45,000.00	$ 58,000.00
Facilities			
Modular Building Lease	$ 42,000.00	$ 42,000.00	$ 42,000.00
Modular Building Addition			
Maintenance	$ 5,000.00	$ 6,000.00	$ 8,000.00
Custodial Supplies	$ 12,000.00	$ 12,600.00	$ 13,230.00
Custodial Contract	$ 12,000.00	$ 12,600.00	$ 13,230.00
Insurance (pg19)	$ 12,000.00	$ 16,000.00	$ 20,000.00
5 Acre Land Loan	$ 20,000.00	$ 20,000.00	$ 20,000.00
Land development	$ 35,000.00	$ 38,500.00	$ 42,350.00
Building Security - hardware	$ 6,000.00	$ -	$ -
Building Security - Service	$ 2,000.00	$ 2,000.00	$ 2,000.00
Utilities			
Utilities (all included)	$ 25,000.00	$ 38,000.00	$ 54,000.00
Electric			

Gas			
Water/Sewer			
Trash			
Internet	$ 8,000.00	$ 9,000.00	$ 13,000.00
Transportation			
Buses	$ 20,000.00	$ 10,000.00	$ 10,000.00
Gas	$ 22,000.00	$ 33,000.00	$ 44,000.00
Oil/Tires & Maintenance	$ 7,000.00	$ 11,000.00	$ 16,000.00
Staff Stipend for Driving	$ 3,850.00	$ 7,700.00	$ 11,550.00
Other			
Marketing	$ 6,000.00	$ 8,000.00	$ 8,400.00
Child nutrition - services and equipment	$ 45,000.00	$ 12,000.00	$ 12,000.00
Travel	$ 3,000.00	$ 3,000.00	$ 3,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	**$ 293,850.00**	**$ 399,585.00**	**$ 474,582.50**

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classrooom/Student Devices	$ 6,000.00	$ 6,600.00	$ 7,260.00
Software (LMS, SIS, etc.)	$ 2,000.00	$ 2,200.00	$ 3,000.00
Instructional Contract			
Staff Development	$ 6,000.00	$ 10,000.00	$ 13,000.00
Speech/OT/Phychological/EC	$ 18,000.00	$ 20,000.00	$ 24,000.00
Other			
insert rows here			
Books and Supplies			
Instructional Materials	$ 8,000.00	$ 9,600.00	$ 11,520.00
Curriculum/Texts	$ 30,000.00	$ 30,000.00	$ 30,000.00
Copy Paper			
Testing Supplies			
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	**$ 70,000.00**	**$ 78,400.00**	**$ 88,780.00**

TOTAL OPERATIONS:	**$ 363,850.00**	**$ 477,985.00**	**$ 563,362.50**

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
$ 3,400.00	$ 3,600.00
$ 8,500.00	$ 9,000.00
$ 1,000.00	$ 1,000.00
$ 12,400.00	$ 14,400.00
$ 6,000.00	$ 8,000.00
$ 1,000.00	$ 1,000.00
$ 5,788.13	$ 6,077.53
$ 23,152.50	$ 24,310.13
$ 1,300.00	$ 1,700.00
$ 27,783.00	$ 29,172.15
$ 70,000.00	$ 92,000.00
$ 42,000.00	$ 42,000.00
$ 9,000.00	$ 10,000.00
$ 13,891.50	$ 14,586.08
$ 13,891.50	$ 14,586.08
$ 24,000.00	$ 28,000.00
$ 20,000.00	$ 20,000.00
$ 46,585.00	$ 51,243.50
$ -	$ -
$ 2,000.00	$ 2,000.00

$ 68,000.00	$ 87,500.00

$ 14,000.00	$ 15,000.00
$ 10,000.00	$ 10,000.00
$ 55,000.00	$ 66,000.00
$ 20,000.00	$ 24,000.00
$ 15,400.00	$ 19,250.00
$ 8,820.00	$ 9,261.00
$ 12,000.00	$ 12,000.00
$ 3,000.00	$ 3,000.00
$ 537,911.63	**$ 618,686.46**

Year 4	Year 5
$ 7,986.00	$ 8,784.60
$ 3,300.00	$ 3,630.00
$ 15,000.00	$ 20,000.00
$ 27,000.00	$ 30,000.00
$ 13,824.00	$ 16,588.80
$ 30,000.00	$ 30,000.00
$ 97,110.00	**$ 109,003.40**

$ 635,021.63	**$ 727,689.86**

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	$ 946,936.00	$ 1,648,516.00	$ 2,288,391.33	$ 2,862,133.59	$ 3,457,352.60
Total Operations	M	$ 363,850.00	$ 477,985.00	$ 563,362.50	$ 635,021.63	$ 727,689.86
Total Expenditures	N = J + M	$ 1,310,786.00	$ 2,126,501.00	$ 2,851,753.83	$ 3,497,155.21	$ 4,185,042.45
Total Revenue	Z	$ 1,380,855.61	$ 2,189,316.55	$ 2,956,100.14	$ 3,664,215.39	$ 4,338,610.86
Surplus / (Deficit)	= Z - N	$ 70,069.61	$ 62,815.55	$ 104,346.32	$ 167,060.18	$ 153,568.41

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

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.

I. School Information	
Name of charter school	The Dual Language Lab of Greensboro

II. Selected Board Attorney	
❖ The selected Board Attorney 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. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☑ We are still researching the best board attorney for our school's needs. Also we needed to postpone costs.	Name of Selected Board Attorney: Click or tap here to enter text. Business/Law Firm Name: Click or tap here to enter text. Business Address: Click or tap here to enter text. Telephone No.: Click or tap here to enter text. E-mail address: Click or tap here to enter text.

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☑ Because we have just incorporated and begun the legal charter development work, we are still determining/researching the best auditor. and we needed to postpone costs.	Name of Selected Board Auditor: Click or tap here to enter text. Business/Firm Name: Click or tap here to enter text. Business Address: Click or tap here to enter text. Telephone No.: Click or tap here to enter text. Email address: Click or tap here to enter text.

IV. Selected CMO/EMO

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations. (N/A) **No:** ☐ **Yes:** ☐ **Not yet identified:** ☐ No CMO/EMO	Name of Selected Management Organization: Click or tap here to enter text. Business Address: Click or tap here to enter text. Telephone No.: Click or tap here to enter text. Email address: Click or tap here to enter text.

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☑ We are still researching the best service provider that is affordable & meets our needs. We needed to postpone some initial costs & were finalizing board membership.	Name of Selected Financial Management Service Provider: Click or tap here to enter text. Business Address: Click or tap here to enter text. Telephone No.: Click or tap here to enter text. Email address: Click or tap here to enter text.

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☑ Same reasons as above	Name of Selected PS or IC Service Provider: Click or tap here to enter text. Business Address: Click or tap here to enter text. Telephone No.: Click or tap here to enter text. Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Samuel Wachtel, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Dual Language Lab, Greensboro Charter School is true and correct in every respect.

Signature	**Date** 4/24/2026

Signature Page

The foregoing application is submitted on behalf of The Dual Language Lab of Greensboro. 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: Maria Martin Espinoza-Leiva

Board Position: (Non-Voting) Board Member

Signature: [signature]

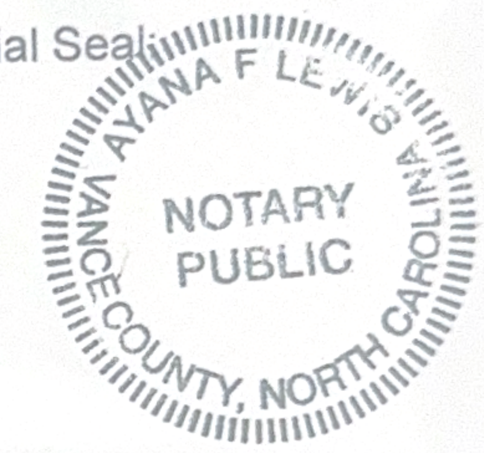
Date: 4/24/26

Sworn to and subscribed before me this 24 day of April, 2026.

Notary Public: Ayana F. Lewis

My commission expires: November 20, 2028.

Official Seal:



Signature Page

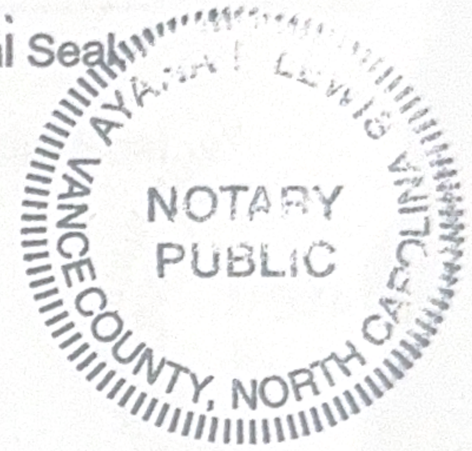
The foregoing application is submitted on behalf of Joanna Ericksen. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the 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: Joanna Ericksen
Board Position: Vice Chair
Signature: [signature]
Date: April 21, 2026

Sworn to and subscribed before me this 21 day of April, 2026.

Notary Public: Ayana F. Lewis

Official Seal



My commission expires: November 20, 2028.

INSURANCE PEOPLE

Below are the **estimated annual premiums** for **The Dual Language Lab of Greensboro**

Property Premium Estimate		**$1,200**
Contents	$210,000	
Deductible	$2,500	
Form	Special	
Equipment Breakdown	Included	

General Liability Premium Estimate		**$1,250**
Rating Basis:	Students	120
	Faculty	12
Limits:		
Per Occurrence Limit	$1,000,000	
Annual Aggregate	$3,000,000	
Sexual Abuse & Molestation	$1,000,000 per occurrence	
	$3,000,000 aggregate	
Employee Benefits	$1,000,000 per occurrence	
	$3,000,000 aggregate	

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate		**$3,057**
	$1,000,000 per occurrence	
	$2,000,000 aggregate	
Additional Defense	$100,000/$50,000/$100,000	

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		**$332**
Limit	$250,000	
Auto Premium Estimate		**$300**
Hired & Non-owned Auto Liability		
Limit of Liability	$1,000,000	
Head of Class Endorsement		**$82**
Workers Compensation Premium Estimate		**$3,977**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$650,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$12,585**
Student Accident Coverage		$7.00/ student

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

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

04/23/2026

Signature Page

The foregoing application is submitted on behalf of The Dual Language Lab od Greensboro. 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.

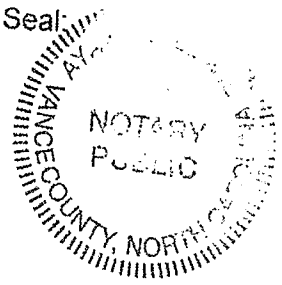
Print/Type Name: Jeremy Hetrick
Board Position: Treasurer
Signature: [signature]
Date: 4/24/26

Sworn to and subscribed before me this 24 day of April, 2026.

Notary Public: Aryana F. Lewis

My commission expires: November 20, 2028.

Official Seal:



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Signature Page

The foregoing application is submitted on behalf of Dual Language Lab of Greensboro [redacted] 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: Samuel Wachtel
Board Position: Chair
Signature: [signature]
Date: 4/21/2026

Sworn to and subscribed before me this 21 day of April, 2026.

Notary Public: Ayana F. Lewis

My commission expires: November 20, 2028.

Official Seal

AYANA F LEWIS
NOTARY PUBLIC
VANCE COUNTY, NORTH CAROLINA

Signature Page

The foregoing application is submitted on behalf of Dorrian Wilson. 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: Dorrian Wilson
Board Position: Secretary
Signature: [signature]
Date: 4/21/2026

Sworn to and subscribed before me this 21 day of April, 2026.

Notary Public: Ayana F Lewis

My commission expires: November 20, 2028.

Official Seal:

AYANA F LEWIS
NOTARY PUBLIC
VANCE COUNTY, NORTH CAROLINA

Signature Page

The foregoing application is submitted on behalf of **Elisa Avellar Mercon de Vargas.** 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: Elisa Avellar Mercon de Vargas
Board Position: General member
Signature: Elisa Avellar Mercon de Vargas
Date: 4/24/2026

Sworn to and subscribed before me this 24 day of April, 2026.

Notary Public: Ayana F. Lewis

Official Seal:

AYANA F LEWIS
NOTARY PUBLIC
VANCE COUNTY, NORTH CAROLINA

My commission expires: November 20, 2028.