

## Appendix A - Replication Evidences

*\*Our Board formed a new non-profit solely for the purpose of starting and governing North Wake Preparatory Academy. We chose to partner with Educational Management Organization National Heritage Academies, to replicate the organization's model. We do not intend to seek a "fast-track" approval, as it is imperative that we have the time to construct our new facilities and effectively plan to meet student needs. We indicated this in the online application system, but we were still required to answer questions regarding "Eligibility Criteria" for fast-track. We do not believe these questions are applicable to our effort, and that the information included in Appendices A and O provides sufficient detail on our management partners' successes.*

### Replication Evidences

We intend to replicate the success of East Arbor Charter Academy, located in Ypsilanti, Michigan. East Arbor is a K-8 school operated by NHA. It has its own school facility, but shares a campus with Arbor Prep, a 9-12 school operated by PrepNet. The majority of 8th graders from East Arbor choose to enroll at Arbor Prep through an articulation agreement.

East Arbor has maintained balanced budgets and earned unqualified independent audits each year. The school has remained in full compliance with all charter, state, and federal requirements. The success of East Arbor is further evidenced by the enrollment waiting lists it maintains. Parental satisfaction levels measured by annual surveys, student reenrollment rates, and teacher retention are also high.



- For the 2016-17 school year (the most recently available data) the school outperformed the state in more than half of subjects and grade levels tested.
- East Arbor also outperformed its local district on the state test in all subjects tested.
- The school grew from 483 students in 2011-12 to 771 in 2016-17. The school maintains a waiting list.

Michigan State Test: Math and ELA/Reading Results					
School Name	Year	Assessment	Category	Reading/ELA - Percent Proficient - Reading/ELA	Math - Percent Proficient
East Arbor Charter Academy	2016-17	M-STEP	All Students	49.0%	35.0%
Statewide				46.0%	37.9%
Lincoln Consolidated School District				30.2%	19.4%
East Arbor Charter Academy	2015-16	M-STEP	All Students	50.0%	37.0%
Statewide				47.0%	37.0%
Lincoln Consolidated School District				34.0%	24.0%
East Arbor Charter Academy	2014-15	M-STEP	All Students	57.0%	47.0%
Statewide				48.0%	37.0%
Lincoln Consolidated School District				40.0%	24.0%

### **Background**

While charter school choices in northern Wake County exist, the vast majority only serve students in grades K-8 – and the demand for those schools far exceeds the available capacity. For example, Wake Forest Charter Academy (WFCA), in only its third year, maintains a 1,200 student waiting list. Waiting list figures are similar for nearby Franklin Academy, the only K-12 charter in our area. We anticipate that NW Prep will help meet demand for K-8 charter school seats, while also serving the hundreds of K-8 charter parents that do not have a charter high school choice. We intend for our high school grades to include more seats than our K-8 to accommodate not only NW Prep rising 9th graders, but also students from nearby schools.

Area charter schools include Endeavor Charter School (K-8); Envision Science Academy (K-8); WFCA (K-8); and, Rolesville Charter Academy (RCA) (K-8 – opening in 2017).

### **School Interest Survey Results**

To help gauge parents' receptivity to a new charter school, a survey of parents in the North Wake area with at least one child in grades K-12 was conducted in September 2016. The survey found that close to half (46 percent) would be "likely" or "very likely" to send their child to a new charter school with a focus like we are proposing.

These survey results are similar to those of WFCA, the closest NHA-partner school to our proposed location, which opened in fall 2014 and generated more than 1,600 applications for fewer than 600 seats.

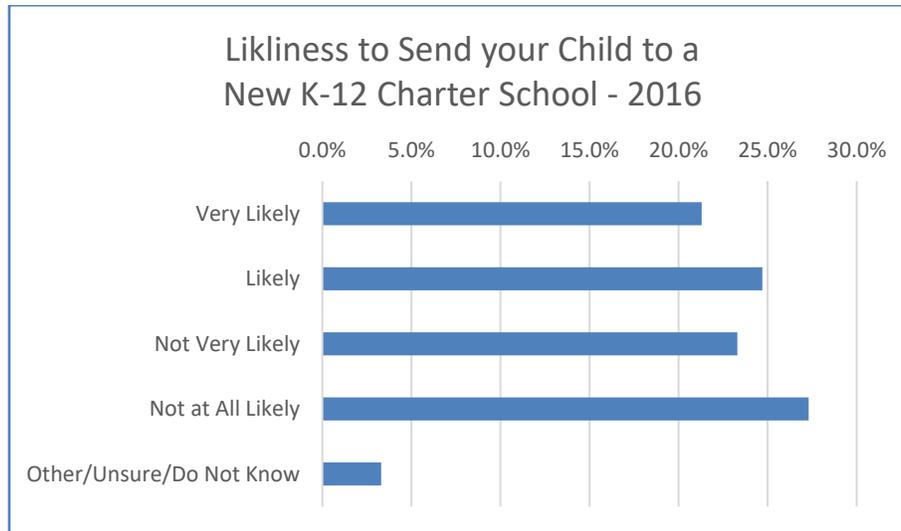
In September 2017, we again conducted a survey of 300 parents in our area with at least one child in grades K-12. Nearly 40 percent answered "likely" or "very likely" to send their child to a new charter school with a focus like ours. Over 55 percent asked to be contacted if a K-12 charter school is approved to open in our area.

Enclosed are letters of support from area parents and community members. Their outreach serves as additional confirmation that NW Prep will be a welcome addition to the community.

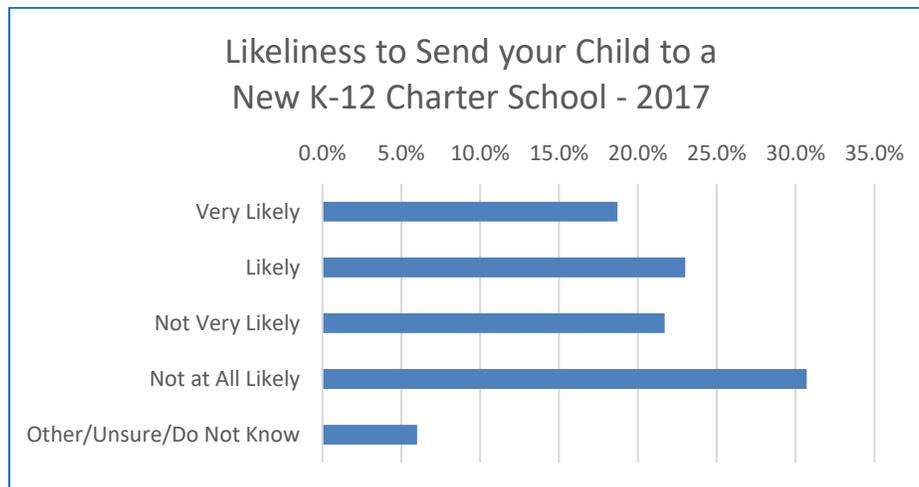
Parents of school-aged children will be our school's most vital stakeholders, and ensuring effective communication with them will be a critical component of our overall outreach efforts. The surveys mentioned above confirmed our belief that families in our community are interested in expanded school choice. Our knowledge of the community, alongside NHA's broad expertise, will form the basis of our school's marketing and enrollment efforts, designed to ensure that we achieve a broad awareness of the school and are able to reach all interested families. Formal advertising efforts may include billboards, radio spots, television announcements, local and community newspaper display ads, and/or social media advertisements launched several months before the school's opening as needed. We are confident that our school will have a strong start and be fully-enrolled with a student population that reflects the demographic composition of the existing schools in our area.

## Appendix A1 - Evidence of Educational Need

*"If a new Kindergarten through 12th grade charter school opened in your area that had college-readiness as its focus, how likely would you be to send your child to that school? Would you be very likely, likely, not very likely, or not at all likely to send your child to that school?"*



*"If a new Kindergarten through 12th grade charter school opened in your area that had college-readiness as its focus, how likely would you be to send your child to that school? Would you be very likely, likely, not very likely, or not at all likely to send your child to that school?"*



### **School Capacity and Growth Challenges**

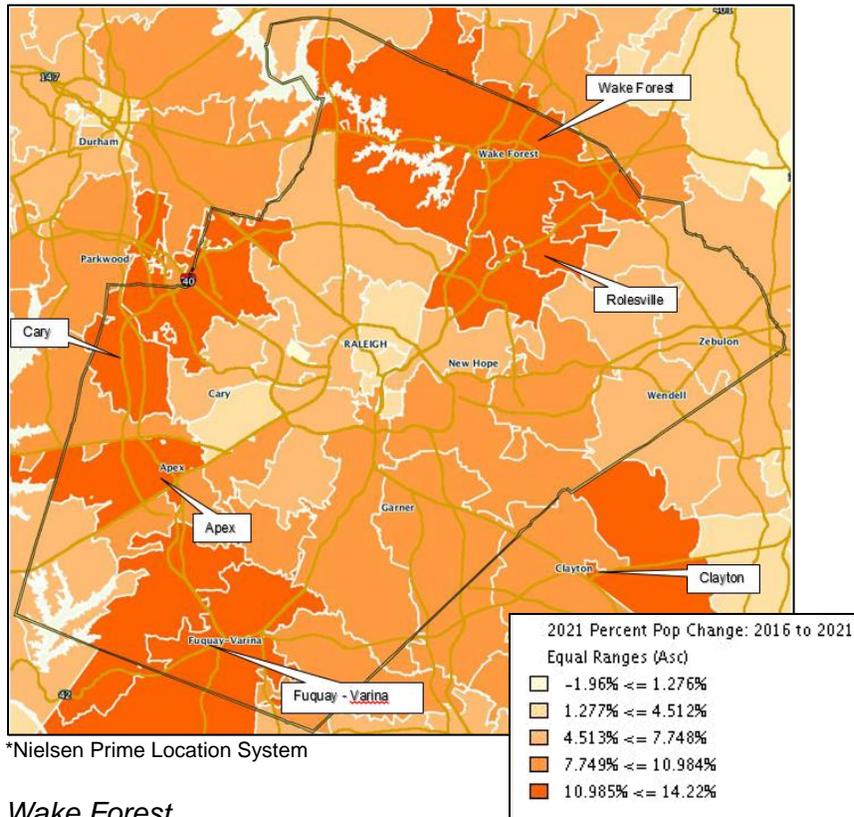
According to the U.S. Census, Wake County's population grew by 43.5 percent between 2000 and 2010 – the highest growth of any metropolitan area in the nation for that period (newgeography.com); and this growth is continuing. Wake County is projected to reach two million residents by 2054. (Wakegov.com). North Raleigh, the Town of Wake Forest, and the Town of Rolesville have seen booming growth in the population, business, and housing sectors.

WCPSS itself notes "As many as 20,000 additional children are expected in our classrooms by 2020" ("District Facts: Overview," at [www.wcpss.net](http://www.wcpss.net)). WCPSS currently runs more than 100

## Appendix A1 - Evidence of Educational Need

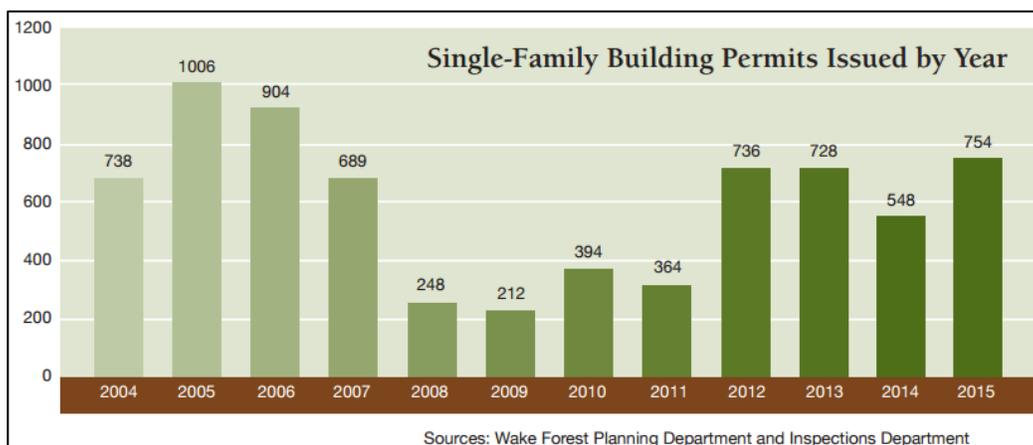
elementary schools and 33 middle schools, and has put up almost 1,200 modular classrooms in an attempt to alleviate overcrowding and accommodate the tremendous growth in the student population. For the 2017-18 school year, 10 schools in the county are "capped," meaning residents who move in to neighborhoods where those schools are located are not guaranteed a seat in those schools for their children.

### Projected Growth Areas 2016-2020



### Wake Forest

Since 2000, the Town of Wake Forest has grown substantially. Wake Forest increased in population from 5,200 in 1990 to more than 30,000 in 2010, a five-fold increase. The 2014 population was 37,046. Wake Forest is projected to grow steadily over the next 10-15 years. Based on approved projects, potential undeveloped land, and recent population growth trends, the estimated population for Wake Forest in 2025 is 47,770.



## Appendix A1 - Evidence of Educational Need

Residential building permits support these growth projections, with permits returning to near pre-recession figures as indicated in the graphic above.

### Rolesville

Population	5-Mile Radius	10-Mile Radius	15-Mile Radius
Population 2000	20,619	129,556	360,732
Population 2010	44,131	216,375	491,172
Population 2017 (Estimate)	56,706	256,498	559,924
Growth 2010-17	28.5%	18.5%	14.0%

The Town of Rolesville directly borders Wake Forest to the southeast. The Town has become the fastest-growing town in North Carolina since 2010, increasing its population by a stunning 52 percent ("Rolesville has become NC's new boomtown," Raleigh News & Observer, May 21, 2015). And this growth is on top of an amazing 550 percent population growth from 2003 to 2017 (see: <http://rolesvillenc.gov/redac/demographics/>).

### **Media Coverage**

For more detailed information on the capacity challenges our schools are experiencing, please review the articles at the links below:

#### **"Construction, Overcrowding Pose Problems for Wake Schools"**

<http://www.wral.com/construction-overcrowding-pose-problems-for-wake-schools/15251428/>

#### **"Wake County Public Schools Removes Enrollment Cap from 5 Elementary Schools"**

<http://www.twcnews.com/nc/triangle-sandhills/news/2016/12/21/wake-county-public-schools-removes-enrollment-cap-from-5-elementary-schools.html>

#### **"Wake County is Now the 15th Largest School District in the Country"**

<http://www.newsobserver.com/news/local/education/article122995664.html>

#### **"Wake County municipalities put school projects under microscope"**

<http://www.newsobserver.com/news/local/education/article60370726.html>

#### **"Wake County to release first draft of new student assignment plan"**

*"One of the most dreaded days of the year for Wake County families has come as parents and students wait for word on whether they may be shuffled to a different school next year."*

<http://www.newsobserver.com/news/local/education/wake-ed-blog/article99614212.html>

#### **"Census: Triangle, Charlotte, Dominate growth"**

<http://www.newsobserver.com/news/local/counties/wake-county/article67878622.html>

#### **"Rolesville has become NC's new boomtown"**

<http://www.newsobserver.com/news/local/counties/wake-county/article21543924.html>

#### **"Rolesville embraces its time to shine as town continues to grow"**

<http://www.newsobserver.com/news/local/counties/wake-county/article10211267.html>

#### **"State Education Board Tells Wake to Cut Class Sizes"**

<http://www.wral.com/news/local/story/2409551/>

**"Wake County school board to discuss next building program"**

<http://www.newsobserver.com/news/local/education/wake-ed-blog/article34401942.html>

**"Wake considers which schools to fast-track"**

<http://www.newsobserver.com/news/local/education/article34612161.html>

September 21, 2017

NCDPI Office of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303

Dear State Charter Schools Advisory Board and State Board of Education:

I am writing today to offer my full-fledged support for the North Wake Preparatory Academy.

As an educator in the great state of North Carolina, as well as the mother of three children attending our schools, I have a vested interest in the success of high-quality charter schools.

Both of my school-aged children attend a charter school, and I have had the honor of serving as a mathematics educator in their school.

There is a need and a place for K-12 charter schools in our community. The clear majority are either K-5 or K-8, so the rigorous academics made available to students who become accustomed to that level of instruction are often stunted at the conclusion of middle school.

We strongly feel that North Wake Preparatory Academy will continue the high-quality of education that our children experience and allow other children to benefit from the same opportunity.

Respectfully,  
Larissa L. Peluso-Fleming, M.Ed.

## **Appendix A1 - Evidence of Educational Need**

### **Jarrett and Apryl Frazier**

2448 Village of Wakefield Drive  
Zebulon, NC 27597  
(919)269-7428  
aprylf@nc.rr.com

September 21, 2017

### **Chairman, Alex Quigley**

The State Charter Schools Advisory Board  
301 N. Wilmington Street  
Raleigh, NC 27699

Dear Mr. Quigley,

We are parents of both an 8th grade student and a 4th grade student at Wake Forest Charter Academy (WFCA). We have been at WFCA since its inception in the fall of 2014 and are hopeful for the possibility to continue with the Charter School System with the proposed North Wake Preparatory Academy.

Immediately upon entering WFCA in 2014, my husband and I noticed and welcomed the increase in the expectations of our children as compared to the Wake County Public School from where we had come. The classrooms at WFCA had order, and the teachers commanded, earned and received respect. It was apparent that the students were there to learn and the focus was taken off of their attire, behavioral issues and frivolous things and put back on their education. Parents brought their kids to WFCA because they too valued their child's education and were anxious to get involved. We were excited to see what WFCA would come to offer.

Through the years, we have continued to be pleased with the higher level of education that our children have received at WFCA. Our kids have both dramatically increased their academic abilities since leaving Public School and attending WFCA and it has shown through their report cards, regular weekly test scores, high 5 EOG scores, and National Junior Honor Society and Duke TIP admittance. Students of WFCA receive a more tailored individualized approach to learning as compared to those in the Public School System. Those who are ready for more advanced curriculum are given the opportunity and those who need extra help are given that as well. There is a Moral Focus curriculum which is reinforced in all areas of the classroom and socially expected as well. Behavioral issues are dealt with swiftly and made known to parents so they may be handled appropriately and do not continue to be a distraction in the classroom. There is an open door policy of communication between the parents and the staff and the students and the staff at all times. It is comforting to know your children are being cared for as you would have them to be. Student achievement of all students in all areas has been an amazement to witness.

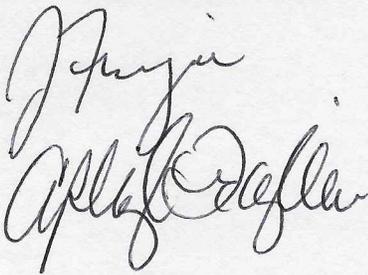
## Appendix A1 - Evidence of Educational Need

We are so grateful for the time that our kids have had at Wake Forest Charter Academy and are hopeful to have the opportunity to continue with their successes at a Charter High School in the Northern Wake County area. With Franklin Academy being the only Charter High School option in the Northern Wake County area and few in all of Wake County, our options are limited. We were so hopeful for the North Wake Preparatory Academy (NWPA) to open in the fall of 2018 and were greatly disappointed when the board had to withdraw its application. We truly appreciate the boards perseverance and determination to not give up on their plan for another amazing Charter School to open in the Northern Wake County area and to be a feeder school for our Wake Forest Charter Academy students.

We hope you will approve North Wake Preparatory Academy to open in the fall of the 2019-20 school year. Without this Charter School's approval, it will be disappointing to have our kids go back into a Public School System when they have experienced a Charter School with the benefits of smaller grade level sizes, accelerated class opportunities and help where it is needed, caring and encouraging teachers and administration, a Moral Focus curriculum which fosters an improved moral character of students and cohesiveness among their peers, the intolerance of behavioral issue and the advantages of school uniforms, the opportunity for school and community involvement, encouragement of parent involvement and a school board who continues to expect the high standards that the school was originally founded upon. Thank you for your time and consideration.

Sincerely,

**Jarrett and Apryl Frazier**

Handwritten signatures of Jarrett and Apryl Frazier. The signature for Jarrett is written above the signature for Apryl.

**Appendix A1 - Evidence of Educational Need**

Candese Langlois  
4801 Studbury Hall Ct.  
Wake Forest, NC 27587

September 20, 2017

RE: North Wake Preparatory Academy

Dear NC Charter School Advisory Board and NC State Education Department,

This letter is sent in strong support of the North Wake Preparatory Academy High School. As an educator of almost 20 years, I am excited about the idea of a high school that my children can attend with the mission of the academy.

I have personally witnessed the growth my own children have experienced while attending an NHA elementary school. The personalized guidance they have received, both moral and intellectual, has been second to none. I am proud to send my children to an NHA school and feel as though many students in the community would benefit from a high school with the same personalized and challenging education that directs students to a path of success in college and careers.

I strongly support the process in which NHA has created for knowledge transfer. Personalized learning guides students to define their own learning strategies and this has benefited my children and many others in the school. My selfish goal would be for them to be able to attend a high school that continued this pedagogy.

Thank you for your consideration of the application for the North Wake Preparatory Academy.

Sincerely,



Candese Langlois  
[candese.langlois@oneschoolhouse.org](mailto:candese.langlois@oneschoolhouse.org)  
310-849-9616

# Nancy Jo Lee

145 E. Wait Ave.  
Wake Forest, NC 27587  
919-570-1009

State Charter Schools Advisory Board  
NC State Board of Education

Dear Sir or Madam:

I am writing to offer support for North Wake Preparatory Academy, K-12. I believe this school is much needed and would be an invaluable asset to the education of the children of our community.

My son is a student at Wake Forest Charter Academy, a National Heritage Academies school. He has had an amazing experience as a student there, and as a parent I am extremely pleased with the education and opportunities he is receiving. However, based upon their long wait list, it is obvious that they are unable to serve all the parents and students who seek this educational option. I believe North Wake Preparatory Academy will help fill the obvious need for more educational options in our community.

I sincerely hope that you will see the need for North Wake Preparatory Academy, and approve their charter to begin school in the Fall of 2019. If you have any questions, or I can be of any assistance in this matter, please don't hesitate to contact me at 919-570-1009. Thank you for your time and attention.

Sincerely,

*Nancy Jo Lee*

Nancy Jo Lee  
Parent of Wake Forest Charter Academy student

# Anna Russell



405 Longbourn Drive Wake Forest  
NC 27587 919 819-3

[annarussell@nc.rr.com](mailto:annarussell@nc.rr.com)

9/19/2017

Dear NC Charter School Advisory Board,

I am 100% in support to plan and build the new North Wake Preparatory Academy. As a parent and long time resident in this community I know the demand and need for this school.

Warm regards,  
Anna Russell



**Synopsis of Planned Curriculum (K-8)**

NW Prep will use the K-8 curriculum designed for NHA-partner schools which has been carefully aligned with the Common Core State Standards and appropriate North Carolina learning standards. The school's core content areas of English language arts (ELA), mathematics, science, and social studies, summarized very briefly below, will be supplemented by co-curricular areas that help shape students as well-rounded individuals, including art, music, physical education, and library and educational technology. Character development, too, will be an integrated component of the curriculum.

*ELA:* In grades K-2, the curriculum will emphasize the foundations of reading. This includes the ability to decode automatically, read with fluency, and gain the capacity to comprehend increasingly complex texts across a range of types and disciplines. In grades 3-5, reading instruction will be centered on complex, grade-appropriate texts and will feature a balance of informational and literary work. In grades 6-8, literary experiences will be incorporated by ELA, social studies, and science teachers through texts in their respective content areas selected specifically for their literacy value. A blend of classic literature and literary non-fiction, including historical and scientific documents, will be featured. Discussion and collaboration also will be a focus, as students apply reading skills to develop habits for providing text based evidence in both conversation and writing.

*Math:* The math curriculum underscores the importance of number sense and operations, measurement, computation using formal algorithms, geometry, data analysis and probability, and problem-solving and inquiry. In grades K-2, number sense and computational fluency will be the main focus of students' learning. In grades 3-5, learning will shift from computation to fractional awareness. The ability to compose and decompose numbers will be built upon to deepen understanding of fractions, percentages, decimals, and computation. Algebraic skills will also be developed. In grades 6-8, the focus will be on the study of algebra and functions.

*Science:* In grades K-2, scientific learning will be both modeled and structured, and will focus primarily on the study of events and phenomena in nature that can be observed with the five senses. In grades 3-5, the science curriculum will have students begin exploring cause-and-effect connections between events. Investigations will be more complex and involve more detailed measurements and use a variety of tools. In grades 6-8, the science curriculum will include deeper exploration of cause-and-effect relationships and will connect knowledge of concepts to real-world examples. Instruction, experimentation, and student writing will be well-integrated.

*Social Studies:* The social studies curriculum emphasizes how geography and economics interact in a global society. In grades K-2, the social studies curriculum will focus on students' ability to describe basic historical events, people, and conflicts. Students will become familiar with basic geographical representations, economic concepts and resources, and functions of government. In grades 3-5, the curriculum will help students describe historical events in more detail and communicate how these events impacted other historical occurrences in American and world cultures. The social studies curriculum emphasizes how geography and economics interact in a global society. In grades 6-8, students will regularly practice how to make connections between historical events in the United States and the world and current events. They will also develop their knowledge of the relationships among geography, history, economics, and culture.

### Synopsis of Planned Curriculum (9-12)

NW Prep will use a 9-12 curriculum which has been carefully aligned with the North Carolina learning standards. The curriculum has been developed with strong consideration of the ACT/SAT College Readiness Guidelines, Next Generation Science Standards, Common Core State Standards, and preparation of students for Advanced Placement courses. The school's core content areas of English language arts (ELA), mathematics, science, and social studies, summarized briefly below, will be supplemented by co-curricular areas that help shape students as well-rounded individuals, including art, music, physical education, and other electives. Character development, too, will be integrated component of the curriculum.

*ELA:* In grades 9-10, the curriculum will emphasize four main components: Conventions, Rhetorical Analysis, Literary Analysis, and Writing for Topic Development and Organization. In grades 11-12, the curriculum will be centered on further development of Conventions, Rhetorical Analysis, Literary Analysis, and Writing for Topic Development & Organization, with the addition of Text Synthesis and Writing for Style. A blend of classic literature and non-fiction (literary and informational), including historical and scientific documents, will be featured. Discussion and collaboration also will be a focus, as students apply reading skills to develop habits for providing text-based evidence in both conversation and writing.

*Math:* The high school math courses will focus on preparing students for college success. Therefore, courses are designed around meeting the six skills needed to be successful in AP Calculus: reasoning, connecting concepts, implementing processes, connecting representations, building literacy, and communicating. These skills are deeply embedded in the concepts of Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability. Students will progressively build on these skills and learn these concepts as they move along in their high school journey across Math I, Math II, and Math III. To prepare students for both college and the work force there will also be a heavy emphasis on the use of technology in all math courses.

*Science:* Introductory science courses, Biology and Chemistry, will focus on a blend of core content with skills based objectives. Biology students work to develop the scientific learning skills of developing and using models to explain the relationship between structure, function and the emergent properties of biological systems, designing and conducting experiments to analyze and interpret data, critical reading and analysis of informative texts and data, and synthesis of multiple sources of information and data. In chemistry, the development of these skills will expand to include constructing models to explain changes in matter and energy and designing and conducting experiments to collect and interpret data. Reading and interpreting patterns of the periodic table, and solving chemical problems with proportional reasoning are added.

*Social Studies:* Social studies courses will include content standards that range from historical, geographical, civic, cultural and economic perspectives; inquiry; public discourse and decision-making; and citizen involvement. Instructors will build literacy skills by introducing students to a wide variety of informational texts and constructing learning activities that require students to develop critical reading strategies, analyze primary source documents, and write expository and persuasive essays that argue positions by supporting sound reasoning with textual evidence.

## **Appendix B - Proposed Curriculum Outlines**

*World Language:* World Language courses will empower students to communicate in another language and gain insight into themselves and others. They acquire knowledge of the structure and function of the world language and respective speaking societies. Student studies will provide them with access to additional knowledge and skills necessary to function in a global community and workplace.

The following pages offer a sample course scope and sequence for kindergarten through eighth grade ELA, as well as our planned high school Math I standards.

Reading Literature						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	W.1	W.1	W.2	W.1	W.1	W.2
	W.2	W.2	W.3	W.2	W.2	W.3
	W.3	W.3	W.4	W.3	W.3	W.4
	W.4	W.4	W.5	W.4	W.4	W.5
	W.5	W.5	W.6	W.5	W.6	W.6
	W.6	W.6		W.6		
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	W.1	W.1	W.2	W.1	W.1	W.2
	W.2	W.2	W.3	W.2	W.4	W.3
	W.3	W.3	W.4	W.3	W.6	W.4
	W.4	W.4	W.6	W.4		W.5
	W.5	W.6		W.5		
	W.6		W.6			
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	W.1	W.1	W.1	W.1	W.1	W.2
	W.2	W.2	W.2	W.2	W.2	W.4
	W.3	W.3	W.4	W.3	W.4	W.5
	W.4	W.4	W.5	W.4	W.5	W.6
	W.5	W.5	W.6	W.5	W.6	<b>UA</b>
	W.6	W.6		W.6	<b>UA</b>	
	<b>UA</b>	<b>UA</b>		<b>UA</b>		
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.			W.2	W.1	W.1	W.4
			W.6	W.6		
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	W.1	W.1	W.1	W.1	W.1	W.2
	W.3	W.2	W.2	W.2	W.2	W.3
	W.6	W.3	W.4	W.4	W.4	W.5
		W.4	W.5	W.5	W.5	W.6
		W.5	W.6	W.6	W.6	
	W.6					
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	W.3		W.2	W.4		W.5
	W.6		W.3	W.6		

W indicates week. UA indicates the standard is assessed on unit assessment.



Reading Literature						
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.K.7</b> 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).	W.1	W.4	W.2	W.1	W.1	W.2
	W.2	W.6	W.3	W.2	W.4	W.4
	W.3		W.4	W.3		
	W.4		W.6	W.4		
	W.5			W.6		
<b>RL.K.8</b> (Not applicable to literature)						
<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		W.1	W.1	W.5	W.1	W.1
		W.2	W.4		W.3	W.2
			W.6			
Range of Reading and Level of Text Complexity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	W.1	W.1	W.1	W.1	W.1	W.1
	W.2	W.4	W.2	W.2	W.2	W.2
	W.3	W.5	W.3	W.3	W.3	W.3
	W.4	W.6	W.4	W.4	W.4	W.4
	W.5		W.5	W.5	W.5	W.5
	W.6		W.6	W.6	W.6	W.6

W indicates week. UA indicates the standard is assessed on unit assessment.



Reading Informational						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	W.2 W.4 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6	W.3 W.5 W.6	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6 <b>UA</b>	W.3 W.5 W.6	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		W.1 W.3 W.5	W.1 W.3 W.5	W.2	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	W.6	W.1 W.2 W.3 W.5	W.1 W.5	W.5	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.		W.1 W.2 W.3 W.5	W.5	W.5	W.2 W.3 W.5	W.1 W.3 W.5 W.6
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	W.6	W.1 W.2 W.3 W.5 W.6	W.5	W.4 W.5	W.2 W.3 W.5	W.1 W.3 W.5 W.6
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.K.7</b> 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).	W.6	W.1 W.2 W.3 W.5	W.1 W.3 W.5	W.5	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6

W indicates week. UA indicates the standard is assessed on unit assessment.



<b>Reading Informational</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.				W.5	W.2 W.5 W.6	W.1 W.3 W.5 W.6
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			W.5	W.3 W.5	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6
<b>Range of Reading and Level of Text Complexity</b>			<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.		W.1 W.2 W.3 W.5	W.1 W.5	W.5	W.2 W.3 W.5 W.6	W.1 W.3 W.5 W.6

W indicates week. UA indicates the standard is assessed on unit assessment.



<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.K.1</b> 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., <i>My favorite book is...</i> )	W.4	W.1 W.3	W.1 W.3 W.5	W.1 W.5	W.1	W.1
<b>W.K.2</b> 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.	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
<b>W.K.3</b> 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.	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 W.2 W.4 W.5	W.1 W.2 W.3 W.4	W.1 W.2 W.3 W.4 W.5
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.K.4</b> Begins in in grade 3						
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.6	W.6	W.6	W.6	W.6	W.6
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.6	W.6	W.6	W.6	W.6	W.6
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).				W.3		
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			W.3 W.6	W.3		
<b>W.K.9</b> Begins in grade 4						
<b>W.K.10</b> Begins in grade 3						

W indicates week. UA indicates the standard is assessed on unit assessment.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	W.1	W.1	W.1	W.1	W.1	W.2
	W.2	W.2	W.2	W.2	W.2	W.3
	W.3	W.3	W.3	W.3	W.3	W.4
	W.4	W.5	W.4	W.4	W.4	W.5
	W.5		W.5	W.5	W.5	W.6
	W.6		W.6	W.6	W.6	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	W.1	W.1	W.1	W.1	W.1	W.1
	W.2	W.2	W.2	W.2	W.2	W.2
	W.3	W.3	W.3	W.3	W.3	W.3
	W.4	W.4	W.4	W.4	W.4	W.4
	W.5	W.6	W.5	W.5	W.5	W.5
	W.6		W.6	W.6	W.6	W.6
b. Continue a conversation through multiple exchanges.	W.5	W.3	W.2	W.1	W.1	W.1
	W.6	W.5	W.3	W.2	W.2	W.2
				W.4	W.3	W.3
				W.5	W.5	W.4
				W.6	W.6	W.5
<b>SL.K.2</b> 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.	W.1	W.1	W.1	W.1	W.1	W.1
	W.2	W.2	W.2	W.2	W.2	W.2
	W.3	W.3	W.3	W.3	W.3	W.3
	W.4	W.4	W.4	W.4	W.4	W.4
	W.5	W.5	W.5	W.5	W.5	W.5
	W.6	W.6	W.6	W.6	W.6	W.6
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	W.1	W.1	W.3	W.2	W.1	W.1
		W.4	W.4	W.5	W.3	W.2
		W.6	W.6	W.6		W.3
						W.4
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	W.3	W.2	W.1	W.1	W.1	W.1
	W.4	W.3	W.3	W.2	W.2	W.2
	W.5	W.5	W.4	W.3	W.3	W.4
	W.6			W.6	W.4	W.5
				W.5	W.6	

W indicates week. UA indicates the standard is assessed on unit assessment.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	W.1 W.3	W.1 W.3 W.5	W.1 W.2 W.3	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.4 W.5 W.6
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	W.5	W.3 W.5	W.1 W.2 W.4 W.5	W.1 W.3	W.1 W.2 W.5 W.6	W.1 W.4 W.5

**W** indicates week.      **UA** indicates the standard is assessed on unit assessment.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.6	W.2 W.3 W.4 W.5 W.6	W.1 W.4 W.5 W.6	W.1		W.1
a. Print many upper- and lowercase letters.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
b. Use frequently occurring nouns and verbs.	W.5 W.6	W.1	W.1 W.2 W.3 W.4 W.5		W.4 W.5 W.6	W.1
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).		W.1 W.2			W.4 W.5	
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).		W.2 W.4		W.6	W.1	
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	W.3		W.2 W.3		W.3 W.4	W.2 W.3
f. Produce and expand complete sentences in shared language activities.			W.6	W.1 W.2 W.3 W.4 W.5	W.2 W.5 W.6	W.3 W.4 W.5 W.6
<b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3	W.1 W.2 W.3 W.4 W.5 W.6

W indicates week. UA indicates the standard is assessed on unit assessment.



Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .			W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3	W.1 W.2 W.3 W.4 W.5 W.6
b. Recognize and name end punctuation.			W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3	W.3 W.4 W.5 W.6
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	W.2					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	W.2					
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.			W.2 W.3		W.4 W.5	

W indicates week. UA indicates the standard is assessed on unit assessment.



Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.		W.3 W.4 W.5 W.6	W.1 W.3	W.4	W.5	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	W.3	W.5 W.6	W.4 W.5		W.6	
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	W.1 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.4 W.5 W.6	W.1 W.2 W.3 W.5	W.2 W.3 W.6	W.5
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.			W.1 W.2		W.6	
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6

W indicates week. UA indicates the standard is assessed on unit assessment.



Reading Foundational Skills						
Print Concepts	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	W.2 W.3 W.4					
a. Follow words from left to right, top to bottom, and page by page.	W.1 W.2 W.3					
b. Recognize that spoken words are represented in written language by specific sequences of letters.	W.2 W.4					
c. Understand that words are separated by spaces in print.	W.3 W.6	W.6	W.1 W.6	W.6	W.6	W.6
d. Recognize and name all upper- and lowercase letters of the alphabet.	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.6		W.2		
Phonological Awareness	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.5	W.1	W.1	W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.5 W.6
a. Recognize and produce rhyming words.	W.1 W.2 W.3	W.1 W.5	W.3 W.6	W.5 W.6	W.1 W.5	W.2 W.4 W.6
b. Count, pronounce, blend, and segment syllables in spoken words.	W.2 W.3 W.4 W.5		W.3		W.3	W.4 W.5

W indicates week. UA indicates the standard is assessed on unit assessment.



Reading Foundational Skills						
Phonological Awareness	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
c. Blend and segment onsets and rimes of single-syllables in spoken words.	W.1 W.4 W.5	W.6		W.5 W.6		<b>UA</b>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/.)	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	W.1 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.6
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
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.	W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6

**W** indicates week.      **UA** indicates the standard is assessed on unit assessment.

Reading Foundational Skills						
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		W.1 W.5 W.6 <b>UA</b>	W.4 W.5 W.6 <b>UA</b>	W.1 W.5 W.6 <b>UA</b>	W.1 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		W.4 W.5	W.4 W.5 W.6	W.1		W.3 W.5 W.6
Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6

**W** indicates week.      **UA** indicates the standard is assessed on unit assessment.

Reading Literature						
Key Ideas and Details	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RL.1.1</b> Ask and answer questions about key details in a text.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 <b>W.6</b> <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> W.4 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>W.6</b> <b>UA</b>	<b>W.1</b> W.2 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.6 <b>UA</b>
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	W.5 W.6	W.1 W.2 W.3 W.4 <b>W.5</b> <b>UA</b>	W.1 W.2 W.4 <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 <b>W.6</b> <b>UA</b>
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	W.1 W.2 W.3 W.4 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.4 <b>W.5</b> <b>UA</b>	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>UA</b>	W.1 <b>W.2</b> W.3 W.4 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> W.6 <b>UA</b>
Craft and Structure	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		W.1 W.5 W.6		W.2 W.6	W.1 W.3 W.5 W.6	W.2 W.6
<b>RL.1.5</b> Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	W.3 W.4 W.5 <b>W.6</b>	W.2 W.3 W.4 W.6 <b>UA</b>	W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.5 W.6 <b>UA</b>	W.2 W.6	W.1 W.5 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Literature						
<b>Craft and Structure</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	W.4 W.5			W.4 W.6	W.1 W.6	W.3
<b>Integration of Knowledge and Ideas</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	W.1 W.2 W.3 W.5	W.1 W.2 W.4	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.5 W.6	W.1 W.2 W.6
<b>RL.1.8</b> (Not applicable to literature)						
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.		W.1 W.2 W.3 W.4 W.6	W.2 W.6	<b>W.2</b> W.3 W.4 W.6 <b>UA</b>	W.2 <b>UA</b>	W.1 W.2 W.6
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	W.1	W.1 W.2 W.3 W.4 W.6	W.1 W.4 W.6	W.4 W.6	W.3 W.6	W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Informational						
Key Ideas and Details	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RI.1.1</b> Ask and answer questions about key details in a text.	W.5	W.4 W.5 W.6	W.2 W.3 W.4 W.5 W.6	<b>W.1</b> <b>W.3</b> W.4 <b>W.5</b>	W.1 W.3 <b>W.4</b> W.5 <b>UA</b>	W.3 W.4 <b>W.5</b> <b>UA</b>
<b>RI.1.2</b> Identify the main topic and retell key details of a text.		<b>W.4</b> W.5 W.6	W.3 W.4 <b>W.5</b> W.6	W.1 W.3 W.5	<b>W.3</b> <b>W.4</b> <b>UA</b>	W.3 <b>W.4</b> W.5 <b>UA</b>
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.		<b>W.5</b>	W.5 <b>W.6</b>	W.3 W.5	W.3 W.4	<b>W.3</b> W.4 W.5 <b>UA</b>
Craft and Structure	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			W.6	W.3	W.4	W.3 W.5
<b>RI.1.5</b> 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.	W.2 W.3	W.1 W.3 W.6	W.1 W.2 W.3 W.5 W.6	W.2 W.3 W.4 W.5 W.6	W.1 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	W.4	W.3 W.4 W.5 W.6	W.2 W.3	W.3 W.4	W.3	W.3 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



Reading Informational						
Integration of Knowledge and Ideas	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	W.2 W.3 W.4 W.5	W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5	W.3 W.4 W.5	W.1 W.3 W.4 W.5 W.6	<b>W.3</b> <b>W.4</b> W.5 W.6
RI.1.8 Identify the reasons an author gives to support points in a text.		W.6	W.2 W.3 <b>W.5</b> <b>W.6</b>	<b>W.4</b>	<b>UA</b>	<b>UA</b>
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		W.3 W.6	W.1 W.4 W.5 W.6	W.3 W.4	W.3	
Range of Reading and Level of Text Complexity	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	W.3	W.6	W.1 W.5	W.3 W.5		W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>W.1.1</b> 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.		W.4	W.1	W.2 <b>UA</b>	W.5 <b>UA</b>	W.4 <b>UA</b>
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		<b>W.6</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	W.2 <b>W.3</b> <b>W.4</b> W.6	W.2 <b>W.5</b> <b>W.6</b>
<b>W.1.3</b> 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.	<b>UA</b>	W.1 W.2 W.4 W.5 <b>UA</b>	W.4	W.1 W.6	W.4 <b>UA</b>	W.1 W.5 <b>UA</b>
<b>Production and Distribution of Writing</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>W.1.4</b> Begins in in grade 3						
<b>W.1.5</b> 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.	<b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				W.5	W.5	
<b>Research to Build and Present Knowledge</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>W.1.7</b> 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).		W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.4 W.6	W.5	W.1

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Writing</b>						
<b>Research to Build and Present Knowledge</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
<b>W.1.9</b> Begins in grade 4						
<b>W.1.10</b> Begins in grade 3						

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	W.4 W.5	W.1 W.2 W.4	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6
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).	W.1 W.2 W.3	W.2 W.4 W.6	W.2 W.3 W.4 W.5 W.6	W.2 W.4 W.5 W.6	W.2 W.3 W.4 W.5	W.2 W.5 W.6
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	W.1	W.4	W.1 W.4	W.2		
c. Ask questions to clear up any confusion about the topics and texts under discussion.	W.5 W.6	W.1				W.2
<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or presented orally or through other media.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	W.2 W.5 W.6	W.5			W.5	W.3
<b>Presentation of Knowledge and Ideas</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	W.6	W.3 W.5 W.6	W.1 W.2 W.3	W.1 W.3 W.4 W.6	W.1 W.3 W.4 W.6	W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit R</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		W.3 W.4	W.3 W.5 W.6	W.1 W.3 W.4 W.5	W.1 W.3 W.4 W.5	W.1 W.3 W.4 W.5 W.6
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	W.3 W.6			W.5		W.2 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 <b>UA</b>	W.3 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
a. Print all upper- and lowercase letters.	W.1 W.2 W.3 W.4 W.5 W.6	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
b. Use common, proper, and possessive nouns.	W.1 W.2		W.1 W.2 W.4 W.5 W.6 <b>UA</b>			
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	W.1 W.2 W.3 W.4 W.6	<b>UA</b>	W.5 W.6	W.1 W.2 W.3 <b>UA</b>		
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).						W.2 W.3 W.4 <b>UA</b>

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).				W.1 W.2 W.3 W.4 W.5 <b>UA</b>		
f. Use frequently occurring adjectives.	W.5			W.3	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).			W.3	W.2	W.2	W.2
h. Use determiners (e.g., articles, demonstratives).					W.5	
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).						W.6
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	W.4 W.5 W.6	W.2 W.3 W.4 W.5 W.6	W.2 W.4	W.6	W.4	W.1 W.3 W.6
<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
a. Capitalize dates and names of people.			W.2 W.3 W.4 <b>UA</b>			

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
b. Use end punctuation for sentences.	W.4 W.6	W.1 W.2 W.4 W.5 W.6 <b>UA</b>		W.5 W.6	W.1 W.5	W.1 W.6
c. Use commas in dates and to separate single words in a series.			W.3	W.5		
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6		W.1 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.6
Knowledge of Language	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>L.1.3</b> Begins in grade 2						
Vocabulary Acquisition and Use	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>L.1.4</b> 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.		W.1 W.3 W.4	W.2	W.4 W.5	W.5 W.6	W.2
a. Use sentence-level context as a clue to the meaning of a word or phrase.			W.5	W.6	W.1 W.4	W.3 W.4
b. Use frequently occurring affixes as a clue to the meaning of a word.					W.6	W.1 W.6 <b>UA</b>

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).		W.4	W.5	W.3 W.4 W.5 W.6	W.3	
<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.		W.6	W.6	W.1 W.2		W.1
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	W.1 W.3 W.4 W.6	W.1 W.5	W.1 W.4	W.3	W.3	W.3
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).		W.5		W.3		
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.		W.1 W.3		W.3	W.1 W.3	
<b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	W.1 W.3	W.2 W.4				

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Print Concepts	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	W.1 W.2 W.3 W.4 W.5 W.6					
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	W.4	W.1 W.4 W.5 W.6				W.1
Phonological Awareness	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.6	W.2	W.2 W.4 W.5 W.6	W.1 W.4 W.5 W.6	W.4
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<b>UA</b>	W.1	W.2 W.3 W.4 W.5 W.6			
b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Phonological Awareness	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6	W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3	W.2 W.3 W.4 W.6
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.4 W.6	W.1 W.2 W.3 W.5 W.6	W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6
Phonics and Word Recognition	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>
a. Know the spelling-sound correspondences for common consonant digraphs.	W.4	W.1 W.2	<b>W.1</b> W.2 W.3 W.4 <b>UA</b>	W.2 W.3 W.4	W.4 W.5 W.6	
b. Decode regularly spelled one-syllable words.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.4 <b>W.5</b> <b>W.6</b> <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Phonics and Word Recognition	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<b>UA</b>		W.1 <b>W.2</b> W.3 W.4 W.5 W.6 <b>UA</b>	W.1 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.4 W.5 <b>UA</b>	W.1 W.6 <b>UA</b>
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	W.3 W.5 W.6	W.4	<b>W.6</b> <b>UA</b>			W.2
e. Decode two-syllable words following basic patterns by breaking the words into syllables.			W.6	W.1 W.2	<u><b>W.5</b></u> W.6	<b>W.1</b> <b>W.2</b> W.3 <b>W.5</b> <b>UA</b>
f. Read words with inflectional endings.		<b>W.4</b> W.5 <b>UA</b>	W.5 W.6 <b>UA</b>	W.2 <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> W.3	W.1 <b>W.3</b> W.4 W.5 <b>UA</b>
g. Recognize and read grade-appropriate irregularly spelled words.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> <b>UA</b>

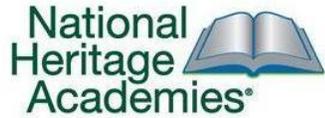
**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Fluency	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
a. Read on-level text with purpose and understanding.	W.2 W.6	W.1 W.2 W.3 W.5 W.6	W.1	W.1 W.3		
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.3 W.5	W.1	W.2 W.5	W.6	W.1	W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Literature						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	W.1 W.3 W.5 W.6 <b>UA</b>	<b>W.1</b> W.2 W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 <b>W.3</b> W.4 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	W.1 W.3 W.5 W.6
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	W.1 <b>UA</b>	W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.6	W.1 <b>W.4</b> W.5 W.6 <b>UA</b>	W.2 <b>W.3</b> W.4 <b>UA</b>	W.5
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<b>W.1</b> W.2 <b>W.3</b> W.6 <b>UA</b>	W.1 W.4 <b>W.5</b> <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>UA</b>	<b>W.1</b> <b>W.4</b> W.5 <b>UA</b>	W.2 W.3 <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.1</b> W.5
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	W.1	W.2 W.4 W.5	W.1 W.3	W.2 W.4	W.2	W.1 W.2 W.3
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	W.1 W.3 W.5 W.6 <b>UA</b>	W.4 W.5 <b>UA</b>	W.1 W.2 <b>W.4</b> W.6 <b>UA</b>	W.1 <b>W.2</b> W.4 W.5 <b>UA</b>	W.2 W.3 W.4 W.6 <b>UA</b>	W.3 W.6
<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	W.5	<b>W.4</b>	W.3 W.6	W.1 W.4	W.1 W.2 W.3 W.4	W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



Reading Literature						
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	W.1 W.5 W.6 <b>UA</b>	W.5	W.2 W.3	W.4 W.5 W.6	W.2 W.4 W.5 W.6	W.1 W.5 W.6
<b>RL.2.8</b> (Not applicable to literature)						
<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		W.5 W.6	W.3			
Range of Reading and Level of Text Complexity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.2.10</b> 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.		W.1	W.2 W.3 W.4	W.1 W.4 W.5	W.1 W.2	W.2 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Informational						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.2.1</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>W.2</b> <b>W.4</b> <b>W.5</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.6	W.1 <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 <b>W.3</b> W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.3 W.4 W.5 W.6	W.1 W.2 <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>
<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>W.2</b> <b>W.4</b> W.6	<b>W.2</b> W.3 W.6	W.5 <b>UA</b>	W.2 W.3 <b>UA</b>	W.4 <b>W.5</b>	W.2 <b>W.3</b> W.4 W.6 <b>UA</b>
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>W.3</b>	<b>W.4</b>	W.5 <b>UA</b>	W.2 W.4	W.3	W.2 W.6 <b>UA</b>
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	W.2 W.4	W.2 W.3	W.5	W.1 W.2 W.3	W.1	W.2 W.4
<b>RI.2.5</b> 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.	W.2 W.3 W.4 W.5	W.3 W.4 W.5	W.2 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.4 W.5	<b>W.2</b> <b>W.3</b> W.4
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	W.2 W.3 W.4	W.1 W.2 W.3 W.6	<b>W.1</b> <b>W.5</b>	W.2 <b>W.3</b> W.4 W.5	<b>W.1</b> W.3 W.4	<b>W.2</b> W.4 W.5 W.6 <b>UA</b>
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	W.3	W.2	W.1 W.5	W.2 W.3	W.2 W.3	W.1 W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Reading Informational</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.			W.1 W.5	W.2	W.4	W.1 W.2 W.4
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	W.2			W.3	W.1	W.2 W.4 <b>UA</b>
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.2.10</b> 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.			W.5	W.2 W.3	W.1	W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.2.1</b> 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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.			W.2 W.5	W.1 <b>W.5</b> UA	UA	W.2 W.3 W.5
<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>W.2</b> <b>W.4</b> W.6 UA	W.2 W.3 UA	W.1 W.2 UA	<b>W.2</b> <b>W.3</b> UA	UA	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b>
<b>W.2.3</b> 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.	W.1 W.3 <b>W.5</b> UA	W.1 W.4 W.5 UA	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.4 UA	W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 UA
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.2.4</b> Begins in in grade 3						
<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.1 W.2 W.3 W.4 W.5 UA	W.1 W.2 W.3 W.4 W.5 UA	W.1 W.2 W.3 W.4 W.5 UA	W.1 W.2 W.3 W.4 W.5 UA	W.1 W.2 W.3 W.4 W.5 UA	W.1 W.2 W.3 W.4 W.5 UA
<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		W.2	W.2 W.5	W.5	W.1 W.3 W.5	W.1 W.3
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.2.7</b> 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).	W.1 W.2 W.3 W.4	W.2	W.1	W.5	W.5	W.1 W.2 W.4

W indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Writing</b>						
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	W.1 W.2 W.3 W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.5	W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.2.9</b> Begins in grade 4						
<b>W.2.10</b> Begins in grade 3						

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.4 W.5 W.6
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).	W.1 W.2 W.4 W.5	W.1 W.2 W.3 W.4	W.2 W.3	W.1 W.2 W.3 W.4 W.5	W.2 W.3 W.5	W.2 W.3
b. Build on others' talk in conversations by linking their comments to the remarks of others.		W.1	W.2 W.4	W.4 W.5	W.1 W.2	W.3
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		W.3 W.4 W.5	W.5 W.6	W.4	W.2	W.3
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>SL.2.3</b> 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.	W.4	W.1 W.3	W.1 W.3 W.4	W.2 W.4 W.5	W.2 W.3 W.5	W.2 W.3 W.5
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	W.4 W.6		W.4	W.2 W.3	W.4	W.1

W indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.2.5</b> 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.	W.4		W.1 W.3	W.4 W.5	W.4	W.2
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	W.1 W.2	W.4	W.1 W.3 W.4	W.3 W.5	W.3 W.5	W.1

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.1 W.2 W.3 W.5 W.6 <b>UA</b>	W.1 W.3 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 <b>W.5</b> <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.3 W.5 W.6 <b>UA</b>
a. Use collective nouns (e.g., <i>group</i> ).		W.1 W.4 W.6				
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).		W.4 W.6 <b>UA</b>	W.2			
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).					W.4	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).			W.4 W.5 W.6 <b>UA</b>			
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.			W.4	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>		
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	W.1 W.2 W.3 W.4 W.5 W.6			W.3	W.3 W.5	W.3 W.5 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6	W.1 <b>W.2</b> W.3 W.4 W.5 W.6
a. Capitalize holidays, product names, and geographic names.		W.2				W.1 <b>UA</b>
b. Use commas in greetings and closings of letters.			W.2	W.1 W.5		W.3 W.4
c. Use an apostrophe to form contractions and frequently occurring possessives.		W.2 W.5			W.5 W.6 <b>UA</b>	
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).			W.1 W.2 W.4 W.5	W.3	W.5	W.6
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				W.4	W.1 W.2 W.3	W.2 W.3 W.4
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	W.1			W.3	W.3 W.4 W.5	W.5
a. Compare formal and informal uses of English.			W.1 W.3	W.1 W.5	W.2 W.5	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.2.4</b> 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.				<b>W.1</b> <b>W.4</b> W.6 <b>UA</b>	W.2 <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.2</b> W.3 W.4 W.5 W.6
a. Use sentence-level context as a clue to the meaning of a word or phrase.		W.1		W.1 <b>W.2</b> <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.3 <b>W.5</b>	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).			W.2 W.6	W.5 W.6 <b>UA</b>	W.2 W.3 <b>UA</b>	<b>UA</b>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).				W.3 W.6	W.1 W.6	W.3 W.4
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).			<b>W.3</b> W.4 W.6	W.4	W.4 W.5 W.6 <b>UA</b>	W.2 W.3 W.4
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				W.4 W.5	W.2 W.3 W.6	W.1 W.5
<b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	W.3 W.5		W.1 W.3 W.5 W.6	W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.3 W.4 W.5 W.6	W.1 W.4 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	W.1 W.2 W.3 W.6		W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.5 W.6	W.4 W.6
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).			W.1 W.4	W.2 W.6		
<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.4 W.5

W indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	W.1 W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	W.1 <b>W.2</b> W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.3 <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 W.2 <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 W.2 <b>W.3</b> W.4 W.5 W.6 <b>UA</b>
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>W.1</b> <b>W.2</b> W.3 W.6	W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6			
b. Know spelling-sound correspondences for additional common vowel teams.	<b>UA</b>	<b>W.5</b> <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.2</b> <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 <b>W.5</b> W.6 <b>UA</b>	W.3
c. Decode regularly spelled two-syllable words with long vowels.	W.2 W.3	W.5 W.6		W.1 W.2 <b>W.4</b> W.6 <b>UA</b>	<b>UA</b>	
d. Decode words with common prefixes and suffixes.			<b>W.5</b>	W.3 W.5 W.6	<b>W.1</b> <b>W.2</b> W.3 W.5 W.6	<b>W.1</b> <b>W.4</b> <b>W.5</b> W.6
e. Identify words with inconsistent but common spelling-sound correspondences.		<b>W.1</b> <b>W.3</b> <b>W.4</b> W.6		W.5	W.4 W.5	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Foundational Skills</b>						
<b>Phonics and Word Recognition</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
f. Recognize and read grade-appropriate irregularly spelled words.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>UA</b>	W.4 W.5	W.4 W.5	W.1 W.3 W.4 W.5
<b>Fluency</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.	W.1 W.2 W.3 W.4 W.6	W.1 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
a. Read on-level text with purpose and understanding.	W.3	W.3 W.4 W.6		W.4 W.5	W.3 W.4 W.6	W.1 W.2 W.4 W.5
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		W.5	W.4	W.4 W.5		W.4 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Literature</b>						
<b>Key Ideas and Details</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>W.1</b> W.2 <b>W.3</b> W.5 W.6 <b>UA</b>	<b>W.2</b> W.3 W.4 W.5 W.6 <b>UA</b>	<b>W.2</b> W.3 <b>W.4</b> W.6 <b>UA</b>	W.1 W.2 <b>W.5</b> W.6	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.2</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>
<b>RL.3.2</b> 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.	<b>W.1</b> <b>W.2</b> W.3 W.5 W.6 <b>UA</b>	W.2 W.3 W.4 W.5 <b>UA</b>	<b>W.2</b> W.4 W.6	W.1 <b>W.5</b> W.6	W.1 W.2 W.3 W.4 <b>W.5</b> W.6 <b>UA</b>	<b>W.2</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>W.1</b> <b>W.2</b> W.3 <b>W.5</b> W.6 <b>UA</b>	<b>W.2</b> <b>W.3</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.2</b> <b>W.4</b> W.6 <b>UA</b>	W.2 W.5	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.2</b> W.4 <b>W.5</b> W.6 <b>UA</b>
<b>Craft and Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	W.1 W.3 W.5	W.1 W.4 W.5	W.5	W.3 <b>W.5</b>	W.2 W.3 W.5	W.2 W.4 W.6
<b>RL.3.5</b> 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.	W.1 W.5 W.6		W.2 W.3 W.5 W.6		W.3	W.4 W.5
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.		<b>W.2</b>	W.2 <b>UA</b>	W.1 <b>W.5</b>	W.2 <b>W.5</b> <b>UA</b>	W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Literature</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.3.7</b> 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).	W.3 W.5	W.2 W.3 W.4 W.6	W.4 W.5 W.6	W.5	W.3 W.4 W.5 W.6	W.2 W.4
<b>RL.3.8</b> Not applicable to literature						
<b>RL.3.9</b> 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).			W.3			W.6
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.3.10</b> 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.	W.1 W.2 W.3 W.5	W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.6	W.1 W.2	W.1 W.2 W.3 W.4 W.5 W.6	W.2 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Informational</b>						
<b>Key Ideas and Details</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	W.1 <b>W.3</b> <b>W.4</b> <b>W.5</b>	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> W.4 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 W.5 W.6
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	W.3 <b>W.5</b>	<b>W.1</b> <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.2</b> W.4 <b>UA</b>	<b>W.1</b> W.2 W.3 W.5 W.6
<b>RI.3.3</b> 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.	W.1 <b>W.3</b> W.4 <b>W.5</b> W.6	W.1 <b>W.3</b> <b>W.5</b>	W.1 <b>W.5</b> <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> W.4 W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>UA</b>	<b>W.1</b> W.2 <b>W.3</b>
<b>Craft and Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	W.4	W.5	W.4 W.6	W.1 W.4		W.3 W.6
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5	<b>W.1</b> <b>W.3</b> W.4 W.5	<b>W.1</b> W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5	W.1 W.2 <b>W.3</b> W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Informational						
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>W.4</b> <b>W.5</b>	<b>W.4</b>	W.1 <b>W.3</b> <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	<b>W.5</b>	<b>W.3</b>
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.3.7</b> 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).	W.1 W.2 W.4 W.5	W.1 W.2 W.3 W.5	<b>W.1</b> W.3 W.5 W.6	W.1 <b>W.2</b> W.3 W.4 W.6	W.1 W.2 W.3 W.4	W.1 W.2 W.3 W.6
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	W.4 W.6	W.1 W.5	W.1 W.3 W.5 W.6 <b>UA</b>	W.3 W.4 W.6		W.2
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	W.3	W.2		W.1 W.3	W.1 W.5	
Range of Reading and Level of Text Complexity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RI.3.10</b> 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 test complexity band independently and proficiently.	W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.3 W.5	W.1 W.2 W.4	W.1 W.2 W.4 W.5	W.1 W.2 W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
Text Types and Purposes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>W.3.1</b> Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	<b>UA</b>	W.3	<b>UA</b>	W.1 <b>UA</b>	W.1 <b>W.5</b> <b>UA</b>	<b>UA</b>
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		W.3		W.1	W.1 W.5	
b. Provide reasons that support the opinion.		W.3		W.1	W.1 W.5	
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.		W.3		W.1	W.5	
d. Provide a concluding statement or section.		W.3		W.1		
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.1 <b>W.4</b>	<b>W.1</b> W.2 <b>W.5</b>  <b>UA</b>	W.1 W.2 W.3 <b>W.4</b> <b>W.5</b> <b>UA</b>	W.3 W.4 <b>UA</b>	W.1 W.4 W.5 <b>UA</b>	W.2 <b>W.3</b> W.4 <b>UA</b>
a. Introduce a topic and group related information together; include illustrations when useful to aid in comprehension.	W.3 W.4	W.4 W.5	<b>W.3</b> W.4 W.5	W.3 W.5	W.3 W.4	W.3 W.5
b. Develop the topic with facts, definitions, and details.	W.3 W.4	W.2 W.5	W.1 W.2 W.3 W.4 W.5	W.3	W.2 W.4 W.5	<b>W.1</b> W.3 W.4
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.		W.5	W.5			W.3
d. Provide a concluding statement or section.			W.5	W.3		W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.2 W.4 W.5 <b>UA</b>	W.2	W.1 W.2	W.2 W.4 <b>UA</b>	W.2 W.3	W.2 W.4 W.5 <b>UA</b>
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.1 W.2 W.5	W.2	W.1 W.2	W.2 W.4 W.5	W.2 W.3	W.2 <b>W.4</b> <b>W.5</b>
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.1 W.2 W.5	W.2 W.4	W.1 W.2	W.2 W.4	W.3	W.4 W.5
c. Use temporal words and phrases to signal event order.			W.1	W.2 W.4 W.5		
d. Provide a sense of closure.	W.2		W.2	W.1		
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.3.4</b> 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)	W.3	W.1 W.3 W.4 W.5	W.2 W.3 W.5	W.1 W.4	W.1 W.3 W.4 W.5	W.1 <b>W.2</b> W.4
<b>W.3.5</b> 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 and up to and including grade 3 on pages 28 and 29)	W.1 W.3 W.5	W.1 W.2 W.3 W.4 W.5	W.2 W.3 W.5	W.1 W.2 W.3 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.3.6</b> 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.	W.1 W.5	W.1 W.2	W.1 W.5	W.4	W.2 W.4	W.1 W.2 W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.3.9</b> Begins in grade 4						
<b>Range of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.3.10</b> 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.	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.2 W.3 W.4 W.6 <b>UA</b>	<b>UA</b>	W.5 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.5 <b>UA</b>

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.3.1</b> 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.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.5 W.6	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
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.	W.2 W.5	W.2 W.3	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5		W.2 W.3
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).	W.2 W.4	W.2 W.3 W.5	W.4 W.5	W.3 W.4 W.5	W.1 W.2 W.3 W.4	W.2 W.4
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	W.2		W.1 W.3 W.4	W.1 W.2 W.3 W.4	W.3 W.5	W.5 W.6
d. Explain their own ideas and understanding in light of the discussion.	W.2	W.3 W.4	W.1	W.4	W.2 W.5	W.3
<b>SL.3.2</b> 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.		W.5	W.1 W.2	W.1		W.2 W.3 W.4 W.5
<b>SL.3.3</b> Ask and answer questions about information from a speaker, offer appropriate elaboration and detail.		W.1 W.4	W.1 W.4	W.1 W.2 W.4		W.2 W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.3.4</b> 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.	W.1	W.1	W.1	W.1	W.1	W.1
	W.3	W.2	W.2	W.2	W.2	W.2
	W.4	W.3	W.3	W.3	W.3	W.3
	W.5	W.4	W.4	W.4	W.4	W.4
		W.5	W.5	W.5	W.5	W.5
<b>SL.3.5</b> 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.	W.1		W.1	W.1		W.1
	W.2		W.2	W.2		W.2
			W.3			W.3
			W.4			W.4
			W.5			W.5
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	W.1			W.2		W.5
				W.4		

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.1 W.2 W.4 W.6 <b>UA</b>	W.4 <b>UA</b>	W.3 W.4 W.6 <b>UA</b>	W.1 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 <b>UA</b>	W.1 W.2 W.3 W.4 <b>UA</b>
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		W.1 W.2 W.6 <b>UA</b>	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.6	W.1 W.2 W.3 W.6 <b>UA</b>	W.1
b. Form and use regular and irregular plural nouns.	W.2 <b>UA</b>	W.2 W.3 W.5 W.6 <b>UA</b>		W.1 W.6 <b>UA</b>		
c. Use abstract nouns (e.g., <i>childhood</i> ).		W.1 W.2				
d. Form and use regular and irregular verbs.	<b>UA</b>		W.1 W.5			
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.			W.1 W.2 W.4 W.5 <b>UA</b>			
f. Ensure subject-verb and pronoun-antecedent agreement.*	W.3 W.4 W.5		W.3 W.6 <b>UA</b>	W.2 W.3 W.6 <b>UA</b>		
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>UA</b>				W.2 W.4 W.6 <b>UA</b>	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
h. Use coordinating and subordinating conjunctions.				W.1 W.2	W.5 <b>UA</b>	W.3 W.6 <b>UA</b>
i. Produce simple, compound, and complex sentences.	W.1 W.2 W.5 W.6		W.4 W.5	W.2 W.3	W.5	W.3 W.6
<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.2 W.3 W.4 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>
a. Capitalize appropriate words in titles.					W.5	W.1
b. Use commas in addresses.						W.4
c. Use commas and quotation marks in dialogue.			W.2	W.2		W.5 W.6 <b>UA</b>
d. Form and use possessives.		W.4 W.5 W.6 <b>UA</b>				
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	W.2 W.3 W.4 W.5 W.6		W.1 W.4 W.5	W.1 W.3 W.4 W.6	W.5 W.6	W.1 W.3 W.4 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			W.1 W.2 W.4 W.5	W.1		W.4 W.5
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	W.3 W.5	W.3	W.1 W.2	W.3 W.4 W.5 W.6	W.1	W.3 W.4
a. Choose words and phrases for effect.	W.1 W.3 W.4	W.1 W.2 W.3 W.5	W.1 W.2 W.4 W.5	W.4 W.5	W.1 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5
b. Recognize and observe differences between the conventions of spoken and written standard English.	W.2 W.4				W.2	
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<u>W.1</u> <b>W.2</b> W.3 W.4 <u>W.5</u> UA	W.1 W.2 <b>W.3</b> W.4 W.5 W.6 UA	W.1 W.2 W.3 W.4 W.5 W.6 UA	W.1 W.2 W.3 W.4 <b>W.5</b> W.6 UA	W.1 <b>W.2</b> W.3 W.5 W.6 UA	W.2 W.3 W.5 W.6 UA
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	W.5 UA		W.4 <b>W.5</b> UA	W.4	W.5	W.1 W.4 W.6 UA
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	W.6		W.5			<b>W.1</b> W.4 W.5
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	W.3 W.6 UA	W.1	W.2 W.3 W.6 UA	W.1 W.2 W.5 W.6		W.3 W.6
<b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.		W.1 W.2 W.4 UA	W.1 W.2 W.3	W.3 W.5 UA	W.1 UA	W.2 W.3 W.6 UA
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).		W.1 W.4	W.1 W.3			W.2 W.3
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	W.2 W.3 W.4		W.2 W.6	W.4		W.3
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	W.1				W.1	W.5

W indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	W.1	W.1	W.1	W.1	W.1	W.1
	W.2	W.2	W.2	W.2	W.2	W.2
	W.3	W.3	W.3	W.3	W.3	W.3
	W.4	W.4	W.4	W.4	W.4	W.4
	W.5	W.5	W.5	W.5	W.5	W.5
	W.6	W.6	W.6	W.6	W.6	W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Updated July 2014

Reading Foundational Skills						
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>W.1</b> W.2 W.3 <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> W.2 <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 <b>W.2</b> W.3 W.4 W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 <b>W.5</b> W.6 <b>UA</b>
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	W.5	W.1	<b>W.2</b> W.4 W.5 W.6 <b>UA</b>	<b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.5</b> W.6	<b>W.4</b> W.5 W.6 <b>UA</b>
b. Decode words with common Latin suffixes.			W.4 W.5	W.4 W.5 W.6	W.5 W.6	W.1 W.3 W.4 W.6
c. Decode multi-syllable words.	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>UA</b>	W.3 <b>UA</b>	W.1 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 <b>UA</b>	<b>W.2</b> <b>W.3</b> W.4 W.5 <b>UA</b>
d. Read grade-appropriate irregularly spelled words.	W.1 W.2 W.3 W.4 W.5	W.1 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	<b>W.1</b> W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

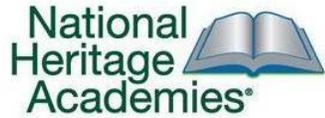


Reading Foundational Skills						
Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.	W.2 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 <b>W.4</b> W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
a. Read grade-level text with purpose and understanding.	W.1 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4	W.2 W.3 W.4	W.3	W.1
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.5 W.6	W.1 W.3 W.4 W.5	W.1 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.2 W.6	W.4	W.1 W.3 W.4	W.2 W.3	W.2 W.4 W.6	W.2 W.3 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Literature						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	W.1 W.2 <b>W.3</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.6	<b>W.3</b> <b>W.5</b> W.6	<b>W.1</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.3</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.3</b> <b>W.4</b> W.6
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.2 W.3	W.3 <b>W.5</b>	W.1	<b>W.3</b> <b>W.5</b> W.6 <b>UA</b>	W.6
<b>RL.4.3</b> 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).	W.1 W.2 <b>W.3</b> W.4 W.6 <b>UA</b>	<b>W.1</b> W.2 <b>W.3</b> W.6	<b>W.3</b> W.5 W.6	<b>W.1</b> <b>W.5</b> W.6 <b>UA</b>	<u>W.2</u> <b>W.3</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.3</b> W.4 W.6
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).			W.3 W.5	<b>UA</b>		W.3 W.4
<b>RL.4.5</b> 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.		W.3	W.1	W.2		<b>W.4</b>
<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.	W.1 W.2 W.3		W.3		W.5	W.3

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Reading Literature</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.4.7</b> 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.	W.1 W.2	W.3				W.4
<b>RL.4.8</b> Not applicable to literature						
<b>RL.4.9</b> 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.	<b>W.4</b> W.6		W.3	W.1		W.6
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.4.10</b> 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.	W.2 W.3 W.4	W.1 W.2 W.3 W.4	W.3	W.1 W.5	W.3 W.5	W.3 W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Informational</b>						
<b>Key Ideas and Details</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>W.1</b> <b>W.2</b> <b>W.5</b> <b>UA</b>	W.3 <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.3 <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.1</b> W.2 <b>W.4</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.3 W.4 <b>W.5</b> W.6 <b>UA</b>
<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<u><b>W.2</b></u> <b>W.5</b> W.6 <b>UA</b>	<b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> W.2 W.4 W.5 W.6 <b>UA</b>	W.2 W.3 <b>W.4</b> W.6 <b>UA</b>	W.1 W.2 <b>W.4</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> W.5 W.6 <b>UA</b>
<b>RI.4.3</b> 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.	W.2 W.5	W.4 W.5 <b>UA</b>	W.1 W.2 <b>W.4</b> <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> W.4 W.6 <b>UA</b>	<u><b>W.1</b></u> W.2 W.4 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 W.6 <b>UA</b>
<b>Craft and Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	W.5	W.1 W.4	W.1 W.4	W.3	W.2 W.5	W.5
<b>RI.4.5</b> 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.	W.5 W.6	W.1 W.2 W.4 W.5	W.2 W.4 W.5 W.6	W.2 W.3 W.5 W.6	W.3 W.4 W.5 W.6	W.1 W.2 W.4 W.5 W.6
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.					W.2 W.5 W.6	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Reading Informational</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.4.7</b> 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.	W.1 W.2 W.3 W.4	W.1 W.2 W.4 W.5	<b>W.1</b> <b>W.2</b> W.3 <b>W.4</b> W.6	W.2 <b>W.3</b> <b>W.4</b> W.6	<b>W.1</b> W.3 W.4 W.5	<b>W.2</b> W.4 <b>W.5</b> W.6 <b>UA</b>
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	W.2 W.5 <b>UA</b>	W.1 W.4 W.6 <b>UA</b>	W.1 W.6 <b>UA</b>	W.2 <b>UA</b>	W.1 W.2 W.6 <b>UA</b>	W.2 W.4 W.6 <b>UA</b>
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	W.2 W.3	W.5	W.1 W.2	W.2	W.2 W.4 W.5	W.2 W.4 W.6
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.4.10</b> By the end of the 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.	W.5	W.4 W.5	W.2 W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4	W.1 W.2 W.4 W.5 W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>UA</b>	<b>W.2</b> <b>W.5</b>	<b>UA</b>	<b>W.1</b> W.4 <b>UA</b>	<b>W.2</b> W.4 <b>UA</b>	W.2 <b>UA</b>
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.				W.4	<b>W.1</b> W.4	W.2
b. Provide reasons that are supported by facts and details.				W.4	W.4	W.2
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).					W.4	
d. Provide a concluding statement or section related to the opinion presented.					W.4	
<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>W.1</b> W.2 <b>W.3</b> <b>W.4</b> <b>UA</b>	W.2 W.4 W.5 <b>UA</b>	W.1 W.2 W.4 W.6 <b>UA</b>	W.2 W.3 <b>UA</b>	<b>W.4</b> W.5 <b>UA</b>	W.1 <b>UA</b>
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.	W.2 W.4	W.1 W.2 W.4 W.5	W.1 W.2 W.4 W.5	W.2 W.3		W.1 W.3
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>W.2</b>	W.2 W.4 W.5	W.2 W.5	W.3		<b>W.1</b> <b>W.2</b>
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).		W.2 W.4		W.3		W.1
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		W.4 W.5	W.2 W.4			W.2
e. Provide a concluding statement or section related to the information or explanation presented.						W.1

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.1 W.2 W.3 W.5 <b>UA</b>		W.1 W.3 W.6	W.1 W.2 W.5 <b>UA</b>	W.1 W.2 W.3 W.5	W.3 W.4 W.5 <b>UA</b>
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.1 W.3 W.4 W.5		W.1 W.3	W.1 W.5	W.1 W.2 W.5	W.3 W.4 W.5
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.			W.3	W.1 W.5	W.5	W.3 W.4
c. Use a variety of transitional words and phrases to manage the sequence of events.	W.5			W.1	W.2 W.3	W.5
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.1 W.2 W.3	W.3	W.1	W.1 W.2 W.5	W.1 W.2 W.3 W.5	W.1 W.3 W.4 W.5
e. Provide a conclusion that follows from the narrated experiences or events.	W.1			W.1	W.1 W.2 W.5	W.4 W.5
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.4</b> 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 on standards 1-3 above).	W.1 W.2 W.3 <b>W.5</b> <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.5 <b>UA</b>	W.1 W.2 <b>W.3</b> W.4 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29.)	W.1 W.2 W.3	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.2 W.4	W.1 W.2 W.3 W.4	W.2 W.3 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.6</b> 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 key boarding skills to type a minimum of one page on a single sitting.	W.1 W.2	W.4	W.4	W.5	W.5	W.1 W.4 W.5
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.1 W.2 W.3 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.4.8</b> 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.	W.1 W.3	W.1 W.2 W.3 W.4	W.1 W.3 W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.		W.2 <b>W.4</b> W.5	W.1 W.2 W.3		W.2 W.3	W.2
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].”).	W.1	<b>W.1</b> <b>W.3</b>	<b>W.3</b> <b>W.5</b>	<b>W.5</b>	W.2	
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”).	W.2		<b>W.1</b> <b>W.2</b> <b>W.4</b>	<b>W.3</b> <b>W.4</b>		
<b>Range of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.1		W.3 W.5	W.2		

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.4.1</b> 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.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
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.	W.1 W.3 W.4	W.2			W.4	
b. Follow agreed-upon rules for discussions and carry out assigned roles.	W.1 W.2 W.3 W.5	W.2 W.4	W.1 W.3 W.4	W.2 W.3 W.4	W.1 W.2 W.4 W.5	W.2 W.3 W.5
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.	W.1 W.2	W.2 W.4	W.1 W.2	W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.4
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	W.1		W.4			
<b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		W.3	W.4	W.2	W.3	W.1
<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	W.4			W.1 W.4		
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.4.4</b> 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.	W.2 W.3 W.4	W.1 W.2 W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	W.1 W.2	W.1		W.2		
<b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)		W.3 W.4	W.1			

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.2 W.3 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.6 <b>UA</b>
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	W.5				W.1 W.2 W.3	W.4
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	W.2	W.4	W.1 W.2 W.6 <b>UA</b>			
c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.			W.2			
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).					W.1 W.6	
e. Form and use prepositional phrases.					W.5 W.6 <b>UA</b>	
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	W.3 W.4 W.6		W.3 W.5		W.1 W.2 W.5	W.2
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*			W.2 W.6		W.1 W.6	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Updated July 2014

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 W.4 W.5 <b>UA</b>	W.2 W.3 W.4 W.6 <b>UA</b>	W.2 W.3 W.4 <b>UA</b>	W.2 W.4 W.5 <b>UA</b>
a. Use correct capitalization.	W.1 W.2	W.1				W.2 W.4 W.5 W.6 <b>UA</b>
b. Use commas and quotation marks to mark direct speech and quotations from a text.		W.1				W.3 W.4 W.6 <b>UA</b>
c. Use a comma before a coordinating conjunction.	W.4					W.1 W.3 W.5 W.6 <b>UA</b>
d. Form and use possessives.	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	W.5	W.1 W.2 W.6	W.2 W.6	W.5	W.2 W.3	W.2

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
a. Choose words and phrases to convey ideas precisely.*	W.1 W.2 W.3 W.4	W.1 W.3 W.4	W.1 W.3 W.5	W.1 W.2 W.5	W.1 W.3 W.4	W.1 W.2 W.3 W.4
b. Choose punctuation for effect.*	W.1 W.6				W.2 W.5	
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion).	W.4 W.5	W.2 W.4	W.1 W.2 W.4		W.3	
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.4.4</b> 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.	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>W.1</b> W.6 <b>UA</b>	<b>W.1</b> W.2 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 W.5 W.6 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 <b>W.5</b> W.6 <b>UA</b>	W.3 W.4 W.5 W.6 <b>UA</b>
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	W.1 <b>W.5</b> W.6	W.1 <b>W.3</b> W.4 W.6	<b>W.1</b> <b>W.2</b> W.3 <b>W.4</b> W.5 W.6	<b>W.1</b> <b>W.2</b> W.3 <b>W.4</b> <b>W.5</b> W.6	<b>W.2</b> W.3 <b>W.4</b> W.5 W.6	<b>W.1</b> <b>W.2</b> W.4 <b>W.5</b> W.6

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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.	W.3 W.6	W.2 W.5 W.6		W.3 W.4 W.6	W.1 W.5 W.6	W.2 W.3 W.6 <b>UA</b>
<b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>W.2</b> W.4 <b>W.5</b>	W.1 W.3 W.4 W.5	W.1 <b>W.3</b> W.4 <b>W.5</b>	<b>W.3</b> W.4	W.1 W.2 <b>W.3</b>	W.1 <b>W.4</b> W.5
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.		W.2 W.5	W.3	W.5		W.1 W.3
b. Recognize and explain the meaning of common idioms, adages, and proverbs.		W.3		W.1 W.4		W.5
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	W.6	<b>W.2</b> W.3 <b>W.5</b>	W.2 W.3	W.1 W.4 <b>W.5</b> W.6	<b>W.1</b> <b>W.5</b> W.6	
<b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6

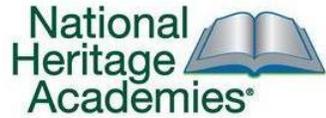
**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>W.1</b> W.2 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.3 <b>UA</b>	W.1 W.2 W.3 W.4	W.2 W.3 W.5 <b>UA</b>	W.2 W.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.	W.1 W.2 <b>W.4</b> <b>UA</b>	W.1 W.3 <b>W.4</b> W.5 W.6 <b>UA</b>	W.2 W.3 W.4 W.6 <b>UA</b>	W.3 W.4	W.4 W.6	W.2
Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	W.1 W.2 W.3 W.4 W.5 W.6	W.2 W.3 W.4	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
a. Read grade-level text with purpose and understanding.	W.1 W.2 W.3 W.4 W.5 W.6	W.4	W.1 W.3 W.4	W.1 W.4	W.1 W.6	W.1 W.4 W.5
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.1 W.4	W.2 W.5	W.2 W.4	W.1 W.2		W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Literature						
Key Ideas and Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.3</b> W.4 W.5 W.6 <b>UA</b>	W.1 W.4 W.6	<b>W.1</b> <b>W.2</b> W.4 W.5 W.6 <b>UA</b>	<b>W.1</b> W.2 W.4 W.5 W.6	<b>W.3</b> <b>W.5</b> W.6 <b>UA</b>
<b>RL.5.2</b> 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.	W.1 W.2 <b>W.3</b> W.6 <b>UA</b>	<b>W.1</b> W.4 W.5 <b>UA</b>	W.1 W.2 W.4 W.6	<b>W.1</b> W.2 W.4 W.6	W.1 W.2 W.4 W.5 W.6	<b>W.3</b> W.5 W.6 <b>UA</b>
<b>RL.5.3</b> 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).	<b>W.1</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.3</b> W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.6	W.1 W.4 W.6	<b>W.1</b> W.2 W.4 W.6	<b>W.3</b> W.5 W.6 <b>UA</b>
Craft and Structure	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	W.2 W.3 W.5	W.1 W.3 W.5	W.1 W.4	<b>W.1</b> W.2 <b>UA</b>	W.1	<b>W.1</b> W.3 W.4
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	W.1	W.3 W.5	W.1 W.6	W.1 W.4 W.6	W.4	W.3 W.5 W.6
<b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	W.1	W.1 W.4 W.5	W.1 W.2	W.1 W.2 W.6 <b>UA</b>	W.1 W.4 W.5 W.6	W.5
Integration of Knowledge and Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.5.7</b> 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).		W.3	W.3	W.1	W.1	W.3 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Reading Literature</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.5.8</b> Not applicable to literature						
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	W.1	W.3 W.6	W.2		W.6	W.3 W.6
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.5.10</b> 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.	W.1 W.2 W.3	W.1 W.3 W.4	W.1 W.4	W.1 W.2 W.4 W.6	W.1 W.5	W.3 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Updated July 2014

<b>Reading Informational</b>						
<b>Key Ideas and Details</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	W.2 W.4 W.5 W.6	<b>W.2</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<u>W.1</u> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	W.2 <b>W.3</b> <u>W.4</u> <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 W.3 <u>W.4</u> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.4</b> W.5 W.6 <b>UA</b>
<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	W.2 W.4 <u>W.5</u>	<u>W.5</u>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.3</b> <u>W.4</u> W.6 <b>UA</b>	W.1 <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>UA</b>	W.1 <b>W.2</b> <b>W.4</b> W.5 W.6 <b>UA</b>
<b>RI.5.3</b> 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.	W.1 W.3 W.4 <b>W.5</b> W.6	<b>W.2</b> <u>W.4</u> <b>W.5</b> <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 W.6 <b>UA</b>	W.3 <b>UA</b>	W.1 <b>W.2</b> <b>W.4</b> <b>UA</b>	<b>W.1</b> W.2 W.4 W.6 <b>UA</b>
<b>Craft and Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	W.1 W.3 W.4 W.5	W.2 W.4 W.5	W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>RI.5.5</b> 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.	W.5 W.6	W.2	W.2 W.3 W.6	W.3 W.5	W.4	W.2 W.4 W.5 W.6
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	W.4		W.4		W.6	W.1

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Reading Informational</b>						
<b>Integration of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.5.7</b> 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.	W.2 W.4 <b>W.5</b>	W.1 W.5	W.1 W.2 W.3 W.4 <b>W.5</b>	W.1 W.2 <b>W.3</b> W.5 W.6	<b>W.2</b> <b>W.3</b> W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	W.1 W.3 W.4 W.5	<b>W.4</b> <b>W.5</b> <b>UA</b>	W.2 W.3 W.4 <b>W.5</b> <b>UA</b>	W.2 W.4 <b>UA</b> W.6	W.1 W.2 <b>W.3</b> <b>W.4</b> W.5 W.6 <b>UA</b>	W.1 W.2 W.4 W.6
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	W.4	W.1	W.1 W.4 W.5 W.6	W.4	W.3	W.1 W.4 W.5
<b>Range of Reading and Level of Text Complexity</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.5.10</b> 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.	W.1 W.3 W.4 W.5	W.2 W.3 W.4 W.5	W.2 W.3 W.4 W.5	W.3 W.4 W.5	W.1 W.2 W.3 W.5	W.1 W.2 W.3 W.4 W.5

W indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
Text Types and Purposes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			<b>W.1</b> W.2 W.3	W.2	<b>W.1</b> W.4 <b>UA</b>	<b>W.4</b> <b>W.5</b>
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.	W.3		<b>W.2</b> W.3	W.4	W.4	W.4
b. Provide logically ordered reasons that are supported by facts and details.			W.2 W.3 W.4		<b>W.4</b>	W.4
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).			W.2 W.3			
d. Provide a concluding statement or section related to the opinion presented.			W.3		W.4	W.4
<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>W.1</b> <b>W.2</b> <b>W.3</b> W.4 W.5 <b>UA</b>	W.3 <b>UA</b>	<b>W.3</b> <b>W.5</b> <b>UA</b>	<b>W.3</b> W.5 <b>UA</b>	W.3 <b>UA</b>	<b>W.2</b> W.4 <b>UA</b>
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.	W.1 W.3 W.4 W.5		W.4 W.5	W.3 W.5 W.6	W.2 W.3 W.5	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.2 W.3 <b>W.4</b> <b>W.5</b>	<b>W.3</b>	<b>W.4</b> W.5	W.3 W.5	W.2 W.3 <b>W.5</b>	
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	W.3 W.6		W.4		W.3 W.5	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Text Types and Purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>W.1</b> <b>W.4</b>		<b>W.4</b> <b>W.5</b>	<b>W.3</b> <b>W.5</b>		
e. Provide a concluding statement or section related to the information or explanation presented.	W.5		W.4 W.5			
<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.2 <b>UA</b>	W.1 W.2 W.4 W.5 <b>UA</b>		W.1 W.2 W.4 <b>UA</b>	W.1 W.5	W.1 W.2 W.3 W.5
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.2	W.2 W.3 W.4 W.5	W.1	W.1 W.2 W.4	W.1	W.1 W.2 W.3 W.5
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.2 W.6	<b>W.1</b> <b>W.2</b> <b>W.4</b> <b>W.5</b>	W.1	W.1 W.4		W.1 W.2 W.3 W.5
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		W.4				W.5
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.2	W.1 W.2 W.3 W.4 W.5	W.3	W.1 W.2 W.4	W.1 W.4	W.1 W.2 W.3 W.5
e. Provide a conclusion that follows from the narrated experiences or events.	W.2			W.2		W.5
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.5.4</b> 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.)	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.3 W.5 <b>UA</b>	W.1 W.2 <b>W.3</b> W.4 W.5 <b>UA</b>	W.2 W.3 W.4 <b>UA</b>

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Writing</b>						
<b>Production and Distribution of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.5.5</b> 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 on pages 28 and 29.)	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 <b>UA</b>
<b>W.5.6</b> 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.	W.1	W.1 W.5	W.3	W.1 W.2 W.4	W.5	W.4 W.5
<b>Research to Build and Present Knowledge</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation or different aspects of a topic.	W.2 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.5.8</b> 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.	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5
<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3		W.1	<b>W.1</b> <b>W.2</b>	<b>W.2</b>	W.1 W.4
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]”).		W.4		<b>W.4</b> <b>W.5</b>		
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]”).	W.6				W.2	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Writing</b>						
<b>Range of Writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.5.10</b> 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.	W.1	W.1	W.4	W.1	W.1	W.1
	W.4	W.2	W.5	W.2	W.2	W.2
	W.5	W.3	<b>UA</b>	W.3	W.3	W.3
		W.4		W.4	W.4	W.4
		W.5		W.5	W.5	W.5
		<b>UA</b>		<b>UA</b>	<b>UA</b>	<b>UA</b>

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.5.1</b> 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.	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
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.	W.1 W.2		W.2 W.3	W.2 W.5	W.4	W.4
b. Follow agreed-upon rules for discussions and carry out assigned roles.	W.1 W.2 W.5	W.1 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.4	W.1 W.3 W.4 W.5	W.1 W.2 W.4 W.5
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	W.1 W.2 W.5	W.1	W.1 W.2 W.3 W.4 W.5	W.2 W.4	W.3 W.4 W.5	W.1 W.2 W.4
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	W.5					
<b>SL.5.2</b> Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	W.1 W.2 W.4	W.5	W.5 W.6	W.2	W.4	W.5
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			W.1 W.2	W.2		
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.5.4</b> 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.	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4	W.1 W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Speaking and Listening</b>						
<b>Presentation of Knowledge and Ideas</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			<b>W.5</b>	<b>W.1</b> <b>W.4</b>	<b>W.3</b>	<b>W.3</b> <b>W.5</b>
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)		W.1 W.2 W.3	W.5	W.3	W.1 W.3 W.4	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Updated July 2014

Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.5.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	<b>W.1</b> W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.6 <b>UA</b>
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	W.4		W.5 W.6 <b>UA</b>			W.1 W.2 W.6
b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.		<b>UA</b>	W.1 W.2 W.4			
c. Use verb tense to convey various times, sequences, states, and conditions.		W.3	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.6		
d. Recognize and correct inappropriate shifts in verb tense.*			W.1 W.2 W.4 <b>UA</b>			
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	W.4					W.2

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



Language						
Conventions of Standard English	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.5.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.5</b> <b>W.6</b> UA	<b>W.1</b> <b>W.5</b> UA	<b>W.3</b> UA	<b>W.2</b> <b>W.3</b> <b>W.5</b> UA	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> UA	<b>W.1</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> <b>W.6</b> UA
a. Use punctuation to separate items in a series.*						W.3 W.6
b. Use a comma to separate an introductory element from the rest of the sentence.						<b>W.3</b>
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).						W.3 W.6
d. Use underlining, quotation marks, or italics to indicate titles of works.						W.4 W.5
e. Spell grade-appropriate words correctly, consulting references as needed.	W.2 W.3 W.4 W.5	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 <b>W.3</b> W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 <b>W.4</b> W.5 W.6	W.1 W.2 <b>W.3</b> W.4 W.5 W.6
Knowledge of Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	W.1 W.4	W.2 W.4 W.5	W.1 W.2 W.3 W.4	W.2 W.6	W.1 W.3	W.2 W.4
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	W.2 W.5	W.1	W.5	W.2	W.3	W.2 W.3
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			W.1			W.3 W.5

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>L.5.4</b> 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.	<b>W.1</b> W.2 W.3 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.6 <b>UA</b>	W.1 <b>W.2</b> W.3 W.4 W.5 W.6 <b>UA</b>	W.1 W.2 W.3 W.4 W.5 W.6 <b>UA</b>
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	W.1 W.2 W.4 <b>W.5</b> W.6 <b>UA</b>	W.1 W.3 W.4 W.6 <b>UA</b>	W.1 W.3 W.5 W.6 <b>UA</b>	W.2 W.3 W.4 W.5 W.6 <b>UA</b>	W.3 W.4 W.6 <b>UA</b>	W.2 W.4 W.5 W.6 <b>UA</b>
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	<b>W.2</b>	W.3 W.6	<b>W.2</b> W.4 W.5 W.6 <b>UA</b>	W.2 W.3 <b>W.4</b> W.5 W.6	<b>W.1</b> <b>W.3</b> W.4 W.5 W.6 <b>UA</b>	W.3 W.6
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.	W.1 W.3 W.6	W.1 W.2 W.3 W.6 <b>UA</b>	W.3 W.4 W.6 <b>UA</b>	W.3 W.4 W.6	W.1 W.2 W.3 W.6	W.1 W.2 W.5 <b>UA</b>
<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	W.2 W.4 W.5	W.1 W.2 W.3 W.5	W.1 W.3 W.4 W.5	W.1 W.5	W.4	W.1 W.4 W.6
a. Interpret figurative language, including similes and metaphors, in context.	W.2	W.3	W.4	W.2 W.3 W.5	W.1 W.4 W.5	

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

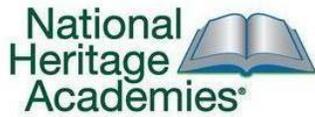


Language						
Vocabulary Acquisition and Use	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>W.4</b> <b>W.5</b>	<b>W.4</b>	<b>W.1</b> <b>W.3</b>	<b>W.1</b> <b>W.2</b> W.5	<b>W.3</b>	<b>W.5</b>
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6 <b>UA</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b>	<b>W.1</b> <b>W.2</b> <b>W.3</b> <b>W.4</b> <b>W.5</b> W.6
<b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6

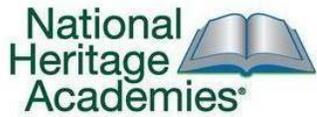
**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.

Reading Foundational Skills						
Phonics and Word Recognition	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	W.3	W.1	W.2 W.4 W.5	W.1 W.2	W.3 W.4	W.2 W.3 W.4
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.	W.1 <b>W.3</b>	W.1 W.2 W.4 <b>W.5</b> W.6	W.2 W.3 W.4 <b>W.5</b> W.6	W.1 W.2 W.3 W.4 W.6	W.4 W.5 W.6	<b>W.1</b> W.2 W.4 <b>W.5</b> W.6
Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.	W.1 W.3 W.4 W.5 W.6	W.3 W.4 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
a. Read grade-level text with purpose and understanding.		W.2 W.4	W.1 W.2 W.3	W.2	W.3 W.4 W.6	W.2 W.4
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	W.1 W.2 W.3 W.5 W.6	W.1 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6	W.1 W.2 W.3 W.4 W.5 W.6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.3		W.1 W.4 W.6	W.2 W.6	W.3 W.4	W.4

**W** indicates week. **BOLD** indicates the standard is assessed on weekly assessment. **UA** indicates the standard is assessed on unit assessment. **BOLD** indicates the standard is assessed on unit assessment but not taught that week.



<b>Reading Literature</b>				
<b>Key Ideas and Details</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1	Unit 2	Unit 3 Unit 4	Unit 5 Unit 6
<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			Unit 3	Unit 6
<b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Unit 1	Unit 2	Unit 3	Unit 6
<b>Craft and Structure</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		Unit 2	Unit 4	Unit 5
<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Unit 1		Unit 3	Unit 5
<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.		Unit 2		Unit 5

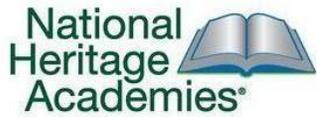


Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	Unit 1	Unit 7		
<p><b>RL.6.8</b> Not applicable to literature</p>				
<p><b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>		Unit 2	Unit 4	
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			Unit 3	Unit 6



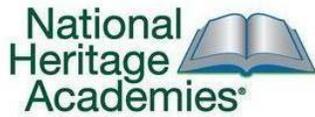
Reading Informational				
Key Ideas and Details	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1	Unit 7	Unit 4	Unit 6
<b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Unit 1 Unit 8	Unit 2	Unit 3 Unit 4	
<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		Unit 7		Unit 6
Craft and Structure	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 4	
<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Unit 8	Unit 7	Unit 3 Unit 4	
<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Unit 8	Unit 7	Unit 3	

Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 6<sup>th</sup> Grade

Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Unit 1 Unit 8	Unit 7	Unit 3	Unit 6
<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Unit 8			
<b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		Unit 2 Unit 7		
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Unit 2		



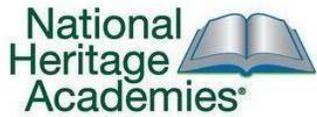
<b>Writing</b>				
Text Types and Purposes	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.				Unit 6 Unit 7
a. Introduce claim(s) and organize the reasons and evidence clearly.	Unit 1 Unit 8			
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Unit 1 Unit 8			
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Unit 1 Unit 8			
d. Establish and maintain a formal style.	Unit 1 Unit 8			
e. Provide a concluding statement or section that follows from the argument presented.	Unit 1 Unit 8			
<b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 6
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		Unit 2	Unit 4	Unit 5 Unit 6
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		Unit 2	Unit 4	Unit 5 Unit 6
c. Use appropriate transitions to clarify the relationships among ideas and concepts.		Unit 2	Unit 4	Unit 5 Unit 6

Appendix B - Proposed Curriculum Outlines



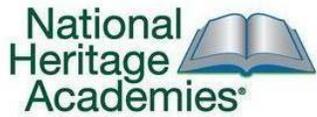
Text Types and Purposes cont'd.	Interim 1	Interim 2	Interim 3	Interim 4
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		Unit 2	Unit 4	Unit 5 Unit 6
e. Establish and maintain a formal style.		Unit 2	Unit 4	Unit 5 Unit 6
f. Provide a concluding statement or section that follows from the information or explanation presented.		Unit 2	Unit 4	Unit 5 Unit 6
<b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Unit 1		Unit 3 Unit 4	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		Unit 7	Unit 3	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		Unit 7	Unit 3	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		Unit 7	Unit 3	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		Unit 7	Unit 3	
e. Provide a conclusion that follows from the narrated experiences or events.		Unit 7	Unit 3	

Appendix B - Proposed Curriculum Outlines

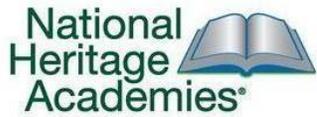


Holt Literature Standard View Year Long Plan- 6<sup>th</sup> Grade

<b>Production and Distribution of Writing</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
<b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Unit 1	Unit 7	Unit 3	Unit 5
<b>Research to Build and Present Knowledge</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Unit 1		Unit 3	Unit 5
<b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.				Unit 5

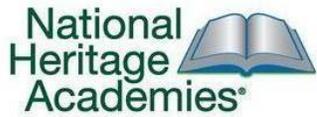


Research to Build and Present Knowledge	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 1			
a. Apply grade 6 Reading standards to literature (e.g. “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).		Unit 2	Unit 4	
b. Apply grade 6 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).				
Range of Writing	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.6.10</b> 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.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 6



<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Unit 1	Unit 2	Unit 3	
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Unit 1		Unit 3	
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Unit 1	Unit 2	Unit 3	Unit 5
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Unit 1	Unit 2	Unit 3	Unit 5 Unit 6
<b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Unit 1			Unit 6

Appendix B - Proposed Curriculum Outlines

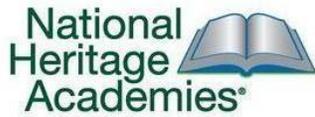


Comprehension and Collaboration	Interim 1	Interim 2	Interim 3	Interim 4
<b>SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Unit 1 Unit 8			
Presentation of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Unit 1 Unit 8		Unit 4	Unit 6
<b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Unit 8	Unit 7		Unit 5 Unit 6
<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			Unit 4	



Language				
Conventions of Standard English	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1	Unit 2	Unit 3 Unit 4	Unit 6
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).				
b. Use intensive pronouns (e.g., myself, ourselves).	Unit 1			
c. Recognize and correct inappropriate shifts in pronoun number and person.				Unit 5
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				Unit 5
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		Unit 7		
<b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1 Unit 8	Unit 7	Unit 3 Unit 4	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				Unit 5
b. Spell correctly.	Unit 8	Unit 2	Unit 3	Unit 6
Knowledge of Language	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 8			
a. Vary sentence patterns for meaning, reader/listener interest, and style..		Unit 2 Unit 7	Unit 3	Unit 6
b. Maintain consistency in style and tone.	Unit 8	Unit 2	Unit 4	Unit 6

Appendix B - Proposed Curriculum Outlines



Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Unit 8	Unit 2 Unit 7	Unit 3	Unit 6
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Unit 8	Unit 7	Unit 3 Unit 4	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Unit 1	Unit 2	Unit 4	Unit 6
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		Unit 2		
<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Interpret figures of speech (e.g., personification) in context.			Unit 4	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		Unit 7	Unit 3	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	Unit 1			

Appendix B - Proposed Curriculum Outlines



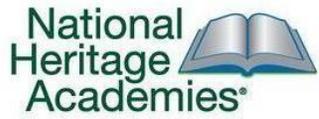
Holt Literature Standard View Year Long Plan- 6<sup>th</sup> Grade

Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6



Reading Literature				
Key Ideas and Details	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1	Unit 2	Unit 3 Unit 4	Unit 5 Unit 6
<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			Unit 3 Unit 4	Unit 5
<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Unit 1	Unit 2	Unit 3 Unit 4	Unit 6
Craft and Structure	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			Unit 4	Unit 5
<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			Unit 4	Unit 5
<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		Unit 2		

Appendix B - Proposed Curriculum Outlines

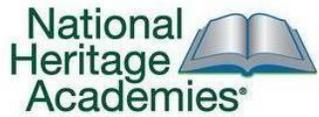


Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Unit 1			
<b>RL.7.8</b> Not applicable to literature				
<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		Unit 7		
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				Unit 6



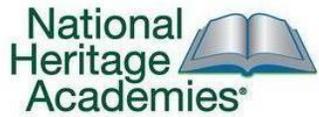
Reading Informational				
Key Ideas and Details	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 8	Unit 7	Unit 3	Unit 5
<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Unit 8	Unit 2 Unit 7		
<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		Unit 7		
Craft and Structure	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Unit 8			
<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Unit 8	Unit 7		Unit 5
<b>RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Unit 8	Unit 7	Unit 3	

Appendix B - Proposed Curriculum Outlines



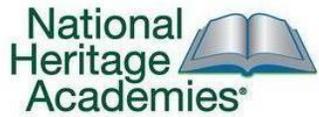
Holt Literature Standard View Year Long Plan- 7<sup>th</sup> Grade

Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>				
<p><b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	Unit 8			
<p><b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	Unit 8			Unit 5
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Unit 8			



<b>Writing</b>				
<b>Text Types and Purposes</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.	Unit 8			
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Unit 1 Unit 8			
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Unit 1 Unit 8			
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Unit 1 Unit 8			
d. Establish and maintain a formal style.	Unit 1 Unit 8			
e. Provide a concluding statement or section that follows from and supports the argument presented.	Unit 1 Unit 8			
<b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 4	Unit 5
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Unit 8	Unit 2	Unit 4	Unit 5 Unit 6
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Unit 8	Unit 2	Unit 4	Unit 5 Unit 6
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		Unit 2	Unit 4	Unit 5 Unit 6

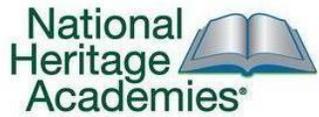
Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 7<sup>th</sup> Grade

Text Types and Purposes	Interim 1	Interim 2	Interim 3	Interim 4
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 8	Unit 2	Unit 4	Unit 5 Unit 6
e. Establish and maintain a formal style.		Unit 2	Unit 4	Unit 5 Unit 6
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		Unit 2	Unit 4	Unit 5 Unit 6
<b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Unit 1	Unit 2	Unit 3 Unit 4	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		Unit 7	Unit 3	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		Unit 7	Unit 3	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		Unit 7	Unit 3	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		Unit 7	Unit 3	
e. Provide a conclusion that follows form and reflects on the narrated experiences or events.		Unit 7	Unit 3	

Appendix B - Proposed Curriculum Outlines



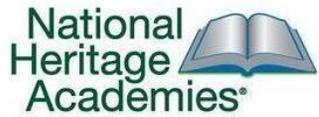
Holt Literature Standard View Year Long Plan- 7<sup>th</sup> Grade

<b>Production and Distribution of Writing</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade –specific expectations for writing types are defined in standards 1-3 above).	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
<b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3).	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Unit 1 Unit 8		Unit 3	Unit 5 Unit 6
<b>Research to Build and Present Knowledge</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			Unit 3	
<b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				

Appendix B - Proposed Curriculum Outlines

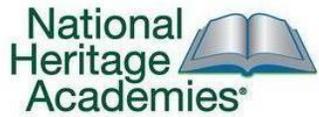


Research to Build and Present Knowledge	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.				
a. Apply grade 7 Reading standards to literature (e.g. “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Unit 1	Unit 2	Unit 4	Unit 5
b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).				
Range of Writing	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.7.10</b> 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.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 6



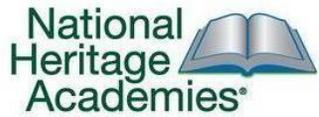
Speaking and Listening				
Comprehension and Collaboration	Interim 1	Interim 2	Interim 3	Interim 4
<b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	Unit 5 Unit 6
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		Unit 2 Unit 7		Unit 6
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		Unit 7		
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		Unit 2 Unit 7	Unit 3	Unit 5 Unit 6
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Unit 8		Unit 3	
<b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Unit 8			

Appendix B - Proposed Curriculum Outlines



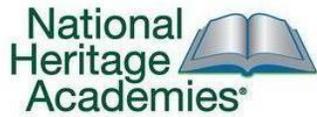
Holt Literature Standard View Year Long Plan- 7<sup>th</sup> Grade

Comprehension and Collaboration	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	Unit 8			
Presentation of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	Unit 1 Unit 8	Unit 2	Unit 4	
<p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	Unit 1 Unit 8	Unit 7		Unit 5 Unit 6
<p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>	Unit 1 Unit 8		Unit 4	



Language				
Conventions of Standard English	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1	Unit 2 Unit 7	Unit 4	Unit 5 Unit 6
a. Explain the function of phrases and clauses in general and their function in specific sentences.		Unit 2	Unit 4	
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			Unit 3	
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Unit 1			
<b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1 Unit 8	Unit 2 Unit 7	Unit 3 Unit 4	
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).				Unit 5
b. Spell correctly.				
Knowledge of Language	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.				Unit 5
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				Unit 5

Appendix B - Proposed Curriculum Outlines



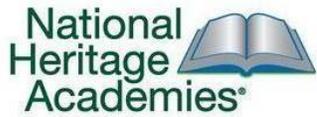
Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			Unit 3	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Unit 1	Unit 2		
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. belligerent, bellicose, rebel).	Unit 1 Unit 8	Unit 7	Unit 4	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				Unit 5
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		Unit 2		Unit 6
<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Unit 8	Unit 2		
a. Interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context.				
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Unit 1 Unit 8			Unit 6
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite diplomatic, condescending).			Unit 3 Unit 4	

Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 7<sup>th</sup> Grade

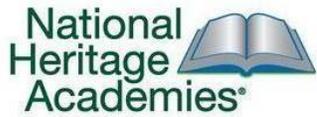
Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<p><b>L.7.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Unit 8			



<b>Reading Literature</b>				
<b>Key Ideas and Details</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>RL.8.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 <b>Unit 7</b>
<b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 <b>Unit 7</b>
<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Unit 1 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>		
<b>Craft and Structure</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Unit 1 <b>Unit 7</b>		Unit 3 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>
<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Unit 1		Unit 4	Unit 5 Unit 6
<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Unit 1	Unit 2	Unit 3	

**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Unit 1			
<b>RL.8.8</b> Not applicable to literature				
<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			Unit 4	
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			Unit 4	

Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.



Reading Informational				
Key Ideas and Details	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			Unit 3	Unit 6
<b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		Unit 8		Unit 6
<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Unit 9	Unit 8		Unit 6
Craft and Structure	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Unit 9	Unit 8	Unit 6	
<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Unit 9	Unit 8		
<b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Unit 9		Unit 3	

Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 8<sup>th</sup> Grade

Integration of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Unit 9	Unit 8		
<b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Unit 9			
<b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Unit 9			
Range of Reading and Level of Text Complexity	Interim 1	Interim 2	Interim 3	Interim 4
<b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.				

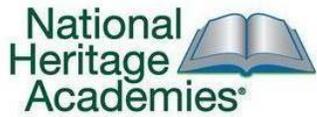
Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.



<b>Writing</b>				
<b>Text Types and Purposes</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.				
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Unit 9	Unit 2		
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Unit 9	Unit 2		
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Unit 9	Unit 2		
d. Establish and maintain a formal style.	Unit 9	Unit 2		
e. Provide a concluding statement or section that follows from and supports the argument presented.	Unit 9	Unit 2		
<b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Unit 9		Unit 4	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		Unit 8	Unit 3 Unit 4	Unit 5 Unit 6
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Unit 9 <b>Unit 7</b>	Unit 8 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		Unit 8 <b>Unit 7</b>	Unit 3 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>

**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Text Types and Purposes	Interim 1	Interim 2	Interim 3	Interim 4
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		Unit 8	Unit 3	Unit 5 Unit 6
e. Establish and maintain a formal style.		Unit 8	Unit 3	Unit 5 Unit 6
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Unit 9	Unit 8	Unit 3 Unit 4	Unit 5 Unit 6
<b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Unit 1			Unit 5
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Unit 1		Unit 4	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	Unit 1		Unit 4	
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Unit 1		Unit 4	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Unit 1		Unit 4	
e. Provide a conclusion that follows form and reflects on the narrated experiences or events.	Unit 1		Unit 4	

Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

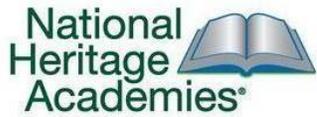
Appendix B - Proposed Curriculum Outlines



<b>Production and Distribution of Writing</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade –specific expectations for writing types are defined in standards 1-3 above).	Unit 1 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>
<b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3).	Unit 1 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>
<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		Unit 2 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 <b>Unit 7</b>
<b>Research to Build and Present Knowledge</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		Unit 8 <b>Unit 7</b>		Unit 5 <b>Unit 7</b>
<b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Unit 8		Unit 5 Unit 6

Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

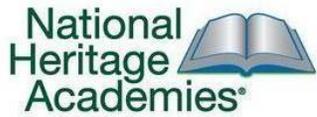
Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 8<sup>th</sup> Grade

Research to Build and Present Knowledge	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.		Unit 2 Unit 8		
a. Research to Build and Present Knowledge: Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).		Unit 2		
b. Research to Build and Present Knowledge: Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Unit 9 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>	Unit 3 <b>Unit 7</b>	Unit 6 <b>Unit 7</b>
Range of Writing	Interim 1	Interim 2	Interim 3	Interim 4
<b>W.8.10</b> 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.	Unit 1 Unit 9 <b>Unit 7</b>	Unit 2 Unit 8 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>

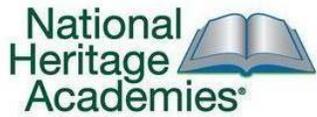
**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.



<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
<b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Unit 1 Unit 9 <b>Unit 7</b>	Unit 2 Unit 8 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 5 Unit 6 <b>Unit 7</b>
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		Unit 2	Unit 4	
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		Unit 2	Unit 4	
c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.		Unit 2		Unit 5
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		Unit 2		
<b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Unit 9		Unit 3	Unit 6

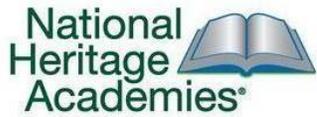
**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Comprehension and Collaboration	Interim 1	Interim 2	Interim 3	Interim 4
<b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Unit 9	Unit 2		
Presentation of Knowledge and Ideas	Interim 1	Interim 2	Interim 3	Interim 4
<b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Unit 1 Unit 9 <b>Unit 7</b>	Unit 2 Unit 8 <b>Unit 7</b>		Unit 6 <b>Unit 7</b>
<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Unit 9 <b>Unit 7</b>	Unit 8 <b>Unit 7</b>	Unit 4 Unit 5 <b>Unit 7</b>	
<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations).	Unit 1 Unit 9 <b>Unit 7</b>	Unit 8 <b>Unit 7</b>	Unit 4 <b>Unit 7</b>	Unit 6 <b>Unit 7</b>

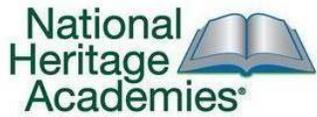
Unit 7 does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.



Language				
Conventions of Standard English	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1 Unit 9 <b>Unit 7</b>	Unit 2 Unit 8 <b>Unit 7</b>	Unit 3 <b>Unit 7</b>	Unit 6 <b>Unit 7</b>
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		Unit 8		
b. Form and use verbs in the active and passive voice.			Unit 4	Unit 5
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		Unit 2		
d. Recognize and correct inappropriate shifts in verb voice and mood.				Unit 5
<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1 <b>Unit 7</b>	Unit 8 <b>Unit 7</b>	Unit 4 <b>Unit 7</b>	Unit 5 <b>Unit 7</b>
a. Use punctuation (comma, ellipsis, dash) indicate a pause or break.	Unit 1			Unit 6
b. Use an ellipsis to indicate an omission.	Unit 9			
c. Spell correctly.			Unit 4	Unit 5
Knowledge of Language	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1 Unit 9 <b>Unit 7</b>		Unit 3 Unit 4 <b>Unit 7</b>	Unit 6 <b>Unit 7</b>
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		Unit 2		Unit 5

**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			Unit 3	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Unit 8		
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Unit 1 Unit 9	Unit 2 Unit 8	Unit 3 Unit 4	Unit 6
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Unit 1 Unit 9 <b>Unit 7</b>		Unit 3 Unit 4 <b>Unit 7</b>	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Unit 9		Unit 3 Unit 4	
<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Interpret figures of speech (e.g. verbal irony, puns) in context.		Unit 2 Unit 8		
b. Use the relationship between particular words to better understand each of the words.	Unit 1 <b>Unit 7</b>	Unit 2 <b>Unit 7</b>		
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).				Unit 6

**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Appendix B - Proposed Curriculum Outlines



Holt Literature Standard View Year Long Plan- 8<sup>th</sup> Grade

Vocabulary Acquisition and Use	Interim 1	Interim 2	Interim 3	Interim 4
<b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unit 1 Unit 9 <b>Unit 7</b>	Unit 2 Unit 8 <b>Unit 7</b>	Unit 3 Unit 4 <b>Unit 7</b>	Unit 6 <b>Unit 7</b>

**Unit 7** does not appear on a specific interim. The selections from this unit can be used to support instruction in the units identified.

Curriculum Alignment - Math 1

	Sample High School- Priority Standards	North Carolina State Standards
<b>Analyze, summarize, and interpret data</b>	<p>1.2.1a: Compute mean, median, mode, quartiles, and range.</p> <p>1.2.1b: Choose and explain the appropriate measure of central tendency (mean, median, mode) to represent a given set of data.</p> <p>1.2.2: Interpret data represented in a histogram.</p> <p>1.2.3: Statistically calculate if there is an outlier given a partially filled table of steps.</p> <p>1.2.4: Identify misleading aspects of graphs or data displays (circle, line, bar).</p> <p>1.2.5: Estimate by hand the line of best fit of a scatter plot to analyze residuals.</p> <p>1.2.6: Interpret the correlation coefficient and describe the relationship between data.</p>	<p>NC.M1.S-ID.1: Use technology to represent data with plots on the real number line (histograms, and box plots).</p> <p>NC.M1.S-ID.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread, in the context of the data sets.</p> <p>NC.M1.S-ID.3: Examine the effects of extreme points (outliers) on shape, center, and/or spread.</p> <p>NC.M1.S-ID.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>NC.M1.S-ID.6a: a. Fit a least squares regression line to linear data using technology. Use the fitted function of solve problems.</p> <p>NC.M1.S-ID.6b: b. Assess the fit of a linear function by analyzing residuals.</p> <p>NC.M1.S-ID.6c: c. fit a function to exponential data using technology. Use the fitted function to solve problems.</p> <p>NC.M1.S-ID.7: Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.</p> <p>NC.M1.S-ID.8: Analyze patterns and describe relationships between two variables in context. Using technology, determine the correlation coefficient of bivariate data and interpret it as a measure of the strength and direction of a linear relationship. Use a scatter plot, correlation coefficient, and a residual plot to determine the appropriateness of using a linear function to model a relationship between two variables.</p> <p>NC.M1.S-ID.9: Distinguish between association and causation.</p>
	<p>1.3.1: Create and interpret a box plot.</p> <p>1.3.2: Create a histogram from a set of data.</p> <p>1.3.3: Explain the effects on the measures of central tendency when an outlier is added to or removed from data.</p> <p>1.3.4: Given two graphical representations (bar, circle, line) of a set of data (one accurate, one misleading), correct the error in the misleading graph. (Ex: Given accurate bar graph and misleading circle graph, make a correct circle graph using the data from the bar graph)</p> <p>1.3.5: Given linear or exponential data, use technology to find the regression line for discovering information about the data.</p> <p>1.3.6: Distinguish between correlation and causation given a graph and correlation coefficient in real-world situations.</p>	
<b>Create and solve linear equations, inequalities, and literal equations.</b>	<p>2.2.1: Solve a two- or three-step equation (two-step, variables on both sides, distribution).</p> <p>2.2.2: Identify the correct equation given a scenario.</p> <p>2.2.3: Identify the correct literal equation given a scenario.</p> <p>2.2.4: Solve and graph linear inequality in one variable (two-step and both sides).</p> <p>2.2.5: Identify the correct inequality given a scenario.</p>	<p>NC.M1.A-CED.3: Create systems of linear equations and inequalities to model situations in context.</p> <p>NC.M1.A-CED.1: Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context.</p>

Curriculum Alignment - Math 1

	Sample High School - Priority Standards	North Carolina State Standards
	<p>2.3.1: Solve a multi-step (variables on both sides, distribution, combine like terms) linear equation in one variable.</p> <p>2.3.2: Create and solve an equation based upon a real world scenario.</p> <p>2.3.3: Solve a literal equation for specified variable (can be made up).</p> <p>2.3.4: Solve and graph a multi-step linear inequality in one variable (variables on both sides, distribution, combine like terms).</p> <p>2.3.5: Create and solve an inequality based upon a real world scenario.</p>	<p>NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents.</p> <p>NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>NC.M1.A-REI.1: Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>NC.M1.A-REI.3: Solve linear equations and inequalities in one variable.</p>
Graph and interpret linear equations.	<p>3.2.1: Calculate slope given two points.</p> <p>3.2.2: Given slope and a point, calculate the y-intercept.</p> <p>3.2.3: Graph a continuous linear equation in slope-intercept form.</p> <p>3.2.4: Given a linear function, create one linear function that is parallel and one that is perpendicular to the original.</p> <p>3.2.5a: Identify the slope, intercepts, whether the graph is increasing/decreasing from a graph.</p> <p>3.2.5b: Identify the slope, intercepts, whether the graph is increasing/decreasing from an equation.</p> <p>3.2.6: Find the midpoint or endpoint when given two points on a coordinate graph,</p> <p>3.3.1: Given two linear representations, determine their slopes to make interpretations on their rate of change.</p> <p>3.3.2: Create a linear equation based on a context given two points.</p> <p>3.3.3: Graph a linear equation based on a real-world context (including discrete and continuous). Explain why it is continuous or discrete.</p> <p>3.3.4: Given two equations in different forms, identify if they are parallel, perpendicular, coinciding or none of the above.</p> <p>3.3.5: Interpret a graph of a linear equation based on a context. (independent/dependent variable units and meaning, rate of change units and meaning, y-intercept units and meaning).</p> <p>3.3.6: Given a line segment on a coordinate graph, use the slope and midpoint to find a perpendicular line which cuts the segment in half.</p>	<p>NC.M1.A-CED.2: Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p> <p>NC.M1.A-CED.3: Create systems of linear equations and inequalities to model situations in context.</p> <p>NC.M1.A-CED.4: Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.F-LE.5: Interpret the parameters <math>a</math> and <math>b</math> in a linear function <math>f(x) = ax + b</math> or an exponential function <math>g(x) = ab^x</math> in terms of a context.</p> <p>NC.M1.F-IF.6: Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.</p> <p>NC.M1.G-GPE.5: Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems.                 <ul style="list-style-type: none"> <li>Determine if two lines are parallel, perpendicular, or neither.</li> <li>Find the equation of a line parallel or perpendicular to a given line that passes through a given point.</li> </ul> </p> <p>NC.M1.G-GPE.6: Use coordinates to find the midpoint or endpoint of a line segment.</p>

Curriculum Alignment - Math 1

	Sample High School - Priority Standards	North Carolina State Standards
Solve and interpret systems of equations and systems of inequalities.	4.2.1: Solve a system of linear equations where one of the equations equals a constant. 4.2.2: Determine which system of equations is set up properly. (IE: multiple choice of some in slope-intercept form and some in standard form). 4.2.3: Create a graph based on a given inequality. 4.2.4: Solve a system of equations by graphing (include parallel and infinite).	NC.M1.A-REI.5: Explain why replacing one equation in a system of linear equations by the sum of that equation and a multiple of the other produces a system with the same solutions.  NC.M1.A-REI.6: Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solution in terms of a context.  NC.M1.A-REI.10: Understand that the graph of a two variable equation represent the set of all solutions to the equation.
	4.3.1: Choose and use an appropriate method to solve a system of linear equations. 4.3.2: Write and solve a standard form system of equations within a real-world situation. 4.3.3: Graph a system of inequalities and identify different points to check and explain solutions. 4.3.4: Given a real world system, graph and interpret its' solution (include parallel and perpendicular).	NC.M1.A-REI.11: Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.  NC.M1.A-REI.12: Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.  NC.M1.G-GPE.5: Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems. <ul style="list-style-type: none"> <li>• Determine if two lines are parallel, perpendicular, or neither.</li> <li>• Find the equation of a line parallel or perpendicular to a given line that passes through a given point.</li> </ul>

Curriculum Alignment - Math 1

	Sample High School - Priority Standards	North Carolina State Standards
Apply arithmetic operations to simplify polynomials.	5.2.1: Identify key characteristics in a polynomial expression (degree, leading coefficient, number of terms, written in standard form). 5.2.2: Simplify a polynomial expression (addition, subtraction, and binomial multiplication). 5.2.3: Simplify one-step exponent rules (product, quotient, power, zero). 5.2.4: Determine the Greatest Common Factor between two terms. 5.2.5: Convert between scientific notation and standard form.	NC.M1.A-APR.1: Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions.  NC.M1.N-RN.2: Rewrite algebraic expressions with integer exponents using the properties of exponents.  NC.M1.A-APR.3: Understand the relationships among the factors of quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.
	5.3.1: Given a polynomial, interpret information based on its characteristics (end behavior, # of potential zeros, # of maxs and mins, directionality, y-intercept). 5.3.2: Find the area and perimeter of a shape when given polynomial side lengths (2 x 3 polynomials or higher). 5.3.3: Simplify expressions using properties of exponents. 5.3.4: Apply a GCF to factor a quadratic trinomial. 5.3.5: Multiply or divide two terms in scientific notation based on real-world context (convert one of your terms from decimal to scientific notation first).	NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context.  NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents.  NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.  NC.M1.A-SSE.3: Write an equivalent form of a quadratic expression $ax^2 + bx + c$ , where $a$ is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.  NC.M1.A-REI.4: Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring.  NC.M1.G-GPE.4: Use coordinates to solve geometric problems involving polygons algebraically <ul style="list-style-type: none"> <li>• Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.</li> <li>• Use coordinates to verify algebraically that a given set of points produces a particular type of triangle or quadrilateral.</li> </ul>

Curriculum Alignment - Math 1

	Sample High School - Priority Standards	North Carolina State Standards
Graph, interpret, create, justify, and solve quadratic functions.	<p>6.2.1: Given a graph, identify the type of function, x-intercepts, y-intercepts, vertex, directionality, and line of symmetry.</p> <p>6.2.2: Graph a quadratic in vertex form using a table.</p> <p>6.2.3: Solve a quadratic equation to identify the roots (using square roots, factoring, not set equal to 0).</p> <p>6.2.4: Identify key characteristics of a real-world quadratic graph (max/min, x-intercept, y-intercept).</p> <p>6.2.5: Given the discriminant formula, identify the number of solutions for a quadratic.</p>	<p>NC.M1.A-APR.3: Understand the relationships among the factors of quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.</p> <p>NC.M1.A-CED.1: Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>NC.M1.A-CED.2: Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p>
	<p>6.3.1: Given an equation, identify the type of function, x-intercepts, y-intercept, vertex, directionality, max/min, and line of symmetry.</p> <p>6.3.2: Graph a quadratic using a table and the line of symmetry formula.</p> <p>6.3.3: Solve for the zeros of a quadratic when a is not 1.</p> <p>6.3.4: Solve for the zeros by applying quadratic formula to real world situations.</p> <p>6.3.5: Use the discriminant to complete a partial quadratic that satisfies a given number of solutions (Given <math>5x^2 + bx + 10</math>, find all values of b which would make this quadratic have 1 solution).</p>	<p>NC.M1.A-REI.1: Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>NC.M1.A-REI.4: Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring.</p> <p>NC.M1.A-SSE.1: Interpret expressions that represent a quantity in terms of its context.</p> <p>NC.M1.A-SSE.1a: a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients and exponents.</p> <p>NC.M1.A-SSE.1b: b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>NC.M1.A-SSE.3: Write an equivalent form of a quadratic expression <math>ax^2 + bx + c</math>, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.</p>

Curriculum Alignment - Math 1

	Sample High School - Priority Standards	North Carolina State Standards
Compare function families represented in different forms.	<p>7.2.1: Given a graph, determine the function family it represents (linear, quadratic, exponential, non-functions, radical, rational, absolute value).</p> <p>7.2.2: Identify the common difference or ratio in a sequence.</p> <p>7.2.3: Evaluate an equation represented in function notation for a given x-value.</p> <p>7.2.4: Identify the domain and range from a set of data of points.</p> <p>7.2.5: Describe in words the two transformations that happened when given the parent function.</p> <hr/> <p>7.3.1: Given a table of values, determine the function family it represents (linear, quadratic, exponential, non-function).</p> <p>7.3.2: Write an equation to represent a given arithmetic or geometric sequence.</p> <p>7.3.3: Evaluate composite function notation expressions <math>(2f(x))</math>, <math>g(f(x))</math>, <math>(f+g)(x)</math>, <math>(fg)(x)</math>.</p> <p>7.3.4: Determine the domain and range of a function or relation from a graph.</p> <p>7.3.5: Write a new function given a transformation and interpret its meaning.</p>	<p>NC.M1.F-IF.1: Build an understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range by recognizing that:</p> <ul style="list-style-type: none"> <li>If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>.</li> <li>The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</li> </ul> <p>NC.M1.F-IF.2: Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>NC.M1.F-IF.3: Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.</p> <p>NC.M1.F-IF.4: Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.</p> <p>NC.M1.F-IF.5: Interpret a function in terms of the context by relating its domain and range to its graph and where applicable, to the quantitative relationship it describes.</p> <p>NC.M1.F-IF.7: Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>NC.M1.F-IF.8: Use equivalent expressions to reveal and explain different properties of a function.</p> <p>NC.M1.F-IF.8a: a. Rewrite a quadratic function to reveal and explain different key features of the function</p> <p>NC.M1.F-IF.8b: b. Interpret and explain growth and decay rates for an exponential function</p> <p>NC.M1.F-IF.9: Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</p> <p>NC.M1.F.BF.1: Write a function that describes a relationship between two quantities.</p> <p>NC.M1.F.BF.1a: a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table).</p> <p>NC.M1.F.BF.1b: b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.</p> <p>NC.M1.F-BF.2: Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.</p> <p>NC.M1.F-LE.1: Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>NC.M1.F-LE.3: Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.</p>

## North Wake Preparatory Academy Core Academic Program and Electives (Draft)

Subject Area	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Science</b>	Biology Honors Biology	Chemistry AP Biology AP Physics 1*	Human Anatomy AP Biology AP Chemistry* AP Physics 1* AP Environmental*	Human Anatomy AP Biology AP Chemistry* AP Physics 1* AP Environmental*
<b>Math</b>	Math 1 Math 2 Math 3	Math 2 Math 3 Pre-Calculus	Math 2 Pre-Calculus AP Calculus AB	Pre-Calculus AP Calculus AB AP Statistics* Personal Finance*
<b>World Language</b>	Spanish 1 Spanish 2 French 1 Latin 1*	Spanish 2 Spanish 3 French 2 Latin 2*	Spanish 3 AP Spanish Language* French 3 Latin 3*	AP Spanish Language* AP Spanish Literature* AP French* AP Latin*
<b>English</b>	English 9	English 10	English 11 AP Language	English 12 AP Literature
<b>History</b>	World History AP World History	Government AP Government	US History AP US History	World Geography AP European History*
<b>Visual Arts</b>	Foundational Art	2D/3D Art Digital Media	2D/3D Art Digital Media AP Studio Art*	2D/3D Art Digital Media AP Studio Art*
<b>Performing Arts</b>	Band Choir Orchestra*	Band Choir Orchestra*	Band Choir Orchestra* AP Music Theory*	Band Choir Orchestra* AP Music Theory*
<b>Physical Education/ Health</b>	PE/Health	PE/Health Advanced PE	PE/Health Advanced PE*	PE/Health Advanced PE*
<b>Other Electives*</b>			AP Psychology* AP Macro/AP Micro*	AP Psychology* AP Macro/AP Micro* Publications*
<b>Community Service</b>	60 hours of Community Service			
<b>Monday Electives*</b>	Varies each term, driven by student interest and faculty sponsor <i>E.g. Book club, Science Olympiad, yearbook, Zumba, movie club</i>			
<b>Athletics*</b>	Soccer, Volleyball, Basketball, Cross Country, Track			

\*Actual programs offered will be determined by student interest and faculty availability.

# SAMPLE North Wake Preparatory Academy 2019-20 School Year SAMPLE

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

Late July: Principals Mtng, NHA-U, NTO - Grand Rapids, MI

5th-9th Staff PD  
12th-16th Staff PD  
19th-21st Staff PD; 22nd First Day of School  
30th Staff PD

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

2nd Labor Day

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

7th Staff PD  
24th End of 1st Quarter; 25th Regional PD

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

7th PT Conferences  
27th-29th Thanksgiving Break

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

2nd School Resumes  
19th Staff PD; 20th-Jan 1st Holiday Break

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

1st New Years Day; 2nd School Resumes  
17th End of 2nd Quarter  
20th MLK Day; 24th PT Conferences

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

17th Presidents Day

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

25th End 3rd Qtr; 26th Staff PD; 27th Regional PD

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

3rd PT Conferences  
6th-10th Spring Break  
13th School Resumes

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

25th Memorial Day

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

10th Last Day of School; End 4th Quarter  
11th-12th Staff PD

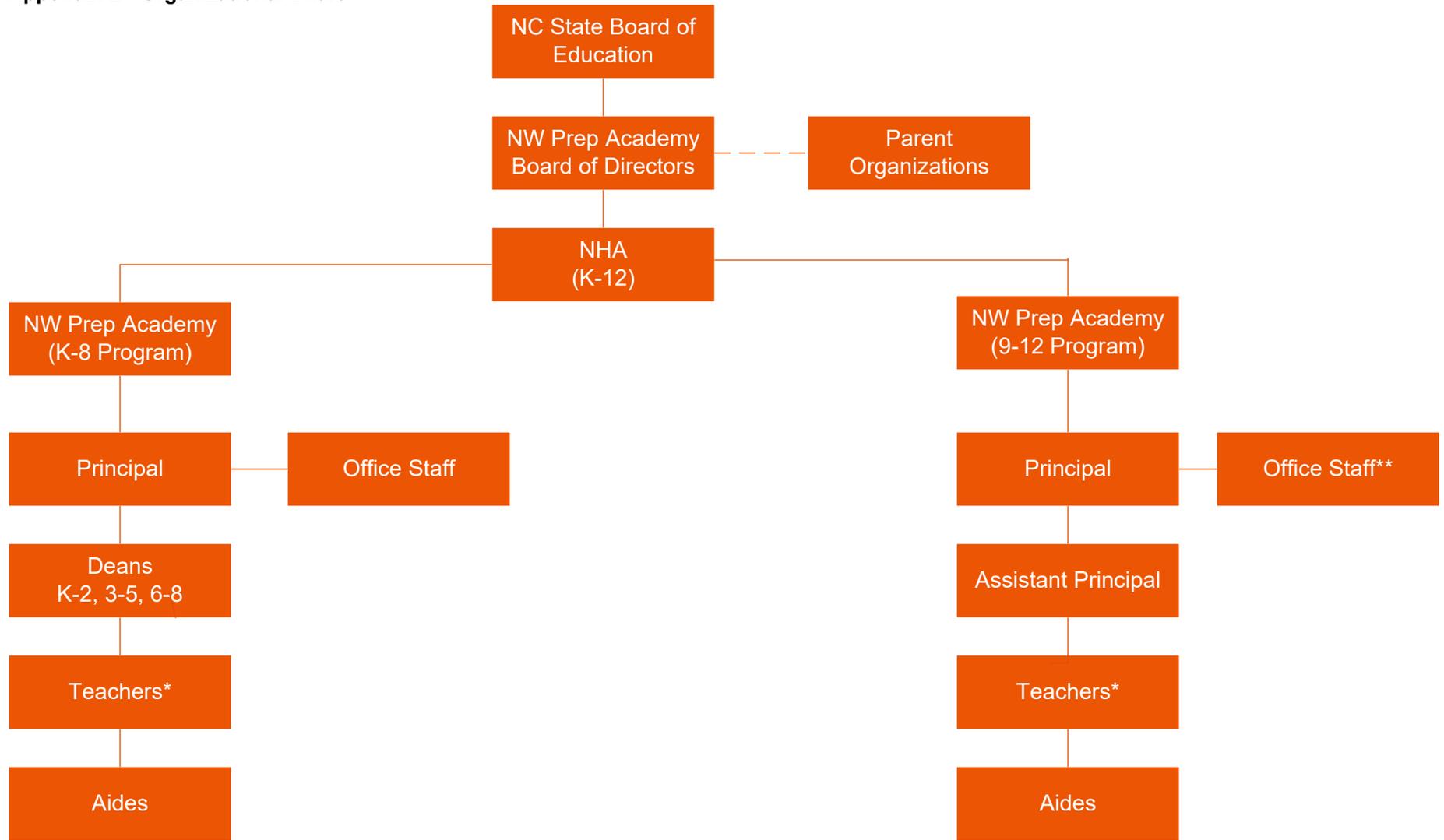
July						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4th Independence Day

Students Do Not Report/ Staff Report All Day  
 Students Report Half Day/ Staff Report All Day  
 Students/ Staff Do Not Report

**Last Update: 9/12/2017**  
 183 School Days  
 8:15 am-3:15 pm School Hours  
 8:15am-11:30am (half)  
 1173 Instructional Hours

**Appendix E - Organizational Chart**



\*Since the recent passage of Session Law 2017-173 in the 2017 legislative session, we have begun to look into the flexibility it provides and may modify our employment structure. K-12 teachers will be jointly employed by the Board and NHA. The K-8 school principal, 9-12 principal, deans, assistant principal (9-12), and other non-teaching staff will be directly employed by NHA.

\*\* Our 9-12 office staff will report to our principal, but also receive assistance and oversight from NHA's Service Center.

*Hilda Alston Parlér*  
*Telephone: 919.357.4649 || Fax: 866.783.0487*  
*1035 Lake Royale*  
*Louisburg, NC 27549*

---

*hilda.parler.nwpa@gmail.com*

**Education**

- Bachelor of Arts Degree - Mathematics Ed./Language Arts-North Carolina Central University, Durham, NC-1976
- Graduate Studies in Mathematics Education, North Carolina Central University 1980
- Barney-Fletcher School of Real Estate - Sales, Atlanta, GA-1995
- Durham Technical Community College - NC Real Estate Sales/Broker Classes Durham, NC-2003
- Nash Community College - Notary Public Commission, Rocky Mt., NC-2007

**Employment History**

- Twenty-Eight Years, Middle School Mathematics Instructor in Public and Private Schools
- Four and One-half Years, Middle School Curriculum Specialist

**Professional Education Accomplishments/Participations**

- Founder and President of the Board of Directors, Wake Forest Charter Academy, Wake Forest, NC, Established, 2014
- NC State Charter Schools Advisory Board of Directors, 2015-2017  
Appointed by Gov. Pat McCrory, Presented Service Award by CSAB, 2017
- Founder, President of the Board of Directors, North Wake Preparatory Academy, 2016

**Real Estate Experience-22 Years**

- PARLÉR Properties LLC – Owner, Broker-In-Charge - Opened, 2008-Present

**Community Sponsorships/Alliances/Affiliations**

- Wake Forest, NC, S.I.N.G. (Senior Information and Networking Group)-2016-
- Hope Lutheran Church, Member, Touched by Hope Volunteer for Families-2016-
- Wake Forest Purple Heart Foundation Dinner, Receptionist, - 2013-
- Contributor to The Wake Forest Charter Academy Invest in a Child Project-2014-
- Toys for Tots Donation Site-PARLÉR Properties LLC Office-2013-
- Wake Forest Woman’s Club, 2<sup>nd</sup> Vice-President-Finance Committee Chair-2016-
- Delta Kappa Gamma Society International for Key Women Educators-2010-
- Wake Forest Area Chamber of Commerce Member-2008-

**\*\* Retired and Still Wired\*\***

**Appendix F:**

**Charter School Board Member Information Form**

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

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

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

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

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: **NORTH WAKE PREPARATORY ACADEMY**

2. Full name: **HILDA ALSTON PARLÉR**

Home Address: **1035 LAKE ROYALE, LOUISBURG, NC 27549**

Business Name and Address: **PARLÉR PROPERTIES LLC REAL ESTATE SERVICES, 123 S. WHITE ST., WAKE FOREST, NC 27587**

Telephone No.: **919.357.4649**

E-mail address: **hilda.parler.nwpa@gmail.com**

3. Brief educational and employment history.

- **Bachelor of Arts Degree in Mathematics Education and Language Arts- Hours in Graduate School toward a Masters in Mathematics Education**
- **Retired Middle School Mathematics Instructor, 28 Years, Curriculum Specialist, 4.5 Years in Public and Private Schools and an Orthodox Jewish School**
- **Owner, Broker-In-Charge, Realtor® of PARLÉR Properties LLC Real Estate Services, 22 Years**

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

- **Wake Forest Charter Academy, Founder, President of the Board, 2014-**
- **NC State Charter Schools Advisory Board, 2015-2017**
- **Wake Forest Woman's Club, 2<sup>nd</sup> Vice-President, Finance Committee Chair, 2016-2018**
- **Delta Kappa Gamma Society International for Key Women Educators, ETA STATE (NC), Past State Recording Secretary, 2015-2017**
- **DKG Gamma Tau Chapter (Franklin County), Past President (2012-2014)**

No:  Yes:

## Appendix F - Board Member Information

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

**This is the second phase of my life-long dream to found another charter school that has a high school as a choice for our community. I am Founder and President of the Board of North Wake Preparatory Academy, as well. One can say I recruited myself.**

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

- **A board member is a public official responsible to taxpayers.**
- **The member serves on a governing board which means the Board oversees the administration and NHA/PrepNet to make sure:**
  - **Board Mission is executed**
  - **school goals are implemented**
  - **students are learning**
  - **ensures that communication is existent between the Board, school leaders, parents and NHA/PrepNet**
  - **monitors the progress of Board/school goals, reviewing them frequently**
  - **approves the budget while making sure allocated funds from the state, federal and local entities are handled properly**
  - **ensures the school is legally compliant**
  - **Creates/develops policies**
  - **attends all board meetings and comes prepared by having read materials that will be used in the meeting**
  - **serves as an ambassador to the community**
  - **recruits new members**
  - **attends training sponsored by OCS/SBE/Other**
  - **conflicts of interests are avoided**

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

**I, as Founder and President of the Board of Wake Forest Charter Academy as well as having been appointed by former Governor Pat McCrory to serve on the State Charter Schools Advisory Board, 2015-2017, and serve(d) on other Boards, I am confident that I have the knowledge and experience to serve on this Board of Directors.**

**See Item#4 for other board experiences.**

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

**By having served on several Boards including Wake Forest Charter Academy, I am very familiar with the application process requirements of the Office of Charter Schools and the NC State Board of Education and what it takes to open another charter school.**

**I am a retired educator of 32.5 years and a business woman as owner and Broker-In-Charge of Parlér Properties Real Estate Services for 22+ years.**

### School Mission and Program

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

**North Wake Preparatory Academy will provide a strong education program with a moral focus whilst preparing its students to graduate high school with paths leading to acceptance and success in college, careers and beyond as our students also are required to serve at least 60 hours of community service.**

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

**We will use various teaching methods to meet each student at his/her level. Specifically, we will engage students in interactive blended learning - with technology and small-group instruction. Formative assessments will be administered throughout a unit and instruction will be modified to ensure concept mastery before the summative assessment is given.**

**K-8: With our school-wide framework for success, NHA has also developed a classroom framework of instructional competencies. NW Prep will adopt this framework to accelerate student learning: - Classroom Culture: Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations. - Planning: Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs. - Teaching: Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction. - Assessing: Teacher implements assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.**

**To implement these frameworks, our staff will have access to an interactive web based application that provides real time updates on student attendance, behavior, coursework, mastery of learning objectives, and more. This allows staff a clear roadmap for effective instruction and provides opportunities for feedback to teachers.**

**9-12: Grades 9-12 will implement the PrepNet educational program, designed to educate, support, and guide students through high school graduation, building the bridge that ultimately leads to college success. The program and instructional design are characterized by collaboration, blended learning, standards-referenced grading, and formative assessments around the Common Core and North Carolina Accountability Model. It is also distinguished by Next Generation Science Standards and AP College Board**

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

**Characteristics of a successful charter school include: implementation of the mission and goals of the Board/school, student proficiency and growth (Students are learning.); evaluations of the administration, teachers, staff, EMO/PrepNet operations, self-evaluation of the Board of Directors, financial solvency and compliance with SBE, OCS and other legal entities.**

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

**We will know when performance related to governance of the Board of Directors, student achievement, financial solvency with unqualified audits, and compliancy with all state, federal and Office of Charter Schools rules and regulations while school operations at North Wake Preparatory Academy are monitored, adhered and achieved. Evaluations of the aforementioned will be conducted and analyzed yearly, or as frequently as may be warranted.**

### Governance

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

- **Board Mission is executed and implemented.**
- **Warrants that board/school goals are implemented.**

## Appendix F - Board Member Information

- makes sure students are learning
  - ensures that communication is existent between the Board, school leaders, parents and NHA/PrepNet
  - monitors the progress of Board/school goals, reviewing them frequently
  - approves the budget while making sure allocated funds from the state, federal and local entities are handled properly and that school is financially solvent
  - makes sure school has audits performed and receives unqualified audits yearly
  - ensures the school is legally compliant
  - creates/develops and adheres to its policies
  - attends all board meetings and comes prepared by having read materials that will be used in the meeting
  - serves as an ambassador to the community
  - recruits new members
  - attends training sponsored by OCS/SBE/other
  - conflicts of interests are avoided
  - evaluates itself and its EMOs yearly
  - respects the role of operations while trusting, but verifying performance of the EMOs and principals
2. How will you know if the school is successful at the end of the first year of operation?  
**I will know if NWPA is successful at the end of the first year of operation when school has implemented and achieved the mission and goals of the Board/school based on results of student achievement by meeting or exceeding school and state expectations in proficiency and growth; student enrollment; high retention rate of administrators and staff; parent communication is frequent and consistent; school remains financially solvent and compliant in all areas of operation.**
3. How will you know at the end of five years of the schools is successful?  
**I will know if NWPA is successful at the end of the first five years of operation when school has yearly implemented and achieved the mission and goals of the Board based on results of student achievement, meeting or exceeding school and state expectations in proficiency and growth; student enrollment, high retention rate of administrators and staff, parent communication is frequent and consistent and school remains financially solvent and compliant in all areas of operation.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**The needed steps to ensure NWPA is successful is to oversee, monitor and evaluate all aspects of the school, NHA/PrepNet and the Board of Directors.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**Firstly, I would speak with the board member(s) one-on one to ask for explanation of the unethical act(s).**
- Secondly, I would remind the board member(s) of the roles and responsibilities that are entrusted to the Board by the public, being that we are public servants/officials. I would also remind the board member(s) of our Bylaws.**
- If the act(s) warrant serious consequences, I then would report the member(s) to the President of the Board with the Board Legal Counsel's advice and place the item on the next meeting agenda to be**

**Appendix F - Board Member Information**

**discussed during a Closed Session, if warranted. Action in Open Session only would be for the Board's decision to remove the member or not.**

\*Please include the following with your Information Form

- a one-page resume
- a national criminal background check – **ON FILE**

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

**Certification**

I, HILDA ALSTON PARLÉR, 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 NORTH WAKE PREPARATORY ACADEMY Charter School is true and correct in every respect.

  
Signature

  
Date

## Appendix F - Board Member Information

1405 Lighthouse Street • Wake Forest, NC 27587 • 919-636-0320 Cell • jbferrie@gmail.com

### ***JOHN FERRIE***

#### Vice President - IT

#### **PROFILE**

---

Offers more than twenty years of experience in IT Strategic management, Operations management, Systems management, implementation, administration, and support. Understands the role of IT within an organization and can position to correctly support and meet the organization's goals.

#### KEY TALENTS

- Oversees day-to-day operational activities including datacenter operations, server and network administration, to optimize service levels and meet system availability requirements.
- Excellent project management skills, including resource management.
- Excellent knowledge of most major IT technologies including the Wintel Environment, Networking, SAN and Disk Systems, Virtualization, Wireless Technologies, Remote Access.
- Develops and manages relationships with external technology partners, third-party vendors, and subcontractors.
- Maintains server build documentation, network diagrams, and configuration information for infrastructure, HW, SW, and OS.
- Manages the resources required to develop, install, and maintain information systems.
- Establishes operational policies and procedures to ensure efficiency and compliance with corporate/regulatory guidelines.
- Implements innovative technical solutions to meet evolving business needs.

Additional areas of expertise include: Infrastructure Design/Implementation, Structured Methodologies, Rapid/Large-Scale Deployment, Change Management, Process Improvement, Expense Control, Customer Service/Support, Talent Development

#### **CAREER TRACK**

---

##### Vice President - IT

INVESTORS TITLE INSURANCE COMPANY, Chapel Hill, NC – *title insurance company, 10/2012 to present*

##### Infrastructure Engineering Manager

NOVARTIS VACCINES AND DIAGNOSTICS, Holly Springs, NC – *manufacturer of flu vaccines and diagnostic equipment, 12/2011 to 10/2012*

##### Client Services Manager

NOVARTIS VACCINES AND DIAGNOSTICS, Holly Springs, NC – *manufacturer of flu vaccines and diagnostic equipment, 11/2010 to 12/2011*

##### Director Datacenter Operations

ESTEE LAUDER COMPANIES, New York – *manufacturer and marketer of skin care, makeup, fragrance, and hair care products, 1999-04/2010*

##### Network Manager/Instructor

INET SOLUTIONS INC., New York – *technical training provider, 1998-1999*

Conducted Novell and A+ technical training classes in addition to managing the daily operations of the company's computer network.

#### **CREDENTIALS**

---

Coursework towards Bachelor of Arts in Business Administration (two years), Tresham College, Corby, England

ITIL v3.0 Foundation Certification • VMWare Certified Professional VI3 • A+ Certified Technician

Certified Novell Engineer (CNE) Netware 4.11/Netware 5.x • Certified Novell Instructor (CNI)

## Appendix F - Board Member Information

### Appendix F:

#### Charter School Board Member Information Form

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

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

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

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

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve: North Wake Preparatory Academy

2. Full name: John Bernard Ferrie

Home Address: 1405 Loghouse Street, Wake Forest, NC 27587

Business Name and Address: NA

Telephone No.: 919-636-0320

E-mail address: jbferrie@gmail.com

3. Brief educational and employment history.

I was born, raised, and educated in the United Kingdom. I completed two years of coursework towards a Bachelor's Degree in Business Administration before an opportunity came to live abroad in Tokyo, Japan. I lived in Japan for four and a half years teaching 'English as a Second Language' courses. In 1993 I found I had a high aptitude with computer systems. Since 1995 I have worked in IT in jobs with increasing levels of management and responsibility. I am currently the Vice President of IT for Investors Title Insurance Company, and have been in this position for the past five years.

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

No:       Yes:

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

I was recruited to the Board of Directors after learning about the desire of Hilda Parlér to fulfill the high school needs for the students in the North Wake County area. I met with Hilda and was asked to join the Board.

## **Appendix F - Board Member Information**

I have a daughter in the 6<sup>th</sup> Grade at Wake Forest Charter Academy, a school managed by National Heritage Academies. I am very involved in my daughter's education, and spend a lot of time at the school and with the school staff. I feel very passionate about the education my daughter receives, and feel National Heritage Academies provide a tremendous service to our students. I feel that having a charter school that services all of the students in the area through high school is imperative to continue the wonderful education Wake Forest Charter Academy is giving.

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

It is my understanding that the charter school board members responsibility is to create the school's mission and purpose, select an appropriate education management organization, and partner with that education management organization to:

- A. Apply for the school charter
- B. Build the school
- C. Manage the school on an ongoing decision
- D. Make sure the mission and vision is executed to the highest standards
- E. Prepare our local students for a successful transition to university

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

Although I do not have any previous charter school board experience, I feel I have a tremendous amount to offer and can be a very effective board member. My work requires me to have a high level of focus and knowledge. I also have a high level of responsibility and accountability, and therefore must gather as much input I can before making a firm decision.

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

Throughout my career I have always had the responsibility of decision making, and feel this will be very helpful to the Board. I also believe my extensive vendor management skills will facilitate the relationship between our Board and National Heritage Academies, and will help push our mission and purpose forward.

### **School Mission and Program**

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

North Wake Preparatory Academy will provide a challenging and individualized education program with a moral focus whilst preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

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

To provide appropriate educational opportunities (extra assistance or challenges as needed) for all students that will place them on the path to high school and college readiness through a robust curriculum, formative assessments, and a character development program.

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

A successful school begins with a strong educational program overseen by the Board of

## Appendix F - Board Member Information

Directors. The selection of a qualified principal to lead the school and highly qualified, invested teachers to cater to the needs of our students.

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

Our Board will monitor the performance of the education management organization constantly to make sure all objectives are being met. This will be done by reviewing our reports closely, so that we are on target to meet and exceed our educational goals. By using student testing data, we can track student achievement. We will also use data to monitor student attendance, employee engagement, and parent satisfaction. We will also canvas our school's families to hear firsthand about the school's strengths and areas for improvement.

## Governance

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

The Board will oversee the academic and financial elements of the school, and hold our management partner, National Heritage Academies, accountable for making sure we are producing success for all students and pursuing our mission. We will also need to ensure we have a strong financial foundation, keeping in compliance with our charter agreement, and building strong parent and community relationships.

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

Our families will be satisfied, our teachers still energized, our academic results sound, and our budget balanced. We will be involved in and adopted by our area's community groups.

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

Our charter will be renewed by the state without issue, as we have met or exceeded our charter goals. As outlined in those goals, our families will be highly satisfied, we will be achieving above average academic results, and our school will have had clean audits and no debt.

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

Our Board will communicate regularly with our management partner, and school leadership to ensure we are supporting the school's parents and students. Our Board will also need to understand that we have to speak and act as one in order to effectively monitor the progress of students, oversee our finances, and proudly represent North Wake Preparatory Academy.

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

As a Board, we would reference our bylaws and board policies, and consult with our Board attorney on these types of matters as necessary to reach the best result for our students and families.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

**Appendix F - Board Member Information**

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

**Certification**

I, John B. Ferrie, 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 North Wake Preparatory Academy Charter School is true and correct in every respect.

Signature



9/18/2017  
Date

## Appendix F - Board Member Information

1 3 2 1 L A G E R F E L D W A Y • W A K E F O R E S T , N C 2 7 5 8 7  
P H O N E ( 9 1 9 ) 7 8 0 - 0 8 1 3 • E - M A I L [RICK.WRIGHT88@GMAIL.COM](mailto:RICK.WRIGHT88@GMAIL.COM)

# RICK WRIGHT

## LEGAL EXPERIENCE

---

2008 – Present R.A. Wright Law Firm, PLLC Wake Forest, NC  
*Attorney*

- Established law firm in April of 2008. To date, handled more than 100 clients working in a part-time capacity as an attorney. Established an expertise in employment law handling EEOC cases, wrongful terminations and unemployment compensation appeals. Continue to provide legal advice to corporate clients as a party to an independent in-house counsel agreement on various legal issues. Represent corporate clients in restructuring businesses, bankruptcy, contract negotiations and drafting, employment issues and collections activities.

## BUSINESS EXPERIENCE

---

2016 – Present CBRE Wake Forest, NC  
*Sourcing Solutions Lead – BTO Solutions Group*

- Lead the transition/transformation of new client GWS accounts. Create sourcing solutions and contracting plan, working with the sourcing account team to begin execution against that plan. Assist where needed to help distressed/new client accounts to leverage the resources of the platform team.
- Work with business development team to prepare responses for potential GWS clients, and review sourcing solutions to deliver against the commitments of client proposals.

2014 – 2016 Jones Lang LaSalle – Healthcare Solutions Wake Forest, NC  
*VP/Strategic Sourcing Director*

2013 – 2014 Jones Lang LaSalle – CAMC Wake Forest, NC  
*Strategic Sourcing Director*

2010 – 2013 CB Richard Ellis – Cisco Account Raliegh, NC  
*Strategic Sourcing Manager*

2008 – 2010 Sony Ericsson, Inc. Raliegh, NC  
*Strategic Buyer/Contracts Manager*

## EDUCATION

---

2003 – 2007 Pace University School of Law *Juris Doctor – Cum Laude* White Plains, NY  
• Dean's List - Spring 2004, Fall 2005, Fall 2006, Spring 2007

1996 – 1999 Mount Saint Mary College Newburgh, NY  
*Master of Business Administration – Cum Laude*

1994 – 1996 State University of New York at New Paltz New Paltz, NY  
*B.S. in Accounting*

## LICENSES

---

Licensed to Practice Law in North Carolina - Bar No. 37783

REFERENCES *Available Upon Request*

## Appendix F - Board Member Information

### Appendix F:

#### Charter School Board Member Information Form

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

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

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

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

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve: North Wake Preparatory Academy
2. Full name: Richard "Rick" A. Wright, Jr.

Home Address: 1321 Lagerfeld Way, Wake Forest, NC 27587

Business Name and Address: Same as above

Telephone No.: 919-453-6221

E-mail address: [rick.wright88@gmail.com](mailto:rick.wright88@gmail.com)

3. Brief educational and employment history.

I graduated high school in 1992 in New York, having attended public schools. I completed my bachelor's degree in 1996, MBA in 1999 and J.D. in 2007. I have over 18 years experience in manufacturing, sourcing and contract management, currently working in the commercial real estate industry with a Fortune 500 organization working in the sourcing and legal/compliance fields.

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

No:

Yes:

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

I was discussing the possibility of starting a charter high school with some other parents, and my name/interest was shared with the other potential board members and I was able to be a part of that board. I wanted to serve on the board of the proposed charter school, as I am a parent of two students in the Wake Forest Charter Academy and I have observed a unique approach to education and personal approach to working with families to assist in working to meet the educational goals of our children.

It is my desire that additional families will be able to experience the same commitment to excellence that we have experienced and a new school with a high school program will allow me to keep my children in a

## Appendix F - Board Member Information

charter school throughout their high school career. I believe that school choice fundamentally drives improvement throughout the public school system and that charter schools are a key to ensuring and promoting healthy competition in educational alternatives.

6. What is your understanding of the appropriate role of a public charter school board member?  
A public charter school board member will be responsible for leading the school, managing the school and ensuring the proper oversight of the overall operation of the school. As a founding member, that will take the form of identifying a management organization to assist us in planning/starting operations, financial management and oversight, developing school policies and procedures.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have been in leadership roles throughout my career and have been responsible for financial oversight / operations strategies for large Fortune 500 organizations. In addition, throughout my career I have had responsibility over compliance / legal related issues, while managing the budget commitments. This will be a key skill set going forward in managing a charter school.
8. Describe the specific knowledge and experience that you would bring to the board.  
I have 18 plus years of business experience and 9 plus years in legal experience. My unique experience and education in business and legal/compliance are key to assisting in the development of a compliant, financially viable organization. These are key areas for any organizational startup in ensuring that the charter school remains a healthy, stable organization, and a symbol of educational excellence for years to come.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Our school's mission and guiding beliefs are that as a school we will educate, support, and guide students through some of the most important years of their lives. Our school will promote strong moral character, maximize high school graduation rates and college acceptance rates. Our teachers and administrators will present challenging curriculum that encourages students to achieve a high level of excellence as independent critical thinkers while developing their ability to work collaboratively preparing them for college, a career and their future. Ultimately, we strive to prepare these students to grow as individuals who become a strong positive influence in our community and our world.
2. What is your understanding of the school's proposed educational program?  
Our school's proposed educational program will place a strong emphasis on high academic standards, moral character, and technology integration to better meet individual student learning needs.
3. What do you believe to be the characteristics of a successful school?  
A successful school will hold the attention of the students, by presenting a challenging curriculum that keeps the students engaged. The successful school will work collaboratively with parents to build moral character and develop work ethics in the children that will stay with the children for the rest of their lives. The successful school implements best practices in its operations, remains financially healthy and continues to have a high enrollment / retention of students. In terms of results, a successful school has extremely high school graduation and college acceptance rates.
4. How will you know that the school is succeeding (or not) in its mission?

## Appendix F - Board Member Information

Parent and staff customer satisfaction monitoring and reporting on key performance indicators. High standardized test performance, exceptional high school graduation and college acceptance rates and continued high enrollment / retention of students. Budget adherence or budget surplus.

### Governance

1. Describe the role that the board will play in the school's operation.  
Initial board will identify a management service provider, set policies and procedures and provide feedback/manage hiring / firing decisions. The board will manage the management service provider, school curriculum, amenities, etc., and keep the management service provider accountable to the board. The board will hold regular meetings in accordance with policy and applicable rules and regulations, provide financial and operational oversight and will ultimately be responsible for the management and well-being of the school.
2. How will you know if the school is successful at the end of the first year of operation?  
We will retain students (minimal number of open seats) for year 2, we will adhere to our budget, we will have a high enrollment for the second year and we will have extremely high parent, teacher, administration, student feedback (c-sat survey results).
3. How will you know at the end of five years of the schools is successful?  
Continued high retention and enrollment; continued excellent financial performance / management, exceptional high school graduation and college acceptance rates. Continued excellent performance in parent, teacher, student, staff feedback.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Standardized policies and procedures that foster the goals of our mission and our guiding beliefs. Continued financial responsibility and continuous improvement to meet/exceed the needs of our students and their parents. We will need to build an environment where we work with the administration / teaching staff to deliver a challenging curriculum that prepares students for their future and achieves a level of substantial parent/family/teacher/student collaboration.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
In accordance with our bylaws, I would take steps to investigate and move toward removal if the behavior which I believed was taking place was substantiated through the investigation process.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

### **Certification**

**Appendix F - Board Member Information**

I, Richard A. Wright, Jr., 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 Wake Preparatory Academy Charter School is true and correct in every respect.

Richard A. Wright, Jr.

Signature

9/6/17

Date

## **CARTER S. HARRELL**

[cartersharrell@gmail.com](mailto:cartersharrell@gmail.com)

512 COPPER BEECH LN. WAKE FOREST, N.C. 27587

(919) 633-0228

### **AREAS OF EXPERTISE**

Collections | Business Development | Client Relations | Account/Territory Management | Team Management | Coaching | Presentations | Leadership | Strategic Planning | Negotiating | Lending | Microsoft Office | Process Management

### **EXPERIENCE & ACCOMPLISHMENTS**

#### ► **WAKE FOREST FEDERAL SAVINGS & LOAN ASSOCIATION**, Wake Forest, N.C. June 2017-Present

##### **CHIEF LENDING OFFICER/SR. VICE-PRESIDENT**

- Responsible for the overall loan servicing function, including supervising loan setup, unusual loan collection issues, administering delinquent accounts, handling foreclosures, and managing foreclosed properties and sales.
- Responsible for the overall operation of the loan origination function, including the application process, supervising loan processing, underwriting and managing the loan closing process.
- Responsible for managing and growing the Association's loan portfolio.

#### ► **FIDELITY BANK**, Wake Forest, N.C. January 2012-June 2017

##### **BRANCH MANAGER/VICE-PRESIDENT**

- Manages sales of bank products, new business prospecting, branch operations, and exceptional customer service at top performing banking center. Also, adheres to regulatory compliance, internal policies and procedures.
- Supervised hiring, training, staffing of 9 commercial and consumer bankers in both Wake Forest branches
- Grown deposits on average of \$3.5 million per year.
- Manages a \$35 million dollar commercial portfolio and a \$60 million dollar deposit base.
- Most profitable branch out of 58 branches throughout North Carolina and Virginia.
- Consistently a top producing Branch Manager.

#### ► **WAKE FOREST DOWNTOWN, INC**, Wake Forest, N.C. June 2013-July 2014

##### **PRESIDENT/CHAIR**

- Responsible for recruiting and bringing small businesses into downtown Wake Forest.
- Helps plan and create events in Wake Forest such as the Wake Forest Christmas Parade, Dirt Days and Beach Night on White.
- Co-Chair of Economic Development committee.
- Former Treasurer.
- Chair of Annual Dirt Day Festival.

#### ► **BANK OF AMERICA**, Raleigh, N.C. April 2009 – January 2012

##### **PERSONAL BANKER**

- Led the sales function for the bank, setting the example and tone for a strong sales environment.
- Consistently met and exceeded profit, deposit and loan sales goals.
- Promoted company products and services in the community by making regular outside calls.
- Provided leadership necessary to ensure that call lists were actively worked.
- Developed and maintained close relationships with assigned business partners to ensure that established goals for each business line were met.
- Set priorities, directed and delegated sales responsibilities to the Sales and Service Specialist, and ensured follow through on the completion and implementation of the designated sales activities.
- Conducted monthly branch audits to ensure the branch was operationally sound.

#### ► **CITIFINANCIAL**, Raleigh, N.C. April 2007 – April 2009

##### **SENIOR BRANCH ACCOUNT EXECUTIVE**

- Solicited and recommended approval of commercial, real estate, and personal credit loans.
- Responsible for closing personal and Real Estate loans and selling additional insurance products.
- Collected on delinquent accounts .
- Represented the office in small claims suits

### **EDUCATION**

**Bachelor of Science, Communications, EAST CAROLINA UNIVERSITY**, Greenville, N.C.

**Associate of Arts, General Studies, LOUISBURG COLLEGE**, Louisburg, N.C.

## Appendix F - Board Member Information

### Appendix F:

#### Charter School Board Member Information Form

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

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

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

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

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve: North Wake Preparatory Academy

2. Full name: Carter S Harrell

Home Address: 512 Copper Beech Ln., Wake Forest, NC 27587

Business Name and Address: Fidelity Bank – 231 S White St. Wake Forest, N.C. 27587

Telephone No.: (919) 633-0228 – Cell; (919) 556-2021 – Office

E-mail address: cartersharrell@gmail.com

3. Brief educational and employment history.

I am a graduate of East Carolina University and possess over 10 years of Sales, Relationship Management, Financial Analysis and Leadership experience. As the current Branch Manager of a Top Performing community bank, my role allows me to be a part of the community. I am currently the Chair of Wake Forest Downtown, Inc. after serving as the Treasurer for four years.

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

No:

Yes:

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

Hilda Parlér approached me about serving on the Board of Directors. As a father and community figure, I felt it was important to provide not only my child but others in the community with educational opportunities that I never had growing up. Having been born and raised in North Carolina and a graduate of our public school system, I realized how unprepared I was for college and the "real world." This opportunity will allow me to use my skill sets and experiences to help our youth for college, career and beyond.

## **Appendix F - Board Member Information**

6. What is your understanding of the appropriate role of a public charter school board member?  
It is my understanding that the role of a public charter school board member is to help develop and promote the overall mission of the school while working together with our management team and administration to oversee the financial and educational success of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
As a Banker for the last 10 years, I have gained tremendous knowledge in analyzing financial statements. Also, serving as the chair for a non-profit that is dedicated to fostering the health and vitality of our Downtown community has provided me with experience in economic development, design/appearance and marketing/promotions. These roles have given me the experience necessary to serve as the Treasurer for NWPA.
8. Describe the specific knowledge and experience that you would bring to the board.  
Relationship Management, Business Development, Financial Analysis, Economic Development and my experience as a Chair/Treasurer of a current non-profit.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission is to promote a challenging education program and moral focus. Our school will strive to create a nurturing environment where each individual is treated with unconditional positive regard and acceptance; helping every student, K-12, discover a path to college, a career, and beyond whilst being a valued and contributing member of our community.
2. What is your understanding of the school's proposed educational program?  
Our goal is to provide students with a challenging curriculum that will encourage them to achieve a high level of success. Although the educational aspect is very important, it is also important to promote character development as it is vital to growth and success.
3. What do you believe to be the characteristics of a successful school?  
A successful school is determined by the administration and teachers that are chosen by the Board to deliver the mission and curriculum to our students.
4. How will you know that the school is succeeding (or not) in its mission?  
Expectations will be delivered to the management team and administration and it is the board's responsibility to monitor those expectations. Reports that determine attendance, employee engagement, parent satisfaction, and student testing data will allow the board to monitor those results on a monthly basis.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Board will oversee the academic and financial status of the school, as well as holding the management company and administration accountable for achieving the mission that was put into place.

## Appendix F - Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?  
Happy parents, students, teachers and administration are all crucial in providing a solid foundation for continued growth. A balanced budget along with academic results are also critical in the future of the school.
3. How will you know at the end of five years of the schools is successful?  
Increased enrollment, financial soundness, and limited turnover from teachers/administration will help identify whether the school is successful. The above factors attribute to the overall happiness of the families and students that we serve.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Specifically, strong leadership, sound financials, and a high functioning board that adheres to the requirements provided by the charter are all ways to ensure the school is successful.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would first seek to confirm my beliefs were correct. After confirmation, I would address the issue with the individual(s) and the remaining board members. If I was not satisfied with the resolution, I would report the unethical behavior to NCDPI.

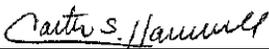
\*Please include the following with your Information Form

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

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

### Certification

I, Carter S. Harrell, 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 North Wake Preparatory Academy is true and correct in every respect.



Signature

9/14/2017

Date

## **Appendix F - Board Member Information**

Valeska Lipani-Garrett  
8101 Sandybrook Ln.  
Wake Forest, NC 27587

### **EDUCATION**

1972-2004 - 40 hours post Masters - University of Virginia and Lynchburg College (Supervision of Special Education, Reading Specialist, Elementary and Secondary Principal and recertification), Virginia  
1972 - M.Ed. (Learning Disabilities/Behavioral Disorders; cognate: Reading) - Bowling Green State University, Bowling Green, Ohio  
1970 - B.S.: Major-Elementary Education; Minor- Psychology - Bowling Green State University

### **CERTIFICATION**

Post Graduate Professional Certificate (expired 2009)

### **ENDORSEMENTS**

Supervision of Special Education; Elementary Supervision; Secondary Supervision; Learning Disabilities; Emotionally Disturbed; Reading Specialist; Elementary Education (1-7); Elementary Principal; Secondary Principal

### **PROFESSIONAL EXPERIENCE**

1970-1994 – I have had a career that spans 25 years of working with Exceptional Children. I have taught at every grade level from K-12 in public, private and charter schools in both Ohio and Virginia (Lakota Public Schools, Risingsun, Ohio; Amherst County Schools, Amherst, VA; The Learning Bridge, Lynchburg, VA; Campbell County Schools, Rustburg, VA; Rivermont School, Lynchburg, VA; and at the Child and Adolescent Psychiatric Unit, Virginia Baptist Hospital, Lynchburg, VA).

I taught undergraduate and graduate students at Bowling Green State University, Bowling Green, Ohio.

I have done administrative work (Executive Director of the Learning Bridge; Executive Director of Camp Child, a summer school and day camp for learning disabled students; Regional Supervisor/ Coordinator- Learning Disabilities/Behavioral Disorders Program, Sandusky County Schools, Sandusky County, Ohio).

I have done consultation work for The Mild to Moderate Technical Assistance Center (a program of the Virginia Department of Education).

1994-2000 - Representative – Horace Mann; Representative and Sales Supervisor- GE Financial.

### **COMMUNITY WORK**

Charter Member of Board of Directors - Hope House, Bowling Green, Ohio; Family Services' Plays for Living; various leadership positions and member of working committees - Peakland Baptist Church, Lynchburg, VA; member Family Life Educational Community Involvement Team, Campbell County, VA; Virginia Emergency Foster Care; Guest Speaker, Kappa Delta Pi and VA State CEC Convention; various public speaking engagements; Board of Directors – Astride with Pride

### **HONORARY ORGANIZATIONS**

1986... Phi Delta Kappa- Lynchburg Chapter

## Appendix F - Board Member Information

### Appendix F:

#### Charter School Board Member Information Form

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

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

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

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

#### Background

1. Name of charter school on whose Board of Directors you intend to serve: North Wake Preparatory Academy

2. Full name: Valeska Lipani-Garrett

Home Address: 8101 Sandybrook Ln., Wake Forest, NC 27587

Business Name and Address: NA-Retired

Telephone No.: 434- 229-5345

E-mail address: memavaleska@gmail.com

3. Brief educational and employment history.

M.Ed. (Learning Disabilities/Behavioral Disorders; cognate- Reading Specialist) - Bowling Green State University, Bowling Green, Ohio, 1972

40 hours post Masters-University of Virginia and Lynchburg College (Supervision of Special Education, Reading, and recertification), Virginia, 1972-2004

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

Yes; Charter Member of Board of Directors: Hope House (a half-way house for adolescent boys from Departments of Corrections' youth facilities in Ohio) - 1973-1975

Member Board of Directors: Astride with Pride (a horseback riding program for handicapped youth) - 2000-2005

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

Our banker, Mark Marley, a board member for Wake Forest Charter Academy, suggested that I apply.

I have been looking for some type of meaningful volunteer work. While I was working with Exceptional Children I felt that I was doing good in the world, helping people. This gave me a lot of satisfaction. With the

## Appendix F - Board Member Information

exception of maintaining very close relationships with my grandchildren, I have not had that feeling since I retired because I have been very busy with fun activities and learning, but have not really been contributing to society. I am more than ready to have meaningful volunteer work to sink my teeth into and to feel that I am again giving back!

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

To oversee execution of our mission; promote school goals; ensure effective communication between Board, school leaders, parents and NHA; monitor progress toward goals; review and approve budget and ensure that appropriate funding is maintained to achieve academic goals; hold school professional leadership accountable for student academic performance; be an advocate for the school in the community.

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

Member of two Boards of Directors: Hope House; Astride with Pride.

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

I have had a career that spans 25 years of working with Exceptional Children. I have taught at every grade level from K through 12 in public and private schools, and at a psychiatric unit at Virginia Baptist Hospital, as well as having taught undergraduate and graduate students at Bowling Green State University. I have done administrative work (Director of The Learning Bridge; Director of Camp Child (a summer school program and day camp for learning disabled students)) and consultation work for the Mild to Moderate Technical Assistance Center (a program of the Virginia Department of Education).

### School Mission and Program

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

It falls right in line with my own personal beliefs. Since colleges are looking for well-rounded students, programs that help to develop character, as well as providing a sound academic program, are the most effective. Good character will also bode well in the students' future careers. Character development is usually considered to be the responsibility of parents, which of course it is, but since students spend such a large portion of their days in school I believe that schools need to participate in this endeavor. I believe that schools that facilitate a collaborative effort with parents have the best chance of helping children grow into mature, productive citizens.

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

My understanding is that it is primarily a college preparatory school, but I am delighted to see that there is also a good allotment of programs to serve students, such as ELL and Exceptional Children. The free lunch program also takes into consideration economically disadvantaged students. I feel that there are very specific plans in place to help students who are having difficulty. I also very much like the inclusion of the moral focus curriculum.

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

I believe that sound planning needs to underpin any good program. This includes a well thought out curriculum, highly qualified teachers and administrators who are dedicated to their students and to seeing

## Appendix F - Board Member Information

that the school is successful. It is also important to have pre and post testing included and regularly monitored to be sure the students are meeting their potential. I think that a sound model includes a collaborative effort between parents and school employees. I also think it is important to have a Board of Directors who is dedicated to seeing the school succeed!

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

Target goals for both the long term and the short term need to be set and monitored regularly. There should be an updated one year plan each year as well a five - year plan. There will be Annual Evaluations of the school's academic, operational and financial accomplishments. Instruments are already in place for School Improvement Plans each year as well as NWEA assessments. On a more subjective level, we can look at increasing enrollment, the size of the waiting list and provide Staff and Parent Satisfaction surveys. We can observe to see if the morals we are teaching are being modeled by staff and students.

## Governance

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

The Board needs to govern with integrity and participate in overseeing fiscal and educational operations in order to assure that the school's mission is being fulfilled. We also should all be advocates for the school in the community.

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

Evaluations are in place to monitor this. If we see an increase in student performance and enrollment, and have sound financials, then we have had a successful first year.

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

Long range goals have been set and evaluations are in place to monitor them. Each year leading up to the fifth year, School Improvement Plans will be modified as necessary to assure success. If we have met or exceeded our goals in our charter, then we can deem the school as successful.

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

We all need to take our jobs very seriously and be diligent in performing any duties that are asked of us. We need to model very enthusiastic and positive attitudes toward our jobs and toward the school. We need to be good advocates of the school in the community. We need to set a high standard of excellence for ourselves in performing board duties as set forth above.

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

The first thing I would do is attempt to talk to the person or persons, if it were something I felt comfortable addressing. Next I would have a private, confidential talk with the Board President.

\*Please include the following with your Information Form

- a resume
- a national criminal background check

**Appendix F - Board Member Information**

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

NA- never any issues like that.

I, Valeska Lipani-Garrett, 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 North Wake Preparatory Academy, K-12 Charter School is true and correct in every respect.

Valeska Lipani-Garrett  
Signature

8-30-17  
Date

## Appendix F - Board Member Information

# GARY L. BROWN

3127 GENLEE DRIVE, DURHAM, NC 27704  
PHONE (919) 697-0718 • E-MAIL [GB\\_67@YAHOO.COM](mailto:GB_67@YAHOO.COM)

## EXPERIENCE

---

### **March 2016- Present**                      **North Carolina Central University**

*Assistant Vice Chancellor, Division of Student Affairs*

Serves on the three-person executive leadership team of the Division of Student Affairs along with the Vice-Chancellor for Student Affairs and Assistant Vice-Chancellor for Student Affairs. Responsible for managing departments that provide student support services including: Campus Recreation & Wellness, Student Health & Counseling Services, Residential Life, Career Services, and Student Disability Services.

### **September 2014- February 2016**    **North Carolina Central University**

*Dean of Students, Division of Student Affairs*

Served on the three-person executive leadership team of the Division of Student Affairs along with the Vice-Chancellor for Student Affairs and Assistant Vice-Chancellor for Student Affairs. Responsible for managing departments that provide student learning and development opportunities and also University-wide support services including: Student Rights & Responsibilities, Spiritual Development and Dialogue, the Men's Achievement Center, NCCU Transportation, and Student Ombuds services.

### **September 2012- Present**                **New Hope Missionary Baptist Church-Chatham County**

*Senior Pastor*

- Serve as the Chief Executive Officer ensuring that every aspect of the church's operations meets biblical guidelines along with compliance to local, state, and federal standards.
- Lead a growing congregation of 200 members in understanding biblical principles and expectations for living.
- Supervise 6 paid staff members who are responsible for music ministry, administrative support functions, and financial management.
- Collaborate with other churches, ministries, and community organizations to meet the needs that exist within the congregation and the surrounding community.

### **July 2011- September 2014**              **North Carolina Central University**

*Director, Office of Student Rights & Responsibilities*

Served as the founding director of an office initially known only for administration of the conduct process but that upon transitioning, was also known for responsiveness to critical issues that threaten student success (i.e./financial straits, interpersonal conflicts with members of the University community, and emergency issues).

### **July 2010- July 2011**                      **North Carolina Central University**

*Assistant Dean of Students & Assistant Director of Student Support Services, Dean of Students Office*

Served as a member of the Assistant Vice-Chancellor/Dean of Students staff of four and, because of past experience in supporting students with disabilities, as an additional support for the Director of Student Support Services to increase the capacity of the office to meet the wide and varying needs of a growing disabled student population.

## EDUCATION

---

<b>2006 - 2010</b>	<b>Shaw University Divinity School</b>	<b>Raleigh, NC</b>
	<i>Master of Divinity</i>	
<b>2003 - 2005</b>	<b>North Carolina State University</b>	<b>Raleigh, NC</b>
	<i>Master of Education/ Higher Education Administration</i>	
	Student Affairs Concentration	
<b>2000 - 2002</b>	<b>North Carolina Central University</b>	<b>Durham, NC</b>
	<i>Bachelor of Arts/ History</i>	
	Education Concentration; Magna Cum Laude	

**Appendix F:**

**Charter School Board Member Information Form**

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

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

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

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

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: North Wake Preparatory Academy

2. Full name: Gary L. Brown

Home Address: 3127 Genlee Dr., Durham, NC 27704

Business Name and Address: North Carolina Central University – 1801 Fayetteville St., Durham, NC 27707

Telephone No.: (919) 697-0718 – Cell

E-mail address: gb\_67@yahoo.com

3. Brief educational and employment history.

I am a graduate of North Carolina Central University (Bachelor of Arts in History) and North Carolina State University (Master of Education/Higher Education Administration). I have more than 10 years of experience in higher education, specifically in student affairs. I also serve as the senior pastor for New Hope Missionary Baptist Church-Chatham County.

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

No:       Yes:

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

Hilda Parlér approached me about serving on the Board of Directors. As a community figure and student advocate, I felt it was important to provide this community with additional choice options that go beyond K-8 education. With my experience in higher education, I see some of the challenges students face that were not prepared throughout their K-12 education experience. This opportunity will allow me to use my skill sets and experiences to help prepare our students for college, career and beyond.

## **Appendix F - Board Member Information**

6. What is your understanding of the appropriate role of a public charter school board member?  
It is my understanding that the role of a public charter school board member is to help develop and promote the overall mission of the school while working together with our management partner and the school leader to oversee the financial and educational success of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Through my extensive work as a leader in higher education, I have experience in direct supervision of employees, overseeing financials in the millions, and establishing and implementing short and long-term organizational goals, strategic plans, policies and procedures. These roles have given me the experience necessary to serve as a board member for NWPA.
8. Describe the specific knowledge and experience that you would bring to the board.  
Specific skills that I bring to the Board are management skills, financial oversight, and strategic planning.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission is to promote a challenging and individualized education program, while developing charter development. Our school will strive to create an environment where students and families are supported and feel welcomed; helping every student, K-12, discover a path to college, a career, and beyond whilst being a valued and contributing member of our community.
2. What is your understanding of the school's proposed educational program?  
Our goal is to provide students with a challenging curriculum that will encourage every individual to achieve a high level of success. Although the educational component is essential, it is also important to promote character development as it is vital to growth and success.
3. What do you believe to be the characteristics of a successful school?  
A successful school is determined by successful implementation of the mission and goals set by the Board and school leadership, high student proficiency and growth, high parent/staff satisfaction, and financial compliance.
4. How will you know that the school is succeeding (or not) in its mission?  
Expectations will be delivered to the management team and administration and it is the Board's responsibility to monitor those expectations. Reports that determine attendance, employee engagement, parent satisfaction, and student testing data will allow the board to monitor those results on a monthly basis.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Board will oversee the academic and financial status of the school, as well as holding the management company and school administration accountable for achieving the mission that was put into place.

## Appendix F - Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?  
Highly satisfied parents, students, teachers and administration are crucial in providing a solid foundation for continued growth. A solid budget along with strong academic results are also critical in the future of the school.
3. How will you know at the end of five years of the schools is successful?  
Increased enrollment, financial soundness and low staff turnover will help identify whether the school is successful. The above factors attribute to the overall happiness of the families and students that we serve. In addition, a full charter term renewal will indicate success at the end of five years.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
North Wake Preparatory Academy Board of Directors will need to successfully oversee that the school has strong leadership, sound financials, and a high functioning board that adheres to the requirements provided by the charter are all ways to ensure the school is successful.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would first seek to confirm my beliefs were correct. After confirmation, I would address the issue with the individual(s) and the remaining board members. As a Board we would seek Board Legal Counsel and make a decision whether or not to remove the member.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

### Certification

I, Gary L. Brown, 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 North Wake Preparatory Academy is true and correct in every respect.



---

Signature

9/15/2017

---

Date

**BYLAWS  
OF  
NORTH WAKE PREPARATORY ACADEMY**

**ARTICLE 1 — NAME**

The name of the corporation shall be North Wake Preparatory Academy. (the “**Corporation**”).

**ARTICLE 2 — PURPOSES**

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;

(B) To provide a K-12 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “**Code**”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

**ARTICLE 3 — OFFICES**

1. Principal Office. The principal office of the Corporation shall be located at 1035 Lake Royale, Louisburg, North Carolina 27549.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of North Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

**ARTICLE 4 — BOARD OF DIRECTORS**

1. General Powers. The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”), and applicable law.

## Appendix G - Proposed By-Laws of the Non-Profit Organization

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected, at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of four (4) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

4. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board. A Director shall also be at least 21 years of age, be a resident of the State of North Carolina, and hold at least a high school diploma or its equivalent.

5. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

6. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation . The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

9. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

## **ARTICLE 5 — MEETINGS OF DIRECTORS**

1. Annual Meeting. The annual meeting of the Board shall be held in the month of May of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation and (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of North Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of a simple majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting. If the Board holds a meeting by conference telephone or other electronic means, it shall provide a location and means whereby members of the public may listen to the meeting, and notice of the meeting shall be provided as required by N.C. Gen. Stat. § 143-318.13.

## ARTICLE 6 — COMMITTEES

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

## ARTICLE 7 — OFFICERS OF THE CORPORATION

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments

which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

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

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall: (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

#### **ARTICLE 8 — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS**

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

## Appendix G - Proposed By-Laws of the Non-Profit Organization

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

### ARTICLE 9 — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the North Carolina General Statutes each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation’s tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of

funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

#### **ARTICLE 10 — FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

#### **ARTICLE 11 — DISPOSITION OF ASSETS**

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100 or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

#### **ARTICLE 12 — NON-DISCRIMINATION**

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, gender, disability status, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

#### **ARTICLE 13 — AMENDMENTS**

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

**SECRETARY'S CERTIFICATE**

This document is to certify that the foregoing Bylaws of North Wake Preparatory Academy were duly adopted by resolution of the Board, effective as of the 15<sup>th</sup> day of August, 2016.

**IN WITNESS WHEREOF**, the undersigned, being the duly elected and acting Secretary of the Corporation, has signed this Secretary's Certificate this the 2nd day of September, 2016.

Richard A. Wright, Jr.  
Secretary, North Wake Preparatory Academy

  
Signature



# NORTH CAROLINA Department of the Secretary of State

---

**To all whom these presents shall come, Greetings:**

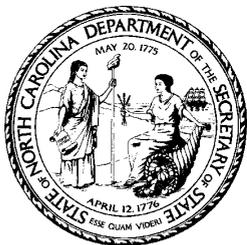
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

## ARTICLES OF INCORPORATION

OF

## NORTH WAKE PREPARATORY ACADEMY

the original of which was filed in this office on the 15th day of August, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 15th day of August, 2016.

*Elaine F. Marshall*

Secretary of State

Certification# C201622500485-1 Reference# C201622500485-1 Page: 1 of 4  
Verify this certificate online at <http://www.sosnc.gov/verification>

SOSID: 1536932  
Date Filed: 8/15/2016 9:01:00 AM  
Elaine F. Marshall  
North Carolina Secretary of State  
C2016 225 00485

**ARTICLES OF INCORPORATION  
OF  
NORTH WAKE PREPARATORY ACADEMY**

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina.

**ARTICLE I**

The name of the corporation is North Wake Preparatory Academy (the “**Corporation**”).

**ARTICLE II**

The Corporation is a “charitable or religious corporation” as defined in N.C. Gen. Stat. § 55A-1-40(4).

**ARTICLE III**

The street address and county of the Corporation’s registered office is 1035 Lake Royale Louisburg, Franklin County, North Carolina 27549. The name of the Corporation’s registered agent at that address is Hilda A. Parlér.

**ARTICLE IV**

The street address and county of the Corporation’s principal office is 1035 Lake Royale Louisburg, North Carolina 27549.

**ARTICLE V**

The name of the incorporator is Hilda A. Parlér and her address is 1035 Lake Royale Louisburg, North Carolina 27549.

**ARTICLE VI**

The Corporation shall have no members.

**ARTICLE VII**

The purposes for which the Corporation is organized are:

- a. To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;
- b. To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the “**Code**”); and

## Appendix H - Articles of Incorporation

c. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

### ARTICLE VIII

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

### ARTICLE IX

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100(b) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100(b), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

### ARTICLE X

No part of the net earnings of the Corporation shall be distributable to or inure to the benefit of its officers or directors or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.

ARTICLE XI

To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Articles of Incorporation inconsistent with this paragraph, shall eliminate or reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

These Articles of Incorporation are hereby signed by the incorporator on the 12th day of August, 2016.

*Hilda A. Parlér*

Hilda A. Parlér, Incorporator

## **Appendix I - Executed CMO/EMO Agreement**

Our Board entered into the enclosed Services Agreement in 2016, and approved it as written on September 21, 2017.

## SERVICES AGREEMENT

THIS SERVICES AGREEMENT (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and North Wake Preparatory Academy, Inc., a North Carolina non-profit corporation (the “**School**”) is executed as of the 6<sup>th</sup> day of September 2016 and shall become effective as of the Effective Date (as defined in Article II(A) below). For purposes of this Agreement, NHA and the School shall be referred to collectively as the “**Parties**.”

### RECITALS

WHEREAS, the School is applying for a Charter from the North Carolina State Board of Education (the “**Authorizer**”) to operate a public charter school pursuant to N.C. Gen. Stat. § 115C-218 *et seq.* (the “**Authorizing Law**”); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on NHA’s school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

### ARTICLE I

#### CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with NHA for the provision during the Term of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter and the School’s Charter Application (collectively, the “**Charter**”); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School’s Board of Directors (the “**Board**”). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of

## Appendix I - Executed CMO/EMO Agreement

NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

### D. Designations and Appointments.

1. NHA, including its directors, officers, and employees are hereby designated as “other School Officials having a legitimate educational interest in education records” for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. §1232g *et seq.* (FERPA).

2. NHA, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

## ARTICLE II

### TERM & TERMINATION

A. Effective Date; Term. This term of this Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter reauthorization or renewal periods thereof (the “**Term**”). “Effective Date” means the date that the Authorizer approves and issues a fully executed Charter to the School under the policies of the Authorizer and applicable North Carolina law. The parties have executed this Agreement in anticipation that it will automatically spring into existence and become effective on the Effective Date without any further action required from either party. For clarity, the parties shall have no rights, or any obligations to one another whatsoever, under this Agreement unless and until the Effective Date. In the event that the School fails to have a Charter issued by the Authorizer for any reason, this Agreement will automatically terminate without any rights or obligations of either party under this Agreement having ever come into effect. The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and NHA submit an amended or restated Agreement for review by the Authorizer. Assuming that the Effective Date comes to pass, and the Term of this Agreement commences, the first school year under the Term of this Agreement shall commence July 1, 2018 to June 30, 2019, and each school year during the Term thereafter shall commence on July 1 and end on June 30 of the following year.

### B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA’s failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter.

## Appendix I - Executed CMO/EMO Agreement

2. By the School. The School may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. NHA shall have the right to remove from the School any equipment or other assets owned or leased by NHA;

2. The School shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the School with documentation of all such expenses and liabilities;

3. NHA may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;

4. NHA shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party,

except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

### **ARTICLE III**

#### **OBLIGATIONS OF NHA**

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services during the Term. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA shall not be required to expend funds on Services in excess of the amount set forth in the Budget.

B. Comprehensive Educational Program. The School has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, during the Term NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board during the Term, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the School shall welcome students of all races, ethnicity, religion, gender, national origin, and economic backgrounds.

D. Services to Students with Disabilities. NHA welcomes students with disabilities at the School. NHA shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.

E. Educational and Administrative Services. Subject to the oversight of the Board, during the Term, NHA shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.

## Appendix I - Executed CMO/EMO Agreement

3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.

4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.

5. All aspects of the School's business administration.

6. All aspects of the School's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.

7. All aspects of food services.

8. All aspects of facilities administration and maintenance.

9. Student behavior management and discipline.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each School student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) during the Term of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All

## Appendix I - Executed CMO/EMO Agreement

School Records shall be physically or electronically available upon request at the School's physical facility. NHA agrees to comply with the terms of the Charter regarding information to be made available to the School.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures consistent with Board policy.

N. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

## ARTICLE IV

### OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Governance Oversight. The Board shall provide governance level oversight of the school in accordance with the Charter and applicable law. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under this Agreement during the Term.

C. Unusual Events. The Board shall timely notify NHA, during the Term, of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

D. Office Space. The Board shall provide NHA with suitable office space at the School, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the School. The space shall be provided at no cost to NHA.

E. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

## **ARTICLE V**

### **INTELLECTUAL PROPERTY**

A. Definitions.

1. **“Educational Materials”** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or NHA.

2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party’s or its affiliates’ plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party’s Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. School Materials. The School shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the School as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the School during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the **“School Materials”**). The School Materials shall include all intellectual property rights associated therewith.

## Appendix I - Executed CMO/EMO Agreement

C. NHA Materials. NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the School; and (iii) any and all Educational Materials and non-curriculum materials provided to the School by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the “**NHA Materials**”).

D. Derivative Works. The Parties acknowledge that to the extent any Educational Materials created by the School are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. No Transfer or Sale. The School acknowledges and agrees that NHA is not transferring or selling, and the School is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. Licenses. NHA hereby grants the School a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the School which are derivative of the NHA Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The School represents and warrants that during the Term, and following the expiration or termination of this Agreement, the School will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the School grants NHA a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display the School Materials, solely for educational purposes for the School, in any and all media now known or hereafter developed.

G. NHA Marks. During the Term, NHA grants the School a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA’s trade name(s) and NHA’s trademark(s) (the “**NHA Marks**”) solely for the purposes of promoting and advertising the School. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA’s prior written permission. The School shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the School shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property

and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

## **ARTICLE VI**

### **SOLICITATION AND USE OF PRIVATE FUNDS**

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

## **ARTICLE VII**

### **FINANCIAL ARRANGEMENTS**

A. Revenues. Except as provided herein, all monies received by the School during the Term shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

1. Funding for public school students enrolled at the School.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
3. Academically or intellectually gifted funding provided by the federal and/or state government that is directly allocable to academically or intellectually gifted students enrolled at the School.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.

## Appendix I - Executed CMO/EMO Agreement

7. All other grants and donations received by the School to support or carry out programs at the School (except to the extent NHA is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).

8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the “**Budget**”). For the School’s first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either NHA or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective school year, or (ii) \$35,000 (the “**Board Spending Account**”). The aforesaid amount shall be deposited by NHA into the Board Spending Account pro-rata during the course of the School’s school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carry over annually. Items purchased by NHA for the School and paid for by the School with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the School. The property of the School excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA on behalf of the School with funds from the Board Spending Account. NHA, in making such purchases for the School pursuant to this subsection, shall comply with applicable law, as if the School were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. NHA shall maintain a listing of all assets owned by the School and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the “**Fee**”), from which it shall pay all operating costs of the School as detailed in the Budget. NHA and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as

## Appendix I - Executed CMO/EMO Agreement

set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by NHA in operation and/or management of the School during the School's fiscal year.

F. No Loans. NHA shall not make or extend loans to the Board.

G. Other Schools. The School acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by NHA, and shall reflect in the School's financial records only those expenses incurred in the operation of the School. If NHA incurs expenses that are for both the benefit of the School and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the School, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing costs incurred solely for the benefit of NHA (and not the School) be allocated to the School.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.
2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.
3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.
4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of NHA, and shall retain all of the aforereferenced records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.

2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.

3. Subject to applicable law, all records in the possession or control of NHA that relate to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

K. Start-up Funds; Contributions. NHA shall provide start-up funds for: (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) to the extent necessary as reasonably determined by NHA, cleaning, renovating and equipping of the School facility (the "**Start-Up Funds**"). In addition, in its sole discretion, NHA may, but need not, make contributions to the School in the event School expenses exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to NHA and the Board and, once made, shall be included in the Budget. Unless otherwise agreed, the School shall not be legally obligated to repay NHA for the Start-Up Funds or the Contributions. NHA's agreement to make such Contributions shall not be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

**ARTICLE VIII**

**PERSONNEL & TRAINING**

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees of NHA. NHA and the Board each shall be responsible for their respective employees. However, the compensation of all employees working at the School shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).

B. School Administrator. The School administrator (the "**Administrator**") shall be an employee of NHA and not the Board. The duties and terms of the Administrator's employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the School. The accountability of NHA to the School is an essential foundation

## Appendix I - Executed CMO/EMO Agreement

of this Agreement. Since the Administrator is critical to the School's success, NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input, if any, of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the School in its first year of operation shall be made by NHA.

C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and NHA for such purposes as inclusion in the compensation and employee benefit plans of NHA, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. § 115C-218.90(1). Teachers assigned to and retained by the School shall hold a valid teaching license issued by the State Board of Education to the extent required by N.C. Gen. Stat. § 115C-218.90(1). Subject to the approval of the Board, such teachers may, in the discretion of NHA, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, such teachers may also work at other schools for which NHA provides services under a similar agreement.

D. Support Staff. NHA shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of NHA, work at the School on a full or part time basis. If assigned to the School on a part time basis, the support staff may also work at other schools assisted by NHA. The cost for such support staff shall be shared proportionately among the schools at which the support staff is working. An individual who provides a service to students in the School that is not teaching, and for which a license is required under applicable law, shall have the appropriate license to provide such services.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

G. Terms of Employment. No member of the staff at the School shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

## **ARTICLE IX**

### **INDEMNIFICATION**

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise during the Term out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

## **ARTICLE X**

### **INSURANCE**

A. Insurance Coverage. NHA shall maintain during the Term such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party’s insurer(s), to the extent reasonably practicable.

B. Workers’ Compensation Insurance. Each party shall maintain during the Term workers’ compensation insurance as required by law, covering their respective employees.

## **ARTICLE XI**

### **REPRESENTATIONS & WARRANTIES**

A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to execute, deliver

## Appendix I - Executed CMO/EMO Agreement

and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (ii) upon issuance of a Charter it will be legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii); (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. NHA. NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

## ARTICLE XII

### MISCELLANEOUS

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and NHA.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the School against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the

**Appendix I - Executed CMO/EMO Agreement**

date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The School: North Wake Preparatory Academy, Inc.  
Attn: Hilda Parlér – President, Board of Directors  
Telephone: 919-357-4649  
Facsimile:

WITH A COPY TO:

Nelson Mullins Riley & Scarborough LLP  
Attn: Donna Rascoe  
GlenLake One, Ste. 200  
4140 Parklake Ave.  
Raleigh, North Carolina 27612  
Telephone: (919) 329-3843

NHA: National Heritage Academies, Inc.  
Attn: Chief Financial Officer  
3850 Broadmoor, S.E. Ste. 201  
Grand Rapids, Michigan 49512  
Telephone: (616) 222-1700  
Facsimile: (616) 222-1701

WITH A COPY TO:

McShane & Bowie  
Attn: John R. Grant  
1100 Compau Square Plaza  
99 Monroe Ave., NW  
Grand Rapids, Michigan 49501  
Telephone: (616) 732-5013  
Facsimile: (616) 732-5099

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Authorizer’s policies.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and NHA and in manner consistent with the Authorizer’s policies.

## Appendix I - Executed CMO/EMO Agreement

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

K. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement during the Term of this Agreement.

L. Indebtedness. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness to the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. (See NCGS 115C-218 et seq).

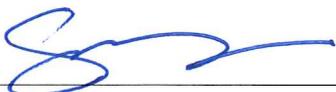
[Signatures on Following Page]

**Appendix I - Executed CMO/EMO Agreement**

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date first written above to be effective as of the Effective Date.

**NHA:**

National Heritage Academies, Inc.,  
a Michigan corporation

By:  \_\_\_\_\_

Its: Chief Financial Officer

**SCHOOL:**

North Wake Preparatory Academy, Inc.,  
a North Carolina non-profit corporation

By:  \_\_\_\_\_

Its: Board President

## **Appendix J - EMO Facility Buyout Agreement**

Our use of the facilities, which will be owned by NHA and leased to our Board, is defined in our Lease Agreement. If we choose to terminate our relationship with NHA for managing the school, our Lease Agreement states that we are entitled to remain in the building for the remainder of the school year as well as for the subsequent school year. After that, we are free to purchase the building, negotiate a new lease agreement, or find another location. We believe our arrangement serves the school well:

1) NHA incurs all the costs of developing the facilities and constructing them to accommodate a fully enrolled, fully expanded school from day one. The Board itself does not need to take on that role.

2) In addition to assuming all the financial risk, NHA's ownership of the building provides additional incentive for the organizations to ensure the high-performance of our school; if we are dissatisfied with the academic or other results, we can sever our management arrangements, move, and leave NHA holding an empty building.

A specific buyout formula for our Board to purchase the facilities does not exist. Attached are our draft lease agreements with NHA that provides the Board with the facility and lease terms we desire.

## LEASE

THIS LEASE ("**Lease**") is entered into the \_\_\_ day of \_\_\_\_\_ 201\_, to be effective July 1, 201\_ (the "**Effective Date**") by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("**Landlord**"), and \_\_\_\_\_, a North Carolina non-profit corporation, having an address of \_\_\_\_\_, \_\_\_\_\_, North Carolina \_\_\_\_\_ ("**Tenant**").

## RECITALS

A. Landlord (defined in Section 22.5), as tenant, and Charter Development Company, L.L.C., as landlord (together with its successors, assigns and successors in interest, the "**Master Landlord**") are party to that certain Master Lease Agreement effective January 1, 1999, as amended (the "**Master Lease**").

B. Landlord and Master Landlord amended the Master Lease to subject the Premises thereto.

C. Tenant desires to sublease the Premises from Landlord, and Landlord desires to so sublease the Premises to Tenant, on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants set forth above and herein, Landlord and Tenant agree as follows:

## ARTICLE 1

### The Premises and Other Agreements.

1.1 Premises. Landlord hereby leases to Tenant, on the terms and conditions hereinafter set forth, the real estate located in \_\_\_\_\_, North Carolina, (\_\_\_\_\_ County), with an address of \_\_\_\_\_, \_\_\_\_\_, North Carolina \_\_\_\_\_ and more particularly described on Exhibit "A" attached hereto (the "**Land**"), and all improvements located on the Land (the Land and such improvements as they may exist from time to time, hereinafter referred to as the "**Premises**").

1.2 Master Lease. This Lease is subordinate and subject to the Master Lease. Tenant covenants that it shall not through its negligent, intentional or wrongful acts or omissions cause a breach or default on the part of Landlord under the terms of the Master Lease. Landlord represents and warrants to Tenant that the terms of this Lease are not inconsistent with the terms of the Master Lease, and Tenant's compliance with the terms of this Lease will not constitute a breach of the terms of the Master Lease. Landlord and Tenant each hereby indemnify the other party against all liability, judgments, costs, damages, claims, costs and expenses, including, without limitation, reasonable attorneys' fees arising out of or relating to such indemnifying party's breach of the covenants, representations or warranties set out by such parties in the preceding two sentences.

1.3 Services Agreement. In accordance with the terms and conditions of that certain "**Services Agreement**" of even or similar date herewith, by and between Landlord and Tenant, Landlord has contractually agreed to manage and operate the Premises and the school located on the Premises, and in connection with the same, Landlord is obligated to fulfill certain obligations assigned to Tenant under the terms of this Lease (the "**Services Obligations**"). In the event that Landlord fails to timely perform or fulfill one or more of the Services Obligations and said failure

(a) is not otherwise excused, or subject to notice and an unexpired cure period, by the terms of the Services Agreement, and (b) is not due to the fault of Tenant, then said failure, in and of itself, shall not be deemed to be a Default by Tenant under the terms of this Lease. The foregoing sentence shall be of no further force and effect in the event of expiration or termination of the Services Agreement for any reason.

## ARTICLE 2

### Term.

2.1 Initial Term and Renewals. The “**Initial Term**” of this Lease shall commence on July 1, 201\_ and shall terminate effective June 30, 201\_ (the “**Initial Term Expiration**”), unless sooner terminated as hereinafter set forth. Provided that (a) Tenant is not then in Default under this Lease, the Services Agreement, or the “**Charter**” (as defined in Section 13.1.E. below), and (b) this Lease, the Services Agreement and the Charter are still in full force and effect, then, unless a Notice of Non-Renewal is sent as provided below, on the Initial Term Expiration (and each anniversary thereof, during the Term of this Lease), this Lease shall be automatically renewed for successive one (1) year terms, upon the same terms and conditions as contained herein. The “**Term**” of this Lease shall mean the Initial Term and every renewal term entered into by Landlord and Tenant. The term “**Upcoming Expiration Date**” shall mean the Initial Term Expiration, or if the Initial Term Expiration has occurred, then the upcoming anniversary of the Initial Term Expiration. If either party, in its sole discretion, does not wish for this Lease to automatically renew, then at least one hundred eighty (180) days prior to the Upcoming Expiration Date, such party must notify the other party in writing that it does not wish the Term to be renewed (a “**Notice of Non-Renewal**”). Upon the timely delivery of a Notice of Non-Renewal, this Lease shall terminate on the Upcoming Expiration Date.

2.2 If Tenant is entitled to terminate this Lease due to Landlord’s default hereunder or if Tenant is entitled to terminate the Services Agreement due to Landlord’s default thereunder, then provided that Tenant is not in default hereunder or under the Services Agreement, Tenant may elect by written notice to Landlord given within thirty (30) days after Tenant provides notice to Landlord of such default and Landlord fails to cure such default, leave this Lease in effect (except for any Lease renewal and assignment rights) for the remainder of the school year then in effect plus the succeeding one (1) school year (July 1 to June 30)(collectively, the “**Holdover Period**”), in which event the effective termination date of the Lease shall be the earlier of the last day of such Holdover Period or the date upon which Tenant vacates the Premises in accordance with the terms of this Lease, provided however that at the time of Tenant’s election and at all times during such Holdover Period Tenant (i) is not in default under this Lease or the Services Agreement, and (ii) Tenant’s Charter is in full force and effect (the “**Holdover Option**”). In the event Tenant so elects to remain in possession pursuant to the Holdover Option, Tenant shall give Landlord written notice not later than sixty (60) days before the last day of each succeeding school year during the Holdover Period as to whether or not Tenant elects to remain in possession for the next succeeding school year; in the event Tenant gives no such notice, Tenant shall be deemed to have elected not to remain in possession, and the Lease shall terminate when Tenant vacates the Premises (which it shall timely due upon the end of the then school year).

## ARTICLE 3

### Rent.

3.1 Annual Rent. Tenant hereby leases said Premises for the Term above stated and agrees to pay Landlord annual rent of \_\_\_\_\_ and \_\_\_/100 Dollars (\$\_\_\_\_\_), (“**Annual Rent**”) in twelve (12) equal monthly installments of \_\_\_\_\_ \_\_\_/100 Dollars

## Appendix J - EMO Facility Buyout Agreement

(\$ \_\_\_\_\_) (each, a “**Monthly Installment**”) each payable to Landlord (or to such other “Person” (defined in Section 22.9) or agent as Landlord may specify by written notice to Tenant) in advance on the first day of each calendar month during the Term. The term “**Lease Year**” is defined to mean any twelve month period from July 1 to June 30 of the following year, during the Term. If the Term ends before the end of a Lease Year, Annual Rent shall be prorated on a daily basis and paid in advance by Tenant on the first day of the last calendar month during the Term. Annual Rent may be adjusted upon determination of final costs for acquisition and construction of the Premises.

3.2 Additional Rent. Any amounts due from Tenant to Landlord hereunder, other than Annual Rent, shall constitute “**Additional Rent.**” Additional Rent shall, unless expressly provided to the contrary in this Lease, be payable from Tenant to Landlord on the same terms that Annual Rent is payable, with the next payment of the Monthly Installment coming due hereunder. Annual Rent and Additional Rent may be referred to collectively herein as “**Rent**”.

3.3 Payments. All Rent shall be paid to Landlord at Landlord’s address as set forth in the introductory paragraph hereof, or at such other address as Landlord may designate in writing. This Lease is a triple net lease and Rent shall be paid without setoff, counterclaim, recoupment, abatement, suspension, or deduction, except as expressly provided for herein. This Lease shall not terminate, nor shall Tenant have any right to terminate this Lease during the Term (except as otherwise expressly provided herein), nor shall Tenant be entitled to any abatement, deduction, deferment or reduction of Annual Rent hereunder (except as otherwise expressly provided herein), nor shall the obligations of Tenant under this Lease be affected by any interference with Tenant’s use of the Premises unless caused by Landlord or Master Landlord. It is the intention of the parties hereto that the obligation of Tenant to pay Rent hereunder shall be separate and that the Rent shall continue to be payable in all events and that the obligations of Tenant hereunder shall continue unaffected, unless the requirement to pay or perform the same shall have been terminated pursuant to an express provision of this Lease.

3.4 Landlord’s Right to Increase. In the event Landlord makes future economic investments in capital improvements to the Premises, or acquires additional property for the benefit or use of Tenant (with such capital improvements or additional property acquisitions being subject to the written consent of Tenant if and to the extent that the cumulative costs thereof exceed Two-Hundred and Fifty Thousand Dollars (\$250,000) during any Lease Year, which consent shall not be unreasonably withheld, conditioned or delayed), then the Annual Rent payable by Tenant shall be promptly adjusted to compensate Landlord for such additional economic investment.

## ARTICLE 4

### **Use, Occupancy and Purpose.**

#### 4.1 Permitted Uses.

A. Tenant shall use the Premises solely for operating a publicly chartered school or academy for grades kindergarten through 8th grade, and for ancillary or directly related uses.

B. Any other use of the Premises must be approved by Landlord in advance in writing.

**4.2 Restrictions on Use.**

A. Tenant shall not use or allow the use of the Premises for any unlawful purpose, nor shall Tenant allow the Premises to be used in violation of the Charter.

B. Tenant shall not allow the Premises to be used in violation of any public law, ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Tenant shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable, or increase premiums for, any insurance with respect thereto. Tenant shall not commit any waste, damage, or injury of or to the Premises or the fixtures or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

**4.3 Prohibited Uses.**

A. Tenant covenants unto Landlord that during the Term, no part of the Premises shall be used for: the operation of any (i) private or commercial golf course, (ii) country club, (iii) massage parlor, hot tub facility, or suntan facility (iv) race track or other facility used for gambling, or (v) store the principal business of which is the sale of alcoholic beverages for consumption off premises; or the rental to others of residential property (as defined in Section 168(e)(2)(A) of the Internal Revenue Code).

B. Notwithstanding anything contained in this Lease to the contrary, in the event of a breach of any of the covenants contained in this Section 4.3, Landlord may immediately terminate this Lease by written notice to Tenant.

**4.4 Educational Program.** Tenant shall neither use the Premises nor allow the Premises to be used at any time during the Term in a manner that interferes with the performance of Landlord's obligations under the Services Agreement, including without limitation, the implementation and delivery of the Educational Program at the Premises. Tenant acknowledges that the terms of the preceding sentence are intended to allow Landlord to restrict access to certain portions of the Premises at certain times provided such access restriction is at all times consistent with the implementation and delivery of the Educational Program.

**ARTICLE 5**

**Utilities.**

**5.1 Utility Connections; Utility Service.** Landlord represents and warrants that construction of the Premises pursuant to Section 9.1 shall include provision of connections for all utility services necessary to the operation of a school at the Premises. Utility services, including without limitation gas, electricity, light, heat, water, sewage and telephone or other communication services, shall be contracted for and paid for by Tenant.

**5.2 Disclaimers.** Unless due to the gross negligence or willful misconduct of Landlord, Landlord shall not be liable for (i) any failure of water supply or electric current or any service by any utility provider or local government, or (ii) injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place. Any express or implied rights, easements or licenses for view purposes or for the passage of light and air are hereby expressly disclaimed by Tenant.

## Appendix J - EMO Facility Buyout Agreement

Except as otherwise expressly provided in this Lease or as may be provided in the Services Agreement, Landlord shall have no obligation to provide any services to Tenant or to the Premises.

5.3 Modifications and Replacements. If the existing services are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Tenant shall make such modifications or replacements at Tenant's expense and shall save Landlord harmless therefrom.

### ARTICLE 6

#### Taxes.

6.1 Payment by Tenant. Tenant shall pay all (a) taxes levied on or assessed against the Premises during the Term, (b) special assessments levied on or assessed against the Premises during the Term that become due and payable during the term of this Lease, and (c) other similar charges levied on or assessed against the Premises during the Term and that become due and payable during the term of this Lease, except income and other taxes assessed against or by reason of Landlord's reversionary interest in or income from the Premises (the "Taxes"), (i) prior to the date on which any penalties, interest or late charges would apply, and to save Landlord harmless from the payment thereof, or (ii) to Landlord, in accordance with the terms of Section 6.4, provided Landlord makes the demand on Tenant required in Section 6.4. Taxes for the first and last year of the Term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed.

6.2 Landlord's Option to Pay. If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable and Tenant shall neglect or fail to pay the same, Landlord, without being obligated to do so, may pay the same at any time thereafter, and the amount of any and all such payments so made by Landlord shall be and is hereby declared to be payable as Additional Rent with the next Monthly Installment due hereunder.

6.3 Payment at End of Term. At the termination of this Lease by lapse of time or otherwise, all Taxes payable by Tenant under the provisions of this Article 6 shall be paid by Tenant to Landlord.

6.4 Monthly Installments. Upon demand of Landlord, (i) Tenant shall pay as Additional Rent, in addition to each Monthly Installment due hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due, all such taxes, assessments and other charges, and (ii) Tenant will deliver and pay over to Landlord such additional sums as are necessary to make up any deficiency in the amount necessary to enable Landlord to fully pay such taxes, assessments and other charges. Any such tax payments from Tenant may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. If Landlord receives tax payments from Tenant in accordance with this Section, then Landlord shall pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities. In the event Tenant's tax payments under this Section are in any way insufficient to pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities, then Tenant shall pay to Landlord, as Additional Rent, any shortfall within thirty (30) days of receiving a demand therefor from Landlord.

6.5 Non-Real Property Taxes. In the event that the City, County, State, or any other political subdivision that has taxing authority over the Premises shall, during the Term, impose upon Landlord any tax or other governmental charge in lieu of all or any part of the Taxes (a “**Non-Real Property Tax**”), such Non-Real Property Tax shall, for purposes of this Section, be treated as if it were included in the Taxes, unless the Taxes have been paid by Landlord.

6.6 Receipts. Upon demand of Landlord within ninety (90) days after the date all or any part of the Taxes are payable by Tenant, Tenant shall provide to Landlord official receipts of the appropriate taxing authority or other proof satisfactory to Landlord of the payment of such Taxes.

## **ARTICLE 7**

### **Insurance.**

7.1 Tenant will cause to be maintained policies of fire and extended coverage insurance on all buildings, structures, fixtures and improvements now or hereafter situated on the Premises and all other property leased hereunder in their full replacement cost. Such policies shall have no greater than eighty (80%) percent co-insurance provision and shall contain the standard “agreed amount” clause for evaluating replacement cost. Such policies shall name Tenant, Landlord, other parties designated by Landlord and the “first mortgagee” (defined in Section 22.3) as their interests may appear as insureds and such insurance shall be carried by an insurance company or companies approved by Landlord and the first mortgagee. Tenant shall make available to Landlord on request copies of said policies. Notwithstanding the aforesaid, in no event shall the manner, forms, companies, sums or length of terms be less than that required by the first mortgagee according to the terms and provisions of the “first mortgage” (defined in Section 22.2).

7.2 Each such policy shall include: (i) a standard mortgagee clause in favor of the first mortgagee; (ii) a provision to the effect that the waiver of subrogation rights by the insured does not void the coverage; (iii) a provision that the policy shall not be changed or canceled without at least thirty (30) days’ prior written notice to Landlord and the first mortgagee; and (iv) a provision that any forfeiture of the policy due to an act of Tenant shall not affect the validity insofar as Landlord or the first mortgagee are concerned.

7.3 From time to time as required by Landlord or the first mortgagee, Tenant at its expense, shall obtain from an engineer or appraiser, in the regular employ of the insurer, or an appraiser, engineer, architect or contractor designated by Tenant and approved by Landlord and the insurer, such evidence as may be required by such insurer to maintain the “agreed amount” clause eliminating the possibility of any co-insurance penalty.

7.4 If Tenant shall refuse or fail to so insure and keep insured the Premises and keep such policies in Landlord’s and first mortgagee’s possession, Landlord may at its election procure and from time to time renew such insurance, and the amounts expended therefore shall be Additional Rent due from Tenant with the next installment of Rent accruing hereunder and may be collected in the same manner as though Rent due hereunder.

7.5 Upon demand from Landlord, Tenant shall pay in advance as Additional Rent, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due all insurance premiums on all policies of insurance required or allowed to be carried by Tenant hereunder. Such Additional Rent may be commingled with the general funds of Landlord and no interest shall be payable in

respect thereof. Upon demand by Landlord, Tenant will pay Landlord, as Additional Rent, such additional sums as are necessary to make any deficiency in the amount necessary to enable Landlord to fully pay such premiums.

7.6 Landlord shall have no liability for damage to or loss of personal property located upon the Premises, unless and to the extent caused by Landlord.

## **ARTICLE 8**

### **Casualty; Restoration.**

8.1 If the Premises are damaged by fire or other casualty (a "**Casualty**"), Tenant shall give immediate written notice thereof to Landlord and the first mortgagee ("**Tenant's Casualty Notice**"). Landlord shall, within 60 days after receipt of Tenant's Casualty Notice, deliver to Tenant a good faith estimate (the "**Damage Notice**") of the time needed to repair the damage caused by such Casualty ("**Restoration**").

If the Premises are damaged by Casualty such that Tenant is prevented from conducting its business in the Premises in a manner reasonably comparable to that conducted immediately before such Casualty and Landlord estimates that the damage caused thereby cannot be repaired within 210 days after the commencement of repairs (the "**Repair Period**"), then Tenant may terminate this Lease by delivering written notice to Landlord of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If a Casualty occurs and (1) Landlord estimates that the damage cannot be repaired within the Repair Period, (2) regardless of the extent of damage, (a) the damage occurs during the last twelve (12) months of the Term or (b) the damage is not fully covered by Tenant's insurance policies or any insurance Landlord may carry on the Premises or (c) Landlord makes a good faith determination that restoring the damage would be uneconomical, or (3) Landlord is required to pay any insurance proceeds arising out of the Casualty to a first mortgagee, then, in any such case, Landlord may terminate this Lease by giving written notice of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If neither party elects to terminate this Lease following a Casualty, then Landlord shall, within a reasonable time after such Casualty, begin to repair the Premises and shall proceed with reasonable diligence to restore the Premises to substantially the same condition as they existed immediately before such Casualty; however, Landlord shall not be required to repair or replace any improvements, alterations or betterments made by Tenant within the Premises (which shall be promptly and with due diligence repaired and restored by Tenant at Tenant's sole cost and expense) or any furniture, equipment, trade fixtures or personal property of Tenant or others in the Premises or the Project, and Landlord's obligation to repair or restore the Premises shall be limited to the extent of the insurance proceeds actually received by Landlord for the Casualty in question. If this Lease is terminated under the provisions of this Article 8, Landlord shall be entitled to the full proceeds of the insurance policies providing coverage for all alterations, improvements and betterments in the Premises (and, if Tenant has failed to maintain insurance on such items as required by this Lease, Tenant shall pay Landlord an amount equal to the proceeds Landlord would have received had Tenant maintained insurance on such items as required by this Lease).

8.2 Rent insurance proceeds, if payable, shall be applied by Tenant to the payment of, when and as due and payable, the installments of Rent and other payments due under this Lease

until Restoration has been completed or until the Lease is terminated pursuant to any terms hereof. The balance, if any, of such proceeds shall be paid to Tenant or as Tenant may direct.

8.3 During any period of Restoration, Rent shall abate in proportion to the portion of the Premises that cannot be used for school purposes in Tenant's reasonable determination.

## **ARTICLE 9**

### **Care of Premises.**

9.1 Tenant will keep the Premises and all other property leased hereunder in good condition and repair, and will yield and deliver the same to Landlord at the expiration or termination of the Lease in as good a condition as when taken, reasonable use and wear thereof, and damages thereto by Landlord or its agents or invitees, excepted. Tenant shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions, except for those attributable to Landlord's use or action. Tenant may not make any repairs, alterations, additions, changes or improvements to the Premises, except as described above in Section 5.3, without the written consent of Landlord. All repairs, alterations, changes or improvements shall be completed and maintained by Tenant in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

9.2 Without limiting the rights granted to Landlord under Article 4 of this Lease, Landlord shall have the right to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Tenant's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Tenant shall pay the cost of any such repairs and maintenance work to Landlord, upon demand therefor and upon submission of satisfactory evidence of Landlord's payment of such costs which sums shall constitute Additional Rent.

## **ARTICLE 10**

### **Liability.**

10.1 Tenant agrees to save Landlord and the first mortgagee harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises which arise out of (i) gross negligence or willful misconduct of Tenant, or (ii) any noncompliance or breach by Tenant of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Lease. Tenant agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord, Tenant and the first mortgagee as their interests may appear, in amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Landlord at least annually. In the event Tenant defaults as to any such obligations, Landlord may obtain such insurance and charge the cost thereof to Tenant as Additional Rent, payable with the monthly installment next coming due.

10.2 Landlord agrees to save Tenant harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises to the extent caused by willful misconduct or negligence by Landlord. Landlord agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord and Tenant as their

## Appendix J - EMO Facility Buyout Agreement

interests may appear, in amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Tenant; Landlord agrees to furnish to Tenant upon request certificates of insurance evidencing such insurance.

10.3 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Landlord or Tenant.

### ARTICLE 11

#### Compliance.

11.1 During the Term, Tenant shall assure compliance with all Legal Requirements relating to Tenant, the conduct of Tenant's business or pertaining to or otherwise affecting the use of the Premises; and Tenant shall reimburse Landlord for any damages or penalties suffered because of any such noncompliance. Landlord hereby represents that as of the Effective Date, the Premises is in compliance with all Legal Requirements; and Landlord shall reimburse Tenant for any damages or penalties suffered because of any such noncompliance.

11.2 Tenant represents that no indebtedness of any kind incurred or created by Tenant herein shall constitute an indebtedness to the State or its political subdivisions, and no indebtedness of Tenant shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. (See NCGS 115C-238.29H (a1)).

### ARTICLE 12

#### Assignment and Subletting.

12.1 Tenant shall not assign, transfer, sublet or otherwise allow the use by another Person of the Premises or any part thereof or any interest hereunder without first obtaining the written consent of Landlord, which may be withheld by Landlord for any reason. Landlord may, in its sole discretion, assign, transfer, pledge and convey its rights, title and interests in the Premises and/or this Lease, without the consent of or notice to Tenant; provided, however, the terms and conditions of this Lease as set forth herein as of the execution date of this Lease shall have not been modified or amended by such assignment and shall be subject to Section 23.3 hereof.

### ARTICLE 13

#### Default.

13.1 Tenant shall be in default upon occurrence of any of the following events (any of the following, a "Default"):

A. Failure by Tenant to pay any portion of Rent for a period of more than ten (10) days after Tenant receives written notice of such failure to pay from Landlord (a "**Monetary Default**"); provided in no case shall Landlord be obligated to send notice of failure to pay more than twice in any twelve (12) month period.

## Appendix J - EMO Facility Buyout Agreement

B. Failure by Tenant to comply with any term, provision, condition or covenant of this Lease (other than a Monetary Default or as specified in Subsection F. below), if such failure is not cured by Tenant within a period of thirty (30) days after Tenant receives written notice from Landlord specifying such failure

C. Tenant's becoming insolvent, as that term is defined by any federal or state law or regulation (the "**Insolvency Laws**"); the appointment of a receiver or custodian for all or a substantial portion of Tenant's property or assets; the institution of a foreclosure action upon all or a substantial portion of Tenant's real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Tenant as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Tenant's making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if Tenant's leasehold interest herein shall be levied on execution.

D. Termination of the Services Agreement due to default made or caused by Tenant in any of the covenants, terms or conditions of the Services Agreement required to be kept or performed by Tenant.

E. Expiration or discontinuance for any reason of the Charter granted to Tenant by its authorizer (the "**Charter**"), other than an expiration or discontinuance which results in a new Charter effective as of termination of the existing Charter and with terms which would not, in Landlord's opinion, substantially alter Tenant's ability to comply with the terms of the Lease, Services Agreement, or Charter.

F. Failure by Tenant to deliver the certificate required by Section 23.2 within the time required by such Section.

13.2 Landlord's Remedies. Upon the occurrence of any Default and the lapse of any grace or cure periods without cure thereof, Landlord shall have the option to pursue any one or more of the following remedies upon notice to Tenant:

13.2.1. *Termination.* Terminate this Lease or terminate Tenant's right to possession, and in either event, accelerate all obligations of Tenant owed to Landlord under the Lease and force Tenant to immediately surrender the Premises to Landlord. Tenant agrees to pay to Landlord on demand the costs which Landlord may suffer by reason of such termination. Immediately upon any termination Landlord shall be entitled to recover from Tenant (i) all outstanding and unpaid Rent as of the date of such termination, (ii) the unamortized cost of any initial upfit work performed according to this Lease by Landlord in anticipation of Tenant's occupancy, (iii) the amount of any Rent that was abated pursuant to this Lease, and (iv) all future Rent due for the remaining balance of the Term, which future Rent shall be discounted to present value using a discount rate equal to the U.S. Treasury Bill or Note rate with the closest maturity to the remaining term of the Lease as selected by Landlord.

13.2.2. *Possession.* Enter upon and take possession of the Premises and expel or remove Tenant and any other person who may be present, without terminating the Lease or being liable for prosecution or any claim for damages, and, if Landlord so elects, relet the Premises on such terms as Landlord may determine, subject, however to Tenant's right to stay in possession of the Premises until the end of the current school year in accordance with the Services Agreement.

## Appendix J - EMO Facility Buyout Agreement

13.2.3. *Entry.* Enter upon the Premises without being liable for prosecution or any claim for damages, and do whatever Tenant is obligated to do under the terms of this Lease. Tenant agrees to reimburse Landlord on demand for any expenses which Landlord may incur in effecting compliance with Tenant's obligations.

13.2.4. *Mitigation.* Landlord shall have a duty to mitigate damages in the event of a Tenant Default, provided, however, that Landlord shall not be obligated (a) to favor the Premises for re-letting in comparison to other real property owned or leased by Landlord in the vicinity of the Premises, (b) to discount or disregard any of the following factors regarding a potential new tenant for the Premises: term of proposed lease, proposed rent, proposed use and the creditworthiness and reputation of the proposed tenant, or (c) to spend more toward re-letting the Premises than Landlord would spend in leasing real property in the ordinary course of its business.

13.2.5. *Application of Proceeds.* Any proceeds of re-letting the Premises shall be applied to pay (i) first, all costs of Landlord incurred in connection with such re-letting (including without limitation, all costs and expenses of taking possession of the Premises, securing new tenants, including expenses for redecoration, alterations or other upfit costs), (ii) second, any indebtedness of Tenant other than Rent, (iii) third, all then-outstanding Rent due hereunder, and (iv) fourth, any future obligations of Tenant, including without limitation, Rent. Tenant agrees to pay to Landlord on demand any deficiency that may arise by reason of such re-letting within ten (10) days of notice of the same from Landlord, following a re-letting. In the event Tenant pays to Landlord all accelerated sums due, any amounts applicable to Rent following the date of re-letting shall be reimbursed to Tenant as received.

13.3 No termination of this Lease pursuant to this Section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Tenant of its liabilities and obligations under this Lease that accrue during the Term, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Tenant shall pay to Landlord as and for liquidated and agreed current damages the then present value of the Rent and other sums and charges to be paid by Tenant until what would have been the end of the Term in the absence of such termination or repossession. Landlord shall make a good faith effort to relet the Premises and alleviate Tenant of additional damages. Exercise of any remedy hereunder by Landlord shall not exclude the right to exercise any other remedy hereunder. Notwithstanding any of the foregoing obligations of Tenant stated herein to the contrary, upon termination of this Lease or Tenant's dispossession of the Premises, Tenant will automatically be relieved from and after the date of such termination or dispossession of all personal liability for the performance of any covenants or obligations on the part of Tenant contained in this Lease thereafter to be performed except for those liabilities expressly stated to have survived such termination or dispossession as stated herein.

13.4 To the extent applicable, Tenant has been made aware that Master Landlord as landlord under the Master Lease, or National Heritage Academies, Inc., as tenant under the Master Lease or an Affiliate (defined in Section 22.1) of either or any other Person that enjoys an interest in the Premises seeks the benefits offered pursuant to the U.S. Department of Treasury New Markets Tax Credit program and may pursue other federal, state or city funds, subsidies (including any city real estate tax exemptions or abatements) or loans (collectively, the "**Benefits**") in connection with the use of the Premises, and as a result of the grant of the Benefits, the Premises may be subject to certain use restrictions. Tenant shall have no responsibility and bear no liability for any claims, fees, expenses, costs or other impositions arising from or in connection with the Benefits due to the termination of this Lease or Tenant's dispossession of the Premises.

**ARTICLE 14**

**Waiver of Breach.**

14.1 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

**ARTICLE 15**

**Surrender.**

15.1 Upon the expiration or earlier termination of this Lease, Tenant shall (i) surrender the Premises in broom clean, in good condition, free and clear of all lettings and occupancies, (except those previously approved by Landlord), free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the delivery hereof, and otherwise in the same condition as Tenant received the Premises on the first day of the Initial Term, except for the following (which are allowed to remain at the Premises): any alterations that Landlord has not required to be removed, normal wear and tear and loss by fire or other casualty losses for which insurance proceeds have been received by Landlord; (ii) surrender all keys for the Premises to Landlord and (iii) inform Landlord of all combinations on locks in the Premises. All installations, alterations, additions and improvements, including partitions which may have been installed by either Landlord or Tenant, shall remain upon the Premises and shall become Landlord's property, all without compensation, allowance or credit.

15.2 On or before the scheduled expiration of the Term, Tenant may elect to remove its personal property and any fixtures and equipment. Any of Tenant's items listed in the preceding sentence not removed at the end of the Term shall be considered abandoned, and Landlord may appropriate such items for itself, sell such items or otherwise dispose of the same in such commercially reasonable manner as Landlord deems expedient without any liability to Tenant or any parties claiming by, through or under Tenant. In the event the Term terminates for any reason on other than its scheduled expiration date, then Tenant shall have a period of time in which to re-enter the Premises to retrieve its personal property, beginning on the date the Term terminates and ending fifteen (15) days thereafter. Any damage caused to the Premises by such removal shall be repaired by Tenant no later than fifteen (15) days after the end of the Term, but no Rent shall be payable by Tenant for such period of time (and such continued use of the Premises by Tenant shall not be deemed a holdover or a renewal or as creating a periodic or other similar tenancy that might be implied by law). Tenant shall reimburse Landlord for any damage to any portion of the Premises caused by Tenant during the removal of any items contemplated for potential removal in this Section.

**ARTICLE 16**

**Eminent Domain.**

16.1 If all or any part of the Premises shall be taken by any Governmental Authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of Landlord, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Tenant hereby irrevocably assigns to Landlord any award or payment to which Tenant may become entitled as a result thereof, provided, however, that Tenant shall be entitled to receive from such Governmental Authority compensation for its fixtures and personal property so taken.

## **Appendix J - EMO Facility Buyout Agreement**

16.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in Section 4.1 hereof, Tenant shall have the option to terminate this Lease by serving written notice of termination on Landlord within sixty (60) days after the taking.

16.3 If only a part of the Premises shall be so taken such that the part not so taken can be completed as an architectural unit for the use described in Section 4.1 hereof, Landlord (or at Landlord's direction, Tenant) shall, as promptly as practicable, make a complete architectural unit of the remainder of the building on the Premises (but only to the extent of the proceeds received for such taking); and there shall be an abatement of the monthly Rent hereinabove provided for in an amount equal to the percentage of the Premises and the building so taken.

### **ARTICLE 17**

#### **Notices.**

17.1 All notices and communications required under this Lease shall be in writing and served personally or by nationally recognized overnight courier on Landlord and on Tenant at the address indicated on page one (1) hereof, or at such other address as may be designated in writing to the other party hereto by notice in accordance with this Section.

### **ARTICLE 18**

#### **Self Help.**

18.1 If Tenant shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Landlord without notice to Tenant, except when other notice is expressly provided for in this Lease and without waiving or releasing Tenant from the obligations of Tenant contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary therefore.

18.2 All sums to be paid by Landlord and all costs and expenses incurred by Landlord in connection with the performance of any such act referenced in Section 18.1, together with any consequential damages Landlord may suffer by reason of the failure of Tenant to make such payment or perform such act, and counsel fees incurred by Landlord in connection therewith or in enforcing its rights hereunder, shall be paid by Tenant to Landlord on demand as Additional Rent.

18.3 Tenant agrees to hold Landlord harmless from any inconvenience or interference with Tenant's operation of its business as a result of Landlord's exercising any rights granted under Section 18.1.

### **ARTICLE 19**

#### **Construction Liens.**

19.1 Tenant will not create nor permit to be created or to remain, and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Tenant's leasehold interest therein, except such as are created by Landlord or the first mortgagee.

## ARTICLE 20

### Environmental Matters.

20.1 Tenant shall not use or store any Hazardous Materials (as defined in Section 20.3) on the Premises, except in compliance with Legal Requirements.

20.2 To the extent directly related to the conduct of Tenant, Tenant's use of the Premises, or the operation of its business thereon, Tenant shall defend, indemnify and hold harmless Landlord, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials by Tenant on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons thereon by reason of Tenant's action or animals on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises by reason of Tenant's action; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises by reason of Tenant's action; and/or (4) any violation of Legal Requirements based upon or in any way related to such Hazardous Materials existing on the Premises by reason of Tenant's action including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses. As used herein, "**Hazardous Materials**" means and includes petroleum, petroleum products, asbestos, asbestos-containing materials, radioactive materials, waste oils, solvents and chlorinated oils, polychlorinated biphenyls (PCBs), and any other water, material or substance that is defined as hazardous or toxic under or regulated by any federal, state or local agent, law, rule or regulation (whether now existing or hereafter enacted or promulgated, as they may be amended from time to time) pertaining to environmental conditions, the environment, contamination or clean up, including, without limitation, federal, state or local solid waste disposal rules, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, the Hazardous Materials Transportation Act, as amended, the Resource Conservation and Recovery Act, as amended, the Toxic Substances Control Act, as amended, the Water Pollution Control Act, as amended, the Clean Air Act, as amended, or any other applicable federal, state or local laws, regulations, publications of Governmental Authorities, or ordinances pertaining to Hazardous Materials (collectively, "**Environmental Laws**").

20.3 Tenant shall promptly notify Landlord as soon as it knows of or suspects that any Hazardous Materials has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to insure timely compliance with Legal Requirements unless caused by Landlord. Landlord shall promptly notify Tenant as soon as its knows or suspects any Hazardous Materials has been released or that there is a threatened release on or in the Premises and Landlord shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with Legal Requirements unless caused by Tenant.

20.4 The provisions of this Article 20 shall be in addition to any and all obligations and liabilities of Tenant and Landlord may have to each other under Legal Requirements, and shall survive the expiration and termination of the Lease for any reason.

## ARTICLE 21

### Late Charges.

21.1 In the event of any failure by Tenant to pay Rent when due, Tenant shall also pay to Landlord, as Additional Rent, a late charge of five percent (5%) of such delinquent payment.

## ARTICLE 22

### Certain Definitions.

22.1 The term "**Affiliate**" means, with respect to any Person, any other Person that directly or indirectly through one or more intermediaries, controls, or is controlled by, or is under common control with, such first Person or any of its subsidiaries. As used in this definition, the term "control" means (a) the power to vote five percent (5%) or more of the securities or other equity interests of a Person having ordinary voting power, or (b) the possession, directly or indirectly, of any other power to direct or cause the direction of the management and policies of a Person, whether through ownership of voting securities, by contract or otherwise.

22.2 The term "**first mortgage**" means any mortgage now existing or hereafter becoming a first and paramount lien on the Premises, subject to easements and restrictions of record, and all assignments, modifications, extensions and renewals thereof.

22.3 The term "**first mortgagee**" or "**holder of the first mortgage**" means the Person(s) who is(are) the holder(s) or beneficiary(ies) under the first mortgage from time to time.

22.4 The term "**Governmental Authority**" or "**Governmental Authorities**" means the government of the United States of America or any state or other political subdivision of either thereof, or any entity that exercises executive, legislative, regulatory, administrative, judicial, quasi-governmental or quasi-judicial functions of, or pertaining to, any such government, whether now or hereafter in existence having jurisdiction over the matter or matters in question.

22.5 The term "**Landlord**" is limited to mean and include, so far as covenants, agreements, stipulations or obligations on the part of Landlord are concerned, the tenant under the Master Lease to the Premises or its assignee, at the time in question, and in the event of any transfer or transfers of the title to such fee Landlord herein named (and, in case of any subsequent transfers or conveyances, the then grantor) will automatically be relieved from and after the date of such transfer or conveyance of all personal liability for the performance of any covenants or obligations on the part of Landlord contained in this Lease thereafter to be performed.

22.6 The term "**Legal Requirements**" means (i) all present and future applicable laws, statutes, treaties, rules, orders, ordinances, codes (including, without limitation, building and life-safety codes), regulations, requirements, permits, and interpretations by, and applicable judgments, decrees, injunctions, writs and like action even if unforeseen or extraordinary of any Governmental Authority (including, without limitation, Environmental Laws (defined herein), laws and regulations pertaining to health and safety, Insolvency Laws (defined herein), the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other applicable Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises, and laws and regulations pertaining to the construction, restoration, use and operation of schools); and (ii) any reciprocal easement agreement, agreement, contract, instrument, restriction or similar agreement relating to the use,

## Appendix J - EMO Facility Buyout Agreement

occupancy, possession, operation, alterations, repairs or maintenance of the Premises or otherwise affecting the Premises.

22.7 The term “**mortgage**” means any mortgage, deed of trust, deed to secure debt or other security instrument now existing as, or hereafter becoming a lien on the Premises.

22.8 The term “**mortgagee**” means the Person(s) who is(are) the holder(s) or beneficiary(ies) under any mortgage from time to time.

22.9 The term “**Person**” means any natural person, corporation, limited liability company, trust, joint venture, association, company, partnership, Governmental Authority or other entity.

### ARTICLE 23

#### **Subordination; Estoppel Certificates.**

23.1 Tenant agrees that Landlord, or any mortgagee or lessor under any applicable ground or other underlying lease, may choose to make this Lease subordinate or paramount to any mortgages or ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and to all renewals, replacements and extensions thereof, and that upon any taking of possession of the Premises and accession to the interest of Landlord under this Lease by such lessor or mortgagee, Tenant shall attorn to and recognize such Person as landlord hereunder; provided the mortgagee, lessor under any such ground or underlying leases, Landlord or any trustee named in any such mortgages or leases shall agree (i) to recognize the Lease of Tenant in the event of foreclosure if Tenant is not in Default and (ii) that Tenant’s possession of the Premises under this Lease shall not be disturbed by such Person unless there is a Default. Tenant will execute promptly any instrument or certificate that Landlord may request to confirm such subordination.

23.2 Tenant, within ten (10) days after request by Landlord, will execute and deliver to Landlord (and any mortgagee or prospective mortgagee, or any current or prospective ground or underlying lessor, to the extent specified by Landlord) an estoppel certificate as to such reasonable facts and circumstances under this Lease as may be requested, but in any case including the following (i) identifying the commencement date and expiration date of this Lease, (ii) stating that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, and then stating such modifications, (iii) stating that Tenant does not claim that Landlord is in default in any way, or listing any such claimed defaults, (iv) the amount of Monthly Installments then payable hereunder and Additional Rent, if any, as of the date of the certificate, (v) the date to which the Rent has been paid in advance, and (vi) the amount of any security deposit or pre-paid Rent. If Tenant fails to deliver the executed certificate to Landlord within the ten (10) day period, Tenant shall be in Default without benefit of any cure period, and the proposed certificate will be conclusively deemed executed by Tenant.

23.3 Upon the receipt of a notice from Landlord, Tenant agrees to pay all such sums owing under this Lease directly to the account or party specified in such notice.

**ARTICLE 24**

**Quiet Enjoyment.**

24.1 All times when Tenant is not in Default, Tenant's quiet and peaceable enjoyment of the Premises will not be disturbed or interfered with by Landlord or any Person claiming by, through or under Landlord.

**ARTICLE 25**

**Holding Over.**

25.1 Any holdover by Tenant in the Premises beyond the expiration or termination of the Term (other than pursuant to Article 2), shall not be deemed to be a renewal or extension of this Lease or any extension thereof or the exercise of any option to extend or renew this Lease, but said holding over shall be deemed a tenancy from calendar month to calendar month at a monthly Rent equal to two hundred percent (200%) of the Monthly Installment for the last month paid under the Term. A month-to-month tenancy arising by holding over under this Section may be terminated by either Landlord or Tenant giving written notice to the other party hereto on or before the day any Monthly Installment is due with termination becoming effective on the day the next following Monthly Installment would have otherwise become due.

**ARTICLE 26**

**Remedies Not Exclusive; Waiver.**

26.1 Each and every of the rights, remedies and benefits provided by this Lease to Landlord are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

26.2 One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent to or approval of any subsequent similar act by Tenant.

**ARTICLE 27**

**Right To Show Premises.**

27.1 Landlord may show the Premises and may display about the Premises signs advertising the availability of the Premises at any time during the Term of this Lease.

**ARTICLE 28**

**Landlord's Liability.**

28.1 If Landlord fails to perform any provision of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant recovers a money judgment against Landlord, such judgment may be satisfied only out of the proceeds of sale received upon execution of such judgment (subject to any prior mortgages and ground or underlying leases) and levied thereon against the right, title and interest of Landlord in the Premises and out of rents or other income from such property receivable by Landlord, and Landlord shall not be personally liable for any deficiency.

**ARTICLE 29**

**Termination of Services Agreement.**

29.1 In the event the Services Agreement is terminated by Landlord or Tenant, as party thereto, (a) due to the default of the other party thereto, then upon the giving of notice as required by this Section, the non-defaulting party for purposes of the Services Agreement may, at its option, terminate this Lease without penalty (except as provided in Section 13.1.D hereof), with the effective date of lease termination being the same as the date on which the Services Agreement terminates, (b) pursuant to any of the termination rights or options provided therein other than those arising in the event of a default or breach by the other party to the Services Agreement, then in any such event and upon the giving of notice as required by this Section, Tenant or Landlord may, at its option, terminate this Lease without penalty, with the effective date of lease termination being the same as the date on which the Services Agreement terminates. To exercise any of the termination rights or options provided in the previous sentence, the party so exercising shall notify the other party hereto of their exercise of any such lease termination right no later than thirty (30) days after the date on which the notice terminating the Services Agreement is sent.

**ARTICLE 30**

**General.**

30.1 References in this Lease to Persons have been generalized for ease of reading. Therefore, references to a single Person will also mean more than one Person whenever such usage is appropriate (for example, "Tenant" may include, if appropriate, a group of Persons acting as a single entity, or as tenants-in-common). Similarly, pronouns of any gender should be considered inter-changeable with pronouns of other genders. If a party consists of more than one Person, such Persons shall be jointly and severally liable for the obligations of such party under this Lease.

30.2 Any waiver or waivers by either party of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by either such party with respect to any act, neglect or default by the other party will not waive or make unnecessary the other party's consent or approval with respect to any later similar act, neglect or default by such other party.

30.3 In the event any provision contained herein shall be held to be invalid or unlawful for any reason, such provision shall be deemed to be stricken from this Lease, with the understanding that the remaining provisions hereof shall continue to be binding on the parties.

30.4 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any sections, paragraphs or clauses.

30.5 This Lease can be modified or amended only by a written agreement signed by Landlord and Tenant.

30.6 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of each of Landlord and Tenant.

30.7 The laws of the state in which the Premises are located will control in the construction and enforcement of this Lease, without regard to any laws or policies of such state regarding conflicts of law.

**Appendix J - EMO Facility Buyout Agreement**

30.8 Time is of the essence of all terms and conditions of this Lease.

30.9 Landlord and Tenant each represent and warrant to the other that neither of them has contacted a broker, finder or similar Person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expense, including reasonable attorneys' fees, incurred as a consequence of any claim asserted by a Person alleging to have dealt with one of the parties hereto in connection with this Lease.

[Signatures on Following Page]

DRAFT

**Appendix J - EMO Facility Buyout Agreement**

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

**LANDLORD:**

National Heritage Academies, Inc.  
a Michigan corporation

By: \_\_\_\_\_  
Its: Chief Financial Officer

**TENANT:**

\_\_\_\_\_

By: \_\_\_\_\_  
Its: Board President

DRAFT

EXHIBIT "A"

LEGAL DESCRIPTION OF PREMISES

DRAFT



September 15, 2017

Hilda Parlér  
Board President  
North Wake Preparatory Academy, Inc.

*Via: Email Delivery*

Re: North Wake Preparatory Academy, Inc. and NHA

Dear Ms. Parlér,

I understand that North Wake Preparatory Academy, Inc. has partnered with National Heritage Academies ("NHA") to prepare a charter application for a new school to open in 2019. I write this letter to provide history on the financial stability of NHA over the past years.

NHA is an educational management company. NHA operates 84 schools in 9 states. NHA has been a customer of PNC Bank for more than 10 years. NHA is in good standing and has been for the duration of our relationship. Currently the organization has revolving credit facilities with the bank. As of this date, availability on the revolving credit facilities is sufficient to ensure the resources are available to meet the commitments to secure a school site, construct or renovate school facilities, and provide for the start-up costs presented in the application.

NHA is also financially able to meet the commitments to fund the predicted operating shortfalls during the first years of operation.

If I can be of further assistance, please call me at 616-771-9184.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Manchesky".

Jason Manchesky,  
Vice President



August 28, 2017

RE: North Wake Preparatory Academy (NC)

Dear Charter Board of Directors:

Based on the attached specifications and an approximate count of 1,675 students, the insurance quote would be as follows:

**Proposed Amount:**

Comprehensive General Liability	\$1,000,000 per occurrence/\$2,000,000 aggregate <b>Premium Quoted - \$5,500.00</b>
School Leaders Errors and Omissions	\$1,000,000 per occurrence/\$2,000,000 aggregate <b>Premium Quoted - \$5,500.00</b>
Property Insurance	\$25,000.00 contents <b>Premium Quoted - \$1,000.00</b>
Motor Vehicle Liability	\$1,000,000 Combined Single Liability <b>Premium Quote - \$250.00</b>
Crime Bonding Minimum	\$1,000,000 Single Loss Limit <b>Premium Quote - \$100.00</b>

**All of the coverage above is under one package -Premium Quote - \$12,350.00**

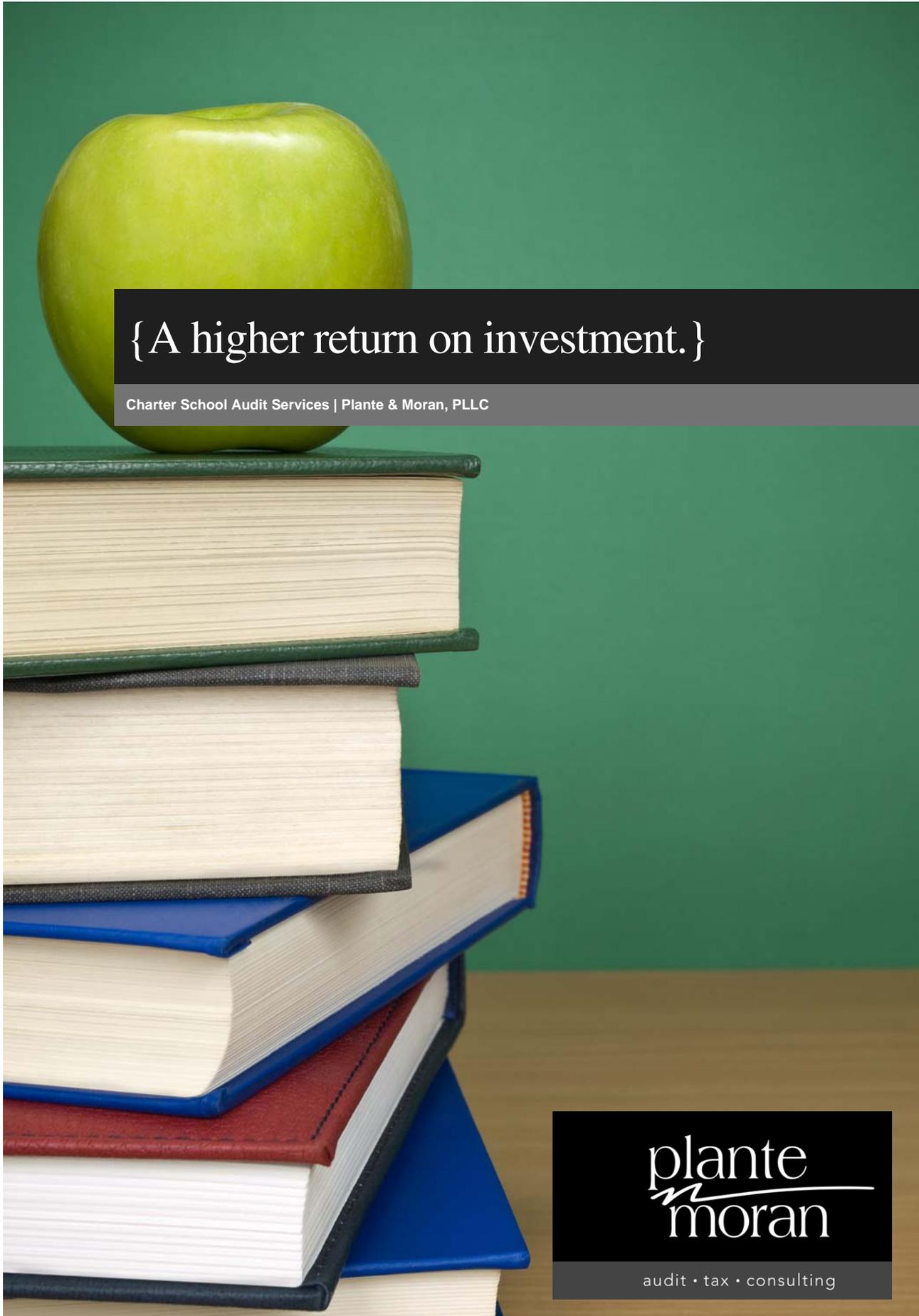
Umbrella Liability	\$1,000,000 per occurrence / \$1,000,000 aggregate <b>Premium Quote - \$1,500.00</b>
Workers' Compensation	\$1,000,000 <b>Premium Quote - \$1,000.00</b>

Sincerely,

Jim Heyboer, CPCU, LIC, CSR  
Senior Vice President  
HUB International Midwest  
(616) 233-4116

## **Appendix N - IRS Form 990**

North Wake Preparatory Academy is replicating East Arbor Charter Academy (K-8) and Arbor Preparatory High School (9-12) located in Ypsilanti, Michigan. In Michigan, charter schools are not required to establish 501c3 non-profit status. Therefore, neither school files an IRS form 990.



{ A higher return on investment. }

Charter School Audit Services | Plante & Moran, PLLC

plante  
moran

audit • tax • consulting

## Appendix O - Additional Appendices

### WHY PLANTE MORAN

# Thousands of Plante Moran success stories have been built upon a handful of good ideas.

#### CLIENT FOCUS

The confidence that the client's needs are put ahead of the firm's by a professional team that cares as much about the clients' business as the client does.

#### DEEP INDUSTRY EXPERTISE

Deep audit and consulting expertise from professionals that specialize in the client's industry, so that the client receives the benefit of timely industry trends and metrics and on-target solutions to help meet the client's business and personal goals.

#### NO SURPRISES

The security of knowing there will be no unwanted surprises because of upfront planning and regular communications.

#### HIGH VALUE ON RELATIONSHIPS

A service delivery promise that guarantees the client feels listened to, informed, and valued by a firm that is known for its caring culture.

#### INTEGRATED SERVICES

A comprehensive approach brings together accounting, audit, tax, and consulting, creating efficiencies and strong solutions in one integrated delivery system.

#### OUR UNIQUE COLLEAGUE PARTNER APPROACH GIVES YOU A DEDICATED CO-PILOT

As part of our client service strategy, we use a unique model called "colleague partnering," at no additional cost to our clients. This gives you the benefit of the best minds in our firm in a simple and most beneficial arrangement which we believe is a significant contributor to our standout client service rating from existing clients. You benefit from a deeper level of expertise involved in your account while still maintaining a single point of contact. By using this system, we feel that we can provide clients with the knowledge, expertise and resources that are necessary to succeed in today's business environment.

## Education Experience Overview

Plante Moran has more than 50 years of experience working with the complete financial affairs of schools. Plante Moran currently serves more than 160 educational institutions, including over 60 school districts and approximately 100 charter schools, and we are a recognized leader in the federal and state compliance auditing arena. Plante Moran has over 150 professionals that specialize in the education industry. We have a number of current charter school clients that we have served since their first year of operation and we've had the pleasure of watching them grow and thrive. We understand the unique funding challenges and increasing expenditure issues facing charter schools today because we serve charter schools of different sizes, in different locations, and with different funding sources. We are also sensitive, specifically to the needs of charter schools in urban areas, as we have served schools in Detroit, New York, Toledo, Flint, Phoenix, and New Orleans. Our goal is not to just provide you with an audit opinion, but to leverage our knowledge of the charter school industry and pass that knowledge along to you.

We understand and respect the importance of your mission. That's why we combine our technical expertise with sensitivity to your mission, in order to best serve you. We understand the unique aspects of schools from a reporting and regulatory compliance standpoint. Unlike many firms that use their educational practice to fill in for lulls in their commercial practice, Plante Moran's school clients represent a very important part of our entire practice. We are committed to the industry and sharing our knowledge with our clients.

## Appendix O - Additional Appendices

### PLANTE MORAN IN BRIEF

# 90 years of history in 30 seconds or less.

#### BY THE NUMBERS

- Founded: 1924
- Rank: 13<sup>th</sup> largest in the U.S.
- Team: 2,000+
- Locations: 23 offices in Michigan, Illinois, Ohio, China, India, and Mexico

#### ONE-FIRM FIRM

Our firm is fundamentally built different than our competitors because of our “One-Firm Firm” philosophy and structure. We do not have competing office-level profit centers and as a result, you receive the best resources regardless of office location or geography.

#### DISTINCTIONS

- FORTUNE’s list of the “100 Best Companies to Work For” for 17 consecutive years (highest-ranked accounting firm for six consecutive years)
- WorkplaceDynamics’ list of “America’s Top 10 Workplaces”
- International Accounting Bulletin’s “Employer of the Year”
- Vault Guide’s list of the “Best Accounting Firms to Work For” and ranked #1 in firm culture
- InformationWeek 500’s list of the “Top Technology Innovators Across America”
- One of the “Best Accounting Firms for Women,” American Society of Women Accountants and the American Women’s Society of Certified Public Accountants
- West Michigan’s 101 Best and Brightest Companies to Work For
- Huntington Pillar Award recipient from the Women’s Resource Center

#### OUR CORE VALUES

- We care
- We are guided by the Golden Rule
- We strive to be fair
- We commit to quality, integrity, and professionalism, consistently placing clients’ interests ahead of firm interests
- We maximize individual opportunities within the context of the team
- We are dedicated to preserving and enhancing our spirit

# K-12

# { At a glance. }

## Contact

✉ Michael.Lamfers@plantemoran.com  
☎ 616-643-4099

### Trusted independent advisors for K-12 school districts.

#### Practical solutions to complex issues

The education landscape is changing – climbing operational costs, increasing class sizes, downsizing educational programs, and reducing staff numbers undoubtedly puts a strain on you. What innovative tactics are you using to optimize efficiency in the office and the classroom? Our team of auditors, CPAs, and consultants bring deep industry knowledge and superior client service to arm you with the tools and resources your district needs. Our key services include:

- Audit & accounting
- Cybersecurity
- Employee benefits consulting
- Enterprise risk services
- Facilities planning & construction project management
- Operational effectiveness
- Technology consulting



### Client profile

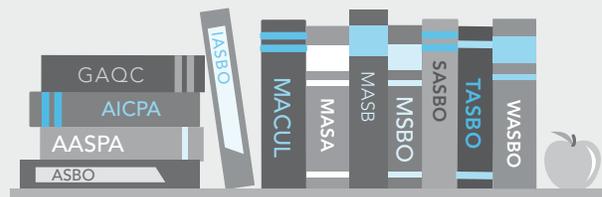
- ✓ **200+**  
school districts served
- ✓ **\$1M-\$1B**  
range of budgets for the school clients we serve
- ✓ **\$750K-\$1.2B**  
range of annual expenditures for federal programs audited

### Practice profile

- 150+**  
specialized professionals
- 2nd**  
largest single audit provider in the nation
- 60**  
years serving schools
- 600**  
single audits performed annually firmwide

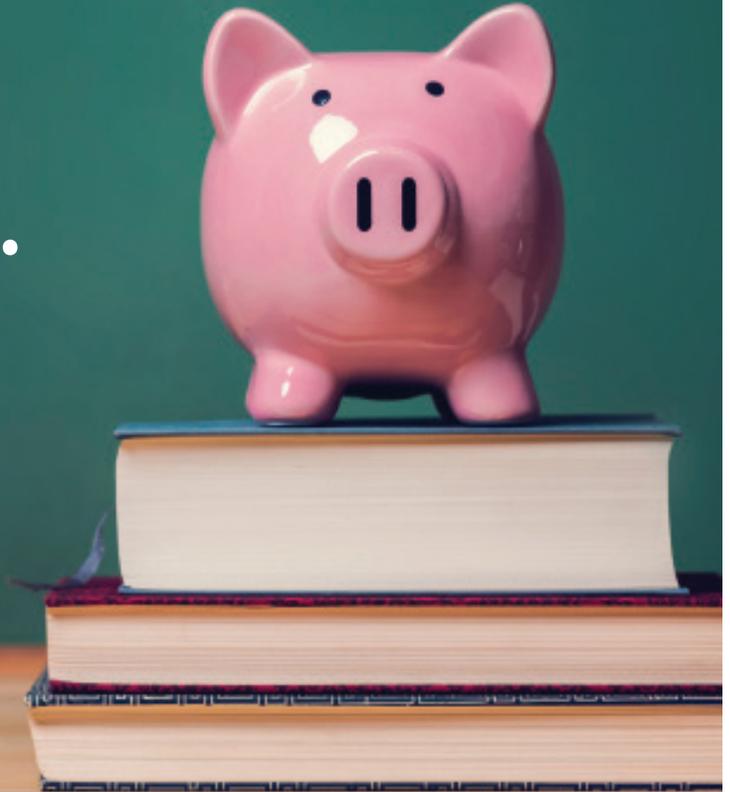
### Industry engagement

- AICPA Government Quality Control Center (GAQC)
- AICPA Single Audit Roundtable
- American Association of School Personnel Administrators (AASPA)
- Association of School Business Officials (ASBO)
- Illinois Association of School Business Officials (IASBO)
- Michigan Association of Computer Users in Learning (MACUL)
- Michigan Association of School Administrators (MASA)
- Michigan Association of School Boards (MASB)
- Michigan School Business Officials (MSBO)
- Southeastern Association of School Business Officials (SASBO)
- Texas Association of School Business Officials (TASBO)
- Wisconsin Association of School Business Officials (WASBO)



# Focus on your mission.

## Charter School Services



### At Rives & Associates, LLP we know education.

Education organizations are focused on something bigger than the bottom line. We understand that serving the mission of education is of the utmost importance. Our goal is to work with your organization, not simply for it. We have a long history of working with those in the education sector.

Our professionals have specific experience and training to help your organization achieve its ultimate mission without stress along the way.

- A Top 300 Small Business in the South
- Three Office Locations in North Carolina
- Business Leader CPA Firm of the Year for 3 Years

[rivescpa.com](http://rivescpa.com)



Rives & Associates, LLP  
Certified Public Accountants

# Services offered

- Financial statement audits
- OMB Uniform Guidance
- Tax preparation and consultation
- Financial statement preparation
- Consulting services
- Fraud and Forensic accounting services
- Budget and cash flow analysis
- Internal control review and evaluation
- Risk assessment
- Grant compliance
- Special projects of many kinds

## We serve a variety of educational organizations

- Charter Schools
- Foundations
- Boards of education
- Community colleges
- Colleges and universities
- Private schools



## Our primary objective

We have a primary objective to provide high quality audit, accounting, tax and advisory services to clients in the best professional manner. "Professionalism" in accounting means integrity, objectivity, independence where required, adherence to professional standards and applicable laws and regulations, and a demonstrated will to maintain and improve the quality of professional services. We seek to withstand all pressures competitive and otherwise, and not compromise on principles and standards of quality.

For more information contact

Jay E. Sharpe, CPA, CFE | [jsharpe@rivescpa.com](mailto:jsharpe@rivescpa.com) | 919.832.6848

Evan Rives, CPA | [erives@rivescpa.com](mailto:erives@rivescpa.com) | 336.248.8281

[rivescpa.com](http://rivescpa.com)



**Rives & Associates, LLP**  
Certified Public Accountants

## National Heritage Academies in North Carolina

**Overview:** National Heritage Academies (NHA) is a leading charter school operator committed to educating more children and challenging each child to succeed. Its eleven North Carolina partner schools – Forsyth Academy in Winston-Salem, Greensboro Academy in Greensboro, PreEminent Charter School in Raleigh, Queen’s Grant Community School in Mint Hill, Research Triangle Charter School in Durham, Peak Charter Academy in Apex, Summerfield Charter Academy in Summerfield, Wake Forest Charter Academy in Wake Forest, Winterville Charter Academy in Winterville, Gate City Charter Academy in Greensboro, and Matthews Charter Academy in Matthews – all meet the unique needs of their community. With independent local boards as partners, NHA is making steady progress bringing the sustained academic improvement these communities seek and deserve.

NHA's 2016-17 National Profile	
Number of schools	83
Total enrollment	> 56,000
% minority students	73%
% eligible for free/reduced price lunch	67%
# of students on wait lists	15,518
Total employment	5,390

NHA's 2016-17 North Carolina Profile	
Number of schools	10
Total enrollment	6,433
% minority students	57%
% eligible for free/reduced price lunch	42%
# of students on wait lists	4,394
Total employment	557

**Academics:** Nationally, and in North Carolina, NHA partner schools deliver consistently better academic results than neighboring district schools at much lower taxpayer costs. In North Carolina, 47 percent of new students entered below grade level in fall 2017. These students achieved academic growth above the national average from fall to spring. This record is driven by NHA’s commitment to a durable learning culture built on four pillars:

- ***Academic excellence:*** The curriculum includes all core subjects along with art, music, library, and physical education classes. School culture emphasizes college readiness from the earliest grades.
- ***Moral focus:*** Schools infuse coursework with lessons on such virtues as compassion, respect, and integrity so students build *moral, intellectual, performance, and social* character.
- ***Parental partnership:*** Schools work to involve parents in school activities and offer a designated "parent room" where parents can meet, collaborate, and support learning.
- ***Student responsibility:*** Students must meet high standards. They commit to hard work, work with teachers to set unique learning goals, and learn over time that effort creates ability.

**Commitment to schools:** NHA covers *all* start-up costs of designing, building, and/or renovating a school tailored for NHA's academic model. It also covers costs of launching the academic program, and it often contributes its own funds for supplemental instruction. Under this model, which relieves boards of a burden that crushes many charter school projects, NHA leases the building to partner boards in predictable commercial leases. The leases, which are negotiated with boards, impose no automatic rent increases and reflect appropriate value of these one-purpose buildings.

## Academic Overview of NHA Partner Schools in North Carolina

Below is 2016-17 academic information for NHA-partner schools in North Carolina. Eight schools met or exceeded growth and eight schools earned a 'C' or above on the state's accountability system.

NHA School	% Minority	% Free or Red. Lunch		2016-17 Growth Status	2016-17 Letter Grade	2016-17 Reading Proficiency		2016-17 Math Proficiency	
		Sch.	Dist.			Sch.	Dist.	Sch.	Dist.
Forsyth Academy	89%	81%	51%	Met	C	47%	51%	46%	49%
Gate City	90%	81%	53%	Not Met	D	36%	52%	35%	56%
Greensboro	26%	5%	53%	Exceeded	A+ <sup>NG</sup>	85%	53%	72%	51%
Matthews	42%	34%	48%	Met	C	65%	58%	62%	64%
PreEminent	98%	79%	36%	Met	D	39%	66%	38%	64%
Queen's Grant	31%	13%	48%	Not Met	B	72%	57%	70%	60%
Research Triangle	97%	63%	62%	Met	C	50%	45%	47%	42%
Summerfield Academy	30%	10%	53%	Exceeded	B	78%	53%	79%	51%
Wake Forest	26%	18%	36%	Exceeded	B	76%	67%	79%	66%
Winterville	59%	43%	59%	Met	C	57%	51%	46%	53%

In most instances, NHA-partner schools demonstrate higher proficiency rates than the school district in which they are located. When compared to a composite of nearby district schools, which are more likely to enroll students with comparable academic needs, seven out of ten NHA-partner schools perform at or above their composite districts.

	Average Distance	FRL %	Reading Proficiency (2016-17)	Math Proficiency (2016-17)
Forsyth Academy	--	81%	47%	46%
5 Closest Schools	2.1	65%	33%	32%
Gate City	--	81%	36%	35%
5 Closest Schools	1.7	84%	35%	40%
Greensboro	--	5%	85%	72%
5 Closest Schools	2.7	33%	72%	70%
Matthews	--	34%	65%	62%
5 Closest Schools	2.3	36%	73%	77%
PreEminent	--	79%	39%	38%
5 Closest Schools	1.7	84%	37%	40%
Queen's Grant	--	13%	72%	70%
5 Closest Schools	2.2	45%	62%	63%
Research Triangle	--	63%	50%	47%
5 Closest Schools	2.5	58%	49%	43%
Summerfield Academy	--	10%	78%	79%
5 Closest Schools	4.2	16%	80%	80%
Wake Forest	--	18%	76%	79%
5 Closest Schools	1.5	28%	72%	71%
Winterville	--	43%	57%	46%
5 Closest Schools	2.3	53%	60%	61%

Note: Closest district school averages not weighted by student counts as counts were not released.

**Appendix O - Additional Appendices**

**Academic Performance of NHA-Partner Schools**

In 2017, Stanford University's Center for Research on Education Outcomes (CREDO) released an updated version of its "Charter Management Organizations study." It includes data from 63,616 traditional public schools and 5,715 charter schools across 24 states. It also includes 286 charter networks representing over 2,100 schools. Of the 286 charter networks, NHA performed at the 84th percentile of all of them in academic effect. NHA students' growth was equivalent to about an additional 80 days of learning in math and 63 days of learning in reading. (CREDO, 2017). A link to the study is available here: <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20II>. The proficiency data below is from the 2015-16 school year (the latest publicly available for all states in which NHA partners with schools).

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 15-16 ELA Proficiency	Geographic District 15-16 ELA Proficiency	NHA-Partner School 15-16 Math Proficiency	Geographic District 15-16 Math Proficiency
MI	Excel Charter Academy	4201 Breton Ave SE	Grand Rapids, MI 49512-3857	Kentwood Public Schools	Grand Valley State University	1995	K - 8	59%	50%	52%	33%
MI	Vanderbilt Charter Academy	301 West 16th St	Holland, MI 49423-3329	Holland City School District	Grand Valley State University	1996	K - 8	49%	47%	41%	33%
MI	Vanguard Charter Academy	1620 - 52nd St SW	Wyoming, MI 49519-9629	Wyoming Public Schools	Grand Valley State University	1996	K - 8	58%	36%	55%	27%
MI	Vista Charter Academy	711 - 32nd St SE	Grand Rapids, MI 49548-2307	Godwin Heights Public Schools	Bay Mills Community College	1996	K - 8	35%	26%	20%	16%
MI	Cross Creek Charter Academy	7701 Kalamazoo Ave SE	Byron Center, MI 49315-9534	Caledonia Community Schools	Central Michigan University	1997	K - 8	74%	75%	68%	70%
MI	Eagle Crest Charter Academy	11950 Riley St	Holland, MI 49424-8553	West Ottawa Public School District	Central Michigan University	1997	K - 8	74%	61%	70%	45%
MI	Knapp Charter Academy	1759 Leffingwell Ave NE	Grand Rapids, MI 49525-4531	Forest Hills Public Schools	Grand Valley State University	1997	K - 8	47%	26%	38%	16%
MI	Walker Charter Academy	1801 Three Mile Rd NW	Walker, MI 49544-1445	Kenowa Hills Public Schools	Grand Valley State University	1997	K - 8	63%	51%	51%	31%
MI	Endeavor Charter Academy	380 N. Helmer Rd	Springfield, MI 49037-7776	Battle Creek Public Schools	Grand Valley State University	1998	K - 8	33%	19%	22%	11%
MI	Paragon Charter Academy	3750 McCain Rd	Jackson, MI 49201-7675	Jackson Public Schools	Grand Valley State University	1998	K - 8	51%	39%	36%	21%
MI	Paramount Charter Academy	3624 S. Westnedge Ave	Kalamazoo, MI 49008-2969	Kalamazoo Public School District	Bay Mills Community College	1998	K - 8	36%	36%	20%	26%
MI	Ridge Park Charter Academy	4120 Camelot Ridge Dr SE	Grand Rapids, MI 49546-2432	Forest Hills Public Schools	Lake Superior State University	1998	K - 8	43%	26%	36%	16%
MI	Timberland Charter Academy	2574 McLaughlin Ave	Muskegon, MI 49442-4439	Orchard View Schools	Grand Valley State University	1998	K - 8	18%	18%	13%	11%
MI	Burton Glen Charter Academy	4171 Atherton Rd	Burton, MI 48519-1435	Atherton Community Schools	Northern Michigan University	1999	K - 8	16%	15%	10%	7%
MI	Chandler Woods Charter Academy	6895 Samrick Ave Private	Belmont, MI 49306-8844	Comstock Park Public Schools	Grand Valley State University	1999	K - 8	65%	68%	65%	65%
NC	Forsyth Academy	5426 Shattalon Dr	Winston-Salem, NC 27106-1919	Forsyth County Schools	North Carolina State Board of Education	1999	K - 8	43%	51%	39%	49%
NC	Greensboro Academy	4049 Battleground Ave	Greensboro, NC 27410-8410	Gulford County Schools	North Carolina State Board of Education	1999	K - 8	83%	52%	87%	51%
MI	Linden Charter Academy	3244 N Linden Rd	Flint, MI 48504-1753	Westwood Heights Schools	Central Michigan University	1999	K - 8	22%	15%	10%	7%
MI	North Saginaw Charter Academy	2332 Trautner Dr	Saginaw, MI 48604-9593	Saginaw City School District	Central Michigan University	1999	K - 8	23%	31%	11%	22%
MI	South Arbor Charter Academy	8200 Carpenter Rd	Ypsilanti, MI 48197-9173	Milan Area Schools	Central Michigan University	1999	K - 8	85%	68%	80%	67%
MI	Walton Charter Academy	744 East Walton Blvd	Pontiac, MI 48340-1361	Pontiac City School District	Northern Michigan University	1999	K - 8	30%	15%	23%	8%
MI	Windemere Park Charter Academy	3100 W. Saginaw Street	Lansing, MI 48917-2307	Waverly Community Schools	Grand Valley State University	1999	K - 8	43%	21%	35%	14%
MI	Canton Charter Academy	49100 Ford Rd	Canton, MI 48187-5415	Plymouth-Canton Community Schools	Central Michigan University	2000	K - 8	79%	62%	76%	58%
MI	Metro Charter Academy	34800 Ecorse Rd	Romulus, MI 48174-1642	Romulus Community Schools	Grand Valley State University	2000	K - 8	41%	26%	34%	18%
NC	PreEminent Charter School	3815 Rock Quarry Rd	Raleigh, NC 27610-5123	Wake County Schools	North Carolina State Board of Education	2000	K - 8	38%	67%	36%	65%
NC	Research Triangle Charter Academy	2418 Ellis Rd	Durham, NC 27703-5543	Durham Public Schools	North Carolina State Board of Education	2000	K - 8	49%	43%	46%	41%
MI	Warrendale Charter Academy	19400 Sawyer Rd	Detroit, MI 48228-3330	Detroit City School District	Grand Valley State University	2001	K - 8	15%	12%	10%	7%
MI	Detroit Merit Charter Academy	1091 Alter Rd	Detroit, MI 48215-2861	Detroit City School District	Grand Valley State University	2002	K - 8	48%	12%	28%	7%
OH	North Dayton School of Discovery	3901 Turner Rd	Dayton, OH 45415-3654	Dayton City	Educational Service Center of Lake Erie West	2002	K - 8	23%	25%	34%	24%
NC	Queen's Grant Community School	6400 Matthews-Mint Hill Rd	Mint Hill, NC 28227-9323	Mecklenburg County	North Carolina State Board of Education	2002	K - 8	73%	58%	71%	59%
NY	Southside Academy Charter School	2200 Onondaga Creek Blvd	Syracuse, NY 13207-2361	Syracuse City School District	New York State Education Department	2002	K - 8	18%	11%	21%	10%
OH	Alliance Academy of Cincinnati	1712 Duck Creek Rd	Cincinnati, OH 45207-1644	Cincinnati City	Educational Service Center of Lake Erie West	2004	K - 8	19%	39%	28%	44%
IN	Andrew J. Brown Academy	3600 N. German Church Rd	Indianapolis, IN 46235-8504	Indianapolis Public Schools	Indianapolis Mayor's Office	2003	K - 8	38%	41%	39%	33%
NY	Brooklyn Excelsior Charter School	856 Quincy St	Brooklyn, NY 11221-3612	NYC Geog. District 16	SUNY Charter Schools Institute	2003	K - 8	26%	25%	27%	21%
NY	Buffalo United Charter School	325 Manhattan Ave	Buffalo, NY 14214-1809	Buffalo City School District	SUNY Charter Schools Institute	2003	K - 8	22%	17%	22%	16%
MI	Hamtramck Academy	11420 Conant St	Hamtramck, MI 48212-3134	Hamtramck Public Schools	Bay Mills Community College	2003	K - 8	53%	26%	46%	20%
MI	Keystone Academy	47925 Bemis Rd	Belleville, MI 48111-9760	Van Buren Public Schools	Bay Mills Community College	2003	K - 8	67%	33%	59%	28%
OH	Pathway School of Discovery	173 Avondale Dr	Dayton, OH 45404-2123	Dayton City	Educational Service Center of Lake Erie West	2003	K - 8	46%	25%	52%	24%
OH	Apex Academy	16005 Terrace Rd	East Cleveland, OH 44112-2001	East Cleveland City School District	Educational Service Center of Lake Erie West	2004	K - 8	22%	22%	24%	18%
MI	Detroit Enterprise Academy	11224 Kercheval St	Detroit, MI 48214-3323	Detroit City School District	Grand Valley State University	2004	K - 8	31%	12%	19%	7%
MI	Detroit Premier Academy	7781 Asbury Park	Detroit, MI 48228-3685	Detroit City School District	Grand Valley State University	2004	K - 8	31%	12%	23%	7%
OH	Emerson Academy of Dayton	501 Hickory St	Dayton, OH 45410-1232	Dayton City	Educational Service Center of Lake Erie West	2004	K - 8	32%	25%	45%	24%
MI	Fortis Academy	3875 Golfside Dr	Ypsilanti, MI 48197-3726	Ypsilanti Community Schools	Bay Mills Community College	2004	K - 8	49%	23%	33%	18%
MI	Great Oaks Academy	4257 Bart St	Warren, MI 48091-1977	Warren Consolidated Schools	Bay Mills Community College	2004	K - 8	32%	12%	22%	7%
MI	Laurus Academy	24590 Lahser Rd	Southfield, MI 48034-6040	Southfield Public School District	Bay Mills Community College	2004	K - 8	44%	33%	30%	17%
OH	Orion Academy	1798 Queen City Ave	Cincinnati, OH 45214-1427	Cincinnati City	Educational Service Center of Lake Erie West	2004	K - 8	19%	39%	29%	44%
OH	Pinnacle Academy	860 E. 222nd St	Cleveland, OH 44123-3317	Euclid City	Educational Service Center of Lake Erie West	2004	K - 8	28%	28%	37%	30%
MI	Prevail Academy	353 Cass Ave	Mount Clemens, MI 48043-2112	Mt. Clemens Community School District	Bay Mills Community College	2004	K - 8	31%	16%	24%	9%
MI	Triumph Academy	3000 Vivian Rd	Monroe, MI 48162-8600	Jefferson Schools	Bay Mills Community College	2004	K - 8	54%	40%	46%	27%
OH	Winterfield Venture Academy	305 Wenz Rd	Toledo, OH 43615-6244	Toledo City	Educational Service Center of Lake Erie West	2004	K - 8	27%	33%	34%	33%
OH	Bennett Venture Academy	5130 Bennett Rd	Toledo, OH 43612-3422	Toledo City	Buckeye Community Hope Foundation	2005	K - 8	40%	33%	43%	33%
OH	Stambaugh Charter Academy	2420 Donald Ave	Youngstown, OH 44509-1306	Youngstown City Schools	Buckeye Community Hope Foundation	2006	K - 8	36%	24%	51%	31%

**Appendix O - Additional Appendices**

**Academic Performance of NHA-Partner Schools**

In 2017, Stanford University's Center for Research on Education Outcomes (CREDO) released an updated version of its "Charter Management Organizations study." It includes data from 63,616 traditional public schools and 5,715 charter schools across 24 states. It also includes 286 charter networks representing over 2,100 schools. Of the 286 charter networks, NHA performed at the 84th percentile of all of them in academic effect. NHA students' growth was equivalent to about an additional 80 days of learning in math and 63 days of learning in reading. (CREDO, 2017). A link to the study is available here: <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20II>. The proficiency data below is from the 2015-16 school year (the latest publicly available for all states in which NHA partners with schools).

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 15-16 ELA Proficiency	Geographic District 15-16 ELA Proficiency	NHA-Partner School 15-16 Math Proficiency	Geographic District 15-16 Math Proficiency
MI	Taylor Exemplar Academy	26727 Goddard Rd	Taylor, MI 48180-3912	Taylor School District	Bay Mills Community College	2006	K - 8	48%	35%	39%	24%
MI	Flagship Academy	13661 Wisconsin St	Detroit, MI 48238-2356	Detroit City School District	Central Michigan University	2007	K - 8	21%	12%	13%	7%
CO	Landmark Academy at Reunion	10566 Memphis St	Commerce City, CO 80022-6236	Brighton 27J	Brighton School District SD 27J	2007	K - 8	44%	32%	43%	26%
IN	Aspire Charter Academy	4900 W. 15th Ave	Gary, IN 46406-2308	Gary Community School Corp	Ball State University	2008	K - 8	41%	37%	34%	23%
MI	Reach Charter Academy	25275 Chippendale St	Roseville, MI 48066-3960	Roseville Community Schools	Grand Valley State University	2008	K - 8	27%	20%	17%	10%
MI	Achieve Charter Academy	3250 Denton Rd	Canton, MI 48188-2110	Van Buren Public Schools	Grand Valley State University	2009	K - 8	84%	62%	77%	58%
NY	Brooklyn Scholars Charter School	2635 Linden Blvd	Brooklyn, NY 11208-4907	NYC Geog. District 19	New York City Department of Education	2009	K - 8	37%	23%	37%	18%
MI	Lansing Charter Academy	3300 Express Ct	Lansing, MI 48910-4370	Lansing Public School District	Bay Mills Community College	2009	K - 8	30%	21%	18%	14%
MI	Quest Charter Academy	24745 Van Born Rd	Taylor, MI 48180-1221	Taylor School District	Central Michigan University	2009	K - 8	42%	35%	37%	24%
GA	Atlanta Heights Charter School	3712 Martin Luther King Jr Dr SW	Atlanta, GA 30331-3674	Atlanta Public Schools	Georgia Charter Schools Commission	2010	K - 8	15%	32%	20%	29%
NY	Brooklyn Dreams Charter School	259 Parkville Avenue	Brooklyn, NY 11230-1310	NYC Geog. District 22	SUNY Charter Schools Institute	2010	K - 8	36%	43%	37%	41%
CO	Foundations Academy	340 S 45th Avenue	Brighton, CO 80601-4652	Brighton 27J	Brighton School District SD 27J	2010	K - 8	48%	32%	54%	28%
MI	Legacy Charter Academy	4900 E Hildale Street	Detroit, MI 48234-2225	Detroit City School District	Grand Valley State University	2010	K - 8	18%	12%	14%	7%
NY	Riverton Street Charter School	118-34 Riverton Street	St. Albans, NY 11412-4024	NYC Geog. District 29	New York City Department of Education	2010	K - 8	40%	33%	42%	26%
MI	East Arbor Charter Academy	6885 Merritt Road	Ypsilanti, MI 48197-8958	Ypsilanti Community Schools	Grand Valley State University	2011	K - 8	50%	34%	37%	24%
WI	Milwaukee Scholars Charter School	7000 West Florist Ave	Milwaukee, WI 53218-1855	Milwaukee Public Schools	University of Wisconsin-Milwaukee	2011	Y4 - 8	8%	20%	5%	15%
MI	Regent Park Scholars Charter Academy	15865 East 7 Mile	Detroit, MI 48205-2545	Detroit City School District	Lake Superior State University	2011	K - 8	16%	12%	9%	7%
MI	South Canton Scholars Charter Academy	3085 S. Canton Center Rd	Canton, MI 48188-2452	Wayne-Westland Community Schools	Grand Valley State University	2011	K - 8	76%	62%	69%	58%
MI	Plymouth Scholars Charter Academy	48484 N Territorial Road	Plymouth, MI 48170-2850	Plymouth-Canton Community Schools	Bay Mills Community College	2012	K - 8	82%	62%	74%	52%
MI	River City Scholars Charter Academy	944 Evergreen Street SE	Grand Rapids, MI 49507-2051	Grand Rapids Public Schools	Bay Mills Community College	2012	K - 8	17%	26%	10%	16%
MI	South Pointe Scholars Charter Academy	10550 Geddes Road	Ypsilanti, MI 48198-9442	Ypsilanti Community Schools	Northern Michigan University	2012	K - 8	53%	23%	41%	18%
MI	Oakside Scholars Charter Academy	355 Summit Dr	Waterford, MI 48328	Pontiac City School District	Bay Mills Community College	2013	K - 8	29%	14%	22%	8%
NC	Summerfield Charter Academy	5303 US 220 N	Summerfield, NC 27358	Guilford County Schools	North Carolina State Board of Education	2013	K - 8	77%	52%	74%	51%
MI	Grand River Academy	28111 Eight Mile Road	Livonia, MI 48152	Clarenceville School District	Grand Valley State University	2014	K - 8	54%	55%	50%	46%
NC	Wake Forest Charter Academy	1851 Friendship Chapel Road	Wake Forest, NC 27587	Wake County Schools	North Carolina State Board of Education	2014	K - 8	72%	39%	71%	37%
NC	Winterville Charter Academy	4160 Bayswater Rd	Winterville, NC 28590	Pitt County Schools	North Carolina State Board of Education	2015	K - 7	57%	50%	47%	56%
NC	Gate City Charter Academy	123 Flemingfield Rd	Greensboro, NC 27405	Guilford County Schools	North Carolina State Board of Education	2016	K - 6	N/A	N/A	N/A	N/A
NC	Matthews Charter Academy	2332 Mt. Harmony Church Rd	Matthews, NC 28105	Charlotte-Mecklenburg Schools	North Carolina State Board of Education	2016	K - 7	N/A	N/A	N/A	N/A
NC	Peak Charter Academy	1601 Orchard Villas	Apex, NC 27502	Wake County Schools	North Carolina State Board of Education	2017	K - 7	N/A	N/A	N/A	N/A

The local districts for the schools below do not have proficiency counts at the school level, so the comparisons below are by grade-level.

State	School	Address	City, State, Zip	Geographic District	Authorizer	Opening Year	Grades Served	NHA-Partner School 15-16 ELA Proficiency	Geographic District 15-16 ELA Proficiency	NHA-Partner School 15-16 Math Proficiency	Geographic District 15-16 Math Proficiency
LA	Inspire Charter Academy (Grade 3)	5454 North Foster Drive	East Baton Rouge, LA 70805-3031	East Baton Rouge Parish	East Baton Rouge Parish School Board	2010	K - 8	52%	57%	62%	67%
	Inspire Charter Academy (Grade 4)							54%	65%	39%	61%
	Inspire Charter Academy (Grade 5)							50%	67%	44%	61%
	Inspire Charter Academy (Grade 6)							45%	68%	29%	54%
	Inspire Charter Academy (Grade 7)							50%	64%	40%	54%
	Inspire Charter Academy (Grade 8)							44%	69%	30%	56%
LA	Advantage Charter Academy (Grade 3)	14740 Plank Road	Baker, LA 70714	City of Baker School District	Board of Elementary and Secondary Education	2014	K - 8	47%	57%	51%	73%
	Advantage Charter Academy (Grade 4)							45%	65%	37%	61%
	Advantage Charter Academy (Grade 5)							47%	58%	42%	63%
	Advantage Charter Academy (Grade 6)							72%	68%	56%	29%
	Advantage Charter Academy (Grade 7)							N/A	N/A	N/A	N/A
	Advantage Charter Academy (Grade 8)							N/A	N/A	N/A	N/A
LA	Willow Charter Academy (Grade 3)	1818 Northeast Evangeline Thruway	Lafayette, LA 70501	Lafayette Parish	Board of Elementary and Secondary Education	2014	K - 8	28%	64%	34%	77%
	Willow Charter Academy (Grade 4)							43%	71%	54%	74%
	Willow Charter Academy (Grade 5)							44%	73%	33%	70%
	Willow Charter Academy (Grade 6)							56%	75%	36%	66%
	Willow Charter Academy (Grade 7)							N/A	N/A	N/A	N/A
	Willow Charter Academy (Grade 8)							N/A	N/A	N/A	N/A

Appendix P:

**Charter School Required Signature Certification**

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

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

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Donna Rascoe
- Date of Review: 9/11/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- Hilbo G. Paus
- John Zanni
- Vanessa Lipson - Edmest
- Richard A. Wright, Jr
- Cathy Farnwell
- Donna E. Brown
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Plante Moran
- Date of Review: September 11, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Hilbo G. Paus
- John Zanni
- Vanessa Lipson - Edmest
- Richard A. Wright, Jr
- Cathy Farnwell
- Donna E. Brown
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Appendix P - Required Signed and Notarized Documents**

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO:     National Heritage Academies
- Date of Review:     9/6/2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Huis G. Paul
- Fahr
- Valeria Lipani - Herjot
- Richard A. Wright Jr.
- Cathy [unclear]
- [unclear]
- \_\_\_\_\_
- \_\_\_\_\_

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact:     N/A
- Name of the Selected Financial Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Board of Directors does not plan to contract with a financial management service provider. The Board anticipates that these services will be covered by the management agreement with NHA.

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact:     N/A
- Name of the Selected PowerSchool Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Board of Directors does not plan to contract with a service provider to operate PowerSchool. The Board anticipates that these services will be covered by the management agreement with NHA.

**Certification**

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

Huis G. Paul  
Signature

9/11/17  
Date