

BAY MILLS COMMUNITY COLLEGE

A

CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

AND RELATED DOCUMENTS

ISSUED BY

**BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS
(AUTHORIZING BODY)**

TO

**FRONTIER INTERNATIONAL ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

July 1, 2017

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Tab A

RESOLUTION

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY**

RESOLUTION NO. 16-25

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board"), as the governing body of a federal tribally-controlled community college, is an authorizing body empowered to authorize and issue contracts to operate public school academies, and to establish the method of selection, length of term, and number of members of a public school academy's Board of Directors; and

WHEREAS, on July 1, 2013, the College Board issued to **Frontier International Academy** (the "Academy") a Contract to Charter a Public School Academy (the "Charter Contract"); and

WHEREAS, the Charter Contract will expire on June 30, 2017 and the Academy has asked the College Board to issue a new contract to charter a public school academy for a term of eight (8) years; and

WHEREAS, the College Charter Schools Office has completed its evaluation and assessment of the Academy's operation and performance related to the Charter Contract, and the College Charter Schools Office recommends that the College Board issue a new contract to charter a public school academy to the Academy for a term not to exceed eight (8) years, beginning July 1, 2017;

WHEREAS, in addition to other Revised School Code requirements, the College Board's reauthorization process included consideration of increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria, as the most important factor in the decision of whether or not to issue a new contract to charter a public school academy to the Academy;

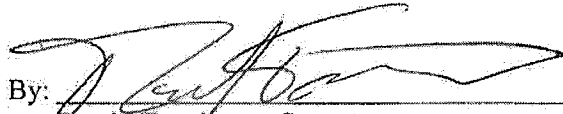
NOW, THEREFORE, BE IT RESOLVED:

1. The College Board takes the following action related to issuing a Contract to Charter a Public School Academy and Related Documents ("Contract") to the Academy:
 - a. The College Board approves the form of the Contract and related documents as submitted to and reviewed by the College Board;
 - b. The College Board approves and authorizes the issuance of the Contract and related documents and authorizes Michael C. Parish, College Board Designee, to execute the Contract and related documents issued by the College Board to the Academy, provided that, before execution of the Contract, the College Chairperson affirms the following:

- (1) that all terms of the Contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract; and
 - (2) that the Contract is substantially similar to the Contract approved by the College Board, with the only changes being those made by the College Board's Designee in consultation with legal counsel for the College Board that are in the best interests of the College Board.
- c. The College Board Designee may agree to a term of Contract not to exceed eight (8) academic years and not to extend beyond June 30, 2025.
2. That the current Academy Board members shall continue to serve in their current positions until the end of their term in office. All subsequent Academy Board appointments shall be made in accordance with the College Board's method of selection resolution.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing Resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 24th day of June, 2016, with a vote of 8 for, 0 opposed, 1 abstaining, and 0 absent.

By: _____


Randy Touchtone, Secretary

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

**Public School Academy, School of Excellence and Strict Discipline
Academy Board of Director Method of Selection Resolution**

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

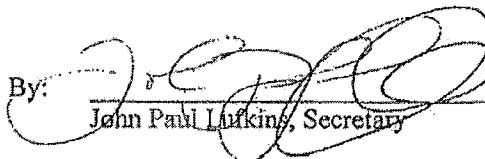
WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 10 for, 0 opposed, and 1 abstaining.

By: 
John Paul Lukins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

Dated: January 20, 2012

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

Dated: January 20, 2012

Tab B

**CONTRACT TERMS
AND CONDITIONS**

TERMS AND CONDITIONS
OF A CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
DATED: JULY 1, 2017
ISSUED BY
THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)
TO
FRONTIER INTERNATIONAL ACADEMY
(A PUBLIC SCHOOL ACADEMY)
CONFIRMING THE STATUS OF
FRONTIER INTERNATIONAL ACADEMY
AS A
MICHIGAN PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Academy" means the Michigan nonprofit corporation named Frontier International Academy which is established as a public school academy pursuant to this Contract.
- (b) "Academy Board" means the Board of Directors of the Academy.
- (c) "Accountability Plan" means a Community District accountability plan established, implemented and administered by the State School Reform/Redesign Officer under section 390 of the Code, MCL 380.390.
- (d) "Applicable Law" means all state and federal law applicable to public school academies.

- (e) "Application" means the public school academy application and supporting documentation submitted to the College Board for the establishment of the Academy and supplemented by material submitted pursuant to the College Board's requirements for reauthorization.
- (f) "Authorizing Resolution" means the Resolutions adopted by the College Board on June 24, 2016.
- (g) "Charter Schools Office Director" or "CSO Director" means the person designated by the College Board to administer the operations of the Charter Schools Office.
- (h) "Charter Schools Office" or "CSO" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board's responsibilities with respect to the Contract.
- (i) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (j) "College" means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.
- (k) "College Board" means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 *et seq.*
- (l) "College Board Chairperson" means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(m) below, "College Board Chairperson" means the Board Chairperson of the Bay Mills Community College Board of Regents.
- (m) "College Charter Schools Hearing Panel" or "Hearing Panel" means such person(s) as designated by the College Board Chairperson.
- (n) "Community District" means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (o) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.

- (p) "Director" means a person who is a member of the Academy Board of Directors.
- (q) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (r) "Educational Service Provider Policies" or "ESP Policies" means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (s) "Fund Balance Deficit" means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (t) "Lease Policies" means those policies adopted by the Charter Schools Office Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (u) "Management Agreement" or "ESP Agreement" means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.

- (v) "Master Calendar" or "MCRR" means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain governance, financial, administrative, facility and educational information relating to the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (w) "President" means the President of Bay Mills Community College or his or her designee.
- (x) "Resolution" means the resolution adopted by the College Board on January 20, 2012, establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.
- (y) "Schedules" means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, and Schedule 7: Required Information for Public School Academies.
- (z) "State Board" means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 *et seq.*
- (aa) "State School Reform/Redesign Office" means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02 and codified at MCL 18.445.
- (bb) "State School Reform/Redesign Officer" means the officer described in Section 1280c(9) of the Code, MCL 380.1280c(9), and authorized to act as the superintendent of the State School Reform/Redesign District under Section 1280c(6)(b) of the Code, MCL 380.1280c(6)(b).
- (cc) "Superintendent" means the Michigan Superintendent of Public Instruction.
- (dd) "Terms and Conditions" means this document entitled "Terms and Conditions of Contract, Dated July 1, 2017, Issued by the Bay Mills Community College Board of Regents to Frontier International Academy Confirming the Status of Frontier International Academy as a Michigan Public School Academy."

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the College Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant's Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board's autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College. If applicable, the College Board has provided to the State School Reform/Redesign Officer the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the College Board or the College. The relationship between the Academy and the College Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the College Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The College Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At any time and at its sole discretion, the College Board may amend the Resolution. Upon College Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy or ESP for all purposes and not an employee of the College for any purpose. With respect to Academy employees, the Academy and ESP shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, MCL 380.1475, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, MCL 380.1475, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, MCL 380.1475, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new contract by making a formal request to the College Board in writing at least two years prior to the end of the Contract term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school

of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause by the College Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College.
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any school building leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
 - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, pupil performance at the Academy shall be assessed using both the mathematics and reading portions

of the Michigan Student Test of Educational Progress (M-STEP) or the Michigan Merit Examination (MME) designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of student performances at the end of each academic school year or at such other times as the College Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall

submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The College Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other

reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. Academy Site Is Former Site of Closed Community District School: State School Reform/Redesign Officer Approval Required. If the Academy's proposed site is located within the geographical boundaries of a Community District and is a site that was a former site of a Community District school closed by the State School Reform/Redesign Office within the last 3 school years, then the College Board shall not issue the Contract unless (a) the new Academy site has a substantially different leadership structure and curricular offering than the previous Community District school that operated at the site; and (b) the State School Reform/Redesign Officer has approved the Academy's use of the site. A copy of the State School Reform/Redesign Officer's approval shall be provided to the Charter Schools Office as part of the Application process.

Section 6.19. New Public School Academies Located Within The Boundaries of A Community District. If the circumstances listed below in (a) and (b) or (c) apply to the Academy's site, the Academy represents to the College Board, intending that the College Board rely on such representation as a precondition to issuing this Contract, that the Academy will have a substantially different governance, leadership and curriculum than the public school previously operating at the site:

- (a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1), of the public schools in this State that the State School Reform/ Redesign Office has determined to be among the lowest achieving 5% of all public schools; or (ii) has been on the list during the immediately preceding 3 school years.
- (b) If an Accountability Plan has been in effect for at least 3 full school years, the Academy's proposed site is at the same location as a public school that has been assigned a grade of "F" under the Accountability Plan for 3 of the preceding 5 school years; or

- (c) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body.

Section 6.20. Community District Accountability Plan. If any part of the Academy's proposed site is located within the geographical boundaries of a Community District, then the Academy shall comply with the Accountability Plan. This provision shall not apply if a statewide accountability system is enacted into law replacing the Accountability Plan.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited: Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employees Relation Act, the Prevailing Wage on State Contracts statute, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, , the Michigan Handicappers' Civil Rights Act, , and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The College Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the College Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and

approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the College Board;
- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;

- (g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed Or Placed In State School Reform/Redesign District; Economic Hardship Termination.

Except as otherwise provided in this Section 10.3, if the College Board is notified by the State School Reform/Redesign Officer that either (i) an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), or (ii) an Academy site is being placed in the State School Reform/Redesign District ("State's Reform District Notice") pursuant to section 1280c(6) of the Code, MCL 380.1280c(6), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice or the State's Reform District Notice. If the State's Automatic Closure Notice or State's Reform District Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice or the State's Reform District Notice is received without any further action of the College Board or the Academy.

If the Charter Schools Office Director determines, in his or her discretion, that either the closure of one or more sites, or the placement of one or more sites in the State School Reform/Redesign District, creates a significant economic hardship for the Academy as a going concern, then the Charter Schools Office Director may recommend to the College Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the College Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties. The College Board's revocation procedures set forth in Section 10.7(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice, the State's Reform District Notice, or an Economic Hardship Termination under this Section 10.3.

Following receipt of the State's Automatic Closure Notice or the State's Reform District Notice, the Charter Schools Office shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice or the State's Reform District Notice, including the granting of any hardship exemption rescinding the State's

Automatic Closure Notice, shall be directed to the State School Reform/Redesign Officer, in a form and manner determined by the State School Reform/Redesign Office or the Michigan Department of Technology Management and Budget.

If the State School Reform/Redesign Officer rescinds the State's Automatic Closure Notice or the State's Reform District Notice for an Academy site or sites, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the State School Reform/Redesign Officer's school improvement plan, if applicable, for the identified site(s).

Section 10.4. Material Breach of Contract; Termination of Contract By College Board Caused By State School Reform/Redesign Officer Order. If the College Board receives notice that (i) an order has been issued by the State School Reform/Redesign Officer under Section 1280c(2) of the Code, MCL 380.1280c(2), placing an Academy site or sites under the supervision of the State School Reform/Redesign Officer; or (ii) an order is issued by the State School Reform/Redesign Officer appointing a Chief Executive Officer to take control of an Academy site or sites pursuant to Section 1280c(7) of the Code, MCL 380.1280c(7), the Charter Schools Office Director may, at his or her discretion, deem such actions a material breach of this Contract. If the Charter Schools Office Director determines that the issuance of such an order constitutes a material breach of this Contract, the Charter Schools Office Director shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan within thirty (30) days that is acceptable to the Charter Schools Office Director. In addition to other matters, the corrective action plan shall include the Academy's redesign plan, if applicable, prepared pursuant to section 1280c of the Code, MCL 380.1280c.

The development of a corrective action plan under this Section 10.4 shall not in any way limit the rights of the College Board to revoke, terminate, or suspend this Contract. If the Charter Schools Office Director determines that the Academy is unable to develop a corrective action plan that can remedy the material breach and that is acceptable to the College, the Charter Schools Office Director shall recommend that the College Board terminate the Contract at the end of the current school year. If the College Board approves to terminate the Contract under this Section 10.4, the Contract shall be terminated at the end of the current school year without any further action of either party. If this Contract is terminated pursuant to this Section 10.4, the termination and revocation procedures in Section 10.6 and Section 10.7 shall not apply.

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Office Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Office Director shall present the Academy Board's request for termination to the College Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the College Board shall consider and vote on the proposed

termination request. The College Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.6. Grounds and Procedures for College Termination of Contract. The College Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the College Board's action; or (ii) if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College, then such termination shall take effect at the end of the current Academy fiscal year. Following College Board approval, the Charter Schools Office Director shall provide notice of the termination to the Academy. If during the period between the College Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.6, the revocation procedures in Section 10.7 shall not apply.

Section 10.7. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

- (a) **Notice of Intent to Revoke.** The Charter Schools Office Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- (b) **Academy Board's Response.** Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Office Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Office Director prior to a review of the Academy Board's response.
- (c) **Plan of Correction.** Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Office Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be

formulated. If the Charter Schools Office Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Office Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to 10.7(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Office Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Office Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

- (d) College Board's Contract Reconstitution Provision. The Charter Schools Office Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; or (iv) the appointment of a new Academy Board of Directors or a conservator/trustee to take over operations of the Academy.

Except as otherwise provided in this subsection, reconstitution of the Academy does not restrict the State School Reform/Redesign Officer from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s). If, however, the Academy is located within the boundaries of a Community District and an Accountability Plan is in place, the Charter Schools Office shall notify the State School Reform/Redesign Officer that the Plan of Correction includes a reconstitution of the Academy to ensure that the Academy is not subject to automatic closure by the State School Reform/Redesign Officer under section 507 of the Code, MCL 380.507.

- (e) Request for Revocation Hearing. The Charter Schools Office Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the Charter Schools Office Director determines that any of the following has occurred:
- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.7(b);
 - (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
 - (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Office Director deems cannot

be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Office Director determines that a Plan of Correction cannot be formulated;

- (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.7(c);
- (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- (vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Office Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

- (f) Hearing before the College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Office Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Office Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the College and the Academy. The Charter Schools Office Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Office Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

- (g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next regular meeting, the College Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.
- (h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.
- (i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request.

Section 10.8. Contract Suspension. The College Board's process for suspending the Contract is as follows:

- (a) The Charter Schools Office Director Action. If the Charter Schools Office Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:
 - (i) has placed staff or students at risk;
 - (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
 - (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
 - (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
 - (v) has willfully or intentionally violated this Contract or Applicable Law; or
 - (vi) has violated Section 10.2(g) or (h), then the Charter Schools Office Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.7. A copy of the suspension notice,

setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.7 shall be expedited as much as possible.

- (b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the Charter Schools Office Director to suspend the Contract, shall be retained by the College Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon the State's request.
- (c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.7(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.7(f) through (h).

Section 10.9. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.9. This Section 10.9 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the College Board, the CSO Director, or the College President determines that the health, safety, educational or economic interest of the Academy or its students is at risk, the College Board, the CSO Director, or the College President may take immediate action against the Academy, provided, however that the CSO Director and the College President may only take such action following consultation with the College Board Chair. The College Board, the CSO Director, or the College President may appoint a

conservator/ trustee to manage the day-to-day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed under this Section shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall be suspended and the conservator/ trustee shall act in place of the Academy Board until the College Board, the CSO Director, or the College President determine that a conservator/trustee is no longer necessary. If this section has been implemented, the Academy is subject to a revocation hearing under Section 10.7, and if the Hearing Panel determines revocation to be appropriate, the revocation shall become effective immediately upon the College Board's decision.

Section 10.11. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board shall direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (b) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (c) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (c)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (d) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
 - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
 - (iii) As required, submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages:

- (a) real and personal property insurance covering all of the Academy's real and personal property, whether owned or leased;
- (b) a minimum of general liability insurance of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- (c) minimum automobile insurance coverage of one million dollars (\$1,000,000) (combined single limit for each accident);
- (d) workers' compensation insurance or "workers' compensation without employees if any insurance";
- (e) School Leaders Liability insurance of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate; and
- (f) Employee Dishonesty Insurance of five hundred thousand dollars (\$500,000).
- (g) Certificate must accurately reflect the coverage provided under the Academy's policy.
- (h) Certificate must expressly list or state the coverage for each item specified in the Contract.
- (i) Policy and corresponding certificate, should reflect an annual expiration date of June 30th to correspond with the Contract, unless a different date provides an economic advantage to the Academy, so long as such date does not create a gap in coverage at any time during the Term of this Agreement.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above. The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval

of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy is also limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed Lease Agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy lease agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an ESP contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

"Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (all collectively referred to as "Bay Mills Community College") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages,

finer penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Academy Board's or [insert the name of Educational Service Provider] preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College upon information supplied by the Academy Board or [insert the name of Educational Service Provider], or which arise out of the failure of the Academy Board or [insert the name of Educational Service Provider] to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

"Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.7 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties

agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the Educational Service Provider shall have no recourse against the Academy or the College Board for implementing such site closure or reconstitution."

"Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions."

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each

such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:

President
Bay Mills Community College
12214 West Lakeshore Drive
Brimley, Michigan 49715

If to the Tribal Office:

Tribal Attorney's Office
Bay Mills Indian Community
12140 West Lakeshore Drive
Brimley, Michigan 49715

If to Outside Counsel:

Leonard C. Wolfe
Dykema Gossett PLLC
201 Townsend Street, Suite 900
Lansing, Michigan 48933

If to Academy:

Academy Board President
13200 Conant St.
Detroit, MI 48212

If to Academy Counsel:

George P. Butler
Dickinson Wright
500 Woodward Ave., Ste. 4000
Detroit, MI 48226

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

Section 12.6. Non Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect until June 30, 2025, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the College Board, the College and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

- (a) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to

appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: Michael C. Parish
Michael Parish, College Board Designee

Date: 7-1-17

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

FRONTIER INTERNATIONAL ACADEMY

By: MSK

Date: June 20, 2017

Tab C

CONTRACT SCHEDULES

Schedules

Articles of Incorporation	1
Bylaws	2
Fiscal Agent Agreement	3
Oversight Agreement	4
Description of Staff Responsibilities	5
Physical Plant Description	6
Required Information for Public School Academy	7

Tab 1

CONTRACT SCHEDULE 1
ARTICLES OF INCORPORATION

Michigan Department of Consumer and Industry Services

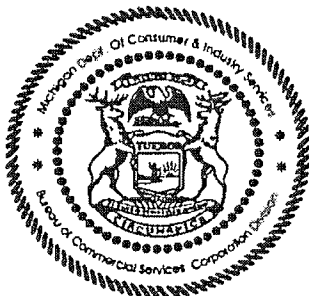
Filing Endorsement

*This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT
for*

THE FRONTIER INTERNATIONAL ACADEMY

ID NUMBER: 780714

*received by facsimile transmission on February 6, 2004 is hereby endorsed filed on
February 11, 2004 by the Administrator. The document is effective on the date filed,
unless a subsequent effective date within 90 days after received date is stated in the
document.*



*In testimony whereof, I have hereunto set my
hand and affixed the Seal of the Department,
in the City of Lansing, this 11th day
of February, 2004.*

, Director

Bureau of Commercial Services

DCS/CD-302 (Rev. 12/03)

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES			
Date Received	(FOR BUREAU USE ONLY)		
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.		
Name	Saleh & Associates, PLC		
Address	Suite One, 921 Howard Street		
City	State	Zip Code	
Dearborn	MI	48124	EFFECTIVE DATE:

Document will be returned to the name and address you enter above.
If left blank document will be mailed to the registered office.

ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **The Frontier International Academy** (See Continuation Page)

ARTICLE II

The purpose or purposes for which the corporation is organized are:

See Continuation Page

ARTICLE III

1. The corporation is organized upon a Nonstock basis.
(Stock or Nonstock)
2. If organized on a stock basis, the total number of shares which the corporation has authority to issue is _____ . If the shares are, or are to be, divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences and limitations of the shares of each class are as follows:

ARTICLE III (cont.)

3. a. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

NONE

- b. The description and value of its personal property assets are: (if none, insert "none")

NONE

- c. The corporation is to be financed under the following general plan:

See Continuation Page

Directorship

- d. The corporation is organized on a _____ basis.
(Membership or Directorship)

ARTICLE IV

1. The address of the registered office is:

Suite One, 921 Howard Street

Dearborn

48124

(StreetAddress)

(City)

, Michigan

(ZIP Code)

2. The mailing address of the registered office, if different than above:

(Street Address or P.O. Box)

(City)

, Michigan

(ZIP Code)

3. The name of the resident agent at the registered office is:

Alex Saleh

ARTICLE V

The name(s) and address(es) of the incorporator(s) is (are) as follows:

Name

Alex Saleh

Residence or Business Address

Suite One, 921 Howard Street
Dearborn, MI 48124

Use space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added. Attach additional pages if needed.

Continuation of ARTICLE I

The authorizing body for the corporation is: The Bay Mills Community College Board of Regents.

Continuation of ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract authorized under the Code.

Continuation of ARTICLE III

c. The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VIII

Before execution of a contract ("Contract") to charter a public school academy between the corporation and the Bay Mills Community College Board of Regents (the "College Board"), the method of selection, length of term, and the number of members of the board of directors of the corporation ("Board of Directors") shall be approved by a resolution of the College Board as required by the Code.

ARTICLE IX

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE X

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or

more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE XI

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the College Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XII

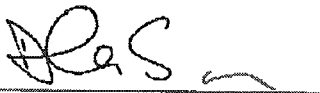
These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the College Board. This process is as follows:

The corporation, by majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the College Board through its designee. The College Board delegates to its President the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the President, the College Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the College Board by the corporation.

At any time and for any reason, the College Board or an authorized designee may propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the College Board upon a majority vote of the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the College Board or its designee and filed with the Michigan Department of Consumer and Industry Services, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the College Board's or its designee's approval of the amendment.

I, the Incorporator sign my name this 5th day of February, 2004.



Alex Saleh

Michigan Department of Labor & Economic Growth

Filing Endorsement

*This is to Certify that the CERT. OF CHANGE OF REG. OFF./RES. AGENT
for*

THE FRONTIER INTERNATIONAL ACADEMY

ID NUMBER: 780714

*received by facsimile transmission on May 25, 2005 is hereby endorsed filed on
May 31, 2005 by the Administrator. The document is effective on the date filed,
unless a subsequent effective date within 90 days after received date is stated in the
document.*



*In testimony whereof, I have hereunto set my
hand and affixed the Seal of the Department,
in the City of Lansing, this 31st day
of May, 2005.*

, Director

Bureau of Commercial Services

RCS/CD-520 (Rev. 12/03)

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES		
Date Received	(FOR BUREAU USE ONLY)	
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.	
Name Pat D. Conner Address 320 N. Main St., Suite 300 City State Zip Code Ann Arbor MI 48104		
		EFFECTIVE DATE

Document will be returned to the name and address you enter above.
If left blank document will be mailed to the registered office.

CERTIFICATE OF CHANGE OF REGISTERED OFFICE AND/OR CHANGE OF RESIDENT AGENT

For use by Domestic and Foreign Corporations and Limited Liability Companies

(Please read information and instructions on reverse side)

Pursuant to the provisions of Act 284, Public Acts of 1972 (profit corporations), Act 162, Public Acts of 1982 (nonprofit corporations), or Act 23, Public Acts of 1993 (limited liability companies), the undersigned corporation or limited liability company executes the following Certificate:


1.	The name of the corporation or limited liability company is:		
	Frontier International Academy		
2.	The identification number assigned by the Bureau is: 780714		
3.	a. The name of the resident agent on file with the Bureau is: Alex Saleh		
	b. The location of the registered office on file with the Bureau is:		
	921 Howard St., Suite One	Dearborn	Michigan 48124
	(Street Address)	(City)	(ZIP Code)
	c. The mailing address of the above registered office on file with the Bureau is:		
	921 Howard St., Suite One	Dearborn	Michigan 48124
	(Street Address or P.O. Box)	(City)	(ZIP Code)

ENTER IN ITEM 4 THE INFORMATION AS IT SHOULD NOW APPEAR ON THE PUBLIC RECORD

4.	a. The name of the resident agent is: Pat D. Conner		
	b. The address of the registered office is:		
	320 N. Main St., Suite 300	Ann Arbor	Michigan 48104
	(Street Address)	(City)	(ZIP Code)
	c. The mailing address of the registered office IF DIFFERENT THAN 4B is:		
			Michigan
	(Street Address or P.O. Box)	(City)	(ZIP Code)

5. The above changes were authorized by resolution duly adopted by 1. ALL CORPORATIONS: its Board of Directors; 2. PROFIT CORPORATIONS ONLY: the resident agent if only the address of the registered office is changed, in which case a copy of this statement has been mailed to the corporation; 3. LIMITED LIABILITY COMPANIES: an operating agreement, affirmative vote of a majority of the members pursuant to section 502(1), managers pursuant to section 405, or the resident agent if only the address of the registered office is changed.

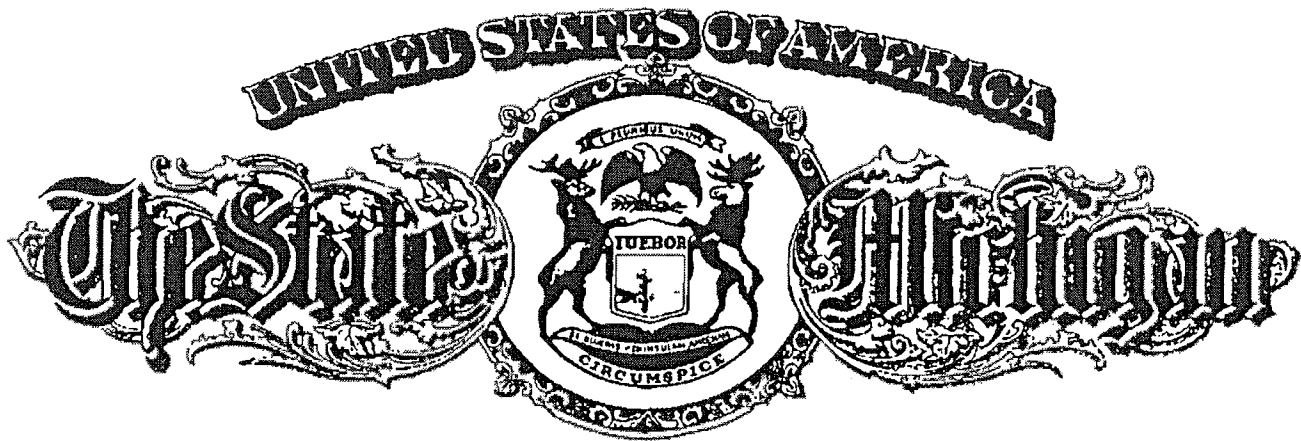
6. The corporation or limited liability company further states that the address of its registered office and the address of its resident agent, as changed, are identical.

Signature 	Type or Print Name and Title or Capacity Robert Hadous, President	Date Signed May 21, 2005
--	--	-----------------------------

**DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU
NONPROFIT CORPORATION ANNUAL REPORT**

2016

Identification Number 780714	Corporation Name THE FRONTIER INTERNATIONAL ACADEMY
Resident agent name and mailing address of the registered office HUDA DAVILLIER 2455 S. INDUSTRIAL HWY SUITE A ANN ARBOR MI 48104	
The address of the registered office 2455 S. INDUSTRIAL HWY SUITE A ANN ARBOR MI 48104	
Describe the purpose and activities of the corporation during the year covered by this report: EDUCATIONAL INSTITUTE 9TH-12TH GRADE	
Officer/Director Information	
NAME	TITLE BUSINESS OR RESIDENCE ADDRESS
ASM RAHMAN	PRESIDENT 13200 CONANT ST. DETROIT MI 48212
YUNUS WASEL	SECRETARY 13200 CONANT ST. DETROIT MI 48212
SYED HOQUE	TREASURER 13200 CONANT ST. DETROIT MI 48212
IBRAHIM SULIMAN	VICE PRESIDENT 13200 CONANT ST. DETROIT MI 48212
ASM RAHMAN	DIRECTOR 13200 CONANT ST. DETROIT MI 48212
IBRAHIM SULIMAN	DIRECTOR 13200 CONANT ST. DETROIT MI 48212
YUNUS WASEL	DIRECTOR 13200 CONANT ST. DETROIT MI 48212
SYED HOQUE	DIRECTOR 13200 CONANT ST. DETROIT MI 48212
Electronic Signature	
Filed By HUDA DAVILLIER	Title AUTHORIZED OFFICER OR AGENT
	Phone 734-369-9500
<input checked="" type="checkbox"/> I certify that this filing is submitted without fraudulent intent and that I am authorized by the business entity to make any changes reported herein.	
Payment Information	
Payment Amount \$ 20	Payment Date/Time 08/17/2016 14:49:47
	Reference Nbr 71315 6800 780714 2016



Department of Licensing and Regulatory Affairs
Lansing, Michigan

This is to Certify That

THE FRONTIER INTERNATIONAL ACADEMY

was validly incorporated on February 11, 2004, as a Michigan nonprofit corporation, and said corporation is validly in existence under the laws of this state.

This certificate is issued pursuant to the provisions of 1982 PA 162, as amended, to attest to the fact that the corporation is in good standing in Michigan as of this date and is duly authorized to conduct affairs in Michigan and for no other purpose.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.



In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 7th day of July, 2017.

Julia Dale

Julia Dale, Director
Corporations, Securities & Commercial Licensing Bureau

Tab 2

CONTRACT SCHEDULE 2

BYLAWS

**AMENDED AND RESTATED BYLAWS
OF
FRONTIER INTERNATIONAL ACADEMY**

ARTICLE I

NAME

This organization shall be called Frontier International Academy (the "Academy" or "Corporation").

ARTICLE II

FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Hamtramck, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Charter Schools Office.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code ("Code"). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. College Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by the Bay Mills Community College Board of Regents (the "College Board").

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of Academy Board members voting in favor of an action is as follows:

<u># of Academy Board positions</u>	<u># for Quorum</u>	<u># required to act</u>
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Academy Board, as Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy 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 and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Bay Mills Community College or impose any liability on Bay Mills Community College, the College Board, its regents, officers, employees or agents.

Section 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 Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Bay Mills Community College or impose any liability on Bay Mills Community College, the College Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. 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, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. 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

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 Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the College President or his designee. In the event that a proposed change is not accepted by the College President or his designee, the College Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the College Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the College Board or its designee.

ARTICLE XI

CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 16th day of April, 2013.


Secretary

Tab 3

CONTRACT SCHEDULE 3
FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Frontier International Academy, a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2017, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Frontier International Academy.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 7-7-17

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Frontier International Academy.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 7-7-17

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Frontier International Academy.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 7-7-17

Tab 4

CONTRACT SCHEDULE 4
OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Frontier International Academy (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.
- j. Evaluate whether the Academy appropriately administers all optional or statutorily mandated assessments pursuant to the Academy's student population, goals and programs.
- k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

- a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.
- b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.
- c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.
- d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.
- e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.
- f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.
- g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract..
- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.
- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy

must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

o. Unless the College Charter Schools Office submits, within 5 days of submission, a copy of the budgetary assumptions submitted by the Academy to the Center for Educational Performance and Information (CEPI) and confirm that the submitted budgetary assumptions were used in the adoption of the Academy's annual budget.

p. Submit copies to the College Charter Schools Office of any periodic financial status reports required of the Academy by the Department of Treasury.

q. Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the College Charter Schools Office under Section 1220 of the Code.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. If the Academy elects to enter into a contract for an administrative review with the [University/ College/ District] Charter Schools Office, the costs of performing an administrative review shall not be part of the administrative fee under this section but shall be an added service provided by the [University/ College/ District] Charter Schools Office to the Academy on a fee for service basis, as authorized under the Code.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

- a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

b. shall upon request, provide the Charter Schools Office with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

Section 4.04. Fiscal Stress Notification from State Treasurer. If the State Treasurer notifies the Academy that the State Treasurer has declared the potential for Academy financial stress exists, the Academy shall provide a copy of the notice to the College Charter Schools Office. Within fifteen (15) days of receipt of the notification from the Academy, the College Charter Schools Office Director shall notify the Academy whether the College Charter Schools Office is interested in entering into a contract to perform an administrative review for the Academy. The parties shall consult with the Department of Treasury on the development of the contract and the contract for administrative review shall comply with the Code. If the College is not interested in performing an administrative review or the parties are unable to reach agreement on an administrative review, the Academy shall consider entering into a contract for an administrative review with an intermediate school district. Nothing in this section shall prohibit the Academy from electing to enter into a contract for an administrative review with an intermediate school district. Nothing in this section shall require the Academy from electing to enter or not enter into a contract for an administrative review with the University or an intermediate school district.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget

9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

Tab 5

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

Schedule 5 Description of Staff Responsibilities

Frontier International Academy

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Academic Services Coordinator / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...



Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

Curriculum

- Works with the Principal and core classroom teachers in providing assistance and programs to students who are most at risk of failing to meet state core curriculum standards in the four core academic areas.
- Assists the staff and GEE in the development and implementation of the Academy's standards-based curriculum using differentiated instruction and the Sheltered Instruction Observation Protocol ("SIOP") Model designed to help students who are at risk of academic failure.

Professional Development

- Works with the Principal and teachers to develop and implement a professional development program for Friday afternoons that includes training on the SIOP model and follows the goals and strategies of the School Improvement Plan.
- Trains and mentors teachers and Paraprofessionals to help meet the needs of the students who are at risk of school failure in the use of the SIOP model and other training that follows the goals and strategies of the School Improvement Plan.

Assessment

- Works with teachers in analyzing assessment data from state and local tests, providing training and support.
- Reviews evaluative tools used in assessing student achievement and skill mastery.

Instruction

- Supports teachers in using standards-driven curriculum practices by applying a variety of instructional strategies/methods to classroom practices including SIOP.
- Involved in establishing goals and objectives in accord with student needs.
- Facilitates the mentoring program with the teachers through scheduled and impromptu monitoring.

Participates as an active member of the teacher assistance team, which follows the response to intervention model of tiered instructional levels and ongoing assessment and evaluation of student progress for those students who are at risk of academic failure.

QUALIFICATIONS/REQUIREMENTS:

GLOBAL EDUCATIONAL EXCELLENCE

Position: Associate Teacher - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal

Summary: Assists teacher in teaching students academic, social, and motor skills consistent with the goals, objectives, strategies, and principles of the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assists teacher in classroom instruction and management and, when directed by teacher, primarily responsible for instruction and management.
- Work with groups of students as directed by the teacher on specific core academic goals.

Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates, and uses audiovisual teaching aids to present subject matter to class, at the direction of the teacher.
- Assigns lessons, and hears oral presentations, at the direction of the teacher.
- Assists teacher in coordinating and supervising class field trips.
- Encourage level of learning

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.
- Communicate with teachers regarding students at risk.

Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Performs other duties as may be assigned

Certificates, Licenses and Registration

- Child Development Accreditation (CDA) or Child Development Associate Degree.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race,



color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Bus Driver - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

Transportation

- Picks up students at the beginning of the day and drops off students at the end of the day.
- Transports classes to field trips and other school outings.

Vehicle Maintenance

- Maintains school vehicles, performing routine maintenance. Responsible for fluids within vehicle.
- Informs administration regarding need for repairs or service.

Miscellaneous

- Transports school supplies and audio-visual equipment as needed.
- Performs other duties as may be required.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or GED preferred.
- Must have a chauffeur's/ livery license and any other permit required of bus operators.
- Minimum of two years of experience or training.
- Compliance with all requirements set forth by the MDE.
- Compliance with all Applicable Law related to school bus drivers.
- Mature adult with the ability to work independently and in excellent health.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Kitchen Staff - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time

Reports to: Academy Principal

Summary: Provides food service within the Academy cafeteria.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Cafeteria Food Service

- Prepares and serves meals available to students in cafeteria (both breakfast and lunch).
- Cleans kitchen and dining facilities within the cafeteria.
- Assists in maintenance of necessary records and forms relating to governmental programs.

Cafeteria Maintenance

- Maintains kitchen facilities and cafeteria, including minor maintenance and repairs. Notifies administration concerning need for other repairs or additions to kitchen and cafeteria.
- Informs administration regarding misuse or destruction of cafeteria property.

Physical Demands

- Occasional heavy lifting.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or GED preferred.
 - Some experience in food service industry, including institutional settings.
- Mature adult, in excellent health.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Librarian - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time or Full Time

Reports to: Academy Principal

Summary: Provides food service within the Academy cafeteria.



ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Maintains and manages school library resources, including supervision of volunteer assistants. Oversees material and resource acquisition efforts.
- Provides research support to teachers and staff seeking auxiliary resources for in-class efforts to improve student reading.

Curriculum

- Provides research and resources to teachers developing reading programs, if so requested.
- Instructs, demonstrates and uses audiovisual teaching aids to present research skills to students, at the direction of the teacher.
- Assists teacher in coordinating and supervising student research projects.

Record Keeping

- Maintains a database of library resources and future initiatives.

Discipline & Counseling

- Maintains order in library and media center.
- Reports needed repairs and maintenance to the Administrative Office.
- Refers student behavior problems to teachers and Administrative Office.

Other

- Coordinates the work of volunteers in library.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- Bachelor's degree, preferably in library sciences or equivalent program.
At least four years of experience as librarian.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Preschool Director - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Early Childhood Specialist



Summary: Creates an environment and develops curriculum that fosters students' development in language and literacy, social relations, initiative, creative representation, music and movement, and logic and mathematics consistent with the goals and principles of the Michigan School Readiness Program and the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Director is responsible for following the guidelines of the Michigan School Readiness Program as outlined by the state and making sure enrollment procedures are followed and accurate records are being kept.

- The Director should attend Interagency Meetings and conduct required Parent Advisory Committee Meetings and Parent Group Meetings.
- The Director is responsible for maintaining current licensing from the County.
- The Director is responsible for making sure that each file is complete and updating student information as needed.
- This includes proper documentation of risk factors, records of interviews and home visits with families.
- The Director is responsible for making sure that SRSD information is completed.
- The Director is responsible for maintaining high standards of quality.
- The Director must maintain positive relationships between home, school, and community.
- The Director must work with the Early Childhood Specialist to assure completion of reports for the grant.

Budget

- Final Expenditure Report
- Student Count
- Mid-Year Report
- Community Needs and Resources
- Implementation Plan
- Program Quality Assessment
- Narrative Summary

Curriculum

Prepares course objectives and curriculum for developmentally appropriate daily routines, following the Michigan School Readiness Program (MSRP) guidelines or requirements set by the Academy Board.

Coordinates class field trips.

- Classroom Management and Parental Involvement
- Maintains order in classroom and on playground.
- Maintains classrooms in a neat and clean manner.
- Discusses pupils' development, achievement, and behavior with parents.
- Provides and supervises two home visits and two parent teacher conferences during the school year
- Holds Parent Group meetings and Parent Advisory Committee Meetings as required by MSRP Grant

Other

- Coordinates the work of aides and volunteers in classroom.
- Run staff meetings and other Preschool-related events and activities.
- Participates in in-service training as assigned.
- Reports needed repairs and maintenance to the Early Childhood Specialist.
- Performs other duties as may be assigned.
- Criminal background check required.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Preschool Teacher- **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Early Childhood Specialist



Summary: Creates an environment and implements curriculum that fosters students' development in language and literacy, social/emotional relations, initiative, creative representation, music and movement, logic and mathematics consistent with the goals and principles of the Michigan School Readiness Program and the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Responsible for classroom instruction and management, and the following:

Curriculum

- Prepares course objectives and outlines for courses of study, following curriculum guidelines or requirements set by the Academy Board and State of MI.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Coordinates class field trips.
- Develops lesson plans and instructional materials to provide individual, small group, and large group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instructional strategies, such as inquiry, group discussion, modeling, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares for and records anecdotal notes for assessment.
- Keeps attendance and necessary records as required by Academy.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares Child Observation Record reports.

Discipline & Counseling

- Teaches, facilitates and models conflict resolution strategies for conduct and behavior.
- Maintains order in classroom and on outside play area.

- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.

Other

- Coordinates the work of Associate Teachers and volunteers in classroom.
- Attends staff meetings and other program-related events and activities.
- Attends conferences and seminars and presents information to staff.
- Maintains professional competence through in-service education activities provided by the Academy and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university in education or related field.

CERTIFICATES, LICENSES, REGISTRATIONS:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for Early Childhood
- Shall possess a valid Bachelor's degree from four-year college or university in education or related field

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Reading Specialist - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal



Summary: Design effective instructional programs to teach students with reading difficulties. Assist teachers in designing a variety of individualized and group instructional interventions or programs for students with reading problems.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide intensive one-on-one literacy support to students. Also provide literacy support to students through small group instruction and co-teaching in classrooms based on the identified needs of students.
- Develop and maintain daily written lesson plans based on student's needs, interests and abilities administering tests to random sample students
- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Reading Program.
- Interact and communicate with the classroom teachers of students participating in solving classroom and school problems and seeking resolutions through appropriate channels.
- Perform other duties and responsibilities incidental to the position or as assigned by the principal.

Record Keeping

- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Reading Program
- Complete required teacher/administrative reports promptly and accurately.

Discipline & Counseling

- Teach and enforce Academy rules of conduct and behavior.
- Maintain order in classroom.
- Maintain classroom in a neat and clean manner.
- Report needed repairs and maintenance to the Administrative Office.

Other

- Attend staff meetings and other Academy-related events and activities.
- Participate in in-service training as assigned. Attend conferences and seminars and present information to staff.

EDUCATION AND EXPERIENCE:

Bachelor's degree (B.A.) from four-year college or university (or equivalent combination of education and experience).

CERTIFICATES, LICENSES, REGISTRATION:

Appropriate endorsement(s) in education. Criminal background check and criminal history check required.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Special Education Teacher - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal



Summary: Special Education Teachers work with children and youth who have a variety of disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.
- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university with a degree in special education.

CERTIFICATES, LICENSES, REGISTRATION:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Technology Support - Academy:

Please complete your application and employee profile online at careers.gee-edu.com



Begin your career with GEE...

Job Type: Permanent - Part Time or Full Time

Reports to: Academy Principal

Summary: Provides and maintains the network and technology and software at the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Informs the Principal and GEE of the software and networking needs of the school.
- Assists in long-range planning.
- Provides on-site service of the equipment and network.
- Assists staff and students with operational problems.
- Installs and supports all software.
- Serves as the liaison for all network support and service from vendors.
- Maintains up-to-date inventory.
- Maintains the security and integrity of district networks.
- Communicates in an appropriate and timely manner.
- Continuous professional development for self and staff.
- Additional duties as may be assigned by the Principal.

QUALIFICATIONS/REQUIREMENTS:

- Ability to work in a team environment.
- Self-starter.
- Ability to accept direction from others.
- Continued professional growth.
- Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree in computer science preferred; two-year technical school degree or equivalent training in computer science.

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disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Academic Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com



Begin your career with GEE...

Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

Responsible for classroom instruction and management, and the following:

Curriculum

- Prepares course objectives and outlines for courses of study, following curriculum guidelines or requirements set by the Academy Board and state.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Coordinates class field trips.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instructional strategies, such as inquiry, group discussion, lecture, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares, administers and corrects tests, recording results.
- Keeps attendance and grade records as required by Academy.
- Administers group standardized tests in accordance with school and state testing program.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares progress reports.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom and on playground.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.

- Counsels students when emotional or academic problems arise.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.

Other

- Coordinates the work of Paraprofessionals and volunteers in classroom.
- Attends staff meetings and other Academy-related events and activities.
- Attends conferences and seminars and presents information to staff.
- Maintains professional competence through in-service education activities provided by the Academy and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.
- Performs other duties as may be assigned.

Education and Experience:

- Bachelor's degree from four-year college or university in education.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Certificates, Licenses, Registrations:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Administrative Assistant or Office Staff / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

SUMMARY: Performs secretarial and administrative functions for the Academy staff and community consistent with the goals and principles of the Academy.

State and Federal Requirements

- Maintains Next K12 attendance and grades.
- Maintain the MSDS.
- Updates and monitors the CA-60s

Clerical

- Primarily responsible for administrative office procedures and operations such as typing, bookkeeping, preparation of payroll, flow of correspondence, phone answering, filing, copying, requisition of supplies and other clerical services.
- Evaluates office procedures, revises procedures or devises material to improve efficiency of work flow; submits suggestions for improvements to Principal.
- Performs such duties as may be necessary to insure the safe and efficient operation of the Academy.

Miscellaneous

- Implements school communications with parents through mailings, newsletters, etc.
- Contacts parents by 9:00am if their student is unexcused absent for that school day.
- Performs such other duties as may be assigned by the Principal or the Academy Board.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or general education degree ("GED").
- At least two years of experience as an administrative assistant, preferably in a school setting.
- Proficiency in word processing, spread sheets and database maintenance.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Arabic - Paraprofessional / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



Essential Duties and Responsibilities:

Responsible for classroom instruction and management, and the following:

Curriculum

- Assigns lessons, correct papers and listens to oral presentations.
- Coordinates class field trips.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares, administers and corrects tests, recording results.
- Keeps attendance and grade records as required by Academy.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares progress reports.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.

Other

- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.
- Maintains professional competence through in-service education activities provided by the school and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.

Education and Experience:

Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:

- Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
- Knowledge of and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Maintenance/Janitor/Custodian - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

SUMMARY: Maintains building, performing maintenance and minor repairs, and other related maintenance activities.

- Informs administration regarding misuse or destruction of property.
- Notifies administration concerning need for repairs or additions to lighting, heating and ventilating equipment or other areas of the building or grounds.
- Other duties as assigned

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or general education degree ("GED").

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GLOBAL EDUCATIONAL EXCELLENCE

Position: English as a Second Lang. (ESL) Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...



Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

- Carries out assessments of students' needs using the ELPA test and ELPA screener.
- Assesses students' progress based on classroom and teacher observations.
- Participates in Child Study Team meetings.
- Provides mainstream language support in the child's classroom.
- Co-operates with bilingual Paraprofessionals in working with the child in the mainstream classroom.
- Facilitates home/school liaison between staff and parents.
- Drafts and reviews institutional policies relating to the education of students with English as a second language.

Record Keeping

- Works with enrollment staff in proper identification of Limited English Proficiency students.
- Maintains records of individual student's progress during their three years in the ESL Program.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.

Other

- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Education and Experience:

- Bachelor's degree from four-year college or university in education.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Certificates, Licenses, Registrations:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Paraprofessional / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



Essential Duties and Responsibilities:

- Assists teacher in classroom instruction and management and, when directed by teacher, primarily responsible for instruction and management.
- Works with groups of students as directed by the teacher on specific core academic goals.

Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class, at the direction of the teacher.
- Assigns lessons and listens to oral presentations, at the direction of the teacher.
- Assists teacher in coordinating and supervising class field trips.
- Assists students with test preparation.
- Encourages level of learning.

Record Keeping

- Assists teacher in preparing and administering.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Communicates with teachers regarding students at risk.
-

Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Education and Experience:

Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:

- Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
- Knowledge of and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Principal / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...



Job Type: Permanent Full Time

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Summary: Directs the activities of the Academy to provide for the proper instruction and supervision of students in accordance with the stated mission and goals of the Academy, by performing the following duties:

Instruction

- Serves as the educational leader for the Academy by developing, supervising and evaluating the Academy's instructional programs and recommending such changes and improvements as may be needed, including the formulation of curriculum objectives and selection, development and revision of curriculum materials.
- Reviews all curriculum guides and materials to be distributed among instructional staff, parents, etc.
- Supervises scheduling of the curriculum, facilities, personnel and students.
- Plans, develops and supervises testing programs within the Academy to measure the effectiveness of the total educational program.

Staff

- Assists in the recruitment of qualified personnel. Recommends hiring, placement and transfer of personnel. Supervises orientation and pre-service training of new personnel.
- Provides for effective communication and relations between the administration and staff and for building staff morale. Plans and conducts staff meetings.
- Supervises and evaluates the performance of the staff and makes recommendations to the Academy Board regarding promotion, transfer and retention of staff.
- Supervises the activities of the office administration in the areas of office management, transportation, facility and maintenance and personnel administration.
- Plays a significant leadership role in fostering professional growth and providing professional assistance to staff as required.

Students

- Develops and supervises the implementation of an Academy-wide code of conduct and behavior to ensure the safety, proper discipline and conduct of students at all times.
- Plans and carries out an effective guidance and counseling program to meet the goals of the Academy.
- Organizes and supervises new pupil registration.
- Plans, develops and coordinates Academy-wide system of health services, including scheduling physical examinations of visual, hearing and other health-related concerns.
- Establishes effective liaisons with the various offices, agencies and institutions within the community that may provide specialized or professional help to students and their parents.
- Supervises the maintenance of accurate student and personnel records, including attendance, grades, etc.

- Ensures adequate communications with parents regarding student performance and conduct, Academy policies and procedures, activities, etc., through report cards, conferences, newsletters and other means.
- Reviews and evaluates Academy programs, facilities and activities to ensure compliance with state and local regulations.
- Assists in the development and monitoring of Academy policies and administrative rules and procedures.
- Oversees the activities and operation of the Academy's Parent Organization.

Miscellaneous

- Provides the Academy Board with a Principal's report at every Academy Board meeting and any other reports requested by the Academy Board.
- Performs such other duties as may be assigned.

Supervisory/Responsibilities

- Carries out supervisory responsibilities in accordance with the policies of the Academy Board and applicable law. These responsibilities include, but are not limited to, interviewing, hiring and training employees; planning, assigning and directing work; appraising staff performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Education and Experience:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of five years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.

Certificates, Licenses, Registrations:

To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

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GLOBAL EDUCATIONAL EXCELLENCE

Position: Special Education Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...



Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.
- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.

- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university with a degree in special education.

CERTIFICATES, LICENSES, REGISTRATION:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

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Satisfactory criminal background check required.

Education and Experience:

- Master's degree in curriculum and development or related field.
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.

Certificates, Licenses, Registrations:

To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

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Service Agreement

This Service Agreement is made and entered into effective as of July 1, 2013, by and between Global Education Excellence, L.L.C. ("GEE"), a Michigan limited liability company, and Frontier International Academy, by and through its Board of Directors (the "Board"), a Michigan public school academy and nonprofit corporation (the "Academy").

RECITALS

A. The Academy is a charter school, organized as a public school academy under the Revised School Code (the "Code"). The Academy has been issued a Charter Contract to operate as a public school academy pursuant to a contract (said contract, together with all schedules attached thereto, and as the same may be modified from time to time, shall be known herein as the "Contract") from the Board of Regents of Bay Mills Community College ("BMCC").

B. GEE specializes in providing educational organizations with a variety of management and educational services and product, including assessment, curriculums, educational programs, teacher training, and assistive technology. GEE's products and services are designed to serve the needs of the Academy's diverse student population with effective strategies for the needs of all members of its community.

C. The Academy and GEE desire to create an enduring educational agreement, whereby the Academy and GEE will work together to bring educational excellence and innovation to the operation of the Academy, based on GEE's school design, institutional principles and management methodologies.

D. The parties desire to establish this arrangement for the management and operation of certain of the Academy's educational and administrative activities and functions.

Therefore, it is mutually agreed as follows:

ARTICLE I

TERM

- A. **Term.** Subject to the provisions of Paragraph B of this Article I and Paragraph D of Article VIII, this Agreement shall be effective as of July 1, 2013 and shall terminate as of June 30, 2017. Notwithstanding the foregoing, if the Academy's Contract is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties. Further notwithstanding the foregoing or anything to

the contrary contained herein, the Academy shall have the right to terminate this Agreement, without penalty or cause, on the third anniversary hereof.

- B. **Review by BMCC.** The parties acknowledge that this Agreement is subject to the review of BMCC and shall be subject to termination pursuant to Article VIII, Paragraph D in the event that BMCC disapproves this Agreement.

ARTICLE II

CONTRACTUAL RELATIONSHIP

- A. **Authority.** The Academy represents that it is authorized by law and the Contract to contract with a private entity and for that entity to provide educational and management services. The Board is authorized by BMCC to supervise and control the Academy, and vested with all powers within applicable law for carrying out the educational program contemplated in this Agreement.
- B. **Contract.** Acting under and in the exercise of such authority, the Board hereby contracts with GEE to the extent permitted by law, to provide all functions relating to the provision of educational services and the management and operation of the Academy in accordance with the terms of this Agreement and the Contract.
- C. **Status of the Parties.** GEE is a for-profit entity, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of GEE. The relationship between GEE and the Academy is based solely on the terms of this Agreement, and the terms of any other agreements between GEE and the Academy. In performing its duties under this Agreement, it is mutually understood and agreed that GEE shall at all times be acting and performing as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship, partnership or joint venture relationship between the parties. The parties agree that none of the voting power of the Board will be vested in GEE or its directors, members, managers, officers, shareholders, or employees. Further, the Academy and GEE are not, and shall not become: (a) members of the same controlled group, as that term is defined in the Internal Revenue Code of 1986, as amended (the "IRS Code"); or (b) related persons, as that term is defined in the IRS Code. During the Term of this Agreement, the Academy may disclose to GEE or GEE may access confidential data and information to the extent permitted by applicable law, including, without limitation, the Family Educational Rights and Privacy Act, the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Michigan Mandatory Special Education Act, the Americans with Disabilities Act, the Health Insurance Portability and Accountability Act, and social security numbers protected by the Privacy Act of 1974 and the Michigan Social Security Number Privacy Act. GEE agrees that it shall comport with applicable law in the handling, maintaining, safeguarding, re-

disclosing, and returning of all confidential data and information disclosed or accessed under this Agreement. Notwithstanding the foregoing or anything else herein, the Academy designates employees of GEE as agents of the Academy for the limited purposes of having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act.

ARTICLE III

FUNCTIONS TO BE PERFORMED BY GEE

- A. **Responsibility.** GEE shall be responsible, and accountable to the Board, for the administration, operation and performance of the Academy, in accordance with appropriate sections of the Code and the Contract. GEE shall use its best efforts to perform the obligations and responsibilities of the Academy under the Code and the Contract on behalf of the Academy or to assist the Academy in performing those obligations and responsibilities. No provision of this Agreement shall be deemed to interfere with the Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy, or prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.
- B. **Educational Program.** The educational program and the program of instruction shall be designed by GEE in accordance with the Contract, and may be adapted and modified from time to time with prior Board approval, it being understood that an essential principle of a successful, effective educational program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the Board and GEE are interested in results and not in inflexible prescriptions. Notwithstanding the foregoing, the Board shall have the right to approve material changes to the educational program and programs of instruction necessitated by the failure of the Academy to meet the goals identified in the Contract or otherwise abide by the terms of the Contract. The parties acknowledge that changes to the educational program may require an amendment to the Contract, and BMCC non-disapproval, prior to implementation.
- C. **Strategic Planning.** GEE shall design strategic plans for the continuing educational and financial benefit of the Academy. Any strategic plan developed by GEE will require input and approval from the Board.
- D. **Public Relations.** GEE shall design an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for implementation by the Board. Any public relations plan developed by GEE will require approval from the Board.

- E. **Specific Functions.** GEE shall be responsible for the management, operation, administration, and provision of educational activities at the Academy. Such functions may include, but are not limited to:
1. implementation and administration of the Educational Program approved by the Board, including the recommendation and acquisition of instructional materials, equipment and supplies (subject to the right of the Board to approve text books), and the administration of any and all extra and co-curricular activities and programs as approved by the Board;
 2. management of personnel functions, including professional development for the Principal, all instructional personnel and other staff, and the personnel functions outlined in Article I;
 3. aspects of the business administration of the Academy (including budgets, managing payables/receivables, preparing financial reports, and handling state reporting);
 4. partnering with business, educational, and community programs;
 6. handling fundraising and grant development application/writing and related strategies;
 7. any other function necessary or expedient for the administration of the Academy as may be requested by the Board, or as may be required under the Code or the Contract.
- F. **Subcontracts.** GEE reserves the right to subcontract, with Board approval, any and all aspects of all other services it agrees to provide to the Academy, including, but not limited to transportation and/or food service. GEE shall remain responsible to the Academy for the oversight and compliance of all activities subcontracted by GEE hereunder.
- G. **Place of Performance.** GEE reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off-site, unless prohibited by the Contract or applicable law.
- H. **Materials Purchased.** All equipment, materials and supplies purchased by GEE on behalf of the Academy shall be and remain property of the Academy. If GEE purchases equipment, material and supplies for the Academy, it shall comply with Section 1274 of the Code as if the Academy were making all such purchases directly. In no event shall GEE charge an additional fee or charge to the cost of equipment, materials and supplies purchased from third parties for the Academy.

- I. **Student Recruitment.** GEE and the Board shall be jointly responsible for the recruitment of students, subject to the Board's direction and approval of general recruitment and admission policies and the Contract. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with Board policy, the procedures set forth in the Contract and in compliance with the Code and other applicable law.
- J. **Due Process Hearings.** GEE shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to record, consistent with the Academy's own obligations and policy. The Board retains the authority to provide its own hearings on any matter deemed necessary or practical by the Board.
- K. **Legal Requirements.** GEE shall provide educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Code and the Contract.
- L. **Rules and Procedures.** GEE shall recommend to the Board reasonable rules, regulations, and procedures applicable to the Academy and is authorized and directed to enforce rules, regulations and procedures adopted by the Board.
- M. **School Year and School Day.** The Academy's school year and calendar shall be established annually by the Board.
- N. **Additional Grades and Student Population.** GEE shall make recommendations to the Board concerning limiting, increasing, or decreasing the number of grades offered and the number of students served per grade or in total, within the limits provided for by the Contract. In the event the Board seeks to expand the Academy to a new grade level, the Board shall involve GEE in such efforts as early as possible. Notwithstanding the foregoing, the Board shall determine the number of grades offered by the Academy and the number of Academy students per grade consistent with the Contract.
- O. **Material Breach of Agreement.** Failure of GEE to reasonably perform these functions, unless prevented from doing so by the Academy, its Board or circumstances beyond GEE's control, shall be considered a material breach of this Agreement.
- P. **Proprietary Information.** The Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by GEE at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. GEE owns all proprietary rights over curriculum or educational materials previously developed or copyrighted by GEE, or curriculum

or educational materials that are developed by GEE using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. GEE's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.

- Q. **Compliance with the Academy's Contract.** GEE agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement.
- R. **Compliance with Section 503c.** On an annual basis, GEE agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.
- S. **Compliance with Section 12.17 of Contract Terms and Conditions.** GEE shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.

ARTICLE IV

OBLIGATIONS OF THE BOARD

- A. **Oversight.** The Board shall have the obligation and authority to oversee the performance of the duties of GEE under this Agreement.
- B. **Policies.** The Board shall be responsible for adopting budgets and policies for the Academy to be implemented by GEE in accordance with this Agreement. The Board shall exercise good faith in considering the recommendations of GEE, including but not limited to, GEE's recommendations concerning policies, rules, Regulations, procedures, curriculum, budgets, fund raising, public relations, and school business administration affairs. The Academy's failure to adopt GEE's reasonable recommendations concerning functions to be performed by GEE shall be considered a material breach of this Agreement. If the Board determines in good faith that a recommendation of GEE is contrary to the Code, the Contract, or policies adopted by the Board not otherwise contrary to this Agreement, its failure or refusal to adopt a recommendation of GEE shall not be deemed to be a material default of this Agreement.

- C. **Immunity.** The Board, in its sole discretion, shall determine whether to assert, or not assert, waive, or not waive, its governmental immunity.
- D. **Deposits.** The Board shall determine the depository institution of all funds received by the Academy. All funds received by the Academy shall be deposited in the Academy's depository account. Signatories on the depository account shall be Board members and/or properly designated Academy employees. All interest or investment earnings on Academy deposits shall accrue to the Academy.
- E. **Auditor and Legal Counsel.** The Board shall retain independent legal counsel and an independent auditor.
- F. **Chief Administrative Officer.** The Chief Administrative Officer of the Academy shall be a member of the Board.
- G. **Budget Reserve.** The Academy Board shall be responsible for determining the budget reserve amount included as part of the Academy's annual budget, and shall strive for the goal of establishing a 10% budget reserve. In addition, the Academy Board is responsible for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount.

ARTICLE V

FINANCIAL ARRANGEMENTS

- A. **Capitation Fee.** The Academy shall pay GEE an annual capitation fee, in an amount not to exceed ten percent (10%) of the moneys, grants, fees and credits received by the Academy from all sources in connection with the enrollment of students at the Academy, including, but not limited to, state and federal funding, government and private grants, and student fees, except to the extent prohibited by law or grant restrictions or those amounts exempted by BMCC (the "Management Fee"). BMCC grants awarded to the Academy by the BMCC Charter School Office are exempt from the Management Fee. The Management Fee may change during the term of this Agreement according to overall changes in the state grants, moneys, or services provided by other governmental agencies, and the extent of other revenue sources. The Management Fee shall be paid to GEE as and when state payments, or funds from other state agencies or other revenue sources, are received by the Academy. Notwithstanding anything to the contrary contained herein, the parties agree that Management Fee and other charges under this Agreement shall be paid to GEE, upon availability of funds. Further, notwithstanding any other provision of this Agreement, the total annual Management Fee payable to GEE hereunder in any academic year shall not be less

than \$280,000 nor shall exceed \$560,000, subject to change by written agreement of GEE and the Academy depending upon changes in annual pupil enrollment.

- B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments, improve the quality of education at the Academy, and fulfill the mission of the Academy, GEE shall develop and pursue a program for obtaining and producing revenue supplemental to state aid and grants, shall seek Board approval prior to applying for grant revenues, and shall report to the Board on a consistent basis regarding the status of its efforts in this area.
- C. **Payment of Costs.** In addition to the Management Fee, the Academy shall reimburse GEE for all costs reasonably incurred in providing the educational program at the Academy other than GEE overhead costs (including, but not limited to, GEE corporate costs, costs incurred by GEE in the central administration of this Agreement, and rent for GEE's facilities). Reimbursable costs shall include, but shall not be limited to, curriculum materials, professional development, textbooks, library books, costs for computer and other equipment, software, supplies utilized at the Academy for educational purposes, services provided pursuant to subcontracts approved by the Board, building payments, maintenance, utilities, capital improvements, costs for personnel provided at the Academy either by GEE or through an entity with which GEE subcontracts for staff, and marketing and development costs. Marketing development and personnel costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program. The Board must be informed of and approve the level of compensation and fringe benefits provided to employees of GEE assigned to the Academy. The Board shall reimburse GEE monthly for approved fees and expenses upon properly presented documentation and approval by the Board. To the extent possible, GEE shall present documentation regarding expenses for reimbursement to the Board at the first Board meeting after the expense is incurred. At its option, the Board may advance funds to GEE for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Board ratification within thirty (30) days of the advancement of fees. In paying costs on behalf of the Academy, GEE shall not charge an added fee. Any costs reimbursed to GEE that are determined by the independent audit not to be reasonably incurred on behalf of the educational program of the Academy shall be promptly returned to the Academy by GEE. GEE may, in order to gain various economies and efficiencies, elect to incur certain of such costs directly and, in such event, the Academy shall reimburse GEE for budgeted items upon presentation of supporting documentation at a duly convened meeting of the Board.
- D. **Timing of Payments.** The fee due to GEE shall be calculated for each school year at the same time as the State of Michigan calculates the state school aid, and adjustments to such calculation shall occur at the same time as the State of Michigan makes adjustments to the state school aid. GEE shall receive its fee as

calculated pursuant to the preceding sentence in eleven (11) installments beginning in October of each year and ending in August of each school year. The Academy agrees to electronically wire funds to GEE's account. Payments due and owing to GEE shall be made by the Academy to GEE in full by the 20th day of the Academy receiving its monthly state school aid from the State of Michigan and any other school revenue.

E. Advancement of Funds. Upon prior Board approval, and provided that it is done in a manner consistent with Section 1225 of the Code, GEE may advance funds to the Academy relating to recruiting, selecting, and pre-service training of staff members; or cleaning, fixing, renovating and equipping of the Academy building and related capital facilities, all pending receipt by the Academy of its subsequent school aid payments. The Academy shall reimburse GEE such funds upon receipt of such state school aid payments, to the extent that it is able to do so consistent with the Code and the Contract.

F. Other Public School Academies. The Academy acknowledges that GEE may enter into similar management agreements with other public school academies. GEE shall separately account for reimbursable expenses incurred on behalf of the Academy and other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy. If GEE incurs reimbursable expenses on behalf of the Academy and other public school academies which are incapable of precise allocation between such academies then GEE shall allocate such expenses among all such academies, including the Academy, on a pro rata basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties after GEE informs the Board on what method is being used to allocate costs.

G. Financial Reporting. GEE shall provide the Board with:

1. a detailed projected annual budget (in compliance with P.A. 493 of the 2000 Uniform Budget and Accounting Act) in a form reasonably satisfactory to the Board by May 1 of each year of the Term. The proposed annual budget will be presented by GEE to the Board at the May meeting at which time the Board shall provide GEE with any requested revisions or changes to the proposed budget. A budget hearing will be held at the June meeting with a goal of approving the revised proposed budget.
2. on not less than a monthly basis, GEE shall provide the Board with financial statements not more than forty-five (45) days in arrears. Financial statements shall include a balance sheet, cash flow statement and statement of revenue, expenditures and changes in fund balance, detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level for review and approval by the Board. A

written report shall explain any variances from the approved budget, shall contain recommendations for necessary budget corrections and shall be prepared at least five (5) calendar days in advance of the Board meeting to be available for Board packets sent to Board members in preparation for Board meetings;

3. an annual report showing the Academy is in compliance with state law and Regulations showing the manner in which funds are spent at the Academy;
4. reports on Academy operations and student performance, upon reasonable request, but not less frequently than four (4) times per year; and other information on a periodic basis to enable the board to monitor GEE's educational performance and the efficiency of its operation of the Academy.

GEE shall make information concerning the operation and management of the Academy, including but not limited to, information in the Contract, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract. Except as permitted under the Contract and applicable law, GEE shall not restrict BMCC's, the Academy's, or the public's access to the Academy's records. GEE shall make all its finance and other records related to the Academy available to the Academy's independent auditor upon reasonable notice. The Board is responsible for selecting and retaining the Academy's independent auditor.

H. Other Financial Relationships. Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and GEE shall be contained in a document separate from this Agreement. GEE does not enter this Agreement with an interest in entering into promissory notes or other financing agreements and is not expected by the Academy to serve as guarantor for promissory notes or other financing agreements through other lenders.

ARTICLE VI

PERSONNEL & TRAINING

Subject to recommendation by GEE and approval of the Board:

- A. Principal.** GEE will, consistent with state law, select, hire and supervise the Principal, establish employment terms consistent with the Board-approved budget, and hold him or her accountable for the success of the Academy. The Principal

and GEE, in turn, will have similar authority to select and hold accountable the teachers in the Academy. The Principal shall be an employee of GEE.

- B. **Teachers.** GEE shall provide the number of teachers by applicable grade level and subject, as required for the operation of the Academy, consistent with the Board-approved budget. These teachers may, at the discretion of GEE, work at the Academy on a full or part time basis under employment terms established by GEE. If assigned to the Academy on a part time basis, such teachers may also work at other schools operated by GEE. Each teacher assigned to the Academy shall hold a valid teaching certificate issued by the State Board of Education under the Code to the extent required under the Code and be highly qualified, or meet Code provisions for non-certified teachers. Unless otherwise agreed in writing, teachers shall be employees of or contracted by GEE and not employees of the Academy.
- C. **Support Staff.** GEE shall provide the Academy with such support staff, qualified in the areas required, as are required by the Board approved budget on employment terms established by GEE. Such support staff may, at the discretion of GEE, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools operated by GEE.
- D. **Board Liaison.** The Board may employ and pay for an independent Board Liaison to act as a liaison among the Academy Board and GEE. The Board shall have the right to employ the Board Liaison full or part time, as the situation warrants. GEE agrees to cooperate with the Board Liaison in the performance of his duties as liaison.
- E. **Employer of Personnel.** Unless otherwise agreed or required by law or the Contract, except for the Board Liaison, staff and personnel at the Academy will be employees or subcontractors of GEE. Compensation of all employees of the Academy shall be paid by the Academy. The Academy shall reimburse GEE for the compensation GEE pays its employees or subcontractors of GEE in the performance of services on behalf of the Academy (excepting any GEE corporate employees, which are solely the financial responsibility of GEE). For purposes of this Agreement, compensation shall include salary, fringe benefits and training, including without limitation retirement planning, and state and federal tax withholdings. GEE will inform the Board of the level of compensation and fringe benefits provided to the employees of GEE. GEE shall be solely responsible for selection, evaluation, discipline, and termination of GEE employees and subcontractors. GEE shall also be responsible for conducting criminal background checks and unprofessional conduct checks on its employees and subcontractors as if it were a public school academy under the Code.

During the term of this Agreement, GEE shall not enter into any agreement with the Academy or any GEE employee restricting or prohibiting the Academy from hiring such person, and any such agreement shall, for the purpose of this Agreement, be of no force or effect.

- F. **Training and Evaluations.** GEE shall provide training in its Board-approved curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. Instructional personnel shall receive such training as required under the Code. Non-instructional personnel shall receive such training as GEE determines reasonable and necessary under the circumstances. GEE shall evaluate all teachers, the principal and, if applicable, any support staff placed at the Academy in accordance with the evaluation system adopted by the Board in compliance with Section 1249 of the Code.
- G. **Background and Unprofessional Conduct Checks.** GEE acknowledges and agrees that it will have its agents, employees, representatives, or agents, employees or representatives of its subcontractors who will be regularly and continuously performing services on the Academy's premises fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in PA 84 of 2006, within the timelines required by law. GEE further agrees to provide the Academy with a copy of all fingerprinting and criminal history background reports promptly upon receipt of same. Additionally, GEE represents and warrants to the Academy that it will at all times during the term of this Agreement comply with the provisions of PA 84 of 2006, including, but not limited to, reporting to the Academy within 3 business days of when it, or any of its agents, employees, representatives, or subcontractors' employees who will be regularly and continuously employed on the Academy's premises, is/are charged with a crime listed in Section 1535a(1) or 1539b(1) of the Code, being MCL 380.1535a(1) and 380.1539b(1), a substantially similar law, or other crimes required to be reported under PA 84 of 2006, and to immediately report to the Academy if that person is subsequently convicted, pleads guilty or pleads no contest to that crime.

ARTICLE VII

ADDITIONAL PROGRAMS

The services provided by GEE to the Academy under this Agreement consist of the educational program during the school year and school day, and age and grade level, as set forth in the Contract, as such school year, school day, and age and grade level may change from time to time. GEE may, in its discretion but subject to the prior approval of the Board, provide additional programs, such as adult and community education, which are not a part of the Academy's program as of the effective date of this Agreement. In such cases, GEE and the Board shall enter into either a separate agreement or an amendment to this Agreement governing the provision of these programs.

ARTICLE VIII
TERMINATION OF AGREEMENT

- A. **Termination by GEE.** GEE may terminate the Agreement with cause prior to the end of the term specified in Article II in the event the Academy fails to remedy a material breach of this Agreement within sixty (60) days after notice from GEE. A material breach may include, but is not limited to, failure to make payments to GEE as required by this Agreement, or unreasonable failure to adhere to the personnel, curriculum, program, or similar material recommendations of GEE, etc.
- B. **Termination by the Academy.** The Academy may terminate this Agreement with cause prior to the end of the term in the event that GEE should fail to remedy a material breach of this Agreement within sixty (60) days after notice from the Academy. Material breach may include, but is not limited to, failure to account for its expenditures or to pay operating costs (providing funds are available to do so), a failure that puts the Academy in jeopardy of breaching the Contract, or unreasonable failure to meet performance standards where such failure resulted from circumstances within its control.
- C. **Minor Breaches.** A breach of this Agreement that would otherwise not be material may become material if the breaching party does not act in good faith to cure the breach after notice, or if multiple breaches occur in a time period or under such circumstances that lack of good faith is indicated.
- D. **Change in Law; Requirement of BMCC.** If any federal, state, or local law or regulation, or court decision, or any requirement properly imposed by BMCC under the Code or the Contract has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the agreement; and if the parties are unable or unwilling to renegotiate the terms within 90 days after the notice, the party requiring the renegotiation may terminate this Agreement on 120 days further written notice.
- E. **Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the term specified in Article I, absent unusual and compelling circumstances the termination will not become effective until the end of the school year following the notice of termination.
- F. **Right to Reclaim.** Upon expiration of this Agreement at the completion of the contract term where there is no renewal, or upon termination of this Agreement, whether with or without cause, GEE shall have the right to reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided the Academy at GEE's expense or the depreciated cost of such equipment, at the sole option of the Academy.

- G. **Effect of Termination.** Upon termination, GEE, and any subcontractor shall, without charge (a) close the books on the then-current fiscal quarter; (b) organize and prepare the Academy's records for transition to the new management company; (c) organize and prepare student records for transition to the new management company; and (d) provide for the orderly transition of employee compensation and benefits to the new management company without disruption to staffing. All contracts entered into by GEE with another subcontractor for services at the Academy shall provide as such.
- H. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, GEE shall provide the Academy reasonable assistance for up to 90 days after the effective date of the termination to allow a transition to another management company, provided the Academy pays GEE a reasonable per-diem rate negotiated at the time of transition.

ARTICLE IX

INDEMNIFICATION

- A. **Indemnification of GEE.** To the extent permitted by law, the Academy shall indemnify and save and hold GEE and all of its employees, officers, members, subcontractors, and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of the negligence of the Academy or its Board, employees, subcontractors or agents, or any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse GEE for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit. Notwithstanding the foregoing provisions of this Article IX, Paragraph A, the Academy shall not be required to waive its governmental immunity or to indemnify GEE in circumstances where doing so would constitute a waiver of governmental immunity.
- B. **Indemnification of Academy.** GEE shall indemnify and save and hold the Academy and its Board and all of its employees, subcontractors and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, the negligence of GEE or any of its agents, employees or subcontractors or any noncompliance by GEE with any agreements, covenants, warranties, or undertakings of GEE contained in or made pursuant to this Agreement. In addition, GEE shall reimburse the Academy for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit.

C. **Indemnification of BMCC.** The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Board's or GEE's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College, Bay Mills Community College Board of Regents or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Board or GEE, or which arise out of the failure of the Board or GEE to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.

D. **Waiver of Subrogation.** Each party to this Agreement waives all rights and claims against each other for all losses covered by their respective insurance policies, and to the extent permitted by their respective policies, waives all rights of subrogation of their respective insurers. The parties agree that their respective insurance policies are now, or shall be, endorsed so that such waivers of subrogation shall not affect their respective rights to recover thereunder.

ARTICLE X **INSURANCE**

A. **Academy Insurance.** The Academy shall maintain insurance in the amounts required by the Contract, with GEE listed as an additional insured. GEE shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. The Academy shall, upon request, present evidence to GEE that it maintains the requisite insurance in compliance with the provisions of this Article.

B. **GEE Insurance.** GEE shall purchase, secure, and otherwise maintain the following insurance coverage for its duties and obligations under this Agreement,

and in coverage amounts not less than the minimum policy limits specified below for each type of insurance coverage or as otherwise required for educational service providers under the Contract.

<u>Coverage Type</u>	<u>Minimum Limits</u>
General Liability with coverage for sexual molestation or abuse	\$1 million per occurrence, General aggregate \$2,000,000
Automotive Liability	Each Occurrence \$1,000,000
Errors and Omissions	\$1 million per occurrence, \$ 3 million aggregate
Employee Dishonesty	\$1,000,000 per Occurrence \$500,000, including third party coverage
Employee Crime	per Occurrence \$10,000, including third party coverage
Worker's Compensation	Meet Statutory Requirements with \$1 million Employers' Liability Limits
Umbrella Coverage	\$4 million limit and aggregate <u>or</u> \$2 million limit unlimited aggregate.

GEE shall ensure that the Academy and BMCC are named as additional insureds on each such policy. Such policies shall not be changed, revoked or modified absent thirty (30) days' notice to BMCC. In the event that BMCC modifies the level, type, scope or other aspects of such insurance coverage, then GEE shall undertake like and similar modifications within 30 days of being notified of such change. The Academy shall comply with the information and for reporting requirements under the terms and conditions of each of the aforesaid policies of insurance. GEE agrees that its insurance shall be in addition to the insurance maintained by the Academy. GEE shall, upon request, present evidence to the Academy that it maintains the requisite insurance in compliance with the provisions of this Article and the Contract.

ARTICLE XI

WARRANTIES AND REPRESENTATIONS

The Academy and GEE each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The Academy and GEE mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it,

which if adversely determined, would have a material adverse affect on its ability to perform its obligations under this Agreement.

ARTICLE XII

RECORDS AND OTHER PROPERTY OF THE ACADEMY

GEE acknowledges that all financial, educational and student records relating to the Academy are and shall remain property of the Academy. GEE agrees to keep such records on location at the Academy and to permit, upon reasonable notice and at reasonable times as negotiated between the Board and GEE, the Board or anyone appointed by the Board to inspect such records and obtain copies thereof. Throughout the term of this Agreement, GEE shall be deemed a temporary custodian of these records, and shall be responsible for the safeguarding of said records, unless the Board provides otherwise. In the event of any termination of this Agreement, GEE shall deliver said records to the Board or its agents. GEE shall keep such records available to the public in accordance with the Code and other applicable law.

GEE shall obligate each of its employees to sign an agreement pledging their obligation to keep confidential any and all records of the Academy, unless otherwise required by law. GEE shall further obligate each of its employees to acknowledge that all educational materials developed on behalf of the Academy during the term of this Agreement shall be the property of the Academy. Upon the reasonable request of the Board, GEE shall make available to the Board copies of all educational materials prepared by GEE or its employees in connection with the undertakings described herein.

ARTICLE XIII

ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in southeastern Michigan as mutually agreed by the parties. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction. The arbitrator shall be required to issue a cause opinion as to the final decision, which shall be made available to BMCC upon request. The cost of arbitration, not including attorney fees, shall be split by the parties. Each party shall pay its own attorney fees and costs of experts.

ARTICLE XIV **INTERPRETATION**

The parties are entering into this Agreement to enable the Academy to carry out its obligations under the Code and the Contract in an efficient and economical manner. Accordingly, this Agreement shall in all respects be subject to, and construed in accordance with, the Code and the Contract. In the event of any conflict between the provisions of this Agreement and the requirements of the Code or the Contract, the Code or the Contract, as the case may be, shall govern and shall be deemed to be incorporated by reference into this Agreement. Subject to the foregoing provisions of this Article XIV, this Agreement shall be interpreted in a manner that is consistent with the Academy's status as an exempt organization. Nothing in this Agreement shall be interpreted as delegating the Board's ultimate authority and responsibility with respect to the operation and management of the Academy to GEE.

ARTICLE XV **MISCELLANEOUS**

- A. **Sole Agreement; Severability.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and GEE. The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement.
- B. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or otherwise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- C. **Notice.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to GEE:
GEE.
2455 South Industrial Highway Suite C
Ann Arbor, Michigan 48104

With a copy to:
Dan Dever

DeLoof, Hopper, Dever & Wright, PLLC
301 N. Main Street, Suite 250
Ann Arbor, Michigan 48104

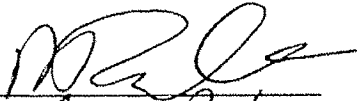
If to Academy:
Frontier International Academy
13322 Conant Street
Hamtramck, MI 48212
Attention: Board President

With a copy to:
George P. Butler, III
Dickinson Wright PLLC
500 Woodward Ave, Suite 4000
Detroit, Michigan 48226

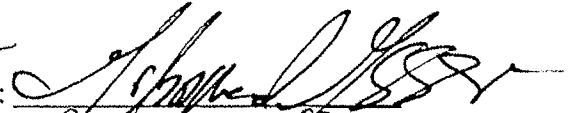
- D. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.
- E. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services.
- F. **Non-Waiver.** No failure of a party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.
- G. **Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that GEE may subcontract for services consistent with the terms of this Agreement.
- H. **Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.
- I. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the law of the State of Michigan.

IN WITNESS WHEREOF, the parties have entered into this Service Agreement as of the date set forth above.

**FRONTIER INTERNATIONAL
ACADEMY**

By: 
Name: Asm Rahman
Its: Board President

**GLOBAL EDUCATIONAL
EXCELLENCE, L.L.C.**

By: 
Name: Mohammed Issa
Its: DIRECTOR

BLOOMFIELD 40368-2 1266814v2

STATE AID COMPLIANCE AMENDMENT TO MANAGEMENT AGREEMENT

The State Aid Compliance Amendment to the Management Agreement is made and entered into as of this 20th day of June, 2017 (the "Amendment") by and between **FRONTIER ACADEMY** (the "Academy"), a Michigan public school academy organized under the Revised School Code, and **GLOBAL EDUCATIONAL EXCELLENCE, L.L.C "GEE"**, a Michigan limited liability company.

RECITALS

WHEREAS, GEE and the Academy have entered into a Management Agreement (as now and hereafter amended or modified from time to time, the "Agreement") under which GEE provides certain services to the Academy as outlined in the Agreement; and

WHEREAS, GEE and the Academy have agreed to amend the Agreement upon the terms and conditions provided herein and as per the resolution authorizing same.

NOW THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

1. The above Recitals are incorporated into and made a part of the Management Agreement. Capitalized terms used herein but not defined herein shall have the meanings subscribed to such terms in the Management Agreement.

2. Article I, Paragraph A of the Agreement is amended and restated as follows:

A. **Term.** Subject to the provisions of Paragraph B of this Article I and Paragraph D of Article VIII, this Agreement shall become effective upon execution and shall be consistent with the terms in the Contract. Notwithstanding the foregoing, the term of this Agreement shall not exceed 5 years.

3. Except as specifically provided above, the Agreement is unchanged.

The undersigned execute this Agreement as of the date set forth first above.

The Academy:

FRONTIER ACADEMY, a Michigan public school academy

By: Asm Rahman
Its: President

GEE:

GLOBAL EDUCATIONAL EXCELLENCE,
L.L.C., a Michigan limited liability company

By: [Signature]
Its: [Signature]

Dated: June 20, 2017
DETROIT 40368-2 1425754v2

Tab 6

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

Frontier International Academy
Physical Plant Description

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Physical Plant Description.....	6-1
Floor Plans.....	6-3
Certificates of Use and Occupancy.....	6-7
Lease Agreements.....	6-9

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and description of the proposed physical plant (the "Proposed Site") of Frontier International Academy ("Academy") is as follows:

Address: 13322 Conant
Detroit, MI 48909

Description: The facility includes a two story building with approximately 100,000 square feet. The first floor has 18 classrooms, two offices, four bathrooms, an auditorium, lunch room, kitchen, and two gymnasiums. The second floor has 25 classrooms, a library, four bathrooms, four offices, and a teacher's lounge.

Term of Use: Term of Contract

Configuration of Grade Levels: Ninth through twelfth grade

Name of School District and Intermediate School District:

Local: Detroit Public Schools
ISD: Wayne County RESA

Address: 28111 Imperial Drive
Warren, MI 48093

Description: The facility includes a one story building with approximately 30,000 square feet. The leased space includes 16 classrooms, 5 offices, 3 bathrooms, a multi-purpose room/cafeteria, kitchen, art room, technology room, two storage rooms and a playground. There is a gymnasium on the property that is not being leased by Frontier International Academy but will be accessible for use by Frontier International Academy during school hours.

Term of Use: Term of Contract

Configuration of Grade Levels: Kindergarten through fifth grade

Name of School District and Intermediate School District:

Local: Warren Consolidated Schools
ISD: Macomb County

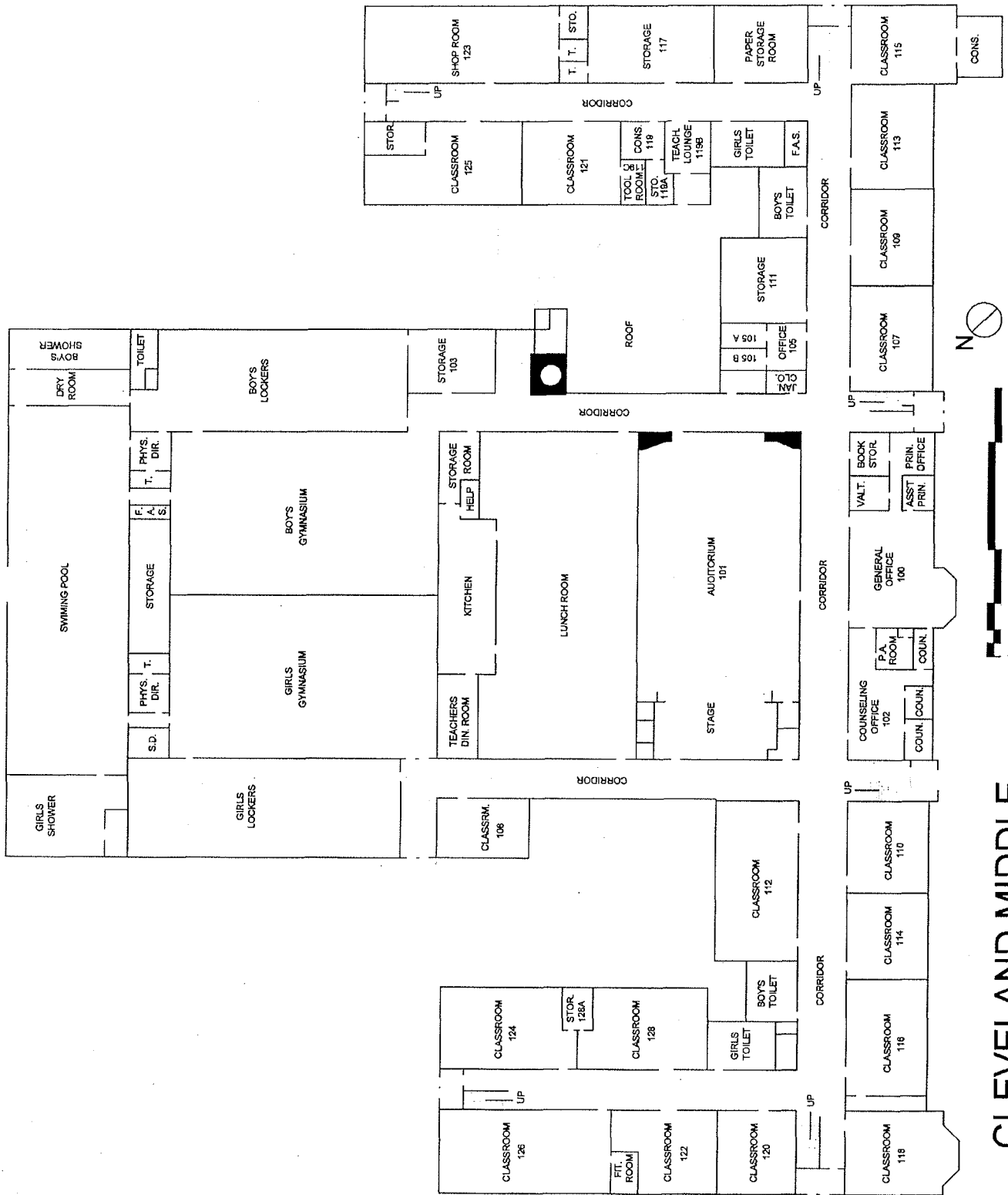
3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In case of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes the described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

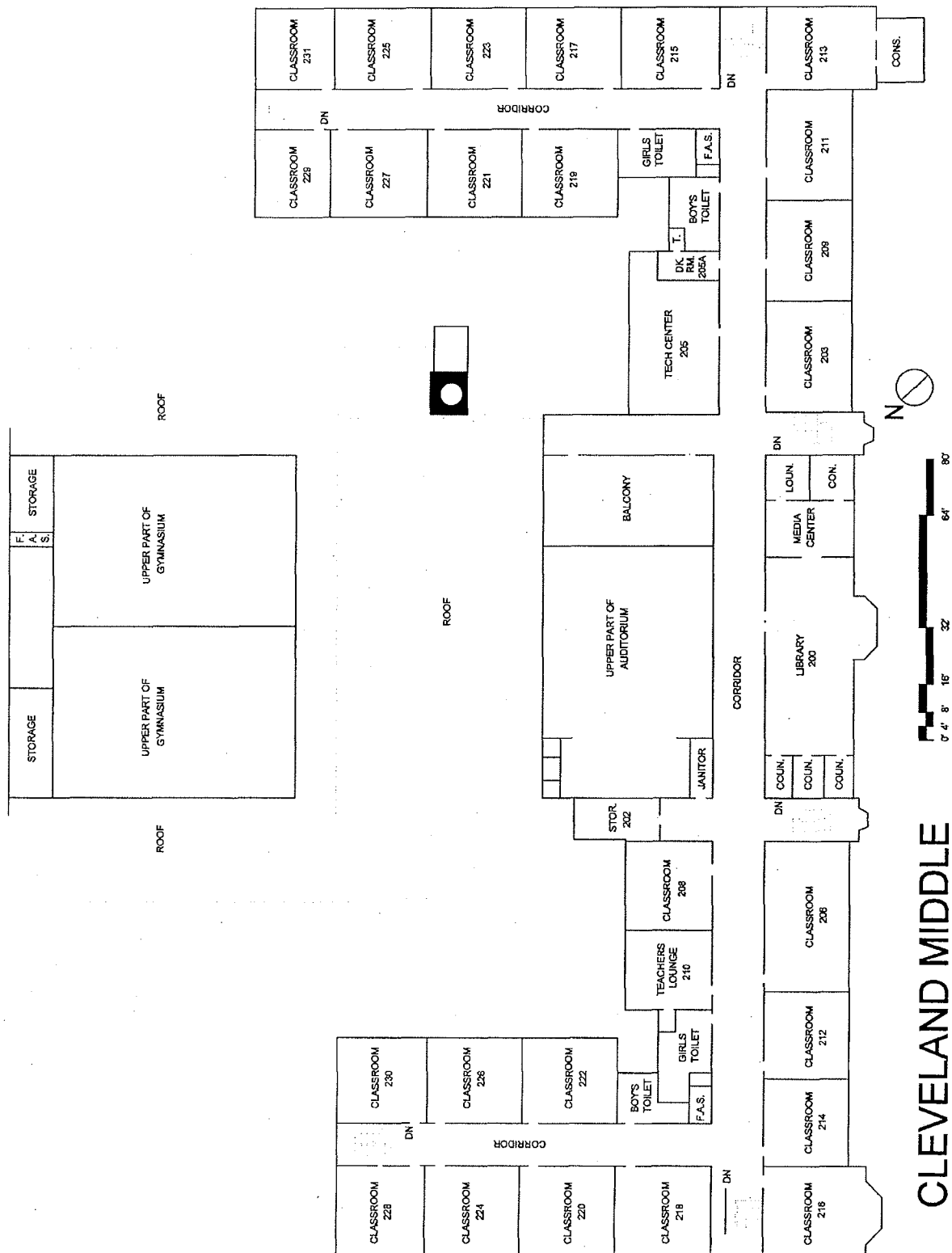
6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

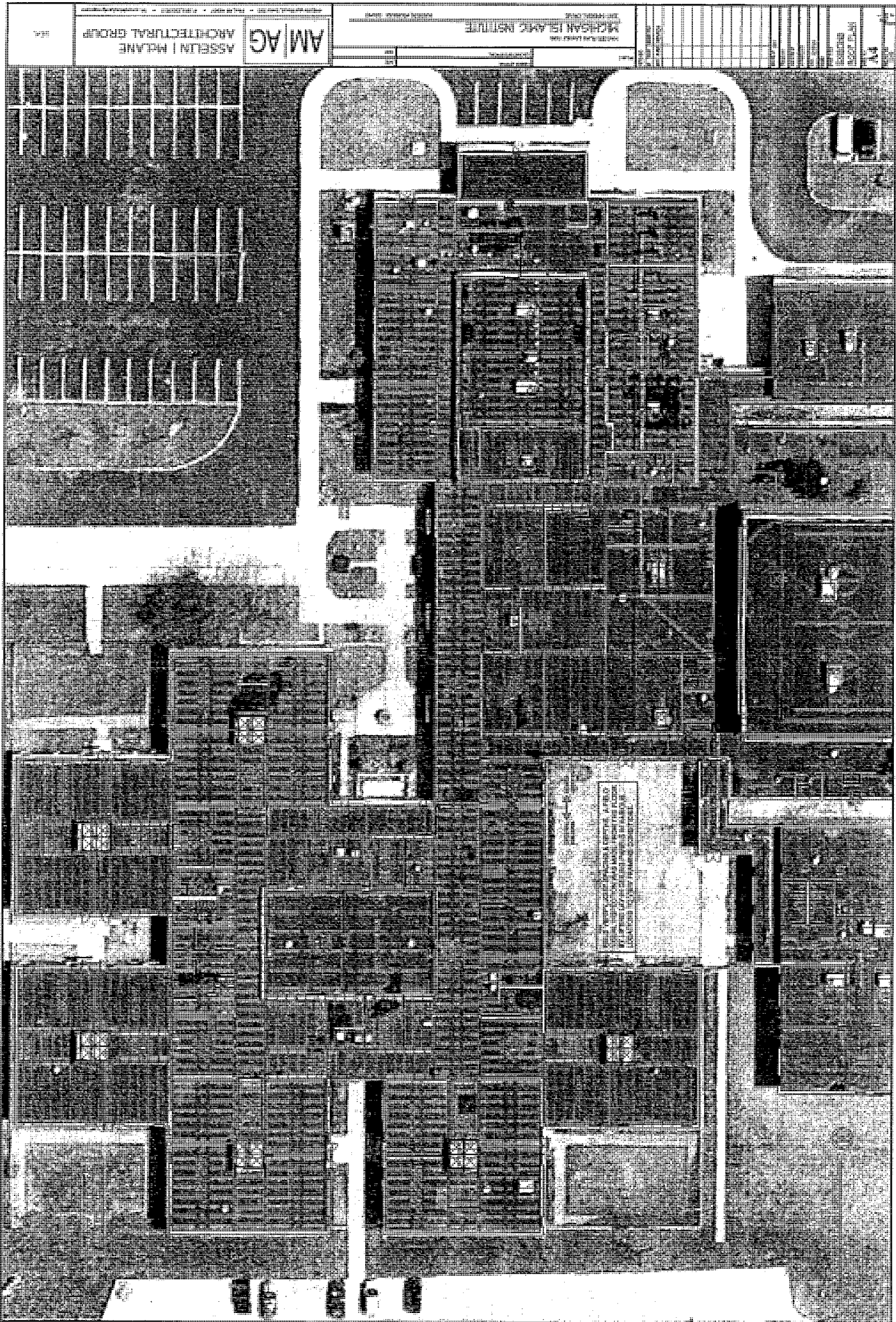


CLEVELAND MIDDLE FIRST FLOOR

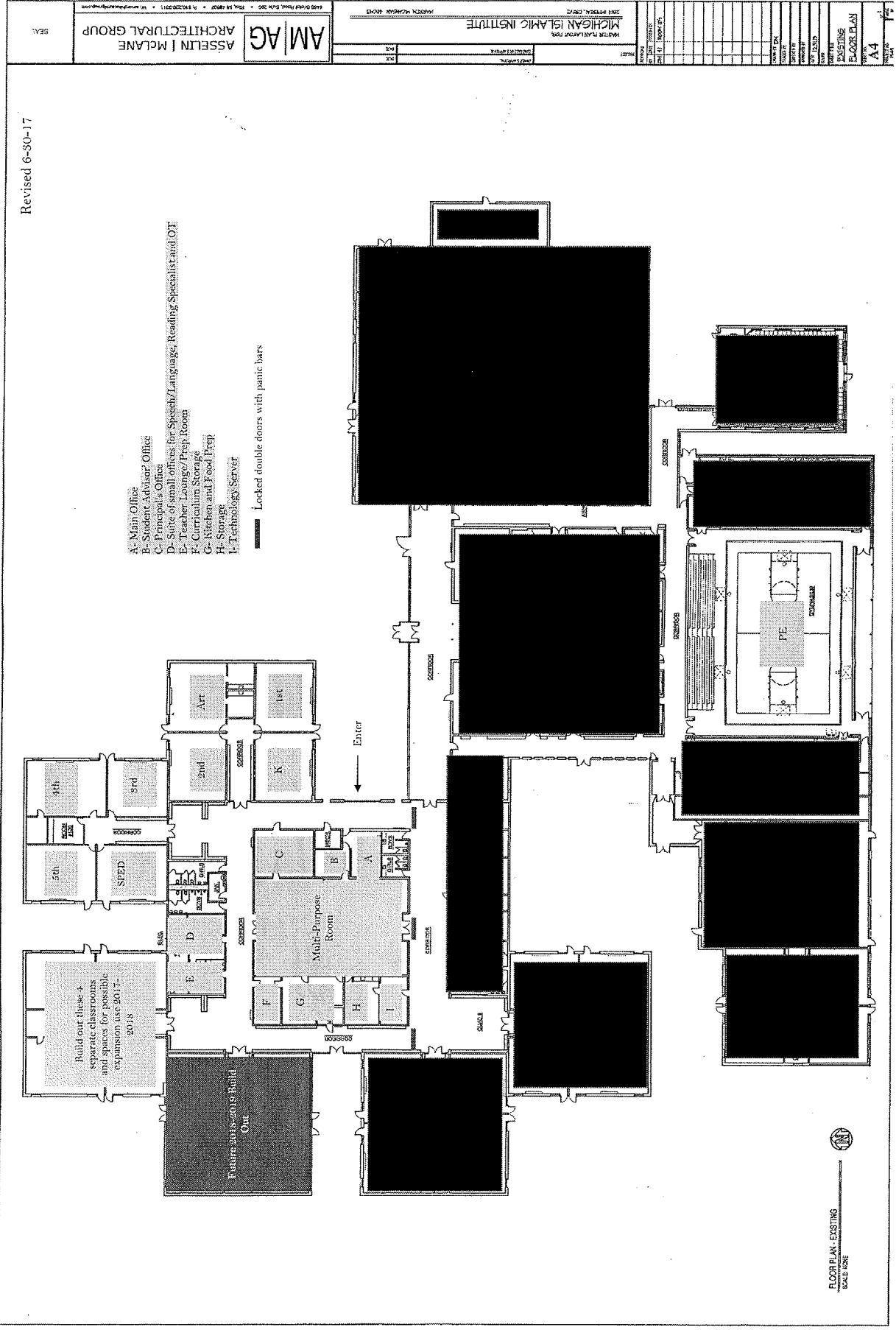


SCHOOL CODE: 414





Revised 6-30-17



CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

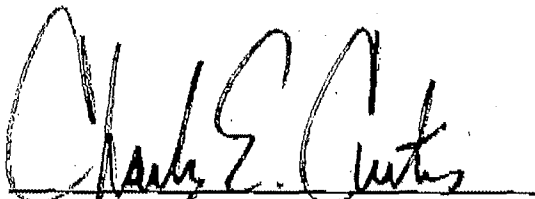
**Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes/Building Division**

**P. O. Box 30254
Lansing, MI 48909
(517) 241-9317**

**Building Permit No. B035448
Frontier International Academy
13200 Conant Street
Detroit, Michigan
Wayne County**

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Todd Y. Cordill, NCARB

Chief

**Charles E. Curtis, Assistant Chief
Building Division**

February 6, 2015

Occupancy Approval

**Frontier International Academy
28111 Imperial Drive
Warren, MI 48093**

Because the Academy's physical plant is not yet complete, the Certificate of Use and Occupancy has not yet been issued. Pursuant to Section 12.9 of the Contract Terms and Conditions, by August 31, 2017, the Academy shall submit to the Charter Schools Office a copy of the Certificate of Use and Occupancy shall be incorporated into this Contract upon submission to the Charter Schools Office. The Academy shall not operate at the physical plant until such Certificate of Use and Occupancy is delivered to the Charter Schools Office.

LEASE AGREEMENT

This Lease Agreement (the "**Lease**") is entered into as of July 1st, 2013, between **MIDWEST CREATIVE INVESTMENTS, L.L.C.**, a Michigan limited liability company, with offices at 341 East Huron Street, Ann Arbor, MI 48104 ("**Lessor**"), and **FRONTIER INTERNATIONAL ACADEMY**, a Michigan public school academy with offices at 2619 Florian Ave, Hamtramck, MI 48212 ("**Lessee**"), on the following terms and conditions.

1. **Premises.** Lessor leases to Lessee, the portions of the land, building and related improvements at 13200 Conant Street, Hamtramck, MI 48212 designated in Exhibit A (the "**Premises**"), including all Common Areas identified on Exhibit A. The Premises shall be expanded or reduced as necessary to make sure the Lessee is in compliance with all requirements of the Bay Mills Community College Board of Regents ("**College Board**") and the conditions of the Charter Contract issued to Lessee by the College Board ("**Contract**").
2. **Term.** The initial term of this Lease shall commence effective as of July 1, 2013 (the "**Commencement Date**") provided that the Lease is fully signed and Lessor has fulfilled all of its obligations under the Lease for Lessor's Work and delivered exclusive possession of the Premises to Lessee, and expire on June 30, 2017. Notwithstanding the foregoing, in the event that the Contract is terminated, suspended, revoked, or otherwise non-renewed for any reason, this Lease shall automatically terminate without further obligation or rights to either party hereunder.
3. **Rent.**
 - a. **Base Rent.** Lessee shall pay Lessor, on the first day of each and every month, in advance, a monthly payment of 1/12th of eight percent (8%) of the per pupil foundational allowance for each student enrolled in Frontier International Academy, based on the State Board of Education counts, whenever they may be taken. Lessee shall provide Lessor with copies of the forms submitted to the State of Michigan regarding the student count within three (3) business days after such forms are submitted to the State of Michigan. Notwithstanding the foregoing, should the cost for the Lessor's Work (as hereinafter defined) exceed the Credit For Lessor's Work (as hereinafter defined), Lessee shall pay Lessor an amount equal to 1/12th of ten percent (10%) of the per pupil foundational allowance for each student enrolled in Frontier International Academy, with two percent (2%) of the rent being paid towards the costs Lessor's Work over the Credit for Lessor's Work ("**Extra Rent**"). Such Extra Rent shall continue until such time as the costs Lessor's Work over and above the Credit For Lessor's Work have been fully recovered by Lessor or until the Lease is otherwise terminated, whichever is sooner.
 - b. **Additional Rent.** Lessee shall reimburse Lessor for real property taxes and assessments and insurance premiums for the Premises. On receiving any tax or insurance bill, Lessor shall give Lessee a notice and the calculation of the amount to be paid by Lessee. Lessee shall pay Lessor the amount within 30 days of receipt of notice from Lessor. Lessee agrees to be responsible for payment of all of the utility services for the Premises, including water and sewer, gas, electricity, and other services delivered to the Premises. All other services contracted for by Lessee shall be paid for by Lessee immediately on presentation of the invoice so that no past due accounts arise. Landlord shall use

commercially reasonable efforts to obtain an exemption for property taxes due to the Academy's use of the Premises as a school, and the Academy shall provide all reasonable assistance to Landlord in obtaining such exemption. Landlord shall apply for the exemption within thirty (30) days from the date of execution of this Lease.

4. **Personal Property Taxes.** Lessor shall pay all personal property taxes levied and assessed to the Lessor. All taxes levied on the personal property owned or leased by Lessee shall be the sole responsibility of Lessee.
5. **Security Deposit.** Lessee shall not be required to pay a security deposit.
6. **Signs.** Lessee shall not construct, place, or paint any sign or awning or other improvement or apparatus on the exterior of the building without the prior written consent of Lessor, which will not be unreasonably withheld, conditioned, or delayed. Any signs placed in the windows of the Premises shall be in keeping with the character and decor of the building as a whole. Notwithstanding the foregoing, Lessor hereby consents to Lessee's placement of the signs attached on Exhibit B hereto on the Premises.
7. **Acceptance of Occupancy.** Lessee shall commence its occupancy of the Premises on the Commencement Date and begin payment of rent as called for by this Lease. Lessee has inspected the Premises, finds them in good order and repair, and, upon completion of Lessor's Work (as hereinafter defined), acceptable for Lessee's intended use of the Premises, and, as of the Commencement Date and completion of Lessor's Work, shall accept the Premises and common areas as is.
8. **Abandonment of Premises.** Lessee shall not vacate or abandon the Premises at any time during the term of this Lease, and if Lessee abandons or vacates the Premises or is dispossessed by process of law or otherwise, any personal property belonging to Lessee left on the Premises shall be deemed abandoned, at the option of Lessor. Lessor may also take possession of any personal property left by Lessee on the Premises and charge Lessee a reasonable monthly fee for the storage of that personal property. Any fee charged by Lessor for this purpose shall be deemed to be Additional Rent under this Lease and payable within ten (10) days after written notice to Lessee.
9. **Use.** The Premises are to be used and occupied by Lessee for any lawful use, including, without limitation, for the operation of a public school academy and other uses incidental thereto. No activity shall be conducted on the Premises that does not comply with state and local laws, ordinances, and regulations.
10. **Repairs and Maintenance.** Lessor shall be responsible for maintaining and repairing the roof, walls, foundation, structure, and windows (except for windows which are broken during the Term, which Lessee shall repair) mechanical systems (except for annual cleaning of furnace and HVAC systems), parking lot (except for clearing of snow and ice) and underground utilities. Lessee shall keep the Premises in the same order and repair, excluding normal wear and tear, as received from Lessor except for the aforesaid obligations of the Lessor. Lessee shall keep the Premises utilized by Lessee in good repair, as reasonably determined by Lessor. If Lessor shall determine that the Premises require any alteration or repair which is solely Lessee's responsibility under this Section, Lessor shall give written notice thereof to Lessee. If Lessee shall not within thirty (30) days thereafter provide Lessor with satisfactory evidence that it has

contracted for timely completion of such alteration or repair, Lessor may elect to proceed therewith, in which event Lessee shall reimburse Lessor in the amount of the sale within ten (10) days after receipt of Lessor's invoice. All such invoices shall constitute Additional Rent under this Lease. Lessee shall have no responsibility for environmental remediation to cause the Premises to comply with law, which shall be Lessor's responsibility.

11. **Surrender of Premises.** Lessee shall surrender the Premises to Lessor at the expiration of this Lease broom clean and in the same condition as at the Commencement Date, excepting normal wear and tear.
12. **Entry and Inspection.** Lessee, its employees, agents and invitees shall have access to the Premises twenty-four (24) hours a day, seven (7) days a week. Lessee shall permit Lessor or Lessor's agents to enter on the Premises at reasonable times and on reasonable notice for the purpose of inspection and repair of the Premises. provided, however, that all such inspections shall be done with as little interference with Lessee's quiet enjoyment of the Premises as reasonably possible. Lessor further acknowledges and agrees that there may be certain parts of the Premises that are restricted areas and shall be inaccessible to Lessor. Notwithstanding the foregoing, Lessee agrees to use its best efforts to accommodate Lessor's reasonable access to the Premises.
13. **Lessor's Work:** Prior to the Commencement Date, Lessor shall make or pay for alterations to the Premises to bring it up to code, receive a Certificate of Occupancy, to improve its environmental condition, and/or to make it suitable for Lessee's use as a public school academy, including, but not limited to, any and all Michigan Department of Education, State Fire Marshall, and all other requirements ("**Lessor's Work**"). Lessee shall contribute an amount not to exceed \$500,000.00 to the Lessor's Work necessary to bring the school up to code and/or make it suitable for Lessee's use as a public school academy (the "**Credit For Lessor's Work**"). In order to receive reimbursement from Lessee, Lessor must submit all plans to Lessee in advance for Lessee's approval or disapproval, which may be given in Lessee's sole discretion. Provided, Lessces failure to approve such plans within fourteen (14) days of receipt from Lessor shall extend the commencement date one day for each day of delay after said fourteen (14) days. Lessee shall appoint a member of the Board to oversee Lessor's Work and approve the plans, which member shall, at his or her option and at the Academy's expense, have the authority to contract with an outside consultant regarding the sufficiency of any and all plans related to the Lessor's Work and the reasonableness of the costs associated with Landlord's Work. All work performed must be up to code, and done in accordance with all applicable standards, regulations, and laws. All major renovation items must be bid out in order for Lessor to receive reimbursement from Lessee pursuant to the Credit For Lessor's Work. The Credit For Lessor's Work described herein is meant to benefit Lessee; therefore if Lessor sells the Premises within seven (7) years from the Commencement Date ("**Credit Reimbursement Date**"), Lessor shall reimburse Lessee for its pro rata share of the credit advanced, as calculated by counting the number of days remaining until the Credit Reimbursement Date divided by 2,557 (which number is the number of days in the seven year period) and multiplying that amount by the amount of the actual amount of the Credit for Lessor's Work received by Lessor ("**Credit Reimbursement Calculation**"). Further, Lessor acknowledges that the Premises are located within the boundaries of the School District of the City of Detroit ("**DPS**"), which was formerly a School District of the First Class under MCL 380.502(2)(c), and that Lessee's Authorizer is not authorized to charter a school within the Boundaries of a School District of the First Class. Lessor agrees that if DPS should qualify as a School District

of the First Class under MCL 380.502(e) or any successor statute, a prorated portion of the Credit for Lessor's Work shall be reimbursed pursuant to the Credit Reimbursement Calculation. If Lessee vacates the premises prior to the expiration of such seven (7) year period, Lessor shall not have any obligation to make any reimbursement of the Credit for Lessor's Work.

14. **Alterations.** Lessee shall not make any structural alteration, additions, modifications or improvements to the Premises without the prior written consent of the Lessor, which consent may be granted or withheld in the sole and absolute discretion of Lessor. Lessee shall not make any non-structural alterations, additions, modifications or improvements having a cost in excess of \$10,000.00 to the Premises without the prior written consent of Lessor, which consent shall not be unreasonably withheld, conditioned, or delayed.
15. **Assignment and Subletting.** Lessee may not assign, sublet, or otherwise transfer or convey its interest, or any portion of its interest, in the Premises to any entity not affiliated with Lessee without the prior written consent of Lessor, which consent shall not be unreasonably withheld, conditioned, or delayed.
16. **Trade Fixtures.** All trade fixtures and moveable equipment installed by Lessee in connection with the business conducted by it on the Premises shall remain the property of Lessee and shall be removed by Lessee at the expiration of this Lease. Lessee shall repair any damage caused by such removal and restore the Premises to their original condition, normal wear and tear excepted.
17. **Lessee's Liability.** All Lessee's personal property, including trade fixtures, on the Premises shall be kept at Lessee's sole risk. Lessor shall not be responsible or liable to Lessee for any loss of business or other loss or damage that may be occasioned by or through the acts or omissions of persons (other than Lessor, its officers, agents, or employees) for any loss or damage resulting to Lessee or its business or property from water, gas, sewer, or steam pipes that burst, overflow, stop, or leak; from heating, cooling, or plumbing fixtures; or from electric wires or gas odors within the Premises from any cause, except as may result from and be directly caused by the negligence or intentional conduct of Lessor. The provisions of this section shall not be interpreted to prevent Lessee from recovering any losses under the coverage provided by Lessor's fire and extended coverage insurance policy, if any losses of Lessee are covered by that policy.
18. **Fire And Casualty, Partial Destruction Of Premises.** In the event of a partial destruction or damage of the Premises, which prevents the conducting of a normal business operation in the Premises by Lessee and which damage is reasonably repairable within thirty (30) days after its occurrence, this lease shall not terminate but the rent for the Premises shall abate during the time of such business interference. In the event of partial destruction, Lessor shall repair such damages within thirty (30) days of its occurrence unless prevented from so doing by acts of God, the elements, the public enemy, strikes, riots, insurrection, government regulations, city ordinances, labor, material or transportation shortages, or other causes beyond Lessor's reasonable control.
19. **Zoning.** Should the zoning ordinance of the city or municipality in which this property is located make it impossible for Lessor, using diligent and timely effort to obtain necessary permits and to repair and/or rebuild so that Lessee is not able to conduct its business on these

premises, then such partial destruction shall be treated as a total destruction as provided in the next Section 20.

20. **Total Destruction Of Business Use.** In the event of a destruction or damage of the Premises including the parking area so that Lessee is not able to conduct its business on the premises and which damages cannot be repaired within thirty (30) days this Lease may be terminated at the option of either the Lessor or Lessee. Such termination in such event shall be effected by written notice of one party to the other, within five (5) days after such destruction. Lessee shall surrender possession within ten (10) days after such notice issues and each party shall be released from all future obligations hereunder, Lessee paying rental pro rata only to the date of such destruction. In the event of such termination of this lease, Lessor at its option, may rebuild or not, according to its own wishes and needs.
21. **Condemnation.** If all or any material part of the Premises shall be taken or condemned by any competent authority for any public use or purpose, the Lease Term shall, at the option of Lessor, end as of the date of the actual taking. If the Premises may not be reasonably used for the purpose contemplated by this Lease following any taking, Lessee may terminate this Lease by written notice to Lessor. In the event of a termination pursuant to this Section, Rent shall be prorated to the date of such taking. In the event of a condemnation, Lessor shall be entitled to the entire condemnation award, except that Lessee shall be entitled to receive any portion of the condemnation proceeds awarded for Lessee moving costs and related expenses, diminution in value of the leasehold interest, and reimbursement for the amount of Credit for Lessee's Work actually paid only.
22. **Indemnity.** Except as to gross negligence or willful misconduct of the other party, Lessor and Lessee ("**Indemnifying Party**") will protect, indemnify the other ("**Indemnified Party**") to the extent permitted by law without waiving any privileges or immunities and save harmless the Indemnified Party from and against any and all loss, costs, damage and expenses occasioned by, or arising out of, any accident or other occurrence causing or inflicting injury and/or damage to any person or property, happening or done, in, upon or about the Premises, or due directly or indirectly to the tenancy, use or occupancy thereof, or any part thereof by the Indemnifying Party or any person claiming through or under the Indemnifying Party.
23. **Insurance.** Lessee covenants and agrees that it will at its own expense procure and maintain commercial, general liability insurance in a responsible company or companies authorized to do business in the State of Michigan, in an amount reasonably required by the Lessor, but in no event less than \$1,000,000.00 combined single limit per occurrence or such other amount as may be required by the Contract. Certificates or copies of said policy, naming the Lessor as an additional insured, and providing for thirty (30) days' notice to the Lessor before cancellation shall be delivered to the Lessor within ten (10) days from the Commencement Date.
24. **Environmental Matters.** Lessee shall not cause or permit the Premises to be used to generate, manufacture, refine, transport, treat, store, handle, dispose, transfer, produce or process hazardous substances in violation of Environmental Laws. Except to the extent arising out of Lessee's breach of any Environmental Law, Lessor further covenants and agrees to indemnify, defend and hold harmless Lessee from and against any and all suits, liabilities, obligations, damages, penalties, claims, losses, charges, expenses and costs (including, but not limited to consultant fees and attorneys' fees) resulting from the presence of Hazardous Materials at, on, under or around the Premises or resulting from Hazardous Materials being generated, stored,

disposed of, migrated to or from, or transported to, on, under or around the Premises or a breach of any Environmental Laws (in each case, whether occurring prior to, during, or after the Term of this Lease), including, without limitation, (i) the cost of removal of any and all Hazardous Materials from all or any portion of the Premises, (ii) additional costs required to take necessary precautions to protect against the release of Hazardous Materials on, in, under or affecting the Premises into the air, any body of water, any other public domain or any surrounding areas, and (iii) any costs incurred to comply, in connection with all or any portion of the Premises with all applicable Environmental Laws. Lessor, at Lessor's cost, shall promptly remove any Hazardous Materials (other than Hazardous Materials introduced by Lessee) found in, on or about the Premises. Lessor shall provide to Lessee copies of any environmental reports (including, without limitation, Phase I and Phase II audits) obtained by or on behalf of Lessor with respect to the Premises. "**Hazardous Materials**" shall mean: (i) any hazardous, toxic or radioactive substance, material, matter or waste regulated under an Environmental Law, including but not limited to formaldehyde, urea, asbestos, polychlorinated biphenyls, any petroleum product, petroleum derived products and/or its constituents or derivatives, any flammable or explosive materials; (ii) "Hazardous Substances" and "Hazardous Waste" as defined in the Comprehensive Environmental Response, Compensation and Liability Act, as amended, 42 U.S.C. §9601 et seq., and the Resource Conservation and Recovery Act, as amended, 42 U.S.C. §6901 et seq., and (iii) the term "Chemical Substance" as defined in the Toxic Substance Control Act, as amended, 15 U.S.C. §2601 et seq., respectively. "**Environmental Laws**" means all federal, state and local laws, statutes, rules, orders, decrees, consent agreements, permits, authorizations, ordinances and codes that govern or pertain to the protection of health and the environment. The provisions of this Section shall survive the expiration or earlier termination of this Lease.

25. **Defaults Of Lessee.** Upon default in payment of rental herein or upon any other default by Lessee in accordance with the terms and provisions of this Lease, this Lease may at the option of the Lessor be cancelled and forfeited, provided however that Lessor shall give Lessee a written notice specifying the default, or defaults, and stating that this lease will be cancelled and forfeited thirty (30) days after the giving of such notice, unless such default, or defaults, are remedied within such grace period. In the event Lessee is adjudicated a bankrupt or in the event of a judicial sale or other transfer of Lessee's leasehold interest by reason by any bankruptcy or insolvency proceedings or by other operation of law, but not by death, and such bankruptcy, judicial sale or transfer has not been vacated or set aside within ten (10) days from the giving of notice thereof by Lessor to Lessee, then and in any such events, Lessor may, at its option, immediately terminate this lease, and re-enter said premises, upon giving of ten (10) days' written notice by Lessor to Lessee, all to the extent permitted by applicable law. A waiver as to any default shall not constitute a waiver of any subsequent default or defaults. Acceptance of keys, advertising and re-renting by the Lessor upon the Lessee's default shall be construed only as an effort to mitigate damages by the Lessor, and not as an agreement to terminate this Lease. Notwithstanding anything in this lease to the contrary, this Lease shall automatically terminate in the event of a termination and failure to replace the Contract.
26. **Right Of Either Party To Make Good Any Default Of The Other.** If default shall be made by either party in the performance of, or compliance with, any of the terms, covenants or conditions of this lease, and such default shall have continued for thirty (30) days after written notice thereof from one party to the other, the person aggrieved, in addition to all other remedies now or hereafter provided by law, may, but need not, perform such term, covenant or condition, or make good such default. If Lessee cures the default of Lessor under this Section,

all such payments made by Lessee shall be deducted from the Base Rent owed to Lessor in the subsequent month. If Lessor cures the default of Lessee hereunder, Lessee shall reimburse Lessor for all sums expended by Lessor.

27. **Subordination.** This Lease and Lessee's rights shall at all times be subordinate to the lien of any mortgage now or later placed on the land and building of which the Premises are a part, and Lessee agrees to provide any mortgagee with a customary Lessee's estoppel letter at the request of any mortgagee with respect to the status of this Lease or any collateral assignment of this Lease or the rents under it that Lessor may make to any mortgagee as additional security for the indebtedness secured by the mortgage. If Lessee is requested to sign any subordination agreement on behalf of Lessor's mortgagee, Lessee agrees to sign a reasonable and customary subordination agreement that includes language providing that Lessee's interest and rights under this Lease will not be disturbed so long as Lessee is not in default under the Lease. Lessee agrees not to look to any mortgagee, as mortgagee in possession or successor in title to the Premises, for accountability for any security deposit required by Lessor or any successor lessor unless the sum has actually been received by the mortgagee as security for Lessee's performance of this Lease. Nothing in this paragraph shall be deemed to indicate that Lessee is under any obligation with respect to a security deposit or that Lessor holds any security deposit, and this section shall apply only if a security deposit is actually given to Lessor. If a mortgagee required that proceeds of casualty insurance or condemnation be applied to reduce the mortgage debt rather than to restore damaged or taken property, this Lease shall terminate, and neither party shall have any further obligation to the other.

28. Right to Purchase; Right of First Refusal

(a) **Right to Purchase.** At any time during the term of this Lease before the last 60 days of the Term, if no Event of Default has occurred hereunder and is then continuing, Lessee may give notice of its election to purchase the Premises. The purchase price of the Premises shall be the Fair Market Value (as defined below) less the unamortized portion of the Credit for Lessor's Work as calculated pursuant to the Credit Reimbursement Calculation. "Fair Market Value" shall mean the value as determined by an appraisal obtained by Lessor upon Lessee's request and conducted at Lessor's expense within the one (1) year period immediately preceding Lessee's exercise of its option; however, if Lessee elects to have its own appraisal conducted at Lessee's own expense, then the Fair Market Value shall be the average of the two appraised values. Lessee shall not request an appraisal hereunder more than one time in a 365 day period, and no more than three times during the Term. In any event, the closing on the purchase shall occur within one hundred eighty (180) days after Lessee exercises its option to purchase. Any appraisal obtained pursuant to this paragraph must be an "independent" appraisal, with "independent" meaning the person or entity conducting the appraisal may not have a prior business or familial relationship with either the Lessor, including Lessor's present or former managers, members, or employees, or Lessee, including Lessee's present or former directors or employees.

(b) **First Refusal to Purchase Option.** If Lessor at any time during the Lease Term before the end of the Term receives one or more bona fide offers from third parties to purchase the Premises (which may be contained in a nonbinding letter of intent), and if any such offer is acceptable to Lessor, then if an Event of Default has not occurred hereunder which is then continuing, Lessor agrees to notify Lessee in writing, giving the name and address of the offeror, and the price, terms and conditions of such offer, and Lessee shall have ten (10)

business days from and after the giving of such notice from Lessor in which to elect to purchase the Premises for the consideration and on the terms contained in the bona fide offer. If Lessee does not elect to purchase the Premises and Lessor thereafter sells the Premises to the offeror (on price, terms and conditions set forth in such offer, as subsequently modified by Lessor and such offeror, provided that any adjustments to the purchase price shall not exceed 5% of the purchase price contained in the offer), the purchaser shall take the Premises, subject to and burdened with all the terms, provisions and conditions of this Lease, but free of this Section 28(b) which shall be of no further force and effect.

Notwithstanding any other provisions of this Lease, the provisions of this Section 28(b) shall not apply to (i) any sale of the Premises or any property of which the Premises are a part at foreclosure, and shall not be binding upon any purchaser at foreclosure, any mortgagee in possession, or any holder of a deed in lieu of foreclosure or the successors or assigns of any of the foregoing, (ii) any sale of the Premises by Lessor in connection with sale and leaseback financing, (iii) any sale or transfer of the Premises to a partnership, corporation, limited liability company or trust in which Lessor has an interest or which has an interest in Lessor; to the spouse or a relative of Lessor or to a trust for the benefit of a spouse or relative of Lessor; or any transfer without consideration.

29. **Notices.** Any notice required under this Lease shall be in writing and sent by certified mail-return receipt requested or by reputable overnight carrier, to the addresses of the parties set forth in this Lease or to another address that a party substitutes by written notice; and notice shall be effective as of the date of first attempted delivery.
30. **Handling of Lease Disputes.** Lessee shall designate a member of the Board to handle all lease disputes with Landlord, with the input and assistance of counsel retained by the Board.
31. **Lessee's Possession and Enjoyment.** Lessee, on payment of the rent, utilities and other expenses, at the time and in the manner stated above, and on performance of all the foregoing covenants, shall and may peacefully and quietly have, hold, and enjoy the Premises for the term of this Lease.
32. **Holding Over.** If Lessee does not vacate the Premises at the end of the term specified in this Lease, such holding over shall constitute a month-to-month tenancy at 125 percent of the then existing rental Base Rent, plus Additional Rent.
33. **Entire Agreement.** This Lease contains the entire agreement of the parties with respect to its subject matter, and this Lease may not be amended or modified except by a written instrument executed by the parties to this Lease.
34. **Waiver.** The failure of the Lessor to enforce any covenant or condition of this Lease shall not be deemed a waiver of its right to enforce each and every covenant and condition of this Lease. No provision of this Lease shall be deemed to have been waived unless the waiver is in writing.
35. **Binding Effect.** This Lease shall be binding on and inure to the benefit of the parties to this Lease and their respective successors and permitted assigns.
36. **Time of the Essence.** Time shall be deemed to be of the essence in the performance of this Lease.

37. **Commissions.** Lessee shall be responsible for its real estate brokerage commissions, if any, incurred in connection with this Lease.

38. **Effective Date.** This Lease shall be effective as of the date first stated above.

[Remainder of page intentionally left blank].

WHEREAS the parties hereby execute this Lease as of the day and year first written above.

LESSEE:

LESSOR:

FRONTIER INTERNATIONAL
ACADEMY

MIDWEST CREATIVE INVESTMENTS,
L.L.C.

By: /s/

Name: Asm Rahman
Its: President

By: /s/

Name: RAED ISA
Its: member

Exhibit A
Legal Description

The following premises situated in the City of Detroit, County of Wayne, State of Michigan:

E CONANT 1 THRU 14 419 THRU 437 W 25 FT OF 438 512 THRU 543 W 25 FT OF 511 & 544
618 THRU 630 W 25 FT OF 617 & VAC STREETS & ALLEYS ADJ CRAIG &
MAYBURY SUB L10 P26 PLATS, W.C.R. 13/217 522.11 IRREG 6.95 A.C.

Commonly known as 13200 CONANT ST HAMTRAMCK MI 48212-2338

13200 CONANT ST DETROIT MI 48212-2338

13322 CONANT ST DETROIT MI 48212-2238

NOTE: This legal description was provided by the City of Detroit Assessments Division.

Exhibit B
Signage

See attached.

FIRST AMENDMENT TO LEASE AGREEMENT

THIS FIRST AMENDMENT TO LEASE AGREEMENT ("First Amendment") is dated effective as of the 20 day of June, 2017 ("Effective Date"), by and between **MIDWEST CREATIVE INVESTMENTS, L.L.C.**, a Michigan limited liability company (the "Lessor"), and **FRONTIER INTERNATIONAL ACADEMY** a Michigan public school academy (the "Lessee").

RECITALS:

A. Lessor and Lessee previously entered into a Lease Agreement on or about July 1, 2013 (the "Agreement"), for rentable space for portions of the land, building and related improvements located at 13200 Conant Street, Hamtramck, Michigan 48212.

B. Lessor and Lessee desire to amend the Lease Agreement as more particularly set forth herein (the capitalized terms used herein but not defined herein having the meanings given to them in the Lease Agreement). All references to the "Lease Agreement" contained in the Lease Agreement shall be deemed to mean the Lease Agreement, as amended by this First Amendment.

NOW, THEREFORE, the parties hereto, in consideration of the mutual promises and covenants contained herein and in the Lease Agreement, and intending to be legally bound hereby, agree that, effective as of the July 1, 2017 ("Effective Date"), the Lease Agreement is hereby amended as follows:

1. The following sentence is added to the end of Paragraph 1, "Premises", immediately following the final sentence in Paragraph 1:

Lessee shall use the premises for any lawful purpose in accordance with the Contract including, but not limited to, the operation of a public school for kindergarten through eighth grade.

2. The following sentence is added to Paragraph 2, "Term," immediately following the first sentence in Paragraph 2:

Notwithstanding the foregoing, the Lease shall automatically extend for additional one (1) year periods beginning July 1, 2017 unless and until either party gives ninety (90) days advanced written notice that the Lease shall expire at the end of the term during which the notice is given.

3. Lessor and Lessee hereby ratify and confirm all of the terms, covenants and conditions of the Lease Agreement, and this First Amendment does not, except as specifically indicated in this First Amendment, supersede any terms of the Lease Agreement. Except as modified by this First Amendment, all of the otherwise existing terms, covenants and conditions of the Lease Agreement shall remain unchanged and in full force and effect.

4. This First Amendment may be executed in counterparts, each of which may be deemed an original, and all of such counterparts together shall constitute one and the same agreement.
5. This First Amendment shall be binding upon and inure to the benefit of Lessor and Lessee and their respective successors and assigns.
6. Each party executing this First Amendment hereby represents and warrants to the other that it has full authority and right to execute this First Amendment.
7. This First Amendment shall be contingent upon the non-disapproval of Lessee's authorizer to the extent such non-disapproval is required under the law or Lessee's charter contract.
8. Entire Agreement. The Lease Agreement and the First Amendment contain the entire agreement between the parties hereto with respect to the subject matter of this First Amendment, and supersedes all prior understandings, agreements, and representations, if any, with respect to the subject matter. The lease may be further amended from time to time upon written agreement of the parties.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, Lessor and Lessee have executed this First Amendment as of the Effective Date.

LESSOR:

MIDWEST CREATIVE INVESTMENTS,
L.L.C.

By: 

Name: Rashed Issa

Its: member

LESSEE:

FRONTIER INTERNATIONAL ACADEMY

By: 

Name: ASM Rahman

Its: President

DETROIT 40368-2 1426979v1

Lease Agreement

The Academy's Lease Agreement for 28111 Imperial Drive, Warren, Michigan is not yet complete. The Academy shall submit a revised Lease Agreement to the Charter Schools Office by September 1, 2017. Upon completion, the Academy shall submit a copy of the executed Lease Agreement to the Charter Schools Office, which the Charter Schools Office will then submit to the Michigan Department of Education.

Tab 7

CONTRACT SCHEDULE 7
REQUIRED INFORMATION FOR
PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

- Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.
- Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.
- Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.
- Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.
- Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.
- Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.
- Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.
- Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

Tab A

SECTION A
GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

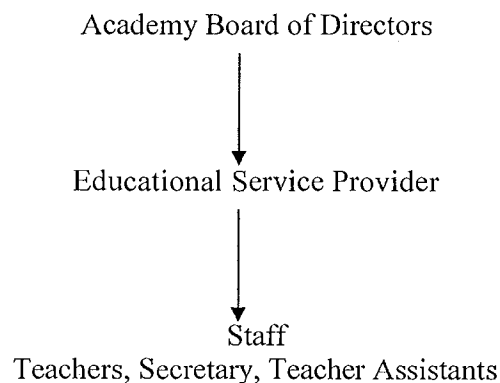
The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable law. Contract Schedule 2: Bylaws, Articles IV and V, set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:



The Academy Board currently consists of five (5) members. Nominations and appointments of subsequent members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board Members are as follows:

<u>Name and Position</u>	<u>Term Expiration</u>
Asm Rahman, President	6/30/19
Syed Hoque, Treasurer	6/30/18
Yunus Wasel, Secretary	6/30/18
Fateh Obaid, Member	6/30/20
Ibrahim Suliman, Vice President	6/30/20

Tab B

SECTION B

EDUCATIONAL GOALS

EDUCATIONAL GOAL AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the Center also considers other factors. Upon request, the Academy shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to Be Achieved

Prepare students academically for success in college, work and life.

Measures to Assist in Determining Measurable Progress Towards Goal Achievement

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures:

Indicator 1: Student Achievement

The academic achievement of all students in grades three through eight, who have been enrolled three or more years at the Academy, will be assessed using the following measures and targets:

Sub-Indicator	Measure	Metric	Achievement Targets
Against a Standard	The percentage of students achieving scaled scores meeting or surpassing national norms on the NWEA MAP reading and math tests.	Statewide distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	Reading: 50% Math: 50%
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time	The percentage of students meeting or surpassing grade-level norms over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure	The percentage of students categorized as Proficient or Advanced on the most recent state assessment will surpass the school's Composite Resident District (CRD) percentage.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

NWEA MAP 2015 National Norms

Grade	Spring Benchmark in Reading ≥RIT score below	Spring Benchmark in Math ≥RIT score below
3	198.6	203.4
4	205.9	213.5
5	211.8	221.4
6	215.8	225.3
7	218.2	228.6
8	220.1	230.9

Indicator 2: Student Growth

The academic growth of all students in grades three through eight at the Academy will be assessed using the following measures and targets:

Sub-Indicator	Measure	Metric	Achievement Targets
Against a Standard	The median of student growth percentiles (MGP) reflecting fall-to-spring scaled score growth on the reading and math NWEA MAP tests.	MGP: Exceeds $\geq 65^{\text{th}}$ Meets $\geq 50^{\text{th}}$ Approaching $\geq 45^{\text{th}}$ Does not meet $< 45^{\text{th}}$	Reading: 50 Math: 50
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time	The percentage of students making at least one year's growth over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure	The MGP reflecting growth on the two most recent state assessments will surpass the school's CRD.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds ≥ 10.0 Meets ≥ 5.0 Approaching ≥ 0.0 Does not meet < 0.0	5.0

Indicator 3: Postsecondary Readiness

The 'on-track' towards college readiness rates of all students in grades nine through eleven will be assessed using the following measures and targets:

Sub-Indicator	Measure	Metric	Achievement Targets
Against a Standard	The percentage of students achieving scaled scores that surpass state-selected on-track benchmarks for college readiness on the PSAT and SAT tests in Evidence-Based Reading and Writing (EBRW) and Math.	The percentage of students meeting or surpassing the grade-level benchmarks aligned to the 50 th percentile statewide.	11 th grade EBRW: 55.4% 11 th grade Math: 30.4%
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time	The percentage of students meeting or surpassing grade-level on-track benchmarks for college readiness on the PSAT and SAT over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of -x to +x): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure	The percentage of students meeting or surpassing grade-level on-track benchmarks will surpass the school's CRD percentage.	Portfolio Distribution (which will be in the form of -x to +x): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

COLLEGE BOARD PSAT and SAT College Ready Benchmarks

Grade	PSAT/SAT College Readiness Benchmark in EBRW	PSAT/SAT College Readiness Benchmark in Math
9	410	450
10	430	480
11	460	510

Michigan PSAT/SAT Cut Points for the 50th Percentile

Grade	Statewide 50 th Percentile in EBRW	Statewide 50 th Percentile in Math
9	-	-
10	-	-
11	55.4	30.4

Note: The 50th percentile was generated from state files; PSAT information is not yet available.

Pursuant to Applicable Law and Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College Charter Schools Office (BMCSO) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, Bay Mills Community College Board of Regents Public School Academy Authorizing Body expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, BMCSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students grades 2-5 and grades 9-11 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-5 (fall and spring NWEA testing)	The average grade-level scores in reading and math as measured by the Measure of Academic Progress (MAP) by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule
Grades 9-11 (fall and spring testing for grades 9 and 10 using PSAT and PSAT/NMSQT and spring SAT testing for grade 11) -or - NWEA testing may be used in lieu of PSAT/NMSQT in Grades 9 and 10	The average grade-level scores in reading and math as measured PSAT, PSAT/NMSQT, and SAT The average grade-level scores in reading and math as measured by NWEA	Students enrolled for three* or more consecutive years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified by SAT Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math NWEA college readiness achievement targets identified in this schedule

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 2 through 5 and grades 9 and 10 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-5	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA
Grades 9-10 (fall and spring testing for grades 9 and 10 using PSAT and PSAT/NMSQT) -or- NWEA testing may be used in lieu of PSAT/NMSQT in Grades 9 and 10	Growth made by students from fall-to-spring in critical reading and math as measured by progress toward college-readiness targets set by PSAT and PSAT/NMSQT Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student by NWEA.	Students will on average achieve measurable fall-to-spring growth on PSAT and PSAT/NSQT Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student by NWEA

The measure of student growth is the most important, but not the only factor the authorizing body considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work, and life.

Some of the other factors considered are: academy’s comparative position within state accountability reports, required state test proficiency rates compared to surrounding district’s, the trend in the number of students reaching growth targets and achievement targets over the contract period.

NWEA Achievement Target Table

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
2	190	191
3	201	204

4	208	212
5	215	224
9	226	239
10	229	241

Tab C

SECTION C
EDUCATIONAL PROGRAMS

Frontier Academy

EDUCATIONAL PROGRAMS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the Academy shall implement, deliver and support the educational programs identified in this schedule.

At the core of Riverside Academy's ("Academy") Educational Program is the notion that students learn best and grow academically when various aspects of experiences and education are integrated and interactive. Therefore, the Academy fashions the curriculum and directs programs to foster connections between and among classmates, teachers, coursework, the Academy community and the home, as well as develops a global focus on how those interactions impact the students' world and future. The grade range of students at the Academy includes kindergarten through twelfth grade.

Mission Statement

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

Beliefs

- All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- To be effective, the Academy must provide a safe, orderly and positive learning environment.
- Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- Learning is a lifelong process.

Approaches to Student Learning

Program Delivery

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards ("MAS"). Academy coursework design meets the demands of being both college and career ready. Students' academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual's unique gifts and qualities.

Tab D

The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners. Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and several non-linguistic representations. In addition, the Academy uses a variety of instructional strategies such as reader's and writer's workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol ("SIOP") model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012). The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students' schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins' Backwards by Design and Heidi Hayes and Jacobs' Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common Local Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system developed by the Rubicon Company called Atlas, which allows for teachers to access this information in school and at home. The curriculum is supported by textbooks and other resources needed to be successful, but the primary goal of the curriculum is mastery of the MAS using materials from a variety of resources.

The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers and referenced in the curriculum system, Atlas. The lessons are specific in objective—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers' specific students – whether whole class, individual or group work.

Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment,

appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

Curriculum, Instruction and Assessment

The Academy implements a curriculum aligned to the MAS for math, English language arts (“ELA”), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21st Century. Technology is also central to Academy pedagogy. Teachers utilize computer and smart board-based strategies to prepare students for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy’s academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- intellectually, physically and emotionally healthy
- globally competitive
- engaged, responsible and informed citizens
- college and career ready
- able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child’s developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students’ imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

The Rubicon Atlas ("Atlas") curriculum mapping tool is utilized to store, organize and assess the written curriculum for Science Atlas provides a curriculum course map, outlines and activities for each unit and provides the scope and sequence of each grade level curriculum. The standards are aligned for each course both vertically and horizontally. Teachers access the Atlas site to develop, implement and guide daily instruction.

Academy teachers will ultimately be accessing digital curriculum for all curricula as the academy moves forward with a curriculum Review and Renewal process.

English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education ("MDE") and the MAS.

The Academy's goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.
2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.
3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.
4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.
5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.
6. The goal of the Academy's ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

K-5 ELA

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- 30 weeks of comprehension-focused instruction
- Pre-, ongoing, and post-assessment

- Gradual-release mini-lessons with built-in choice
- High-quality informational, narrative, and opinion/argument texts
- Complex texts for close reading applying text-dependent strategies
- Differentiated support for English learners and special needs students

- Customized professional development services
- State-of-the-art interactive technology
- Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- Scaffolds ALL students to access complex informational and literary texts during whole-group lessons during Weeks 1 and 2
- Guides students to use text evidence in close reading
- Provides opportunities for students to develop collaborative conversations
- Develops writers by teaching writing process and writing to sources

9-12 ELA Curriculum

The ELA curriculum is based on the MAS. A team of teachers collaborate with each other following the guidelines of Curriculum Review and Renewal to research curricular resources and modify the curriculum to assure each student is challenged. The unit, assessments, and unit resources are uploaded to Rubicon Atlas where it is accessible to all teachers. Unit creation is based on the UBD philosophy and student assessment data guides the planning process.

Reading and writing are emphasized using the Readers and Writers workshop allowing flexibility to differentiate instruction as well as providing teachers with time needed to work with students in small group when needed.

Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.
2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.
- 3 Apply conceptual understandings, operational skills and technological tools to problem solving.
4. Communicate mathematical ideas orally and in writing.
5. Reason mathematically.

6. Understanding mathematical vocabulary.

7. Practice with real world situations.

K-5 Mathematics

The mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

9-12 Mathematics

The secondary mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematic vocabulary and enhances the ability to express mathematical ideas.

K-5 Social Studies

The social studies program prepares students to be responsible and conscientious citizens. Through the program, students are given the opportunity to develop and foster attitudes and understanding about human dignity and interdependence that result in positive social behavior, responsible citizenship and a tolerant worldview.

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.
2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.
3. Apply the knowledge of American government and politics to make informed decisions about governing communities.
4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.
5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.
6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

K-5 Social Studies

The elementary social studies curriculum is a spiraled approach that develops the child's sense of the surrounding world from an ever-widening perspective. This begins with an emphasis on family and relationships and then moves into community development. The curriculum then progresses onto the State of Michigan, U.S. regions and then to early U.S. history.

9-12 Social Studies

The high school social studies curriculum continues the theme of U.S. history through the 21st century. In addition, an intensive study of civics and economics is provided as well as the exploration of world history. Students develop research skills and enhanced global perspectives through the use of informational texts, primary sources and various other resources.

Science Curriculum

The science program embraces the philosophy and premise of the MAS and the Next Generation Science Standards ("NGSS").

The Academy's goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.
2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.
3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.
4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

K-5 TCI Science

The elementary science program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning and share the outcomes of discoveries.

The state-required curriculum on communicable diseases is included as part of the health/physical education curriculum for grades five and seven. Where appropriate, it is also taught in the science classes.

9-12 Science

In the classroom, students use higher order thinking skills to explore scientific concepts to make and evaluate predictions and to engage in classroom discussions. Students develop scientific skills by constructing new knowledge and making connections to the real world. In the laboratory, students apply principles and concepts learned in the classroom to demonstrate proficiency in scientific investigation. Students use the scientific method to prove or disprove theories. The objective of laboratory exercises is to allow students to participate in the generation of scientific thought. The goal of the Academy's science program is to develop lifelong learners who better understand the world.

The state-required curriculum on communicable and HIV/STD diseases is included as part of the ninth-grade health/physical education curriculum. Where appropriate, it is also taught in the science classes.

Arabic Language

The Academy has developed a comprehensive kindergarten through eleventh grade standards-based Arabic curriculum focused on Michigan's 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages' ("ACTFL") pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.

8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.

10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students' understanding of the world.

Study Abroad-Global Passage Program

To support foreign language studies and cultural awareness, the Academy's Educational Service Provider, Global Educational Excellence ("GEE"), has cultivated an overseas partnership with The University of Jordan to develop the Global Passage program. The purpose of the program, if funding is available, is to enhance student learning of the Arabic language by immersing students into an Arabic-speaking country.

The program is available to high school juniors who are selected through an application process. To assist in the process, a local university uses the Academy-developed rubric to review applications and determine final student selections. A planned course of study occurs in the summer months and includes four hours of daily foreign language instruction, led by The University of Jordan instructors and four hours of daily cultural activities. In addition, the cultural awareness component elevates and deepens the student's understanding of the Arab culture through various cultural field trips (i.e. the Dead Sea, city tours and visits to the hot springs and baths of Hammamat Ma'een).

Upon completion of the program, students are eligible to receive one high school credit. To earn credit, students must successfully complete a summative assessment (e.g., final exam) and score at the Novice Mid-level on the ACTFL proficiency test.

Curriculum Programs and Resources:

Riverside Academy curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Subject	Curriculum Resource	Online/Print	Grade Levels
English Language Arts			
	<i>Benchmark Literacy Program</i>	Print / online	K-5
	<i>Lexia</i>	Online	K-5, 9-12
	<i>Atlas ELA 9-12 Units</i>	Online/Print	9-12
Mathematics	Bridges Mathematics	Online/Print	K-5
	Agile math	Online/Print	9
	<i>Eureka Mathematics</i>	Print/Online	10-12
Science	Atlas	Print	9-12
Science	<i>TCI- Teacher Curriculum Institute</i>	Print/Online	K-5
Social Studies	Oakland Social Studies	Print/Online	K-5, 9-12

ELL Supplementary	Let's Go!// Inside Phonics	Print	K-5
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Resource (Saturday/Extended Program)	Day	EDGE & Inside Phonics	Print	9-12
Arabic		GEE Arabic Curriculum	Print/Online	K-5 and 9-12
Art		<i>Abakadoodle</i>	Print	K-5
Art		Atlas	Online/Print	9-12
PE/Hygiene		<i>Michigan Model</i>	Print/online	9-12

Extra-curricular activities to be offered:

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports, clubs and activities are encouraged to enhance the personal, social and physical skills of students as well as to support students while exploring various global cultures and strengthening cognitive skills. Based on student interest, some of the offerings may include soccer, science, special art workshops, speech and debate teams, personality development classes, Foreign Language as well as other sports based on student and parent interest. Current GEE co- and extra-curricular activities in United States academies include: Art, Honor Society, National Honor Society, Environmental Awareness, Student Council, Peer Mediation and numerous athletic opportunities, both inter- and intra-scholastic. Some activities are held weekly while others are offered periodically or as community resources and opportunities present themselves to enrich the students' experience.

The Academy students in the upper grades will be encouraged to work in the local community as a part of the character education program in the curriculum. This will not only prepare the older students for the world of work and higher education, but also to give back to the community.

SAT® Prep

The SAT Prep course is designed to assist students in preparing to take the SAT test. The program provides an overview of the test, practical test-taking strategies and an opportunity to complete a simulated full-length SAT test. Students analyze, respond to and evaluate examples of various questions, responses and prompts for all five areas of the SAT test (i.e. reading, English, mathematics, science and writing). Additionally, a portion of the course focuses on skills for the ACT WorkKeys® assessments of applied mathematics, locating information and reading for information.

Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students demonstrate proficiency as students progress through the grades:

KG-5	9-12
<ul style="list-style-type: none"> Use technology for creative self-expression 	<ul style="list-style-type: none"> Manipulate drawings and/or digital images to create personal works

<ul style="list-style-type: none"> • Produce creative writing (fiction, poetry, personal experiences) • Locate, organize, analyze, evaluate, synthesize & use information • Use keywords & phrases to search the library catalogue, online databases, or the Internet • Gather reference material from an online database. • Capture, save and credit graphics • Capture & transfer text from an online source to a word processor • Process data and report results • Create a graphic organizer for research notes • Report research results through a variety of means • Insert data in a data table • Create graph of data (bar, line, or circle graph; glyph) • Create a data table • Communicate conclusions, solutions, or decisions based on data • Understand/adhere to district & school procedures • Practice safe searching and communications techniques • Work cooperatively and collaboratively with others when using technology • Demonstrate proper usage of equipment (computers and peripherals) • Describe uses of technology in society • Collaborate in pairs or larger groups on presentations • Collaborate globally on projects • Publish & share original creative work - 	<ul style="list-style-type: none"> • Use systems thinking to explore complex issues (input/output, structure, relationship, behavior) • Generate & test hypotheses about content materials (i.e. scientific probes, calculators, Geometer's Sketchpad, etc.) • Identify trends and forecast possibilities • Collect, graph and analyze data • Access a website by typing a URL • Evaluate search results from a search engine • Use proper citation methods for sources and pictures • Evaluate and select technological tools based on appropriateness • Choose method of demonstrating learning • Identify problem/questions • Define problems • Plan/Design strategies for inquiry • Create a graphic organizer for planning a process • Create a chronologic timeline • Select appropriate technology tool(s) to organize and manage projects • Recognize the elements of a spreadsheet • Format a cell or block of cells • Collect data through probes, internet, surveys or other tools • Interpret spreadsheet results from a graph • Copy/paste a graph into other applications • Format graph (background, font, text color, etc.) • Understand/adhere to copyright laws • Understand and able to use "Fair Use" laws • Understand and able to use "Creative
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<ul style="list-style-type: none"> • Launch/close applications on hard drive & CD/DVDs • Use computer terms: menu, icon, scroll bar, cursor, etc. • Use mouse skills (single, double, right/left clicks). • Locate/use basic keyboard pads (enter, space bar, shift, backspace, tab...) • Keyboard awareness: correct side of keyboard, home row • Keyboard awareness: correct fingering, posture, touch typing • Save/retrieve work on a network • Understand appropriate use of 'save' and 'save as' • Log in with account name and password • Undo/redo • Enter/delete text • Select text/format with font options • Edit alignment/justification, line spacing, and margins • Understand a site is a collection of related pages • Understand basic components of a web browser • Standard website navigation (links, icons, menus) • Access/use drawing program (tools, text, animations) • Manipulate a graphic 	<ul style="list-style-type: none"> • Print (select printer, set number of copies) • Save/retrieve work with external storage device (flash drive, CD burner...) • Insert a hyperlink • Manage files • Download, install, customize and update applications • Understand basic programming concepts (I.e., positioning x/y, directions [forward, backward, rotate], input, output, looping/repeating, if/then statements • Cut/copy/paste within documents • Use spell check • Import/manipulate graphics (clip art, drawings, pictures, etc.) • Use word art and add page borders • Use Find/replace tool • Use the thesaurus and definitions • Use text boxes with format options • Use email and other social networks to communicate effectively • Add headers & footers • Use digital image devices i.e. digital cameras, digital video cameras, scanners, etc. • Search for, locate, download, and save non-copyrighted internet images. • Use appropriate message format to fit audience: formal, informal, personal or professional • Use subject line
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The objectives of the high school technology curriculum are to:

1. Go beyond the fundamentals and offer an in-depth presentation of Microsoft Word 2010, Microsoft PowerPoint 2010, Microsoft Excel 2010 and Microsoft Access 2010.
2. Expose students to practical examples of the computer as a useful tool.

3. Acquaint students with the proper procedures to create and enhance documents, presentations, worksheets and databases suitable for coursework, professional purposes and personal use.
4. Help students discover the underlying functionality of Office 2010 to become more productive.
5. Develop an exercise-oriented approach that allows learning by doing.

Online Delivery

The Academy utilizes Edgenuity as a teacher-supervised online delivery program that is aligned with state and national curriculum standards. The Edgenuity Virtual courses are customized to meet students' individual academic needs. The online delivery program provides students with the opportunity to fulfill graduation requirements through credit recovery for courses previously failed, original credit for courses not yet taken and Advanced Placement ("AP") courses for gifted and talented students.

Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the Exemplary Physical Education Curriculum™ ("EPEC™"). EPEC is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity.

The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health™, which has been developed by Michigan educators to meet the state requirements for teaching health.

Art Curriculum

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum's emphasis on multi-faceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners ("ELL"). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the Response to Intervention ("RTI") process to meet the needs of at-risk, ELL and special education students. In order to service special

populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Development Plan ("EDP")/Career College Transition

The Academy supports its vision by developing lifelong learners. All high school students develop career awareness through the EDP. The EDP is designed to increase self-awareness through hands-on activities, critical thinking and self-analysis of personal career goals. In addition, a mentoring program is facilitated by middle and high school teachers. Mentor teachers serve as class sponsors, provide students with an open forum in a small group atmosphere, promote student involvement, increase student motivation and mentor students in academics, character education and social development. Also, as part of the high school transition, students work on college and career development during the second half of the SAT Prep course.

Graduation Requirements

The Michigan Merit Curriculum is met and exceeded by completing the Academy's high school graduation requirements. The Academy requires students to earn twenty-three academic credits and to complete at least seventy-five hours of community service.

Department	Credits	Clarification
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English	4.0	Students take four courses of English.
Mathematics	4.0	Students take four courses of math: Algebra I, Geometry, Algebra II and one other math course. One of those must be taken senior year.
Science	3.0	Students take Biology, Physics or Chemistry and one other science course.
Social Studies	3.0	Students take Civics, Economics, World History and Geography and U.S. History and Geography.
Arabic/Foreign Language	3.0	Students take three credits of Arabic.
Visual/Performing Arts	1.0	Students take at least one credit of visual arts, choir or band.
Physical Education/Health	1.0	.5 credit of each is required
Electives	3.0	2 credits are required writing electives
SAT Prep	1.0	1 credit of a course to assist students in the preparation of the SAT.
Online Learning		Throughout the high school required course of study, students must use technology as part of a course, as the primary means or as an integrated learning experience.
Community Service		75 hours of Community Service are required.

Dual Enrollment

The Academy provides high school students who meet specific academic requirements the opportunity to earn college credit through dual enrollment. Dual enrollment students take courses not offered by the Academy for post-secondary credit. Eligibility for students in tenth through twelfth grades include meeting PSAT and SAT scores as well as cumulative grade point average criteria.

Grade Level	Overall GPA	Assessment	Test Selection/ Content Area	Minimum Enrollment Score	Dual Qualifying
Sophomores	3.75	PSAT	Mathematics	910	
Juniors	3.50		Reading	830	
			Science	1030	
			English	740	
Sophomores	3.75	PSAT	Mathematics	990	
Juniors	3.50		Reading	910	
			Science	1070	
			English	830	
Seniors	3.00	SAT	Mathematics	1110	
			Reading	1070	
			Science	1180	
			English	950	

Note: Minimum Dual Enrollment Qualifying Score is pulled from the MDE's Dual Enrollment section on the State website. The Academy does not disqualify a student from dual enrollment if the student does not meet one of the criteria.

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-11	Northwest Evaluation Association™ ("NWEA™") Measures of Academic Progress® ("MAP®") reading and math	fall and spring
3-9	State Assessment	Spring
11	Michigan Merit Exam ("MME"), SAT	spring
K-12	WIDA	spring
9	PSAT	spring
10	PSAT	spring
K-5	Unit Common Assessments	throughout the year
6-12	Departmental Common Assessments	winter and spring

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students' growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island[®] and Accelerated Reader[™]. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Educational Programs Evaluation

The Purpose and Focus of Curriculum Development and Review/Renewal

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance the global community is the primary focus of the work.

The academy strives to establish and implement a five-year review process grounded in the following research and best practices:

Five characteristics of an effective curriculum are that it is *meaningful, coherent, articulated, aligned, and promotes high standards for all students*:

- *A meaningful curriculum focuses on the rigor derived through the development of fundamental knowledge and skills necessary to succeed in a changing society and world.*
- *A coherent curriculum provides opportunities at each grade level to develop student cognitive skills through rich tasks that demand critical thinking.*
- *In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.*
- *An aligned curriculum connects the written curriculum, what is taught and learned in classrooms, and the assessment practices.*
- *High standards for student learning include public knowledge of learning goals and sharing criteria and models of success.*

This five-year review process requires a cycle of review that includes a year of evaluation or preparation for review, the year of the review itself, is followed by three years of implementation. While a five-year cycle is practicable, it is not adequate in its responsiveness to the continuously changing global community or expectations. In addition, the five-year process alone is not sufficient in its response to the immediate needs of students and teachers alike as the curriculum is implemented. Since the curriculum should be based on the mission, goals and needs of the academies, and state and national standards, which are linked to state assessments, as well as the aspirations of the community, it is imperative that the review process align itself with the School Improvement Plan ("SIP") expectations for continuous improvement. Therefore, the five-year process is also supplemented with annual vertical analysis and program review based on the Academy's vertical analysis and program review data. The data from the school analysis is used to update and renew curriculum.

During the development and review of a curriculum it is important that the following questions be considered:

To what extent have we provided rigorous and relevant curriculum?

- Is the curriculum comprehensive, including academics, arts, and personal wellness?

- Are the learned skills and concepts transferable to real world applications?
- Is the curriculum inquiry-based?
- Does the curriculum provide for 21st Century skills?
 - Problem solving
 - Communication
 - Critical thinking and adaptability
 - Collaboration and teamwork
 - Leadership

To what extent does the curriculum support high expectations for all learners?

- Does the curriculum cultivate student interests, strengths and abilities?
- Does the curriculum apply varied styles and approaches?
- Is there evidence of an understanding of preferred strategies?
- Does the curriculum meet individual needs?

To what extent does the curriculum support dynamic teaching?

- Does the teaching promote a student-centered approach?
- Is the teaching skillful?
- Is the teaching engaging?
- Is the teaching data-driven?
- Is the teaching reflective and collaborative?
- Is the teaching personalized?

These overarching questions guide the curriculum review process. With the mission in mind, the Curriculum Leadership, including input from the GEE curriculum and instruction team, academic coordinators, principals, content specialists, and teachers integrate and align 1) the long-standing curriculum expectations/research that guides the five-year review process, 2) our current mission framework, as well as 3) current research in curriculum design and review. Additionally, they derive a contemporary definition of high quality curriculum built around five indicators that form the foundation of the review process: (i) Content Skills and Understandings, (ii) Curricular Maps, Units/Modules and Pacing Guides Development, (iii) Assured Learning Experiences, (iv) Assessment/Data, and (v) Curriculum Alignment.

SECTION D

CURRICULUM

Curriculum

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.4, the Academy shall implement, deliver, and support the curriculum identified in this schedule.

The Academy has adopted Academy written curriculum housed in Rubicon Atlas, Benchmark Advance English language arts and TCI™ science for grades K-5, Bridges Mathematics (K-5), Agile Minds Mathematics (Grade 9) and Eureka Math for grades 10-12, It's About Time® Project Based Inquiry Science™ ("IAT PBIS"), Exemplary Physical Education Curriculum™ ("EPEC™"), Michigan Model for Health™ and Michigan Virtual School® as a curriculum. The curriculum for all subjects and courses identified in this schedule is available electronically and accessible at the following links:

- Rubicon Atlas <https://gee-academies-public.rubiconatlas.org/Atlas/Public/View/Default>
- Benchmark Education Company <https://gee-edu.benchmarkuniverse.com/>
- Eureka Math, Engage NY <https://www.engageny.org/>
- TCI https://subscriptions.teachtc.com/staff/sign_in
- Michigan Model for Health http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286---,00.html
- EPEC <http://www.michiganfitness.org/epec/>
- Edgenuity <https://www.edgenuity.com/>
- Bridges Mathematics K-5 <https://bridges.mathlearningcenter.org>
User: janisheigl pw: Sarahjean!!!0
- Agile Math explore.agilemind.com
Username: GlobalI
Password: AgileMind

The Academy contracts with Abrakadoodle®, Inc. for art instruction and curriculum for the grade levels identified in the table below. Abrakadoodle Inc. provides instructors as well the proprietary "Art in Our World" curriculum. Access to view samples of the proprietary curriculum can be granted upon request.

The curriculum has been reviewed and approved by the Center.

Elementary

The following subjects/courses are offered at the Academy including daily(D) and weekly (W)

instructional minutes (IM)

Course	K	1	2	3	4	5	IM D/W
English Language Arts(Benchmark Advanced)	X	X	X	X	X	X	120min/ 600 min
Mathematics (Bridges)	X	X	X	X	X	X	Grades 1-5 80 min/400 min
TCI Science	X	X	X	X	X	X	45 min/112.5
Social Studies Oakland	X	X	X	X	X	X	45 min/112.5
Physical Education/Health (EPEC)	X	X	X	X	X	X	45 min/90 min
Art AbracaDoodle	X	X	X	X	X	X	45 min/90min
Technology (Integrated)	X	X	X	X	X	X	45 min/ 45 min
Arabic	X	X	X	X	X	X	40 min/400 min

Secondary 9-12

The following subjects/courses are offered at the Academy*. All periods are 55 minutes.

Course Name	Grade**
English	
English Language Arts 9	9
English Language Arts 10	10
English Language Arts 11	11
English Language Arts 12	12
Mathematics	
Algebra I	9
Algebra Foundations	9
Geometry	10
Algebra II	10
Business Math	12
Pre-Calculus	11, Any
Science	
Biology	9
Physical Science	10
Chemistry	11
AP Environmental Science	12, Any
Social Studies	
U.S. History	9
Civics and Economics	10
World History	11
Physical Education & Health	
PE/ Health	9
PE/Health	10

Course Name	Grade**
World Language	
Beginning Arabic	Any
Beginning/Intermediate Arabic	Any
Intermediate Arabic	Any
Advanced Arabic	Any
Visual, Performing & Applied Arts	
Visual Arts	Any
Computer Applications	Any
Other	
SAT Prep	11
9 th Grade English/Composition	9
10 th Grade English/Composition	10
Virtual Courses***	
Michigan Virtual School	Any
Off Campus Courses	
Dual Enrollment	10-12

* The Academy updates course offerings each school year based on the needs and interests of students as well as teacher certification. As a result some courses are rotated and are not offered each year. All core subjects are taught every year and high school students are required to meet the requirements of the Michigan Merit Curriculum.

**If students are not required to take a course at a specific grade level, "any" is used for the grade indication.

***Virtual Courses are defined as any course(s) that are delivered using the internet.

Benchmark Advance Grade K Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Rules at Home and School	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Main Topic Identify Characters in a Story Describe the Relationship Between the Photographs and the Text Describe the Relationships Between Illustrations and the Story Compare and Contrast Informational Text and Realistic Fiction 	N/A	Daily Writing to Sources	Use Nouns	<ul style="list-style-type: none"> Number of Words Return Sweep 	<ul style="list-style-type: none"> Recognize Rhyme Syllable Blending Recognize and Produce Rhyme Phoneme Isolation 	Letter Recognition	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	N/A	sea	<ul style="list-style-type: none"> Nouns to Name Things Action Verbs Sentences Nouns Action Verbs
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Author's Reasons Identify Parts of a Book Use Text Features: Glossary Make Connections Between Illustrations and Text Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	Use Verbs	<ul style="list-style-type: none"> Punctuation Left-to-Right Progression 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Categorization 	m/m/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I	pay attention, listen carefully	<ul style="list-style-type: none"> Verbs to Show School Rules Nouns to Name Things Nouns Plural Nouns Action Verbs
	3	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Events Identify the Author and Illustrator and Define Their Roles Identify Characters in a Story Make Connections Between Illustrations and Events in the Text Compare and Contrast a Story and an Informational Text 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Use Nouns Use Verbs 	<ul style="list-style-type: none"> Words Separated by Spaces One-to-One Match 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	a/a/	Read on-level text with expression. — Dramatic Expression* — Inflection/Intonation—Pitch*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I, like	jumping	<ul style="list-style-type: none"> Nouns Nouns and Verbs Verbs Verbs to Complete a Sentence Multiple Verbs in a Sentence

Benchn. κ Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Every Story Has Characters	1	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Genre: Fable Identify and Describe Story Characters Identify Major Story Events Compare and Contrast Adventures of Two Characters 	Shades of Meaning	Daily Writing Sources	Form Regular Plural Nouns	<ul style="list-style-type: none"> Left-to-Right Progression Return Sweep 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	s/s/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	the, we	laughed, shouted, crawled, raced, roared, cried, whispered, walked, skipped, shoe, trousers, pants, shirt, blouse, jeans, skirt, socks, belt, hat, coat	<ul style="list-style-type: none"> Plural Nouns Action Verbs Sorting Nouns Into Categories Nouns: Clothing Words Action Verbs
	2	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify and Describe Story Characters Identify Story Events Compare and Contrast Characters Draw Inferences About Characters 	Shades of Meaning	Daily Writing Sources	Understand and Use Question Words	<ul style="list-style-type: none"> First Word Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	t/t/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	go, see	running, walk, growled, grumbled, cried, run, whispered, argued, apple, pie, plate	<ul style="list-style-type: none"> Verbs Nouns to Name Things Nouns Adjectives Sequence of Events
	3	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Describe Story Characters Identify Story Events Compare and Contrast Characters 	Shades of Meaning	Daily Writing Sources	<ul style="list-style-type: none"> Form Regular Plural Nouns Understand and Use Question Words 	<ul style="list-style-type: none"> Uppercase and Lowercase Letters Words Separated By Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	n/n/	<ul style="list-style-type: none"> Read on-level text with expression. Expression—Characterization/Feelings* Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	go, I, like, see, the, we	asked, quacked, barked, meowed, grunted, said, walk, run, crow, jog, sheep, cows, pigs, horses, goats, chickens, ducks	<ul style="list-style-type: none"> Action Verbs The Article "The" Question Word "Who" Opposites Verbs Relating to Food

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific	English Language Development
3. Plants and Animals Have Needs	1	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify and Describe the Sequence of Events Make Connections Between Illustrations and Events in the Text Identify Author's Reasons Identify Text Features: Use Labels Compare and Contrast Two Informational Texts 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> Punctuation First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution 	i/i/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	can, she	Vocabulary fertile, space, ripe, springs, summer	<ul style="list-style-type: none"> Adjectives Question Word: What Verbs Plural Nouns Sequence Words
	2	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify and Describe the Sequence of Events Make Connections Between Illustrations and Events in the Text Identify Author's Reasons Use Text Features: Labels Compare and Contrast Two Texts on the Same Topic 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> End Punctuation First/Last Letter in a Word 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Segmentation 	f/f/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, is	space, sunlight, sugar, seeds, sprout	<ul style="list-style-type: none"> Verbs Nouns to Name Things Nouns Relating to Plants Plural Nouns Sentences
	3	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Author's Reasons Use Text Features: Labels Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> Punctuation in a Title Left-to-Right Progression 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Substitution 	p/p/	<ul style="list-style-type: none"> Read on-level text with expression. Pausing—Full Stop* Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, can, go, is, see, she, the, we	food, shelter, water, space, survive, food, grow	<ul style="list-style-type: none"> Plural Nouns Nouns and Verbs Sentences Nouns: Categories Nouns: Shelter Words

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Writers Tell Many Stories	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Reread Key Events Make, Confirm, and Revise Predictions Compare and Contrast the Adventures of Two Characters 	<ul style="list-style-type: none"> Inflections Clarify New Meanings for Familiar Words 	Daily Writing to Sources	Use Prepositions	<ul style="list-style-type: none"> Identify Period and Question Mark Identify First and Last Letters in Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	/o/o/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	he, has	right, itsy, bitsy, big, large, huge, giant	<ul style="list-style-type: none"> Nouns and Adjectives Action Verbs Prepositions Action Verbs Conjunctions and but
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Reread Key Events Make, Confirm, and Revise Predictions Compare and Contrast Two Fictional Texts Identify Story Elements Identify the Role of Author and Illustrator 	<ul style="list-style-type: none"> Use Inflections to Understand Word Meaning Identify Real-Life Connections Between Words and Their Use 	Daily Writing to Sources	Recognize and Name End Punctuation	<ul style="list-style-type: none"> Identify Exclamation Marks Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	c/k/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	little, play	white, brown, gray, red, pink, mop, broom, sponge, sweeper, vacuum, pail, brush, soap	<ul style="list-style-type: none"> Verbs Question Words Color Words End Punctuation Verbs with -ed
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Reread Key Events Compare and Contrast Two Stories Identify Story Elements Identify the Role of Author and Illustrator 	Clarify New Meanings for Familiar Words	Process Writing: Narrative	<ul style="list-style-type: none"> Use Prepositions Recognize and Name End Punctuation 	<ul style="list-style-type: none"> Story Title and Beginning of Text Return Sweep 	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Isolation Blend Onset and Rime 	b/h/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, has, his, he, little, play, she	pool, trumpeted, reached, girl, toad, home	<ul style="list-style-type: none"> Verbs Nouns Sequence Sentences Opposites

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Home and School	1	Summarize/ Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Illustrations and Captions Identify Story Characters and Events Use Illustrations to Compare and Contrast Story Characters and Setting Compare and Contrast an Informational Text and Story 	Identify New Meanings for Familiar Words	Shared Writing	Use Noun	<ul style="list-style-type: none"> Words Are Separated by Spaces First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables Phoneme Addition 	b/b/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, you	fly, trip, Mars, Earth	<ul style="list-style-type: none"> Understand End Punctuation Verbs Opposites Preposition On Nouns
	2	Summarize/ Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Illustrations and Captions Identify Author's Reasons Compare and Contrast a Story and an Informational Text Make Connections Between Information in the Text and the Photos 	<ul style="list-style-type: none"> Relate Words to Their Opposites Identify New Meanings for Familiar Words 	Shared Writing	Use Verbs	<ul style="list-style-type: none"> Read Left to Right Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Addition 	u/w/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	big, with	watch, tag, Mars, Earth	<ul style="list-style-type: none"> Time Words Nouns: Technology in the Home Nouns: Technology in the Home Verbs in a Sentence Verbs: Past and Present
	3	Summarize/ Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Story Characters and Events Describe the Relationship Between Story Illustrations and Text Compare and Contrast Two Texts on the Same Topic 	Sort Objects Into Categories	Process Writing: Opinion	<ul style="list-style-type: none"> Use Nouns Use Verbs 	<ul style="list-style-type: none"> Punctuation Words Are Separated by Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Substitution 	z/z/	Read on-level text with expression. Pausing—Full Stop* Expression—Dramatic Expression*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, big, has, he, little, play, with, you	computer, TV, phone, hopscotch, ringtoss, swing, slide, past, future, present	<ul style="list-style-type: none"> Proper Nouns Prepositions Sequence Events Sort Words Into Categories Write to Sources: Opinion

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Stories Have a Message	1	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Story Elements Identify the Central Message Listen and Retell Story Elements Make Connections Between Illustrations and Events Make Inferences About Characters Compare and Contrast Experiences of Characters 	<ul style="list-style-type: none"> Relate Words to Their Opposites Shades of Meaning 	Shared Writing	Form Regular Plural Nouns	<ul style="list-style-type: none"> Identify Exclamations on Marks One-To-One Match 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	e/e/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	for, no	open, close, small, big, indoors, outdoors, laughed, cried, sunny, rainy, happy, sad	<ul style="list-style-type: none"> End Punctuation Action Verbs Nouns Nouns and Conjunctions Verbs to Express Action
	2	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Find Text Evidence: Central Message Find Text Evidence Using Illustrations and Events Find Text Evidence About Characters Compare and Contrast Characters 	<ul style="list-style-type: none"> Relate Words to Their Opposites Use Inflections to Understand Word Meaning 	Writing: Author Study	Understand and Use Question Words	<ul style="list-style-type: none"> Left to Right and Top to Bottom Progression Uppercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution Blend Onset and Rime 	g/g/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	jump, one	peeped, huffed, puffed, slammed, knocked, looked, shouted, up, down, little, big, strong, weak, inside, outside, quiet, noisy, whispered, shouted, under, over, good, better, best	<ul style="list-style-type: none"> Verbs Ordinal Numbers to Express Sequence Singular and Plural Nouns Feeling Words Verbs That Show Action
	3	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Find Text Evidence: Story Elements Find Text Evidence: Central Message Compare and Contrast Characters 	Identify New Meanings for Familiar Words	Writing: Author Study	<ul style="list-style-type: none"> Form Regular Plural Nouns Understand and Use Question Words 	<ul style="list-style-type: none"> Title and Beginning of Text Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Blend Onset and Rime 	d/d/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, jump, one, you	letter, grew, play, shaking, toys, money, toast, honey, milk, cookies	<ul style="list-style-type: none"> End Punctuation Question Words Question Words Noun Categories Past Tense Verbs

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Holidays and Celebrations	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect Relationships • Listen and Retell Key Details • Identify Opinions and Reasons • Use Text Evidence: Captions and Labels • Compare and Contrast Informational Texts 	<ul style="list-style-type: none"> • Relate Adjectives to Their Opposites • Use Context Clues 	Daily Writing to Sources	Use Prepositions	Story Title	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Substitution 	w/w/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, have	Vocabulary fast, cold, hot, different, same, weak, strong, sick, healthy, big, phonograph, movies, inventor, noon, midnight	<ul style="list-style-type: none"> • End Punctuation • Verbs to Show Action • Nouns: People, Places, and Things • End Punctuation • Proper Nouns
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect • Describe the Relationship Between Text and Illustrations • Find Text Evidence: Author's Reasons • Compare and Contrast: Informational Text 	<ul style="list-style-type: none"> • Use Inflections to Understand Word Meaning • Use Context Clues 	Process Writing: Personal Narrative	Produce Complete Sentences	<ul style="list-style-type: none"> • First/Last Letter in a Word • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Addition • Phoneme Substitution 	l/l/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	said, two	ended, explained, invented, helped, believed, wanted, saved, lived, worked, enslaved, veterans, war, holidays, celebrate, honor, courage	<ul style="list-style-type: none"> • Verbs • Adjectives to Describe • Proper Nouns: People • Sentences • Proper Nouns: People, Places, and Things
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Relationships Between Text and Illustrations • Identify Author's Purpose • Compare and Contrast Two Nonfiction Texts 	Sort Words Into Categories	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use Prepositions • Produce Complete Sentences 	<ul style="list-style-type: none"> • Upper- and Lowercase Letters • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Distinguish Syllables in Spoken Words • Phoneme Substitution 	j/j/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	arc, for, have, jump, no, one, said, two	baseball, football, helmet, soccer, ball, people, places, events, birthday, fireworks, sunshine, cupcake, football, bathtub, raindrop	<ul style="list-style-type: none"> • Pronoun "I" • Plural Nouns • Verbs Relating to Celebrations • Action Verbs • Sentences

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Weather and Seasons	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Listen to and Identify Cause and Effect Identify the Setting Use Illustrations and Text to Understand Story Events Compare and Contrast Selections 	<ul style="list-style-type: none"> Sort Words Into Categories Identify New Meaning for Familiar Words Use Context Clues 	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> Question Marks Words Separated by Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Addition Blend Onset and Rime 	k/k/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	look, me	alike, different, struggled, trudged, howled, sugar, beautiful, blanketed, peering, sun, rain, wind, clouds, snow, storm, thunder, lightning	<ul style="list-style-type: none"> Nouns End Punctuation Adjectives: Weather Words Nouns: Clothing Words Verbs to Name Things
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Cause and Effect Main Topic and Key Details Describe the Connection Between Pieces of Information in the Text Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> Sort Words Into Categories Use Context Clues 	Process Writing: Informative	Recognize and Name End Punctuation	<ul style="list-style-type: none"> One-to-One Match First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution Blend Onset and Rime 	y/y/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	come, here	ice, cold, hockey, snow, seasons, activities, summer, seasons, hiking, fall, football, winter, spring, skiing, baseball, blizzard, temperature, brown, yellow, red, orange	<ul style="list-style-type: none"> Adjectives to Describe Weather Nouns Nouns: Clothing Words Sentences Verbs
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Events Describe Sequence of Events Compare and Contrast Two Nonfiction Texts 	Identify New Meaning for Familiar Words	Process Writing: Informative	<ul style="list-style-type: none"> Capitalization Recognize and Name End Punctuation 	<ul style="list-style-type: none"> Return Sweep Spoken Words Represented by Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Blend Onset and Rime 	v/v/, q/kw/	Read on-level text with expression. Inflection/Intonation—Volume Expression—Feeling	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, come, have, here, look, me, said, two	play, fall, better, quietly, down, frown	<ul style="list-style-type: none"> Nouns: Clothing Words End Punctuation Nouns Sentences Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	End-of-the-Year Development
9. Meeting Our Needs and Wants	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Make Connections Between Illustrations and Text Listen and Retell Story Events Identify Text Structure: Problem and Solution Make Inferences About Characters Compare and Contrast: Make Text-to-Text Connections 	Sort Words Into Categories	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Spaces Between Words First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Syllable Blending Phoneme Substitution Phoneme Blending 	/ks/, /z/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, to	uniforms, helmets, jackets, lights, sirens, hoses, ladders, before, great, best, hot, huge, short, easy	<ul style="list-style-type: none"> Action Verbs Nouns Nouns: Jobs Sequence of Events Verbs to Show Jobs
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Compare and Contrast Text Structure Find Text Evidence: Make Connections Between Illustrations and Text Find Text Evidence: Text Features Compare and Contrast Realistic Fiction and Informational Text 	<ul style="list-style-type: none"> Context Clues Antonyms 	Process Writing: Opinion Text	Understand and Use Question Words	<ul style="list-style-type: none"> Left-to-Right Progression Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long a (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	of, what	needs, wants, shelter, afford, first, last, hot, cold, easier, harder, different, up, down, everything, nothing, homes, food, clothing	<ul style="list-style-type: none"> Verbs Related to Needs Nouns Related to Needs Nouns: Needs and Wants Sentences Nouns
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Story Events Find Text Evidence: Identify Problem-Solution Text Structure Find Text Evidence: Make Inferences About Characters Compare and Contrast Informational Text and Fiction 	Sort Words Into Categories	Process Writing: Opinion Text	<ul style="list-style-type: none"> Expand Complete Sentences Understand and Use Question Words 	<ul style="list-style-type: none"> Punctuation Spaces Separate Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long o (final -c)	Read on-level text with expression. Pausing—Full Stop* Expression—Characterization/Feelings*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	come, here, look, me, my, of, to, what	jeans, sweater, newspaper, hat, flowers, apples, blackberry, lawn, melons, posters, too, two, no, know, blue, blew, red, read	<ul style="list-style-type: none"> Nouns to Show Needs and Wants End Punctuation Nouns to Name Things Verbs Sentences

Benchmark Advance Grade K Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. Forces and Motion	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Graphic Features: Locate Information in Maps Describe the Relationship Between Images and Text Identify Relationships in a Text: Cause and Effect Use Text Features: Captions and Labels Compare and Contrast Two Texts 	Relate Adjectives to Their Opposites	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Word and Letter Names Title and Beginning of Text 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long i (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	put, want	up, down, rise, easy, hard, woman, basket, moon, person, broom, cobwebs, sky	<ul style="list-style-type: none"> Plural Nouns Verbs to Show Movement Opposites Nouns Verbs Relating to Transportation
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Identify and Describe Cause and Effect Relationships Find Text Evidence: Make Connections Between Illustrations and Text Use Text Features Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Use Relate Words to Their Opposites 	Process Writing: Informative Text	Use Prepositions	<ul style="list-style-type: none"> Punctuation Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long u (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	saw, this	push, pull, opposites, antonyms, away, toward, up, down, big, small, take, outside, inside	<ul style="list-style-type: none"> Verbs Nouns Opposites Sentences Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Structure: Cause and Effect Use Text Features: Table of Contents Find Text Evidence: Describe Relationships Between Illustrations and Text Compare and Contrast Two Informational Texts 	N/A	Process Writing: Informative Text	<ul style="list-style-type: none"> Expand Complete Sentences Use Prepositions 	<ul style="list-style-type: none"> Return Sweep Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Addition Phoneme Substitution 	Long e (final -e)	<ul style="list-style-type: none"> Read on-level text with expression. Pausing—Full Stop* Inflection/Intonation—Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, of, put, saw, this, to, want, what	across, around, up	<ul style="list-style-type: none"> Prepositions Positive Words Sentence Structure Direction Words Sentences

Correlation to the Common Core ELA Standards for Grade K

Reading Standards for Literature		Benchmark Ready to Advance
Key Ideas and Details RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 28–29, 81, 89, 90–91, 96, 97, 101 Unit 2: 136–137, 143, 165, 166–167, 173, 174–175, 180–181, 203, 211, 224–225 Unit 3: 65, 101 Unit 4: 127, 128–129, 158–159, 165, 180–181, 186–187, 204–205 Unit 5: 21, 22–23, 29, 89 Unit 6: 120–121, 127, 128–129, 136, 143, 158–159, 165, 166–167, 174–175, 180–181, 190–191, 211 Unit 8: 135, 137, 141, 179, 195, 196–197, 202, 210, 215 Unit 9: 22–23, 27, 28–29, 82–83, 89, 90–91, 97</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2) Unit 4: <i>The Three Tales</i> (A/1), <i>I Like</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Costume Party Celebrate</i> (B/2), <i>A Party for Rabbit</i> (C/3) Unit 9: <i>Can We Have a Pet?</i> (C/4) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Magnets</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 5: 64 Unit 6: 70, 76, 78 Unit 7: 88, 90 Unit 8: 100, 102 Unit 9: 112, 114 Unit 10: 124, 126</p>
	With prompting and support, retell familiar stories, including key details.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 119, 120–121, 126, 134, 147, 158–159, 172, 196–197, 204–205 Unit 4: 120–121, 135, 196–197 Unit 5: 21, 82–83, 88, 96 Unit 6: 120–121, 128–129, 156, 158–159, 194, 196–197, 204–205 Unit 8: 135, 196–197, 211 Unit 9: 21, 81, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jim and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tales</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jim and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>
RL.K.2	With prompting and support, identify characters, settings, and major events in a story.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 42, 80, 97 Unit 2: 128–129, 135, 136–137, 143, 148–149, 156, 158–159, 165, 166–167, 174–175, 194, 202, 204–205, 210, 211, 215, 221 Unit 3: 27 Unit 4: 126, 135, 136–137, 148–149, 156, 157, 166–167, 172, 194, 202, 204–205, 210 Unit 5: 22–23, 27, 80, 81, 90–91 Unit 6: 119, 126, 127, 134, 135, 136, 142, 157, 164, 180–181, 194, 196–197, 211 Unit 7: 27 Unit 8: 136, 194, 204–205 Unit 9: 27, 28–29, 80, 81, 88, 96</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jim and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tales</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>My Day at the Capital</i> (B/2), <i>Jim and Pedro Celebrate</i> (B/2), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21, 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>
Craft and Structure		Benchmark Ready to Advance

Correlation to the Common Core ELA Standards for Grade K

RL.K.4	Ask and answer questions about unknown words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 27, 33, 88, 107 Unit 2: 142 Unit 3: 33, 71 Unit 4: 142–143, 173, 203 Unit 6: 137, 143 Unit 7: 33 Unit 8: 136–137, 143, 194, 203 Unit 9: 33</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tales</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 5: <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jim and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3) Unit 8: <i>Rainy Day, Sunny Day</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4), <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 77 Unit 7: 89 Unit 8: 101 Unit 9: 113 Unit 10: 125</p>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21 Unit 2: 127, 135, 156, 180–181 Unit 3: 27, 65 Unit 4: 135, 141, 147, 179, 196–197 Unit 5: 21, 27, 65 Unit 6: 158–159, 197, 215 Unit 8: 135 Unit 9: 21, 22–23, 90–91, 97, 101 Unit 10: 141</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Hat Day at the Zoo</i> (B/2) Unit 7: <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4)</p>
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 2: 158–159 Unit 4: 174–175, 194, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Tim's Trip</i> (B/2) Unit 4: <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3) Unit 8: <i>Rainy Day, Sunny Day</i> (D/5) Unit 10: <i>Jack Be Nimble</i> (D/6)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 42, 80, 88, 89, 98–99, 104–105 Unit 3: 33, 107 Unit 4: 119, 128–129, 134, 141, 156, 164, 174–175, 179, 180–181, 195, 211, 215 Unit 5: 28, 33, 80, 97 Unit 6: 118, 119, 136, 141, 156, 174–175, 195, 202, 215 Unit 8: 136, 141, 142, 144–145, 179, 195, 202 Unit 9: 4, 27, 30–31 Unit 10: 141, 215</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Goldilocks and the Three Bears</i> (B/2), <i>Jim and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>Wishing With Pennies</i> (B/2) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Crow and the Pitcher</i> (C/4) Unit 7: <i>Costume Party</i> (C/3) Unit 8: <i>Sam Can't Sleep</i> (C/3) Unit 9: <i>Jobs in a Community</i> (D/6), <i>The Yard Sale</i> (D/6) Unit 10: <i>How Animals Move</i> (C/3), <i>Hickory Dickory Dock</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28 Unit 3: 40 Unit 4: 46 Unit 6: 70 Unit 7: 88, 90 Unit 8: 100</p>
RL.K.8	(Not applicable to literature)	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 36–37, 102–103 Unit 2: 148–149, 186–187, 216–217 Unit 4: 148–149, 186–187, 216–217 Unit 6: 148–149, 186–187, 216–217 Unit 8: 216–217</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 120–121, 196–197, 224–225 Unit 4: 120–121, 158–159 Unit 5: 82–83 Unit 6: 118, 120–121, 152–153, 190–191, 196–197, 224–225 Unit 8: 135, 196–197, 224–225 Unit 9: 82–83</p>
Reading Standards for Informational Text		Benchmark Ready to Advance
Key Ideas and Details		Benchmark Ready to Advance
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 5, 20, 50, 51, 52–53, 58, 59, 65, 66–67, 71, 72–73, 76–77, 110–111 Unit 3: 14–15, 20, 22–23, 29, 38–39, 51, 52–53, 59, 60–61, 66–67, 72–73, 90–91, 97 Unit 5: 6–7, 20, 52–53 Unit 7: 20, 21, 38–39, 50, 58, 101 Unit 8: 126, 134, 164 Unit 9: 6–7, 13, 14–15, 20, 44–45, 51, 52–53, 59, 66–67, 72–73 Unit 10: 127, 128–129, 136–137, 166–167, 173, 180–181, 203, 204–205, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1) Unit 3: <i>Animal Colors</i> (A/1), <i>Animal Treats</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sim</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10 Unit 3: 34, 37 Unit 4: 52 Unit 5: 58 Unit 7: 82 Unit 8: 94 Unit 6: 106 Unit 10: 118</p>

Correlation to the Common Core ELA Standards for Grade K

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45 Unit 3: 6–7, 12, 21, 43, 44–45, 50, 58, 82–83, 88, 96 Unit 5: 6–7, 44–45, 58, 101 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 120–121, 156, 166–167 Unit 9: 6–7, 42, 44–45, 58 Unit 10: 120–121, 134, 135, 158–159, 164, 196–197, 210</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4), <i>Technology Brings Us Together</i> (D/6) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 97</p>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 51 Unit 5: 12, 60–61 Unit 7: 14–15, 42, 52–53, 65 Unit 8: 174–175, 180–181 Unit 9: 42 Unit 10: 156, 166–167, 203</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4) Unit 5: <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4) Unit 7: <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>My Weather Log</i> (C/3) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5)</p>
Craft and Structure		Benchmark Ready to Advance
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 71 Unit 3: 28, 59, 89 Unit 5: 107 Unit 7: 29, 59, 71, 107 Unit 8: 173 Unit 9: 13, 51 Unit 10: 136–137, 165</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>The Seasons</i> (D/5) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p>
RI.K.5	Identify the front cover, back cover, and title page of a book.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51, 59, 66–67 Unit 3: 29 Unit 5: 14–15 Unit 7: 6–7, 28 Unit 10: 135, 143, 180–181, 194, 196–197, 204–205</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Look at the Animals</i> (C/4) Unit 5: <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>Let's Look Outside</i> (B/2)</p>
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 7: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 81 Unit 7: 81, 82</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4, 13, 16–17, 43, 60–61, 68–69 Unit 3: 5, 14–15, 21, 42, 43, 60–61, 66–67, 81, 97 Unit 5: 4, 5, 16–17, 43 Unit 7: 4, 5, 14–15, 30–31, 43, 60–61, 97 Unit 8: 118, 119, 157, 172 Unit 9: 14–15, 42, 43, 60–61, 65 Unit 10: 119, 128–129, 156, 157, 174–175, 179, 194, 195, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3), <i>My Bird-Watching Journal</i> (A/1) Unit 3: <i>At the Pond</i> (B/2), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Clock Watch</i> (C/3) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2) Unit 10: <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 34 Unit 5: 58 Unit 8: 94</p>

Correlation to the Common Core ELA Standards for Grade K

RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 52–53 Unit 3: 22–23, 52–53, 80, 90–91 Unit 5: 66–67 Unit 7: 22–23, 42, 66–67, 80, 90–91 Unit 8: 128–129, 156 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>The Best Things in Nature Are Blue</i> (A/1) Unit 5: <i>Technology Brings Us Together</i> (D/6) Unit 8: <i>All Weather Is Fun!</i> (C/3) Unit 9: <i>Needs and Wants</i> (C/4) READER'S THEATER HANDBOOK: Unit 8: 94
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73 Unit 3: 34–35, 72–73, 102–103 Unit 5: 34–35, 72–73, 102–103 Unit 7: 34–35, 72–73, 102–103 Unit 8: 148–149, 186–187 Unit 9: 34–35, 52–53, 72–73, 102–103 Unit 10: 148–149, 186–187, 216–217
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.K.10	Actively engage in group reading activities with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45, 76–77, 110–111 Unit 3: 6–7, 21, 38–39, 44–45, 82–83 Unit 5: 6–7, 44–45 Unit 7: 4, 5, 6–7, 12, 21, 38–39, 43, 44–45, 81, 82–83, 88 Unit 8: 120–121, 128–129, 158–159 Unit 9: 5, 6–7, 12, 13, 44–45, 50 Unit 10: 120–121, 135, 158–159, 196–197, 216–217
Reading Standards: Foundational Skills		
Print Concepts		Benchmark Ready to Advance
RF.K.1	Demonstrate understanding of the organization and basic features of print.	TEACHER RESOURCE SYSTEM: Unit 4: 119, 157, 195 Unit 6: 119, 141, 195 Unit 10: 157, 179
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 27, 34–35, 60–61, 65, 81, 97, 101, 102–103, 107 Unit 2: 119, 141 Unit 3: 5, 12, 20, 27, 34–35, 43, 50, 58, 65, 71, 81, 96, 101, 107 Unit 4: 152–153, 215 Unit 5: 43, 50, 76–77, 81, 90–91, 96, 107 Unit 6: 135, 142, 148–149, 152–153, 157, 190–191, 204–205, 211, 224–225 Unit 7: 14–15, 21, 22–23, 27, 33, 38–39, 43, 58, 60–61, 65, 71, 76–77, 81, 90–91, 96, 97, 101, 107, 110–111 Unit 8: 128–129, 166–167, 174–175, 195, 204–205, 221 Unit 9: 5, 12, 20, 21, 33, 43, 50, 65, 81, 90–91, 97, 101, 107 Unit 10: 153, 158–159, 195, 211, 224 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 9: <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	TEACHER RESOURCE SYSTEM: Unit 3: 65, 101 Unit 4: 179 Unit 8: 157, 215 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 3, 649, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1c	Understand that words are separated by spaces in print.	TEACHER RESOURCE SYSTEM: Unit 1: 81 Unit 2: 215 Unit 5: 5, 101 Unit 8: 141 Unit 9: 5, 101 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12, 18–19, 20, 26, 38–39, 96 Unit 2: 195 Unit 4: 141 Unit 5: 65 Unit 6: 179, 81 Unit 10: 215
Phonological Awareness		Benchmark Ready to Advance
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 8: 221
RF.K.2a	Recognize and produce rhyming words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 27, 33, 38–39, 43, 71, 101 Unit 3: 65, 71 Unit 4: 141, 147, 179, 185 Unit 6: 179, 215, 221 Unit 7: 107 Unit 8: 179, 185 Unit 9: 101 Unit 10: 141
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19 Unit 3: 64, 100 Unit 4: 147 Unit 5: 26, 64, 100 Unit 7: 26, 100 Unit 8: 214
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	TEACHER RESOURCE SYSTEM: Unit 1: 86–87, 94–95 Unit 2: 132–133, 152–153, 190–191, 224–225 Unit 3: 10–11, 38–39, 48–49, 50, 56–57, 86–87, 94–95 Unit 4: 190–191, 224–225 Unit 6: 190–191, 224–225 Unit 8: 152–153, 190–191, 214, 224–225 Unit 9: 56–57, 94–95 Unit 10: 132–133, 170–171

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RF.K.2d	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/.)	TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 48–49, 50, 56–57, 64, 76–77, 86–87, 94–95, 100 Unit 2: 124–125, 132–133, 140, 162–163, 170–171, 178, 185, 190–191, 200–201, 202, 208–209, 214 Unit 3: 10–11, 12, 18–19, 26, 48–49, 56–57, 64, 86–87, 88, 94–95 Unit 4: 124–125, 132–133, 140, 147, 152–153, 162–163, 164, 170–171, 178, 190–191, 200–201, 208–209, 214, 221 Unit 5: 10–11, 12, 18–19, 33, 48–49, 50, 56–57, 71, 86–87, 88, 94–95, 107 Unit 6: 124–125, 126, 132, 133, 140, 152–153, 162–163, 170–171, 185, 200–201, 208, 209, 214 Unit 7: 10–11, 12, 18–19, 33, 48–49, 50, 56, 57, 86–87, 94–95 Unit 8: 124–125, 132–133, 152–153, 162–163, 170–171, 178, 185, 190–191, 200–201, 208–209, 224–225 Unit 9: 10–11, 18–19, 48–49, 86–87, 88, 107 Unit 10: 124–125, 162–163, 200–201, 208–209
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TEACHER RESOURCE SYSTEM: Unit 1: 110–111 Unit 2: 221 Unit 3: 76–77, 110–111 Unit 5: 38–39, 50, 76–77, 110–111 Unit 6: 126, 178 Unit 7: 38–39, 64, 71, 76–77, 110–111 Unit 8: 140, 147, 178 Unit 9: 26, 64, 76–77, 100, 110–111 Unit 10: 140, 147, 152–153, 178, 185, 190–191, 214, 224–225
Phonics and Word Recognition		Benchmark Ready to Advance
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 2: 124–125, 126, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 190–191, 200–201, 208–209, 214, 220, 224–225 Unit 3: 10–11, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 71, 86–87, 94–95, 100, 106 Unit 4: 124–125, 132–133, 140, 146, 162–163, 170–171, 178, 184, 185, 200–201, 202, 208–209, 214, 220 Unit 5: 10–11, 18–19, 26, 32, 33, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106, 110–111 Unit 6: 124–125, 132–133, 140, 146, 152–153, 162–163, 164, 170–171, 178, 184, 190–191, 200–201, 202, 208–209, 214, 220, 224–225 Unit 7: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106 Unit 8: 124–125, 126, 132–133, 140, 146, 162–163, 164, 170–171, 178, 184, 200–201, 202, 208–209, 214, 220, 224–225 Unit 9: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 10: 124–125, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 200–201, 208–209, 214, 220
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 88, 106, 107 Unit 2: 146, 164, 184, 220 Unit 3: 32, 33, 70, 107 Unit 4: 124–125, 126, 132–133, 140, 146, 152–153, 170–171, 178, 184, 200–201, 208–209, 214, 220 Unit 5: 32, 48–49, 50, 56–57, 64, 70, 71, 76–77, 106 Unit 6: 124–125, 132–133, 140, 146, 147, 152–153, 184 Unit 7: 32, 70, 106 Unit 8: 132–133, 140, 146, 184, 220 Unit 9: 32, 48–49, 50, 56–57, 70, 71, 86–87, 88, 94–95, 106 Unit 10: 124–125, 126, 132–133, 146, 162–163, 164, 170–171, 184, 185, 200–201, 202, 208–209, 220
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 56–57, 58, 64, 70, 76–77, 100, 106, 110–111 Unit 2: 124–125, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 3: 18–19, 20, 26, 32, 38–39, 58, 64, 70, 76–77, 96, 100, 110–111 Unit 4: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 172, 178, 184, 200–201, 208–209, 210, 214, 220, 224–225 Unit 5: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 6: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 7: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 8: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 9: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 10: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 40, 41, 42, 43 Unit 4: 46, 47, 48, 49, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 64, 65, 66, 67 Unit 6: 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184 Unit 7: 32, 38–39, 70, 76–77, 106 Unit 8: 178, 220 Unit 9: 26, 32, 76–77, 106, 110 Unit 10: 126, 146, 152–153, 184, 190–191, 220, 224–225
Fluency		Benchmark Ready to Advance
RF.K.4	Read emergent-reader texts with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 12, 33, 43, 50, 58, 65, 71, 76–77, 81, 96, 101, 107, 110–111 Unit 2: 119, 126, 134, 141, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 210, 215, 221, 224–225 Unit 3: 5, 12, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 107, 110–111 Unit 4: 119, 126, 134, 152–153, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 5: 5, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 110–111 Unit 6: 119, 126, 134, 141, 147, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 7: 20, 27, 33, 38–39, 43, 50, 65, 71, 76–77, 107, 110–111 Unit 8: 134, 147, 152–153, 185, 190–191, 215, 221, 224–225 Unit 9: 5, 12, 27, 38–39, 50, 58, 65, 71, 76–77, 81, 88, 96, 101, 107 Unit 10: 119, 126, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 110–111
Writing Standards		
Types and Purposes		Benchmark Ready to Advance

Correlation to the Common Core ELA Standards for Grade K

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 54–55, 92–93, 108–109 Unit 2: 130–131, 188–189 Unit 3: 24–25, 54–55 Unit 4: 150–151, 176–177 Unit 5: 30–31, 68–69, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 6: 138–139, 150–151 Unit 7: 24–25 Unit 8: 150–151 Unit 9: 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 10: 150–151
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 36–37, 46–47, 68–69, 74–75, 84–85 Unit 2: 122–123, 138–139, 150–151, 160–161, 168–169, 182–183 Unit 3: 8–9, 36–37, 46–47, 62–63, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 122–123, 144–145, 160–161, 168–169, 188–189 Unit 5: 8–9, 36–37, 46–47, 54–55, 62–63 Unit 6: 122–123 Unit 7: 8–9, 16–17, 36–37 Unit 8: 122–123, 130–131, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 9: 8–9, 16–17, 24–25 Unit 10: 122–123, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 62–63, 98–99, 104–105 Unit 2: 144–145, 176–177, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 3: 16–17, 30–31, 68–69 Unit 4: 130–131, 138–139, 182–183, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 5: 16–17, 24–25, 74–75 Unit 6: 130–131, 144–145, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 30–31, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 8: 144–145 Unit 9: 30–31 Unit 10: 130–131, 144–145
Production and Distribution of Writing		Benchmark Ready to Advance
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TEACHER RESOURCE SYSTEM: Unit 7: 84–85, 92–93, 98–99 Unit 8: 198–199, 206–207, 212–213 Unit 9: 84–85, 92–93, 98–99 Unit 10: 188–189, 198–199, 206–207, 212–213
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEACHER RESOURCE SYSTEM: Unit 7: 104–105 Unit 8: 218–219 Unit 9: 104–105 Unit 10: 218–219
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TEACHER RESOURCE SYSTEM: Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 8: 168–169 Unit 9: 54–55 Unit 10: 168–169
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 84–85, 98–99, 104–105 Unit 3: 16–17, 46–47, 98–99 Unit 4: 122–123 Unit 5: 16–17, 30–31, 46–47 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219
W.K.9	(Begins in grade 4)	
Range of Writing		Benchmark Ready to Advance
W.K.10	(Begins in grade 3)	
Speaking and Listening Standards		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	TEACHER RESOURCE SYSTEM: Unit 1: 112–113 Unit 5: 112–113 Unit 6: 216–217 Unit 7: 112–113
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 12, 20, 27, 43, 51, 58, 60–61, 65, 66–67, 71, 80, 81, 88, 96, 97, 101, 102–103 Unit 2: 118, 141, 148–149, 157, 165, 172, 194, 222–223 Unit 3: 5, 20, 21, 42, 43, 58, 80, 81, 96, 108–109 Unit 4: 118, 119, 120–121, 126, 147, 148–149, 164, 172, 174–175, 185, 194, 222–223, 226–227 Unit 5: 20, 34–35, 43, 58, 60–61, 81, 108–109 Unit 6: 135, 142, 203, 204–205, 211 Unit 7: 14–15, 22–23, 65, 97, 108–109 Unit 8: 142, 204–205, 222–223, 226–227 Unit 9: 20, 43, 58, 60–61, 80, 81, 96, 97, 108–109 Unit 10: 118, 174–175, 204–205, 222–223 READER'S THEATER HANDBOOK: Unit 6: 79 Unit 7: 91 Unit 8: 103 Unit 9: 115 Unit 10: 127
SL.K.1b	Continue a conversation through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 21, 42, 44–45, 60–61, 66–67, 80, 82–83 Unit 2: 118, 134, 135, 156, 185, 194, 210 Unit 3: 4, 6–7, 42, 44–45, 80 Unit 4: 118, 120–121, 134, 156, 157, 158–159, 194, 195, 202, 206–207, 210, 215, 221, 226–227 Unit 5: 4, 6–7, 21, 28, 34–35, 42, 44–45, 60–61, 80, 82–83, 90–91 Unit 6: 118, 119, 120–121, 126, 127, 141, 147, 164, 172, 179, 185, 194, 195 Unit 7: 4, 6–7, 42, 46–47, 54–55, 60–61, 80, 82–83, 84–85 Unit 8: 118, 120–121, 135, 147, 158–159, 166–167, 174–175, 194 Unit 9: 5, 6–7, 21, 42, 44–45, 52–53, 60–61, 80, 82–83, 90–91 Unit 10: 118, 119, 126, 134, 135, 141, 165, 166–167, 172, 174–175, 179, 186–187, 194, 195, 216–217, 220, 226–227 READER'S THEATER HANDBOOK: Unit 6: 79 Unit 7: 91 Unit 8: 103 Unit 9: 115 Unit 10: 127
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 28–29, 66–67, 80, 112–113 Unit 2: 118, 120–121, 127, 128–129, 158–159, 216–217, 226–227 Unit 3: 4, 12, 82–83 Unit 4: 118, 136–137, 166–167, 196–197, 203, 226–227 Unit 5: 4, 28–29, 44–45, 82–83, 89, 90–91, 97, 102–103, 112–113 Unit 6: 118, 128–129, 148–149, 156, 158–159, 166–167, 180–181, 186–187, 216–217, 226–227 Unit 7: 4, 12, 20, 62–63, 65, 80, 88, 90–91, 96, 101 Unit 8: 118, 119, 120–121, 126, 128–129, 134, 141, 148–149, 156, 157, 164, 172, 179, 186–187, 194, 195, 196–197, 202, 210, 211, 215 Unit 9: 4, 80, 83, 112–113 Unit 10: 118, 120–121, 127, 128–129, 136–137, 142–143, 148–149, 156, 203

Correlation to the Common Core ELA Standards for Grade K

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TEACHER RESOURCE SYSTEM: Unit 1: 13, 34–35, 44–45, 50, 72–73, 89, 90–91, 97, 112–113 Unit 2: 127, 128–129, 174–175, 180–181, 186–187, 196–197, 204–205, 211, 216–217, 226–227 Unit 3: 4, 29, 34–35, 44–45, 51, 52–53, 60–61, 66–67, 72–73, 89, 97, 102–103, 112–113 Unit 4: 136–137, 158–159, 166–167, 173, 203, 204–205, 211, 216–217, 226–227 Unit 5: 13, 14–15, 22–23, 51, 52–53, 59, 66–67, 72–73, 82–83, 97, 102–103, 112–113 Unit 6: 128–129, 136, 148–149, 166–167, 173, 174–175, 180–181, 186–187, 196–197, 216–217, 226–227 Unit 7: 5, 21, 27, 34–35, 43, 50, 58, 65, 72–73, 81, 82–83, 96, 101, 112–113 Unit 8: 137, 148–149, 158–159, 186–187, 196–197, 216–217, 226–227 Unit 9: 72–73, 83, 112–113 Unit 10: 128–129, 158–159, 180–181, 196–197, 211, 216–217, 226–227
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TEACHER RESOURCE SYSTEM: Unit 1: 72–73, 112–113 Unit 2: 119, 126, 164, 179, 186–187, 195, 198–199, 206–207, 215, 226–227 Unit 3: 28, 50, 72–73, 84–85, 88, 92–93, 112–113 Unit 4: 186–187, 198–199, 206–207, 226–227 Unit 5: 12, 50, 72–73, 84–85, 92–93, 112–113 Unit 6: 186–187, 226–227 Unit 7: 44–45, 72–73, 112–113 Unit 8: 186–187, 196–197, 226–227 Unit 9: 12, 50, 72–73, 112–113 Unit 10: 186–187, 226–227
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 66–67, 112–113 Unit 2: 202, 226–227 Unit 3: 27, 65, 101, 112–113 Unit 4: 158–159, 226–227 Unit 5: 27, 65, 72–73, 101, 112–113 Unit 6: 134, 157, 172, 202, 210, 215, 221, 226–227 Unit 7: 44–45, 62–63, 72–73, 112–113 Unit 8: 147, 185, 221, 226–227 Unit 9: 65, 101, 112–113 Unit 10: 164, 180–181, 186–187, 202, 210, 226–227 READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 21, 25, 31 Unit 3: 37, 42, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73 Unit 7: 85, 90 Unit 8: 97, 100 Unit 9: 109 Unit 10: 121
Language Standards		
Conventions of Standard English		Benchmark Ready to Advance
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
L.K.1a	Print many upper- and lowercase letters.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 86–87, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 160–161, 162, 168–169, 170, 176–177, 182–183, 188–189, 200–201, 208–209, 211, 218–219, 224–225 Unit 3: 8–9, 10–11, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 68–69, 74–75, 76–77, 98–99, 104–105, 110–111 Unit 4: 122–123, 124–125, 130–131, 138–139, 144–145, 150–151, 160–161, 162–163, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 212–213, 218–219 Unit 5: 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 62–63, 68–69, 74–75, 92–93, 98–99, 104–105 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 162–163, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223, 224–225 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105, 110–111 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 198–199, 206–207, 218–219 LANGUAGE MINI-LESSONS HANDBOOK: 2-3 (Use Capital Letters), Language BLM 1
L.K.1b	Use frequently occurring nouns and verbs.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 24–25, 30–31, 36–37, 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 221 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>At the Birthday Party</i> (C/3) LANGUAGE MINI-LESSONS HANDBOOK: 4-5 (Use Nouns and Verbs), Language BLM 2
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TEACHER RESOURCE SYSTEM: Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 199, 206–207 Unit 9: 33 LANGUAGE MINI-LESSONS HANDBOOK: 6-7 (Form Regular Plural Nouns), Language BLM 3
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 168–169, 176–177, 182–183, 188–189, 211, 218–219 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 8: 119 Unit 9: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 LANGUAGE MINI-LESSONS HANDBOOK: 8-9 (Use Question Words), Language BLM 4
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TEACHER RESOURCE SYSTEM: Unit 4: 123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 LANGUAGE MINI-LESSONS HANDBOOK: 10-11 (Use Prepositions), Language BLM 5

Correlation to the Common Core ELA Standards for Grade K

L.K.1f	Produce and expand complete sentences in shared language activities.	TEACHER RESOURCE SYSTEM: Unit 3: 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 9: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 LANGUAGE MINI-LESSONS HANDBOOK: 12–13 (Produce Complete Sentences), 14–15 (Expand Complete Sentences), Language BLM 6, Language BLM 7
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	TEACHER RESOURCE SYSTEM: Unit 3: 9, 16–17, 24–25, 30–31, 36–37, 85, 92–93 Unit 8: 123, 130–131, 138–139, 144–145, 150–151, 206–207 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Capital Letters), Language BLM 1
L.K.2b	Recognize and name end punctuation.	TEACHER RESOURCE SYSTEM: Unit 3: 43, 81 Unit 4: 119, 157, 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 5: 5, 12 Unit 7: 98–99 Unit 8: 119, 161, 168–169, 176–177, 182–183, 188–189, 195, 212–213, 218–219 Unit 9: 5, 43 Unit 10: 119, 157 READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 27 Unit 3: 33, 35, 36 Unit 7: 81, 83, 84, 88 Unit 8: 93, 94, 95, 96 LANGUAGE MINI-LESSONS HANDBOOK: 16–17 (Use End Punctuation), Language BLM 8
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 70, 106 Unit 8: 220 Unit 9: 32, 70, 106 Unit 10: 146, 184, 220 LANGUAGE MINI-LESSONS HANDBOOK: 18–19 (Spell Words), Language BLM 9
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 38–39, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 38–39, 70, 106 Unit 8: 146, 184, 220 Unit 9: 32, 38–39, 70, 106 Unit 10: 146, 184, 220 LANGUAGE MINI-LESSONS HANDBOOK: 18–19 (Spell Words), Language BLM 9
Knowledge of Language		Benchmark Ready to Advance
L.K.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	TEACHER RESOURCE SYSTEM: Unit 3: 28 Unit 7: 59 Unit 8: 173 Unit 9: 51
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TEACHER RESOURCE SYSTEM: Unit 4: 142–143, 203 Unit 5: 13, 42, 59 Unit 6: 203 Unit 8: 143, 203 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>King Midas's Gold</i> (A/1), <i>We Fish</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1) Unit 5: <i>On the Playground</i> (B/2) Unit 6: <i>The Fox and the Crow</i> (B/2), <i>Why the Sea is Salty</i> (C/3), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 8: <i>The Seasons</i> (D/5) Unit 9: <i>Jobs at School</i> (C/4), <i>Jobs in a Community</i> (D/6) Unit 10: <i>Magnets</i> (C/3), <i>Jack Be Nimble</i> (D/6)
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TEACHER RESOURCE SYSTEM: Unit 4: 127, 165 Unit 6: 165 Unit 7: 51 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 2: <i>The Elves and the Shoemaker</i> (A/1), <i>Tim's Trip</i> (B/2) Unit 4: <i>Frank in a Tank</i> (C/3) Unit 6: <i>Stone Soup</i> (C/3) Unit 7: <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>Rainy Day</i> , <i>Sunny Day</i> (D/5) Unit 9: <i>Jobs at School</i> (C/4)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	TEACHER RESOURCE SYSTEM: Unit 5: 42
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TEACHER RESOURCE SYSTEM: Unit 2: 147 Unit 4: 185 Unit 5: 29, 89 Unit 7: 89 Unit 8: 127, 165, 185 Unit 9: 13, 71, 89 Unit 10: 147 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1), <i>Eating Well</i> (B/2) Unit 2: <i>Peter and the Wolf</i> (A/1), <i>Goldilocks and the Three Bears</i> (B/2) Unit 3: <i>Animal Colors</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4) Unit 4: <i>I Like</i> (B/2) Unit 5: <i>Let's Go</i> (B/2), <i>Technology Brings Us Together</i> (D/6) Unit 6: <i>The Blind Men and the Elephant</i> (B/2) Unit 7: <i>The Flag</i> (B/2), <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>A Week of Weather</i> (B/2) Unit 9: <i>Clothes</i> (C/3), <i>Can We Have a Pet?</i> (C/4), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5)
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TEACHER RESOURCE SYSTEM: Unit 4: 147 Unit 5: 51 Unit 6: 137, 143, 173 Unit 7: 13 Unit 8: 221 Unit 9: 33, 59 Unit 10: 142, 173, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Sam Sleeps</i> (C/4) Unit 5: <i>Clock Watch</i> (C/3) Unit 8: <i>All Weather Is Fun!</i> (C/3) Unit 10: <i>Little Cat Goes Fast</i> (D/5)

Benchmark Ready to Advance

Correlation to the Common Core ELA Standards for Grade K

L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 185, 221 Unit 3: 89 Unit 4: 173 Unit 6: 147, 221 Unit 10: 165, 220</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>My Backpack</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2) Unit 3: <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Schools Then and Now</i> (B/2), <i>Making a House</i> (C/4) Unit 6: <i>The Crow and the Pitcher</i> (C/4) Unit 7: <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Costume Party</i> (C/3) Unit 8: <i>Sam Can't Sleep</i> (C/3) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Needs and Wants</i> (C/4)</p>
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 142, 173, 203</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Jin and Pedro Celebrate</i> (B/2) Unit 8: <i>Let's Look Outside</i> (B/2) Unit 10: <i>Hickory Dickory Dock</i> (D/6), <i>Using Magnets</i> (E/8)</p>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 142, 173 Unit 3: 28, 59 Unit 4: 127, 142–143, 165 Unit 5: 29, 51, 59, 89 Unit 6: 137, 143, 165, 173, 185, 202, 203, 210 Unit 8: 126, 127, 137, 141, 143, 147, 164, 172, 202, 210, 215, 221 Unit 9: 51, 59, 89 Unit 10: 142, 147, 165, 172, 173, 202, 220</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Book</i> (A/1) Unit 2: <i>The Enormous Turnip</i> (A/1) Unit 3: <i>The Best Things in Nature Are Blue</i> (A/1) Unit 4: <i>Two Owls in Paris</i> (B/2) Unit 5: <i>Old and New</i> (B/2) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2) Unit 8: <i>Life With Our Sun</i> (C/3), <i>My Weather Log</i> (C/3) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>How Animals Move</i> (C/3)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 25, 31 Unit 3: 37, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73, 78–79 Unit 7: 85, 90–91 Unit 8: 97, 102, 103 Unit 9: 109, 114–115 Unit 10: 121, 126–127</p>

Benchmark Advance Grade 1 Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Being a Good Community Member	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Text Structure: Cause and Effect Ask and Answer Questions for Clarification Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Use Common and Proper Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short a	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	bake, black, can, had, has, pack, ran, see, she, track	roots, flowers, fruits	<ul style="list-style-type: none"> Use Nouns to Name Things Nouns to Name People Kinds of Nouns Use Simple Sentences Use Proper Nouns
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Use Text Features: Table of Contents Compare and Contrast Two Informational Texts 	Use Context Clues	Daily Writing to Sources	Verb Tenses	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Short i	Read on-level text at an appropriate pace.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	big, him, hit, kick, kids, lids, little, slip, win, you	citizen, honest, respect, rule, decisions, responsible, money, dollar	<ul style="list-style-type: none"> Use Verbs in Story: Present Continuous Understand Subject and Verb Agreement Use Verbs: Inside/Outside and Present Continuous Use Question Marks Use Simple Sentences

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Many Kinds of Characters	1	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Characters • Identify and Describe Characters • Describe Major Events in a Story • Compare and Contrast a Character in a Fairy Tale and a Fable 	Shades of Meaning Among Verbs	Daily Writing to Sources	Singular Nouns with Matching Verbs	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Recognize and Produce Rhyme • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Short e	Read on-level text with expression and appropriate pacing.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	ten, jet, fed, neck, let, mess, bed, next, look, are	yelled, replied, wailed, demanded, explained, run, walk, skip, castle, knight, dragon	<ul style="list-style-type: none"> • Adjectives Related to the Story • Simple Past • Noun and Verb Agreement • Plural Nouns • Adjectives: Color and Size
	2	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Setting • Describe Character • Use Illustrations to Describe Characters • Describe Major Events in a Story • Compare and Contrast Two Fairy Tales 	Multiple-Meaning Words	Daily Writing to Sources	Use Articles and Demonstratives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Recognize and Produce Rhyme • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Short u	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	come, cup, cut, duck, dull, here, nut, pull, rug, truck	longed, hard, bat, tortoise, fur	<ul style="list-style-type: none"> • Adjectives • Pronouns • Nouns • Sounds Words • Prepositions
	3	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Listen and Retell Key Story Events • Identify Sensory Words and Phrases • Describe Characters • Describe Major Events in a Story • Compare and Contrast Two Fairy Tales 	Shades of Meaning Among Verbs	Daily Writing to Sources	<ul style="list-style-type: none"> • Articles and Demonstratives • Singular and Plural Nouns with Matching Verbs 	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Substitution 	I-	<ul style="list-style-type: none"> • Read on-level text at appropriate rate and phrasing. • Pausing—Short Pause* • Speed/Pacing—Fast* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	class, clock, flag, flat, glad, glass, plan, plant, put, what	cried, said, called, barked, meowed, shouted, whispered, dog, sits, begs, gives a paw, follows	<ul style="list-style-type: none"> • Pronouns • Sequence Signal Words • Verbs • Nouns • Comparison Words

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals Grow and Change	1	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Story Events Make Inferences About Characters Describe Author's Purpose Using Illustrations and Events Compare and Contrast an Informational Text and a Folktale 	Make Connections Between Words and Their Use	Daily Writing to Sources	Singular and Plural Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Blends: br, cr, dr, fr, gr, pr, tr	Read on-level text with appropriate expression and rate.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	dress, brim, crab, caterpillar, butterfly, spin, press, grab, trick, trim, which, went	breathe, shrink, caterpillar, butterfly, spin	<ul style="list-style-type: none"> Sequence Words Simple Past Verbs Adjectives Pronouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Ideas Analyze Author's Purpose Describe Sequence of Events Compare and Contrast Informational and Narrative Texts Use a Flowchart 	Make Connections Between Words and Their Use	Daily Writing to Sources	Personal, Possessive, and Indefinite Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	s-Blends: sk, sl, sm, sn, sp, st, sw	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	last, skip, step, sleep, skin, smell, fast, stop, out, was	tree, order, grow, sunflower, seeds, ground	<ul style="list-style-type: none"> Singular and Plural Nouns: Domain-Specific (Science) Singular and Plural Nouns: Domain-Specific (Life Cycle) Noun and Verb Agreement Prepositions Sequence Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Story Events Use Illustrations to Understand Story Events Compare and Contrast Informational and Narrative Texts 	Define Words by Category	Process Writing: Narrative	Personal, Possessive, and Indefinite Pronouns	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme Phoneme Substitution 	Final Consonant Blends: nd, nk, nt, mp, st	<ul style="list-style-type: none"> Read on-level text with appropriate intonation and accuracy. Phrasing—High-Frequency Word Phrases* Expression—Characterization/Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	jump, and, pink, hand, nest, went, sink, bump, who, good	duck, duckling, fluffy, swan, Eagle, chicken, canary, ducklings, bugs, plants	<ul style="list-style-type: none"> Noun and Verb Agreement Questions with Can Adjectives Color Words Opposites

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Stories Have a Narrator	1	Make Inferences/Predictions	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Who Is Telling the Story • Describe Major Events in the Story • Understanding Sensory Language • Draw Inferences About Characters • Compare and Contrast the Adventures of Two Characters 	N/A	Daily Writing to Sources	Use Adjectives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Identity • Phoneme Blending • Phoneme Substitution • Phoneme Segmentation 	Consonant Digraphs th, sh, ng	Read on-level text with appropriate pacing and rhythm.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	bath, bring, our, ship, shop, shut, sing, these, thing, wish	quiet, delicious, crunch, crack, dark, bright, neighbors	<ul style="list-style-type: none"> • Pronouns • Sentence Structure • Verbs • Adjectives • Descriptive Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> • Describe Major Events in the Story • Identify Words and Phrases That Appeal to the Senses • Draw Inferences About Characters • Compare and Contrast Stories • Describe Setting • Listen and Retell Key Ideas 	Use Context Clues	Daily Writing to Sources	Use Commas in Dates and in a Series	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Addition • Phoneme Segmentation 	Consonant Digraphs ch, tch, wh	Reread for accuracy.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	chop, lunch, while, catch, white, check, watch, bunch, hurl, once	admiring, feasting, sly, vet, dog, farm	<ul style="list-style-type: none"> • Verbs • Questions • Proper Nouns • Sound Words • Verb Tense
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Who Is Telling the Story • Draw Inferences About Character • Compare and Contrast Characters • Identify Setting 	Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> • Use Adjectives • Use Commas in Dates and in a Series 	N/A	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Substitution • Phoneme Segmentation 	Three-Letter Blends scr, spl, spr, squ, str	Read on-level text with expression and appropriate phrasing.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	split, strap, scrub, squid, spring, stretch, scratch, splash, because, when	stealthily, perched, rafters, wriggled, washed, went, brought, baked, fetched, sat, told	<ul style="list-style-type: none"> • Verb Tense • Rhyming Words • Pronouns • Describing Words • Prepositions

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Work	1	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Photographs to Identify Key Details Describe Sequence of Events Understand the Connections Between Details Compare and Contrast Real and Imaginary Robots 	Sort Words Into Categories	Daily Writing to Sources	Different Kinds of Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long a (final - e)	Read with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	take, made, came, plate, brave, game, trade, plane, right, start	small computers, wheels, hands, face, move, hold, lift, deliver, job, chores	<ul style="list-style-type: none"> Verb Tenses: Present Tense Verbs Technology Words Verb Tenses: Past Tense Adjectives
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Ideas Use Photographs to Describe Work Settings Describe Sequence of Events Compare and Contrast Two Informational Texts Use Sidebars 	<ul style="list-style-type: none"> Sort Words Into Categories Affixes 	Daily Writing to Sources	Use Prepositions	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long o (final - e)	Read with appropriate intonation and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	home, broke, rode, those, spoke, hole, nose, rope, how, under	work, teacher, cartoonists, firefighters, pilots, computer, flight controls, wheel, headsets, radios, phone, tablet	<ul style="list-style-type: none"> Adjectives Pronouns Verbs Technology Words Verb and Noun Agreement
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Details to Describe Setting Make Inferences Compare and Contrast An Informational Text and a Rhyming Story Explain Author's Word Choice 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Verbs 	Process Writing: Opinion Text	<ul style="list-style-type: none"> Use Different Kinds of Sentences Use Prepositions 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Soft c, g	<ul style="list-style-type: none"> Read with appropriate pacing and intonation. Inflection/Intonation—Volume* Expression—Mood* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	gem, cont, race, page, dance, strange, face, cage, far, try	<ul style="list-style-type: none"> cries, says, said, cried, screamed, e-mail, text message 	<ul style="list-style-type: none"> Sentence Structure: Subject + Verb + Object Commands Use Verbs Sentence Structure: Prepositional Phrase + Subject + Verb Use Rhyming Words

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6. Stories Teach Many Lessons	1	Make Connections	<ul style="list-style-type: none">• Listen and Retell Key Details• Describe Character• Describe Sequence of Events• Understand the Central Message• Compare and Contrast Characters in Two Literary Texts	Use Context Clues	Daily Writing to Sources	Use Simple and Compound Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none">• Phoneme Categorization• Phoneme Blending• Phoneme Substitution• Phoneme Isolation	Long i (final -e)	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none">• Participate in Collaborative Conversations• Ask and Answer Questions About Key Details• Ask and Answer Questions to Get Information or to Clarify	mine, nice, line, ride, time, white, slice, bike, after, call	lucky, village, graze, scolded, tugboat, ship, small, big, ant, crumb	<ul style="list-style-type: none">• Pronouns• Adjectives: Adjective + Noun• Describing Words• Adjectives: Superlatives• Adjectives: Be + Adjective
	2	Make Connections	<ul style="list-style-type: none">• Listen and Retell Key Ideas• Describe Character• Describe Sequence of Events• Understand the Central Message• Compare and Contrast Characters and Central Message in Two Literary Texts	<ul style="list-style-type: none">• Use Context Clues• Use Affixes to Clarify Word Meaning	Process Writing: Personal Narrative	Use Conjunctions	N/A	<ul style="list-style-type: none">• Phoneme Categorization• Phoneme Blending• Phoneme Substitution• Phoneme Isolation	Long e (final -e)	Read on-level text with expression.	<ul style="list-style-type: none">• Participate in Collaborative Conversations• Ask and Answer Questions About Key Details• Ask and Answer Questions to Get Information or to Clarify	these, use, cute, Pete, Steve, flute, tune, huge, long, off, barks	lucky, shiny, greedy, gaze, look, reflections, peer, groom, trots, growls, barks	<ul style="list-style-type: none">• Adjectives with Too• Adjectives to Describe Characters• Nouns• Seasons• Verb Tenses
	3	Make Connections	<ul style="list-style-type: none">• Listen and Retell Key Story Events• Describe Characters• Describe Sequence of Events• Identify the Central Message• Compare and Contrast the Central Message in Two Literary Texts	Inflected Endings	Process Writing: Personal Narrative	<ul style="list-style-type: none">• Use Conjunctions• Use Simple and Compound Sentences	N/A	<ul style="list-style-type: none">• Phoneme Categorization• Phoneme Blending• Phoneme Substitution• Phoneme Segmentation	Long a Vowel Teams (ai, ay)	<ul style="list-style-type: none">• Read on-level text with expression.• Inflection/Intonation—Stress*• Phrasing—Prepositional Phrases*	<ul style="list-style-type: none">• Participate in Collaborative Conversations• Ask and Answer Questions About Key Details• Ask and Answer Questions to Get Information or to Clarify	stay, paint, mail, way, rain, spray, trail, pay, year, live	telling, hiding, listening, walking, spots, stripes	<ul style="list-style-type: none">• Opposites• Verbs: Describe Actions in a Story• Sentence Structure• Verbs: Animal Movements• Plurals

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7. Past, Present, and Future	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Listen and Retell Key Story Events • Describe Key Ideas • Identify Text Structure: Sequence • Use Text Features: Captions • Use Text Features: Time Line • Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Possessive Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Categorization • Phoneme Substitution 	Long o Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	soap, go, coat, no, road, flows, show, grow, found, your	wheel, car, horse	<ul style="list-style-type: none"> • Verb Tense • Compound Sentences • Education Words • Pronouns • Prepositions
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Distinguish Between Information in Pictures and Text • Find Text Evidence: Sequence of Events • Use Text Features: Glossary • Find Text Evidence: Time Lines • Compare and Contrast Two Informational Texts 	Use Context Clues to Define Unfamiliar Words	Process Writing: Informational Text	Singular and Plural Nouns with Matching Verbs	N/A	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Long e Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and rate.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	brief, each, field, fleas, need, people, seat, wc, wheels, where	events, astronauts, future, past, toys, games	<ul style="list-style-type: none"> • Prepositions • Sentence Structure • Time Words • Verb Tense: Past and Future • Verb Tense: Past Tense

	<ul style="list-style-type: none"> • Fix-Up/ Monitoring Strategies 	<ul style="list-style-type: none"> • Listen and Retell Key Details • Distinguish Between Information in Pictures and Text • Describe Connections Between Ideas • Find Text Evidence: Captions • Compare and Contrast Two Informational Texts 	Use Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> • Possessive Nouns • Singular and Plural • Nouns with Matching Verbs 	N/A	<ul style="list-style-type: none"> • Isolation • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Long i Vowel Teams and Single Letters	<ul style="list-style-type: none"> • Read on-level text with appropriate pacing, expression and intonation. • Pausing-Full Stop* • Rate: Speed/Pacing-Varied* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	<ul style="list-style-type: none"> sky, tie, find, high, why, bright, pies, sly, right, country 	<ul style="list-style-type: none"> independence, memorial, laws, presidents, George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln 	<ul style="list-style-type: none"> • Punctuation: Quotation Marks • Related to Washington Monument • Proper Nouns • Related To Washington, D.C. • Proper Nouns • Related to Memorials and Historic Places • Capital Letters • Noun and Verb Agreement
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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
	1	<ul style="list-style-type: none"> • Ask Questions, Determine Text Importance, Summarize/ Synthesize 	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Major Events in a Story • Distinguish Between Information from Pictures and Text • Describe Connections Between Events • Compare and Contrast a Folktale and an Informational Text 	Multiple-Meaning Words	Daily Writing to Sources	Use Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Identity • Phoneme Blending • Phoneme Substitution • Phoneme Segmentation 	<ul style="list-style-type: none"> r- Controlled Vowel: /är/ 	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	<ul style="list-style-type: none"> hard, start, park, farm, sharp, yard, dark, part, boy, four 	<ul style="list-style-type: none"> room, rose, bat, stamp, seal, robot, rover, eyes, arm, body, brain 	<ul style="list-style-type: none"> • Quotation Marks • Adjectives • Sky Words • Conjunctions • Sequence Words

9. We Use Goods and Services	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Ideas Identify Author's Reasons Make Connections Between Information in a Text Describe the Connection Between Individuals Compare and Contrast Opinion Texts 	Process Writing: Informational Report	Adjectives	N	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization* Phoneme Addition 	Vowel Pattern /oi/	Read on-level text with appropriate expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	join, toy, coin, boy, spoil, joy, point, moist, walk, buy	Eating, Helping, Saving, Using, making, riding, having, work, take, bring, grab, well, dentist, office, teeth	tence Structure • Multiple Meaning Words • Categories • Noun and Verb Agreement • Nouns
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Use Illustrations to Describe Characters Describe Characters Use Illustrations To Describe Events Identify the Central Message Compare and Contrast an Opinion Text and a Story 	Process Writing: Informational Report	<ul style="list-style-type: none"> Use Commas Adjectives 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Subtraction 	Vowel Pattern /ōō/, /o /	Read on-level text with appropriate expression. • Prosody: Phrasing-Subject/ Predicate* • Speed/Pacing-Information or to Fast*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	soon, hook, good, bloom, smooth, wood, shook, tooth, does, another	vegetarians, vegetables, meat, fish, eggs, plants	Prepositions: to, at • Punctuation • Transition Words • Describing Words Prepositions: in, on

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10. Exploring Sound and Light	1	<ul style="list-style-type: none"> Ask Questions: Determine Importance, Use Fix-Up/Monitoring Strategies 	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Elements in a Poem Use Illustrations To Understand Text Compare and Contrast a Poem and an Informational Text 	Use Context Clues	Process Writing: Sensory Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Silent Letters	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	ignat, knight, knob, know, sign, wrap, wrist, wrong mouse	create, wiggle, animal, frog, goose, duck, bear, mouse	<ul style="list-style-type: none"> Sound Words Sentence Structure: Complex Sentences Cause-and-Effect Signal Words Pronouns Sentence Structure: Commands
	2	<ul style="list-style-type: none"> Ask Questions: Determine Importance, Use Fix-Up/Monitoring Strategies 	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Story Elements Identify Compare and Contrast Text Structure Compare and Contrast a Rhyming Narrative and a Poem 	<ul style="list-style-type: none"> Multiple-Meaning Words Make Connections Between Words and Their Use 	Process Writing: Acrostic Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Vowel Sound /6/	Read dialogue with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	caught, chalk, draw, father, fault, never, small, swishing, tapping, taught, yawn band	right, clear, blue, glasses, thunder, crashing, swishing, tapping, band	<ul style="list-style-type: none"> Contractions Adjectives Sound Words Sentence Patterns Verbs
	3	<ul style="list-style-type: none"> Ask Questions: Determine Importance, Use Fix-Up/Monitoring Strategies 	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Features to Locate Key Facts Use Illustrations to Understand Text Compare and Contrast a Rhyming Narrative and an Informational Text 	<ul style="list-style-type: none"> Use Context Clues Affixes 	Reflect on Writing	N/A	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Subtraction 	Long e Spelled -y, -ey	Read on-level text with appropriate phrasing and expression. Speed/Pacing-Slow* Expression-Dramatic Expression*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	lucky, valley, windy, hockey, easy, turkey, penny, chimney	objects, things, solid, shiny, mirrors, snowy, cloudy, shadow, light	<ul style="list-style-type: none"> Verb Tense Opposites Adjectives Compound Nouns Sentence Patterns

Benchmark Advance

Correlation to the Common Core ELA Standards for Grade 1

Reading Standards for Literature	Key Ideas and Details	Benchmark Ready to Advance

RL

<p>Ask and answer questions about key details in a text.</p>	<p>TEACHER RESOURCE SYST Unit 4: 168–169, 214–215 Unit 5: 21, 40, 90–91 Unit 6: 168–169 Unit 7: 27, 65, 103 Unit 8: 121, 128, 136, 181, 197, 204, 212 Unit 9: 98–99</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E7) Unit 2: <i>A Tag of War</i> (C3), <i>Poor Turkey Girl</i> (C4), <i>Hansel and Gretel</i> (D5), <i>Neighbors at Play</i> (D6), <i>Clean Up! Our Earth Day Project</i> (E7), <i>The Princess and the Pea</i> (E7), <i>City Mouse and Country Mouse</i> (F10) Unit 3: <i>Johnny Appleseed</i> (D5), <i>A Frog Someday</i> (F9), <i>Little Lion</i> (F9), <i>How Raven Became Black...</i> (F10) Unit 4: <i>The Fourth! Our Show</i> (E7), <i>Who Will Bell the Cat?</i> (E8), <i>Old MacDonald</i> (F10), <i>A New Friend</i> (G11), <i>Mutt in Michigan</i> (G11) Unit 6: <i>The Milkmaid and Her Pail</i> (F10), <i>The Boy Who Cried Wolf</i> (G11), <i>The Emperor's New Clothes</i> (G11), <i>Dog and His Reflection</i> (G12), <i>The Tiger, the Brahmin, and the Jackal</i> (H14) Unit 7: <i>The Old Gray Mare</i> (G12) Unit 8: <i>Ready for Fall</i> (F10), <i>The Courageous Soldier</i> (G12), <i>Star Light, Star Bright</i> (H13), <i>Demeter and Persephone</i> (H13), <i>Stormy Stuart</i> (U16) Unit 9: <i>Choices Choices</i> (G12), <i>The Farm Stand Mystery</i> (U14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 12, 15, 19 Unit 2: 22, 24, 27, 31 Unit 3: 34, 36, 39, 43 Unit 4: 46, 48, 51, 55 Unit 5: 58, 60, 63, 67 Unit 6: 70, 72–73, 75, 79 Unit 7: 82, 84, 87, 91 Unit 8: 94, 96, 99, 103 Unit 9: 106, 108, 111, 115 Unit 10: 118, 120, 123, 127</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 27 Unit 2: 122–123, 137, 160–161, 198–199 Unit 3: 21, 28–29, 82–83, 89 Unit 4: 121, 122–123, 128, 137, 143, 159, 160–161, 166, 174, 197, 198–199, 204, 212, 219 Unit 5: 21, 27, 65, 82–83, 103 Unit 6: 121, 122–123, 137, 144–145, 158, 160–161, 182–183, 196, 198–199, 206–207, 214–215 Unit 8: 122–123, 198–199, 214–215 Unit 9: 82–83, 98–99 Unit 10: 122–123, 143, 159, 160–161, 174, 181, 219</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E7) Unit 2: <i>A Tag of War</i> (C3), <i>Poor Turkey Girl</i> (C4), <i>Hansel and Gretel</i> (D5), <i>Hercules and the Stables</i> (D5), <i>Chicken Little</i> (D5), <i>Neighbors at Play</i> (D6), <i>Issun Boshi</i> (D6), <i>Clean Up! Our Earth Day Project</i> (E7), <i>The Princess and the Pea</i> (E7), <i>Cinderella</i> (E8), <i>City Mouse and Country Mouse</i> (F10), <i>The Little Red Hen</i> (F10) Unit 3: <i>Johnny Appleseed</i> (D5), <i>Baby Bumblebee</i> (E8), <i>A Frog Someday</i> (F9), <i>Little Lion</i> (F9), <i>How Raven Became Black...</i> (F10) Unit 4: <i>How the Camel Got Its Hump</i> (D5), <i>The Fourth! 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Why Do I Do That?</i> (U18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11 Unit 2: 21, 23 Unit 3: 33, 35 Unit 4: 45, 47, 182–183, 196, 206–207, 214–215 Unit 5: 22–23, 27, 65, 81, 88, 90–91, 96 Unit 6: 138–139, 158, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 8: 130–131, 206–207 Unit 9: 89, 90–91 Unit 10: 130–131, 158, 169, 182–183</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>A Tag of War</i> (C3), <i>Hansel and Gretel</i> (D5), <i>Hercules and the Stables</i> (D5), <i>Chicken Little</i> (D5), <i>Neighbors at Play</i> (D6), <i>Issun Boshi</i> (D6), <i>The Princess and the Pea</i> (E7), <i>Cinderella</i> (E8), <i>City Mouse and Country Mouse</i> (F10), <i>The Little Red Hen</i> (F10) Unit 3: <i>Johnny Appleseed</i> (D5), <i>Baby Bumblebee</i> (E8), <i>A Frog Someday</i> (F9), <i>How Raven Became Black...</i> (F10) Unit 4: <i>How the Camel Got Its Hump</i> (D5), <i>The Fourth! 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Why Do I Do That?</i> (U18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 15, 17, 18 Unit 2: 21, 23, 29, 30 Unit 3: 33, 35, 39, 41, 42 Unit 4: 45, 47, 51, 53, 54 Unit 5: 57, 59, 63, 64–65, 66 Unit 6: 69, 71, 77, 78 Unit 7: 81, 83, 87, 89, 90, Unit 8: 93, 95, 100–101 Unit 9: 105, 107, 111, 112–113, 114 Unit 10: 117, 119,</p>
<p>Relate stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>TEACHER RESOURCE SYST Unit 4: 168–169, 214–215 Unit 5: 21, 40, 90–91 Unit 6: 168–169 Unit 7: 27, 65, 103 Unit 8: 121, 128, 136, 181, 197, 204, 212 Unit 9: 98–99</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E7) Unit 2: <i>A Tag of War</i> (C3), <i>Poor Turkey Girl</i> (C4), <i>Hansel and Gretel</i> (D5), <i>Hercules and the Stables</i> (D5), <i>Chicken Little</i> (D5), <i>Neighbors at Play</i> (D6), <i>Issun Boshi</i> (D6), <i>Clean Up! Our Earth Day Project</i> (E7), <i>The Princess and the Pea</i> (E7), <i>Cinderella</i> (E8), <i>City Mouse and Country Mouse</i> (F10), <i>The Little Red Hen</i> (F10) Unit 3: <i>Johnny Appleseed</i> (D5), <i>Baby Bumblebee</i> (E8), <i>A Frog Someday</i> (F9), <i>Little Lion</i> (F9), <i>How Raven Became Black...</i> (F10) Unit 4: <i>How the Camel Got Its Hump</i> (D5), <i>The Fourth! Our Show</i> (E7), <i>Who Will Bell the Cat?</i> (E8), <i>Tim and Maya in China</i> (E8), <i>Liam's Library</i> (F9), <i>The Crowded Hut</i> (F9), <i>Old MacDonald</i> (F10), <i>A New Friend</i> (G11), <i>Mutt in Michigan</i> (G11), <i>Albert's New</i> (G11), <i>The Gingerbread Man</i> (H14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E8), <i>The Wind and the Sun</i> (F9), <i>The Milkmaid and Her Pail</i> (F10), <i>How Bear Lost His Tail</i> (F10), <i>The Emperor's New Clothes</i> (G11), <i>The Ugly Duckling</i> (G12), <i>Dog and His Reflection</i> (G12), <i>The Tiger, the Brahmin, and the Jackal</i> (H14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H14), <i>How Elephant Made Peanut Butter</i> (U15), <i>Why Is Hummingbird So Tiny?</i> (U15) Unit 7: <i>The Old Gray Mare</i> (G12), <i>A Throne for the King</i> (U16) Unit 8: <i>The Courageous Soldier</i> (G12), <i>Hurricane Diary</i> (G12), <i>Demeter and Persephone</i> (H13), <i>Stormy Stuart</i> (U16), <i>Why the Sky Is Far Away</i> (U18) Unit 9: <i>Choices Choices</i> (G12), <i>Shopping with the Nicholas Family</i> (U13), <i>The Farm Stand Mystery</i> (U14), <i>How I Starred a Clothing Drive</i> (U15) Unit 10: <i>Oops! Why Do I Do That?</i> (U18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11 Unit 2: 21, 23 Unit 3: 33, 35 Unit 4: 45, 47, 182–183, 196, 206–207, 214–215 Unit 5: 22–23, 27, 65, 81, 88, 90–91, 96 Unit 6: 138–139, 158, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 8: 130–131, 206–207 Unit 9: 89, 90–91 Unit 10: 130–131, 158, 169, 182–183</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>A Tag of War</i> (C3), <i>Hansel and Gretel</i> (D5), <i>Hercules and the Stables</i> (D5), <i>Chicken Little</i> (D5), <i>Neighbors at Play</i> (D6), <i>Issun Boshi</i> (D6), <i>The Princess and the Pea</i> (E7), <i>Cinderella</i> (E8), <i>City Mouse and Country Mouse</i> (F10), <i>The Little Red Hen</i> (F10) Unit 3: <i>Johnny Appleseed</i> (D5), <i>Baby Bumblebee</i> (E8), <i>A Frog Someday</i> (F9), <i>How Raven Became Black...</i> (F10) Unit 4: <i>How the Camel Got Its Hump</i> (D5), <i>The Fourth! Our Show</i> (E7), <i>Who Will Bell the Cat?</i> (E8), <i>Tim and Maya in China</i> (E8), <i>Liam's Library</i> (F9), <i>The Crowded Hut</i> (F9), <i>Mayave Mutt</i> (F10), <i>Mutt in Michigan</i> (G11), <i>Albert's New</i> (G11), <i>The Gingerbread Man</i> (H14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E8), <i>The Wind and the Sun</i> (F9), <i>The Milkmaid and Her Pail</i> (F10), <i>How Bear Lost His Tail</i> (F10), <i>The Boy Who Cried Wolf</i> (G11), <i>The Emperor's New Clothes</i> (G11), <i>The Ugly Duckling</i> (G12), <i>Dog and His Reflection</i> (G12), <i>The Tiger, the Brahmin, and the Jackal</i> (H14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H14), <i>How Elephant Made Peanut Butter</i> (U15), <i>Why Is Hummingbird So Tiny?</i> (U15) Unit 7: <i>The Old Gray Mare</i> (G12), <i>A Throne for the King</i> (U16) Unit 8: <i>Ready for Fall</i> (F10), <i>The Courageous Soldier</i> (G12), <i>Star Light, Star Bright</i> (H13), <i>Demeter and Persephone</i> (H13), <i>Stormy Stuart</i> (U16), <i>Why the Sky Is Far Away</i> (U18) Unit 9: <i>Choices Choices</i> (G12), <i>The Farm Stand Mystery</i> (U14) Unit 10: <i>Oops! Why Do I Do That?</i> (U18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 15, 17, 18 Unit 2: 21, 23, 29, 30 Unit 3: 33, 35, 39, 41, 42 Unit 4: 45, 47, 51, 53, 54 Unit 5: 57, 59, 63, 64–65, 66 Unit 6: 69, 71, 77, 78 Unit 7: 81, 83, 87, 89, 90, Unit 8: 93, 95, 100–101 Unit 9: 105, 107, 111, 112–113, 114 Unit 10: 117, 119,</p>

Craft and Structure

Benchmark Ready to Advance

Benchmark Advance
Correlation to the Common Core ELA Standards for Grade 1

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 205, 213 Unit 4: 144–145, 158, 167 Unit 5: 97 Unit 10: 129, 158, 167</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Bashi</i> (D/6), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Mojave Mut</i> (F/10), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>Ready for Fall</i> (F/10), <i>Hurricane Diary</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>The Farm Stand Mystery</i> (I/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 27 Unit 4: 47 Unit 5: 59 Unit 6: 75 Unit 8: 95 Unit 9: 107 Unit 10: 119</p>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 198–199 Unit 3: 28–29, 34–35, 72–73, 104–105 Unit 8: 220–221, 230–231 Unit 9: 104–105 Unit 10: 220–221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Chicken Little</i> (D/5), <i>Issun Bashi</i> (D/6), <i>Cinderella</i> (E/8) Unit 4: <i>The Crowded Hut</i> (F/9), <i>Mojave Mut</i> (F/10) Unit 6: <i>The Ugly Duckling</i> (G/12), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14)</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 129, 196, 205 Unit 10: 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Red Hen</i> (F/10) Unit 3: <i>How Raven Became Black...</i> (F/10) Unit 4: <i>A New Friend</i> (G/11) Unit 6: <i>The Emperor's New Clothes</i> (G/11) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 55 Unit 5: 67</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 33 Unit 2: 121, 128, 136, 143, 159, 166, 174, 176–177, 181, 182–183, 197, 204, 212, 219 Unit 3: 89, 98–99 Unit 4: 130–131, 176–177, 178–179, 182–183, 206–207 Unit 5: 98–99 Unit 6: 138–139, 143, 159, 166, 174, 181, 197, 204, 212, 219 Unit 9: 27, 65, 88, 89, 96, 96, 97 Unit 10: 169</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hercules and the Stables</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Tim and Maya in China</i> (E/8), <i>Old MacDonald</i> (F/10), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>How Bear Lost His Tail</i> (F/10), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 8: <i>Hurricane Diary</i> (G/12), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (I/13)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33</p>
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 150–151, 188–189, 220–221 Unit 4: 150–151, 152–153, 188–189, 220–221 Unit 6: 150–151, 188–189, 220–221 Unit 10: 188–189</p> <p>READER'S THEATER HANDBOOK: Unit 3: 40 Unit 7: 91</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	TEACHER RESOURCE SYSTEM: Unit 2: 149 Unit 10: 124–125, 132–133, 162–163, 170–171
Reading Standards for Informational Text		
Key Ideas and Details		Benchmark Ready to Advance
RI.1.1	Ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 13, 21, 43, 44–45, 50, 51, 58, 81, 88 Unit 3: 20, 52–53, 58 Unit 7: 5, 12, 20, 21, 43, 50, 58, 81, 88, 96 Unit 8: 143, 159, 160–161, 166, 219 Unit 9: 5, 12, 20, 22–23, 50, 60–61, 66–67, 80, 103 Unit 10: 137</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Communication</i> (H/13) Unit 7: <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Predicting the Weather</i> (G/11), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Our Sun</i> (I/16)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 95</p>

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RI.1.2	Identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 20, 21, 44–45, 60–61, 82–83, 98–99 Unit 3: 5, 6–7, 12, 14–15, 20, 43, 44–45, 50, 58, 103 Unit 4: 181 Unit 5: 5, 6–7, 12, 20, 43, 44–45, 50, 58, 81, 88, 96 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 137, 168–169 Unit 9: 6–7, 21, 44–45 Unit 10: 121, 136, 137, 197, 198–199, 204, 212</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Our Families Help</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>The School Day</i> (D/5), <i>Vote!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10) <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)</p>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 80, 90–91 Unit 3: 14–15, 42, 52–53 Unit 5: 42, 52–53 Unit 7: 22–23, 42, 51, 90–91 Unit 8: 144–145, 158, 168–169, 182–183, 196 Unit 9: 6–7, 14–15, 42, 60–61, 66–67</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>The School Day</i> (D/5), <i>Rules at School</i> (E/7) Unit 3: <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Electricity Makes the World Better</i> (I/15), <i>Color</i> (L/24)</p>
Craft and Structure		Benchmark Ready to Advance
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 59 Unit 7: 59, 97 Unit 8: 167, 175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Doing Jobs Together</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 2: <i>A Tug of War</i> (C/3) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>The Courageous Soldier</i> (G/12), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18)</p>
RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 66–67, 90–91, 97 Unit 3: 50, 60–61, 80 Unit 5: 66–67 Unit 7: 13, 22–23, 28–29, 34–35, 42, 44–45, 52–53, 60–61, 72–73, 82–83, 89 Unit 9: 44–45 Unit 10: 198–199, 206–207</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11) Unit 8: <i>Thunderstorms Are the Best Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Benjamin Franklin</i> (J/18)</p>
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 5, 80 Unit 7: 52–53, 67, 80, 98–99 Unit 8: 138–139, 158, 176–177 Unit 10: 138–139</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Our Families Help</i> (C/4) Unit 3: <i>A Seed Needs Help</i> (E/8) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12) Unit 7: <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Storms</i> (I/16) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Looking Into Space</i> (I/16)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance

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RI.1.7	Use the illustrations and details in a text to describe its key ideas.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 52–53, 80, 89 Unit 3: 66–67, 80 Unit 5: 6–7, 14–15, 42, 60–61 Unit 7: 14–15, 98–99 Unit 8: 160–161 Unit 9: 5, 12, 20, 43, 44–45, 58 Unit 10: 138–139, 196, 214–215 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 5: <i>Wind</i> (G/12) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11) Unit 9: <i>How I Started a Clothing Drive</i> (U/15), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Carver and Edison: Two American Inventors</i> (U/15), <i>Our Sun</i> (U/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)
RI.1.8	Identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 60–61, 98–99 Unit 9: 21, 22–23, 28–29, 42, 50, 52–53 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Vote!</i> (D/6), <i>Rules</i> (F/10) Unit 7: <i>Great People Make America Great</i> (H/13) Unit 9: <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Electricity Makes the World Better</i> (U/15)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73, 104–105 Unit 3: 34–35, 71, 72–73, 104–105 Unit 5: 34–35, 72–73, 104–105 Unit 7: 34–35, 72–73, 104–105 Unit 8: 150–151, 188–189 Unit 9: 34–35, 72–73, 80 Unit 10: 150–151, 220–221 READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 31 Unit 6: 79
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	
Reading Standards: Foundational		
Print Concepts		Benchmark Ready to Advance
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TEACHER RESOURCE SYSTEM: Unit 1: 8, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107 Unit 2: 124–125, 132–133, 140–141, 146–147, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 3: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85 Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191 Unit 5: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37 Unit 8: 124–125, 132–133, 140–141, 146–147, 152–153 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>What Are Goods?</i> (G/11) READER'S THEATER HANDBOOK: Unit 1: 10–11, 12–13 Unit 2: 21, 22, 24–25 Unit 3: 33, 34–35, 36–37 Unit 4: 45, 46–47, 48–49 Unit 5: 57, 58–59, 60–61 Unit 6: 69, 70–71, 72 Unit 7: 81, 82–83, 84–85 Unit 8: 93, 94, 96–97 Unit 9: 105, 106–107, 108–109 Unit 10: 117, 118–119, 120–121
Phonological Awareness		Benchmark Ready to Advance
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 112–113 Unit 5: 10–11, 26, 38–39, 48–49, 56–57, 64, 76–77 Unit 6: 126–127, 142, 154–155, 164–165, 180, 202–203, 218 Unit 7: 10–11, 26, 38–39, 48–49, 76–77, 86–87, 112–113
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 56–57, 76–77, 94–95, 102, 112–113 Unit 2: 126–127, 134–135, 164–165, 172–173, 192–193, 202–203, 210–211, 218, 228–229 Unit 3: 18–19, 26, 56–57, 64, 94–95 Unit 4: 134–135, 142, 172–173, 180, 210–211, 218 Unit 5: 18–19, 38–39, 56–57, 94–95, 102 Unit 6: 134–135, 172–173, 210–211 Unit 7: 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 Unit 8: 134–135, 142, 154–155, 172–173, 180, 210–211, 218 Unit 9: 18–19, 38–39, 56–57, 76–77, 94–95 Unit 10: 126–127, 134–135, 154–155, 172–173, 210–211
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 38–39, 48–49, 56–57, 86–87, 94–95, 102, 112–113 Unit 2: 126–127, 142, 154–155, 164–165, 180, 202–203, 210–211, 218, 228–229 Unit 3: 10–11, 38–39, 48–49, 76–77, 86–87, 114–115 Unit 4: 164–165, 202–203, 218 Unit 5: 10–11, 38–39, 48–49, 86–87 Unit 6: 126–127, 142, 154–155, 164–165, 180, 192–193, 202–203 Unit 7: 10–11, 48–49, 102 Unit 8: 126–127, 142, 164–165, 202–203, 210–211, 218 Unit 9: 10–11, 48–49, 56–57, 64, 86–87, 112–113 Unit 10: 126–127, 154–155, 164–165, 180, 192–193, 202–203, 218, 228–229
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 1: 26, 64, 112–113 Unit 2: 142, 180, 218, 228–229 Unit 3: 114–115 Unit 4: 154–155, 192–193, 228–229 Unit 5: 112–113 Unit 6: 228–229 Unit 7: 64, 102 Unit 8: 154–155, 192–193, 228–229 Unit 9: 10–11, 26, 76–77, 102 Unit 10: 142, 180
Phonics and Word Recognition		Benchmark Ready to Advance
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	TEACHER RESOURCE SYSTEM: Unit 2: 224 Unit 4: 126–127, 142, 148, 154–155, 164–165, 180, 186, 192–193 Unit 10: 128

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RF.1.3b	Decode regularly spelled one-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 70, 76-77, 86-87, 94-95, 102, 108, 112-113 Unit 2: 126-127, 134-135, 142, 148, 154-155, 164-165, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229 Unit 3: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 70, 76-77, 86-87, 94-95, 102, 108, 114-115 Unit 4: 126-127, 134-135, 142, 148, 154-155, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229 Unit 5: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 108, 112-113 Unit 6: 126-127, 134-135, 142, 148, 154-155, 164-165, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229 Unit 7: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 70, 76-77, 86-87, 94-95, 102, 108, 112-113 Unit 8: 126-127, 134-135, 142, 148, 154-155, 164-165, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229 Unit 9: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 70, 76-77, 86-87, 94-95, 102, 108, 112-113 Unit 10: 126-127, 134-135, 142, 148, 154-155, 164-165, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	TEACHER RESOURCE SYSTEM: Unit 5: 10-11, 18-19, 26, 32, 38-39, 48-49, 56-57, 64, 70, 76-77, 94-95, 112-113 Unit 6: 126-127, 134-135, 142, 154-155, 164-165, 172-173, 180, 186, 192-193, 202-203, 210-211, 218, 224, 228-229 Unit 7: 86-87, 94-95, 102, 112-113 Unit 9: 12 READER'S THEATER HANDBOOK: Unit 4: 45, 46, 47, 48-49 Unit 5: 57, 58-59, 60-61 Unit 9: 105, 106-107, 108-109 Unit 10: 117, 118-119, 120-121
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TEACHER RESOURCE SYSTEM: Unit 4: 192-193 Unit 6: 134-135 Unit 7: 112-113 Unit 8: 192-193, 210-211, 228-229 Unit 9: 94-95, 112-113 Unit 10: 172-173, 210-211
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	TEACHER RESOURCE SYSTEM: Unit 4: 172-173 Unit 6: 134-135, 154-155 Unit 7: 94-95, 112-113 Unit 8: 134-135, 154-155, 210-211, 228-229 Unit 9: 18-19, 38-39, 76-77, 94-95, 112-113 Unit 10: 172-173, 192-193, 210-211
RF.1.3f	Read words with inflectional endings.	TEACHER RESOURCE SYSTEM: Unit 2: 172-173, 192-193 Unit 6: 172-173, 192-193, 210-211, 228-229 Unit 9: 18-19, 38-39 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 7: <i>My Time Box</i> (G/11), <i>Writing About America</i> (H/13) Unit 9: <i>The Farm Stand Mystery</i> (H/14), <i>Using Resources to Build</i> (I/16)
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 1: 10-11, 18-19, 26, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 112-113 Unit 2: 126-127, 134-135, 142, 154-155, 164-165, 172-173, 180, 192-193, 202-203, 210-211, 218, 228-229 Unit 3: 10-11, 18-19, 26, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 114-115 Unit 4: 126-127, 134-135, 142, 154-155, 164-165, 172-173, 180, 192-193, 202-203, 210-211, 218, 228-229 Unit 5: 10-11, 18-19, 26, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 112-113 Unit 6: 126-127, 134-135, 142, 154-155, 164-165, 172-173, 180, 192-193, 202-203, 210-211, 218, 228-229 Unit 7: 10-11, 18-19, 26, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 112-113 Unit 8: 126-127, 134-135, 142, 154-155, 164-165, 172-173, 180, 192-193, 202-203, 210-211, 218, 228-229 Unit 9: 10-11, 18-19, 26, 38-39, 48-49, 56-57, 64, 76-77, 86-87, 94-95, 102, 112-113 Unit 10: 126-127, 128, 134-135, 142, 154-155, 164-165, 172-173, 180, 192-193, 202-203, 210-211, 218, 228-229
Fluency		Benchmark Ready to Advance
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 143
RF.1.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 27, 32, 33, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109, 112-113 Unit 2: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 192-193, 197, 204, 212, 219, 224, 225, 228-229 Unit 3: 5, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 108, 111 Unit 4: 121, 136, 143, 148, 149, 159, 181, 186, 187, 197, 204, 212, 219, 225 Unit 5: 5, 12, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 6: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 7: 5, 12, 20, 27, 32, 33, 38-39, 43, 50, 58, 65, 70, 71, 76-77, 81, 88, 96, 103, 108, 109 Unit 8: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 9: 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 10: 121, 128, 136, 148, 149, 154-155, 159, 166, 181, 186, 204, 219, 224, 225 READER'S THEATER HANDBOOK: Unit 1: 10, 12-13, 15, 16-17, 18 Unit 2: 21, 22-23, 24-25, 27, 28-29, 30-31 Unit 3: 33, 34, 35, 37, 39, 40-41, 42-43 Unit 4: 45, 46-47, 48-49, 51, 52-53, 54-55 Unit 5: 57, 58-59, 60-61, 63, 64-65, 66-67 Unit 6: 69, 70-71, 72-73, 75, 76-77, 78-79 Unit 7: 81, 82-83, 84-85, 87, 88, 89, 90-91, 93, 94-95, 96, 97, 99, 100-101, 102, 103 Unit 9: 105, 106-107, 108-109, 111, 112-113, 114-115 Unit 10: 117, 118-119, 120-121, 123, 124-125, 126-127
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 33, 43, 50, 58, 65, 71, 76-77, 81, 88, 96, 103, 109, 112-113 Unit 2: 121, 128, 136, 143, 149, 154-155, 159, 166, 174, 181, 187, 192-193, 197, 204, 212, 219, 225, 228-229 Unit 3: 5, 12, 20, 27, 33, 38-39, 43, 50, 58, 65, 71, 76-77, 81, 88, 96, 103, 111, 114-115 Unit 4: 121, 128, 136, 143, 149, 154-155, 159, 174, 181, 187, 192-193, 197, 204, 212, 219, 225 Unit 5: 12, 20, 27, 33, 38-39, 43, 50, 58, 65, 71, 76-77, 81, 88, 96, 103, 109, 112-113 Unit 6: 121, 128, 136, 143, 149, 154-155, 159, 166, 174, 181, 187, 192-193, 197, 204, 212, 219, 225, 228-229 Unit 7: 5, 12, 20, 27, 33, 38-39, 43, 50, 58, 65, 71, 76-77, 81, 88, 96, 103, 109, 112-113 Unit 8: 121, 128, 136, 143, 149, 154-155, 159, 166, 174, 181, 187, 192-193, 197, 204, 212, 219, 225, 228-229 Unit 9: 5, 12, 20, 27, 33, 38-39, 43, 50, 58, 65, 71, 76-77, 81, 96, 103, 109, 112-113 Unit 10: 121, 128, 136, 143, 149, 154-155, 159, 166, 174, 181, 187, 192-193, 197, 204, 212, 219, 225, 228-229 READER'S THEATER HANDBOOK: Unit 1: 9, 15, 16-17, 18 Unit 2: 21, 22-23, 24-25, 27, 28-29, 30-31 Unit 3: 34-35, 36, 39, 40-41, 42, 43 Unit 4: 51, 52-53, 54-55 Unit 5: 63, 64-65, 66-67 Unit 6: 69, 70-71, 72-73, 75, 76-77, 78-79 Unit 7: 81, 82-83, 84-85, 87, 88-89, 90-91, 93, 94-95, 96-97, 99, 100-101, 102-103 Unit 9: 111, 112-113, 114-115 Unit 10: 123, 124-125, 126-127

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RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 59, 88 Unit 2: 212 Unit 4: 175, 213 Unit 6: 129, 174, 175 Unit 8: 174, 175, 204 Unit 10: 136, 144-145, 174, 175, 205 READER'S THEATER HANDBOOK: Unit 1: 15, 16-17, 18, 27, 28-29 Unit 3: 39, 40-41, 42-43 Unit 4: 51, 52-53, 54-55 Unit 5: 63, 64-65, 66-67 Unit 6: 69, 70-71, 72-73, 75, 76-77, 78-79 Unit 7: 81, 82, 83, 84-85, 87, 88-89, 90-91, 93, 94-95, 96-97, 99, 100-101, 102-103 Unit 9: 111, 112-113, 114-115 Unit 10: 123, 124-125, 126-127, 212
Writing Standards		
Types and Purposes		Benchmark Ready to Advance:
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 68-69, 92-93 Unit 2: 152-153, 170-171, 200-201, 208-209, 216-217, 222-223, 226-227 Unit 3: 30-31, 62-63 Unit 4: 152-153, 184-185 Unit 5: 16-17, 74-75, 84-85, 92-93, 100-101, 106-107, 110-111 Unit 6: 146-147 Unit 8: 162-163, 170-171, 178-179, 184-185, 190-191, 200-201, 208-209, 216-217, 222-223, 226-227 Unit 10: 216-217
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 8-9, 16-17, 30-31, 36-37, 46-47, 54-55, 74-75, 100-101, 110-111 Unit 2: 124-125, 132-133, 162-163, 178-179, 190-191 Unit 3: 8-9, 24-25, 36-37, 46-47, 84-85, 92-93, 100-101, 106-107, 112-113 Unit 4: 124-125, 140-141, 162-163, 178-179, 190-191 Unit 5: 8-9, 36-37, 46-47, 54-55, 62-63 Unit 6: 124-125, 152-153 Unit 7: 8-9, 24-25, 30-31, 36-37, 46-47, 54-55, 62-63, 68-69, 74-75, 84-85, 92-93, 100-101, 106-107, 110-111 Unit 8: 124-125, 132-133, 140-141, 152-153 Unit 9: 8-9, 16-17, 24-25, 30-31, 36-37, 46-47, 54-55, 62-63, 68-69, 74-75, 84-85, 92-93, 100-101, 106-107, 110-111 Unit 10: 208-209
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 24-25, 62-63, 84-85, 106-107 Unit 2: 140-141, 146-147, 184-185 Unit 3: 16-17, 54-55, 68-69, 74-75 Unit 4: 132-133, 146-147, 170-171, 200-201, 208-209, 216-217, 222-223, 226-227 Unit 5: 24-25, 30-31, 68-69 Unit 6: 132-133, 140-141, 162-163, 170-171, 178-179, 184-185, 190-191, 200-201, 208-209, 216-217, 222-223, 226-227 Unit 7: 16-17 Unit 8: 146-147 Unit 10: 200-201
Production and Distribution of Writing		Benchmark Ready to Advance:
W.1.4	(Begins in grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEACHER RESOURCE SYSTEM: Unit 2: 222-223 Unit 3: 84-85, 92-93, 100-101, 106-107, 112-113 Unit 4: 226-227 Unit 5: 106-107 Unit 6: 200-201, 208-209, 216-217 Unit 9: 16-17, 36-37, 74, 84-85 Unit 10: 132-133, 140-141, 146-147, 152-153, 170-171, 178-179, 184-185, 190-191, 222-223
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEACHER RESOURCE SYSTEM: Unit 1: 114-115 Unit 2: 230-231 Unit 3: 116-117 Unit 6: 222-223 Unit 7: 114-115 Unit 8: 222-223 Unit 9: 114-115 Unit 10: 152-153, 190-191, 230-231
Research to Build and Present Knowledge		Benchmark Ready to Advance:
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	TEACHER RESOURCE SYSTEM:
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 4: 230-231 Unit 5: 114-115 Unit 7: 114-115 Unit 9: 24-25, 30-31, 114-115
W.1.9	(Begins in grade 4)	
Range of Writing		Benchmark Ready to Advance:
W.1.10	(Begins in grade 3)	
Speaking and Listening Standards		
Comprehension and Collaboration		Benchmark Ready to Advance:
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	TEACHER RESOURCE SYSTEM: Unit 2: 230-231 Unit 8: 170-171, 178-179
SL.1.1a	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).	TEACHER RESOURCE SYSTEM: Unit 1: 5, 81, 88, 96, 103, 114-115 Unit 2: 121, 128, 136, 143, 159, 166, 174, 181, 197, 204, 212, 219, 226-227, 230-231 Unit 3: 5, 6-7, 20, 27, 43, 44-45, 50, 58, 65, 81, 88, 89, 96, 116-117 Unit 4: 120, 121, 174, 226-227, 230-231 Unit 5: 6-7, 20, 114-115 Unit 6: 143, 174, 197, 198-199, 226-227, 230-231 Unit 7: 58, 114-115 Unit 8: 136, 181, 184-185, 230-231 Unit 9: 4, 58, 81, 114-115 Unit 10: 230-231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6-7, 44-45, 82-83, 114-115 Unit 2: 120, 122-123, 160-161 Unit 3: 4, 6-7, 44-45, 116-117 Unit 4: 120, 160-161 Unit 5: 4, 6-7, 110-111, 114-115 Unit 6: 120, 230-231 Unit 7: 6-7, 114-115 Unit 8: 120, 230-231 Unit 9: 4, 21, 110-111, 114-115 Unit 10: 230-231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 5: 110-111 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 42, 51, 80, 82-83, 114-115 Unit 2: 120, 122-123, 158, 160-161, 230-231 Unit 3: 4 Unit 4: 120, 230-231 Unit 5: 4, 21 Unit 6: 120, 198-199, 230-231 Unit 7: 4, 21, 114-115 Unit 8: 120, 162-163 Unit 9: 4, 110-111, 114-115 Unit 10: 120, 122-123, 230-231

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SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TEACHER RESOURCE SYSTEM: Unit 2: 230–231 Unit 4: 230–231 Unit 7: 114–115 Unit 10: 122–123
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 132–133 Unit 2: 146–147, 162–163, 190–191 Unit 6: 230–231 Unit 10: 208–209, 216–217, 226–227
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TEACHER RESOURCE SYSTEM:
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 114–115 Unit 8: 190–191
Language Standards		
Conventions of Standard English		Benchmark Ready to Advance
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 56–57, 92–93, 100–101, 106–107, 110–111 Unit 2: 146–147 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>Clothes Then and Now</i> (K/20) LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.1b	Use common, proper, and possessive nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 9, 16–17, 24–25, 30–31, 36–37, 76–77, 84–85, 92–93 Unit 2: 140–141, 152–153, 163 Unit 3: 18–19, 24–25, 38–39 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 106–107 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), 4–5 (Use Possessive Nouns), Language BLM 1, Language BLM 2
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	TEACHER RESOURCE SYSTEM: Unit 2: 125, 132–133, 140–141, 146–147, 172–173, 192–193, 216–217, 222–223 Unit 3: 9, 16–17, 30–31, 36–37, 100–101, 106–107 Unit 4: 210–211, 228–229 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 6–7 (Use Subject-Verb Agreement), Language BLM 3
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	TEACHER RESOURCE SYSTEM: Unit 3: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 Unit 8: 125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 8–9 (Use Pronouns), Language BLM 4
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	TEACHER RESOURCE SYSTEM: Unit 1: 47, 54–55, 62–63, 68–69, 74–75, 100–101, 106–107, 110–111 Unit 4: 134–135, 154–155 Unit 8: 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 10–11 (Use Past, Present, and Future Tense), Language BLM 5
L.1.1f	Use frequently occurring adjectives.	TEACHER RESOURCE SYSTEM: Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 Unit 8: 167 Unit 9: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 90–91, 100–101, 106–107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Animals</i> (E/8) Unit 3: <i>Johnny Appleseed</i> (D/5) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8) LANGUAGE MINI-LESSONS HANDBOOK: 12–13 (Use Adjectives), Language BLM 6
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	TEACHER RESOURCE SYSTEM: Unit 4: 220–221 Unit 6: 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14–15 (Produce Complete Compound Sentences), 16–17 (Expand Complete Compound Sentences), 18–19 (Use Conjunctions), Language BLM 7, Language BLM 8, Language BLM 9
L.1.1h	Use determiners (e.g., articles, demonstratives).	TEACHER RESOURCE SYSTEM: Unit 2: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 20–21 (Use Determiners), Language BLM 10
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	TEACHER RESOURCE SYSTEM: Unit 5: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 LANGUAGE MINI-LESSONS HANDBOOK: 22–23 (Use Prepositions), Language BLM 11
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TEACHER RESOURCE SYSTEM: Unit 5: 30–31, 36–37, 100–101, 106–107 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14–15 (Produce Complete Compound Sentences), 16–17 (Expand Complete Compound Sentences), 24–25 (Produce Simple Sentences), 26–27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM: Unit 9: 36–37
L.1.2a	Capitalize dates and names of people.	TEACHER RESOURCE SYSTEM: Unit 1: 84–85, 92–93 Unit 2: 152–153 Unit 6: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1

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L.1.2b	Use end punctuation for sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 100–101, 106–107 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 100–101, 106–107 Unit 8: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 14–15 (Produce Complete Compound Sentences), 16–17 (Expand Complete Compound Sentences), 24–25 (Produce Simple Sentences), 26–27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2c	Use commas in dates and to separate single words in a series.	TEACHER RESOURCE SYSTEM: Unit 4: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 Unit 9: 9, 16–17, 24–25, 30–31, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 28–29 (Use Commas), Language BLM 14
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 18–19, 32, 56–57, 70, 86–87, 94–95, 108 Unit 4: 134–135, 148, 172–173, 186, 210–211 Unit 5: 18–19, 32, 56–57, 70, 94–95, 108 Unit 6: 134–135, 148, 172–173, 186, 210–211, 224 Unit 7: 32, 70, 94–95, 108, 112–113 Unit 8: 142, 148, 186, 224 Unit 9: 18–19, 32, 56–57, 70, 94–95, 108 Unit 10: 134–135, 148, 172–173, 186, 210–211, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30–31 (Use Spelling Strategies), Language BLM 15
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 32, 70, 108 Unit 4: 148, 186, 224 Unit 5: 32, 70, 108 Unit 6: 148, 186, 224 Unit 7: 32, 70, 94–95, 108 Unit 8: 148, 186, 224 Unit 9: 32, 70, 108 Unit 10: 148, 186, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30–31 (Use Spelling Strategies), Language BLM 15
Knowledge of Language		Benchmark Ready to Advance
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue in the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 33, 59, 71, 109 Unit 2: 149, 175, 187, 225 Unit 3: 33, 71, 111 Unit 4: 149, 175, 187, 213, 225 Unit 5: 33, 71, 109 Unit 6: 129, 149, 175, 187, 225 Unit 7: 33, 59, 71, 80, 97, 109 Unit 8: 129, 149, 175, 187, 196, 205, 225 Unit 9: 13, 59, 71, 109 Unit 10: 144–145, 149, 175, 187, 196, 205, 225 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Rules</i> (F/10) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>The Little Red Hen</i> (F/10) Unit 4: <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Communication</i> (H/13) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Matthew Henson</i> (G/12), <i>Early American Portrait Artists</i> (H/13), <i>A Throne for the King</i> (I/16) Unit 8: <i>Summer to Fall</i> (F/10), <i>Ready for Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Hurricane Diary</i> (G/12), <i>Demeter and Persephone</i> (H/13), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Choices</i> (G/12), <i>Providing Services</i> (G/12), <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Around the World with Music</i> (H/14), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Benjamin Franklin</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 11, 12, 15 Unit 2: 23, 24, 27 Unit 3: 35, 36, 39 Unit 4: 48, 51 Unit 5: 60, 63 Unit 6: 71, 72, 75 Unit 7: 83, 84, 87 Unit 8: 95, 96, 99 Unit 9: 107, 108, 111 Unit 10: 120, 123
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	TEACHER RESOURCE SYSTEM: Unit 5: 51 Unit 6: 167 Unit 7: 56–57, 76–77 Unit 10: 213 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 2: <i>A Ting of War</i> (C/3), <i>Neighbors at Play</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Frog Someday</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9) Unit 6: <i>The Emperor's New Clothes</i> (G/11), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>Writing About America</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Star Light, Star Bright</i> (H/13), <i>Why the Sky Is Far Away</i> (J/18) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15)
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TEACHER RESOURCE SYSTEM: Unit 6: 205 Unit 9: 50, 71 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Crowded Hut</i> (F/9) Unit 7: <i>My Time Box</i> (G/11) Unit 9: <i>The Farm Stand Mystery</i> (I/14), <i>Using Resources to Build</i> (I/16)
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TEACHER RESOURCE SYSTEM: Unit 4: 144–145 Unit 5: 13, 59 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>City Mouse and Country Mouse</i> (F/10) Unit 3: <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9) Unit 4: <i>How the Camel Got Its Hump</i> (D/5) Unit 5: <i>Jacques Cousteau</i> (G/11) Unit 8: <i>Stormy Stuart</i> (I/16) Unit 10: <i>Sounds</i> (G/12)

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Correlation to the Common Core ELA Standards for Grade 1

L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	TEACHER RESOURCE SYSTEM: Unit 3: 97 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Old MacDonald</i> (F/10) Unit 5: <i>Technology Today</i> (G/12) Unit 6: <i>The Milkmaid and Her Pail</i> (F/10), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14) Unit 7: <i>Growing Older</i> (G/11) READER'S THEATER HANDBOOK: Unit 10: 119
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 59 Unit 10: 176-177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Fate!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8) Unit 2: <i>Heracles and the Staples</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Seed Needs Help</i> (E/8) Unit 4: <i>Mojoave Mutt</i> (F/10) Unit 7: <i>Famous Landmarks</i> (F/10) Unit 8: <i>Thunderstorms Are the Best Storms</i> (V/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18) READER'S THEATER HANDBOOK: Unit 4: 47 Unit 5: 59
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	TEACHER RESOURCE SYSTEM: Unit 2: 129, 196, 205 Unit 5: 89 Unit 8: 213 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Leaders Can Help</i> (D/5), <i>Remember the Rules</i> (E/7) Unit 2: <i>Isaac Bash</i> (D/6) Unit 6: <i>How Bear Lost His Tail</i> (F/10), <i>Dog and His Reflection</i> (G/12), <i>How Elephant Made Peanut Butter</i> (U/15) Unit 10: <i>Heat</i> (G/11) READER'S THEATER HANDBOOK: Unit 4: 47
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	TEACHER RESOURCE SYSTEM: Unit 2: 129, 130-131, 138-139, 168-169, 175, 206-207, 216-217 Unit 3: 13, 59, 97 Unit 4: 175 Unit 5: 59 Unit 6: 129, 167, 175, 205 Unit 8: 129, 205, 213 Unit 9: 13 Unit 10: 176-177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Chicken Little</i> (D/5) Unit 3: <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Writing About America</i> (U/13), <i>Great People Make America Great</i> (U/13), <i>Clothes Long Ago</i> (U/15) Unit 8: <i>The Courageous Soldier</i> (G/12) Unit 10: <i>Life in the City</i> (H/13), <i>Looking Into Space</i> (U/16) READER'S THEATER HANDBOOK: Unit 1: 12-13 Unit 2: 24-25 Unit 3: 36-37 Unit 4: 48-49 Unit 5: 60-61 Unit 7: 84-85 Unit 8: 96-97 Unit 9: 108-109 Unit 10: 120-121

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain	English Language Development
1. Government at Work	1	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Recount Story Events Describe the Overall Structure of a Story Acknowledge Differences in the Point of View of Characters Compare and Contrast Key Points in Two Texts on the Same Topic 	Determine the Meaning of Words and Phrases	Writing to Sources: Personal Letter	Understand Collective Nouns	Short Vowels, Initial Blends, Final Blends, Consonant Digraphs	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	run, him, box, flag, jump, stand, wct, this, chest, shop	smoke jumper, rough terrain, parachute, equipment, gear, citizens, symbol	<ul style="list-style-type: none"> Identify Nouns Ask Questions to Understand Narrative Write to Sources Express Events in Sequence with Past Tense Verbs Use Number Adjectives
	2	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points in Two Texts on the Same Topic Describe the Connection Between a Series of Events 	Determine the Meaning of Words and Phrases	Performance Task Practice	Produce Complete Simple Sentences	Closed and Open Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	go, we, hi, no, she, napkin, dentist, problem, open, silent	government, laws, fine, court, decision, judge	<ul style="list-style-type: none"> Use Adjectives Subjects and Verbs Subject-Verb Agreement Use Collective Nouns Use Prepositional Phrases
	3	Ask Questions	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Point of View of Characters Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning	Performance Task Practice	Use Reflexive Pronouns	Long a (ai, a, ea, ay)	<ul style="list-style-type: none"> Expression: Dramatic Expression* Expression: Characterization/Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	day, rain, mail, play, paint, stay, break, great, chain, say	dangerous, worried, badly, surprise, eager, sad, bothered, dreadfully, unexpected, risky, excited, scorching, miserable, gloomy, heartbroken, attack, code, defeat	<ul style="list-style-type: none"> Identify Verb and Verb Phrases Identify and Use Pronouns Form and Use Regular Past Tense Verbs Use Linking Words Form and Use Irregular Past Tense Verbs

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters Facing Challenges	1	Visualize	<ul style="list-style-type: none"> Recount Story Events Determine the Central Message Describe How Characters Respond to Major Events and Challenges Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Personal Narrative	Form and Use the Past Tense of Irregular Verbs	Long o: oa, o, oe, ow	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	float, grow, cold, loaf, going, roast, bow, both, throw, soap	plain, drab, mean, great, beautiful, tall, towering, dingy, good, greeted, mistreaded, palace, pledged	<ul style="list-style-type: none"> Use Pronouns to Recount Use Adjectives to Describe Narrative Process Writing Use Signal Words to Connect Ideas Use "and" to Link Verbs
	2	Visualize	<ul style="list-style-type: none"> Recount Story Events Describe How Characters Respond to Major Events and Challenges Answer Questions to Demonstrate Understanding of Key Details Use Illustrations and Text to Demonstrate Understanding of Characters, Setting, or Plot Determine the Central Message 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	Form and Use Adverbs	Long e: ee, ea, e, e_e, y, ey, ie	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	tree, need, yelled, roared, shouted, screamed, rushed, giggle, cackle, plenty, tumbled	cried, said, yelled, roared, shouted, screamed, rushed, giggle, cackle, plenty, tumbled	<ul style="list-style-type: none"> Use Words to Link Ideas in a Sentence Identify Prepositional Phrases in a Sentence Form and Use Contractions Use Verbs With Shades of Meaning Use Regular and Irregular Past Tense Verbs
	3	Visualize	<ul style="list-style-type: none"> Recount Story Events Determine the Central Message Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	<ul style="list-style-type: none"> Use the Past Tense of Irregular Verbs Use of Reflexive Pronouns 	Long i: ie, i, y, igh)	<ul style="list-style-type: none"> Expression: Anticipation/Mood* Prosody: Inflection/Intonation-Volume* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	child, high, kind, cried, sky, tired, night, light, dry, bright	yelled, cried, roared, said, knocked, sip, drink, gulp, diploma, fierce, guarded	<ul style="list-style-type: none"> Use Adverbs to Describe Verbs Use a Verb to Indicate a Command Use Adjectives Understand Descriptive Adverbs Use Adverbs that End In "-ly"

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals in Their Habitats	1	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Recount Key Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	Produce Complete Compound Sentences	Long u: ew, ue, u, u_e	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	use, few, cute, huge, cube, music, rescue, menu, fuel, January	big, gigantic, huge, large, enormous, delicious, tasty, cold, freezing, chilly, hot, dry, tired, exhausted, drowsy, sleepy, barren, desert, fragile, harsh, huddle	<ul style="list-style-type: none"> Apply Subject-Verb Agreement Use Prepositions and Prepositional Phrases Informative Write to Sources Use Adjectives to Add Details Use Singular and Plural Nouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain how Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts 	Determine the Meaning of Words and Phrases	Writing to Sources: Informative Report	Capitalize Holidays and Geographic Names	r- Controll ed Vowel ar	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	car, star, march, smart, hard, farm, large, shark, garden, yard	habitat, grasslands, prairie, savanna, blubber, tundra, coral, shallow, thaws	<ul style="list-style-type: none"> Use Proper Nouns Condense Ideas and Sentences Use Pronouns Use Proper Nouns to Describe Use Adjectives to Add Details
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	Create Compound Sentences	r- Controll ed Vowels er, ir, ur	<ul style="list-style-type: none"> Prosody: Speed/Pacing- Varied* Inflection and Intonation -Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	bird, hurt, her, nurse, girl, shirt, burn, third, never, winter	loud, ear-splitting, freezing, cool, quiet, silent, hushed, peaceful, hungry, scaring, happy, delighted, afraid, terrified, silly, goofy, hot, fled, peered, terror	<ul style="list-style-type: none"> Use Prepositional Phrases to Describe Time Use Pronouns Recognize Shades of Meaning in Verbs Linking Words Use Prepositional Phrases to Add Details

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Many Characters, Many Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> • Recount Story Events • Describe the Overall Structure of a Story • Acknowledge Differences in the Point of View of Characters • Describe How Characters Respond to Major Events and Challenges • Compare and Contrast Two Folktales 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	Use Adjectives Correctly	r-Controlled Vowel or, oar, ore	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	fork, born, more, store, oars, roar, horn, before, sports, wore	happily, suddenly, admired, boasted, unique	<ul style="list-style-type: none"> • Use Pronouns • Understand Prepositional Phrases • Opinion Write to Sources • Use Adjectives to Describe Characters • Use Comparative Adjectives and Adverbs
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> • Recount Story Events • Describe the Overall Structure of a Story • Describe How Characters Respond to Major Events and Challenges • Compare and Contrast the Central Message in Two Stories 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Opinion Essay	Form and Use Contractions	r-Controlled Vowels ear, eer, ere	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	year, deer, near, clear, here, cheer, hear, steer	stir, mix, swirl, sniff, smell, breathe in, taste, sample, sip, share, dropped, whispered, rubbed, tasty, delicious, begged, begged, feast, spare	<ul style="list-style-type: none"> • Use Time Words and Phrases • Use Adjectives to Describe • Use Time Words to Order Events • Use Coordinating Conjunctions • Analyze Contractions
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> • Recount Story Events • Acknowledge Differences in the Point of View of Characters • Compare and Contrast Two Versions of the Same Story 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> • Descriptive Words • Correct Use of Contractions 	r-Controlled Vowels air, are, car, ere	<ul style="list-style-type: none"> • Inflection and Intonation: Pitch* • Expression: Dramatic Expression* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	where, hair, pear, care, share, stairs, square, bear, wear, chair	side, rose, plus, sign, direction, deal, lot, encouragement, insulted, rubble, tidy	<ul style="list-style-type: none"> • Irregular Past Tense Verbs • Identify Verbs • Use Adjectives to Describe • Use Adverbs to Describe • Analyze Compound Nouns

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Solving Problems Through Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Biographies About Inventors 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	Expand Simple and Compound Sentences	Vowel-Consonant and Consonant-Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	apple, baseball, hope, inside, little, mistake, purple, shape, table, useful	staircase, outside, streetcar, windshield, forever, snowstorm, headlights, overcoat, accident, grip, noticed	<ul style="list-style-type: none"> Use Possessive Adjective and Possessive Pronouns Use Adjectives Opinion Process Writing Understand Possessive Nouns Use Serial Commas
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts 	Determine the Meaning of Multiple-Meaning Words	Process Writing: Opinion Essay	Consult Reference Materials to Spell Words Correctly	Vowel Teams /oi/, oi, oy	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	boy, toy, boil, coin, join, enjoy, joyful, point, noise, voice	slide, ring, big, stood, letter, for, benefited, communication, benefited, communication, improvements, tutor	<ul style="list-style-type: none"> Use Past Tense Verbs Identify Nouns and Noun Phrases Use Prepositional Phrases Understand and Use Multiple-Meaning Words Use Irregular Past Tense Verbs
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points in Two Texts on the Same Topic 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Check and Correct Spelling Use of Collective Nouns 	Vowel Teams /ou/, ou, ow	<ul style="list-style-type: none"> Phrasing: Subject/Predicate* Speed/Pacing: Short Pause* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	out, count, round, now, brown, town, mouth, owl, house, cow	classroom, hallway, everything, birthday, treehouse, sunshine, blueberry, assignments, lonely, signal	<ul style="list-style-type: none"> Use Irregular Comparative and Superlative Adjectives Use "And" to Connect Ideas Understand Subject and Object Pronouns Use Technology Nouns Use Adjectives

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Tales to Live By	1	Make Connections	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Determine the Central Message Acknowledge Differences in the Points of View of Characters Use Text Evidence to Draw Inferences Compare and Contrast the Central Message in Two Stories 	N/A	Writing to Sources: Fictional Diary Entry	Rearrange Simple and Compound Sentences	Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	new, truth, grew, shoe, July, blue, too, soon, fruit, true	greedy, precious, scrumptious	<ul style="list-style-type: none"> Use Adjectives to Describe Use Irregular Past Tense Verbs Narrative Write to Sources Use Pronouns and Their Antecedents Use Linking Words
	2	Make Connections	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Draw Inferences About Characters Compare and Contrast the Central Message in Two Texts 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Fictional Diary Entry	Choose Between Adjectives and Adverbs	Vowel Teams /oo/: oo, ou	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	book, look, cook, foot, stood, good, shook, could, would, should	wise, selfish, delicious, tasty, healthful, crispy, refreshing, bitter, yummy, bitter, refreshing, selfish	<ul style="list-style-type: none"> Use Adjectives to Compare Identify Idioms Use Serial Commas Use Multiple Adjectives Use Third Person Pronouns
	3	Make Connections	<ul style="list-style-type: none"> Recount Story Events Compare and Contrast Central Messages in Two Stories 	Use a Dictionary to Clarify the Meaning of Unfamiliar Words	Writing to Sources: Fictional Diary Entry	Improve Sentence Fluency by Rearranging Sentences	Vowel Teams /o/: al, aw, au, (w)	Express on: Anticipate on/Mood *	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	ball, small, straw, draw, fault, tall, walk, talk, salt, launch	pummeled, snickered, dismounted, dodged, stumbled, uneven	<ul style="list-style-type: none"> Use Informal English Use Adverbs Link Verbs with "and" Use Compound Nouns Use Prepositional Phrases

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Investigating the Past	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Texts on the Same Topic 	<ul style="list-style-type: none"> Compare Formal and Informal Uses of Language Distinguish Shades of Meaning Among Related Verbs 	Process Writing: Informative Report	Form and Use Past Tense Irregular Verbs	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	railroad, moonlight, cowboy, bathroom, toothbrush, birthday, doorknob, seashell, snowball, starfish	ambitious, element, ambitious, exhausted, herd	<ul style="list-style-type: none"> Use Proper Nouns Use Cause and Effect Signal Words Informative Write to Sources Understand Prepositional Phrases Use Compound Words
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe Connections Between a Series of Events or Ideas Use Key Details in Two Texts to Demonstrate Understanding 	Compare Formal and Informal Uses of Language	Process Writing: Informative Report	Understand Formal Uses of English	Inflectional Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	you, your, formal, informal, captured, honor, record, research	Use Verbs Use Conjunctions to Link Nouns Use Pronouns Use Multiple Meaning Words Use Technology Words	
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Informative Report	Edit for Correct Use of Irregular Past Tense Verbs Edit for Formal Use of English	Related Root Words	Speed/Phrasing: Slow Compound Sentences	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	add, addition, move, movers, moving, work, worked, forgot, forgotten, forgetful	huge, big, wonderful, amazing, great, break, crush, large, good, record, gigantic, discovery, fossils, protect	<ul style="list-style-type: none"> Use Compound Words Use Irregular Past Tense Verbs Use Pronouns Use Adjectives to Describe Identify and Use Proper Nouns

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Wind and Water Change Earth	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Analyze How Reasons Support Specific Points in a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Compare Formal and Informal Uses of Language 	Process Writing: Informative Essay	Form and Use Irregular Plurals	Irregular Plural Nouns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	feet, teeth, lives, five, sheep, men, women, shelves, children, people	damage, destroy, tears, uproot, toss, level, demolish, spoil, worried, afraid, scared, nervous, terrified, damage, debris, opinion, pollution, unpredictable	<ul style="list-style-type: none"> Use Subject-Verb Agreement Use Nouns Informative Write to Sources Identify and Use Proper Nouns Use Contractions to Explain
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in the Two Texts on the Same Topic 	<ul style="list-style-type: none"> Compare Formal and Informal Uses of Language 	Process Writing: Informative Essay	Form and Use Possessives	Words with -er or -or Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	farmer, teacher, visitor, actor, sailor, baker, writer, doctor, dancer, inventor	our, us, canyons, surrounding	<ul style="list-style-type: none"> Use Prepositions with Objects Use Conjunctions to Link Ideas Recognize Adverbs Use Adjectives to Describe Understand First- and Third-Person Pronouns
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Analyze How Reasons Support Specific Points in a Text 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Verbs 	Process Writing: Informative Essay	<ul style="list-style-type: none"> Edit to Check Form and Use of Irregular Plurals Edit for Correct Form and Use of Possessives 	Comparatives -er, -est	Inflection/Intonation: Pitch Phrasing – Compound Sentences	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, tallest	said, shouted, yelled, answered, argued, cried, exclaimed, insisted, objected, stated, whispered, debate, historic, residents	<ul style="list-style-type: none"> Analyze Adverbs Use Singular and Plural Pronouns Use Text Features Use Nouns Use Prepositional Phrases to Explain

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and	English Language
9. Buyers and Sellers	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Describe the Overall Structure of a Story Use Information in the Text to Draw Inferences Recount Story Events Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Words with -y or -ly Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	happy, slowly, lucky, neatly, funny, likely, messy, quickly, rainy, friendly	handmade, indoors, strawberries, nearby, sidewalk, backpack, sunshine, declared, delectable, delighted, factory	<ul style="list-style-type: none"> Using Singular and Plural Nouns Use Adjectives to Describe Multimedia Writing Use Irregular Past Tense Verbs Use Number Adjectives
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Identify the Main Purpose of a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Multimedia Presentation	N/A	Schwa	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	above, ago, about, ahead, away, alone, alike, awake, along, again	product, resources, taste, cardboard	<ul style="list-style-type: none"> Use Conjunctions to Link Ideas Use Pronouns "You" and "Your" Use Serial Commas Use Nouns Use Words to Signal Steps in a Process
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Recount Story Events Use Information in the Text to Draw Inferences Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Silent Letters	<ul style="list-style-type: none"> Pausing-Full Stop* Rate: Speed/Pacing-Slow* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	sign, know, write, thumb, comb, gnat, knock, knife, wrong, climb	eerie, impressed, raid, towered, snowman, newspapers, birdhouse, homework, whiteboard, overnight, classroom, footprint	<ul style="list-style-type: none"> Analyze Irregular Verbs Use Prepositional Phrases to Add Details Use Irregular Past Tense Verbs Analyze Words That Signal Steps in a Process Use End Punctuation

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. States of Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Explain How Images Contribute to and Clarify a Text Describe the Steps in a Technical Procedure Describe the Features of Two Procedural Texts 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Possessives	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	cat's, Mom's, house's, sun's, tree's, boys', doctors', dogs', classes', children's	Useable, reuse, sculptors, sculpture, competition, compete, construction, use, create, knowledge, know, creations, scrapers, ancient, construct, mixture, transformed	<ul style="list-style-type: none"> Analyze Text Features Use Conjunctions Poetry Identify Reflexive Pronouns Use Verbs
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Information from the Text to Draw Inferences Use Information from Two Texts to Answer a Question 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Prefixes un-, re-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	unsafe, unlock, rehear, reuse, unhappy, unpack, dislike, disagree, reread, distrust	addition, shredding, container, smaller, transformed, severe, transferring	<ul style="list-style-type: none"> Use Serial Commas Use Verbs to Start Sentences Use Pronouns Use the Conjunction "And" to Connect Ideas Use Prefixes Re- and Un-
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Steps in a Technical Procedure Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Uses	Reflect on Writing	N/A	Suffixes -ful, -less	Inflection/Intonation on-Pitch* Speed/Pacing-Varied*	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	careful, useful, helpful, painless, fearless, spotless, colorful, speechless, priceless	mountain, sculpture, attraction, government officials, attraction, jagged, peaks, ruin	<ul style="list-style-type: none"> Use Multiple-Meaning Words Use Common and Proper Nouns Introduce Proper Adjectives Use Past Tense Verbs Use Adjectives to Describe

Correlation to the National Common Core ELA Standards for Grade 2

Reading Standards for Literature		
Key Ideas and Details		Benchmark Advance
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 50–51, 58–59, 62–63, 66–67, 72–73, 86–87, 88–89, 94–95, 96–97, 100–101, 102–103, 104–105, 110–111, 113 Unit 2: 128–129, 144–145, 157, 168–169, 176–177, 196–197 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103, 113 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 228–229, 233 Unit 6: 124–125, 128–129, 152–153, 158–159, 184–185, 195, 214–215, 222–223, 228–229 Unit 8: 142–143, 182–183, 220–221 Unit 9: 24–25, 32–33, 84–85, 86–87, 94–95, 102–103 Unit 10: 142–143, 157</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>A Bowl of Dust</i> (J/18) Unit 9: <i>Simple Simon</i> (H/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 27 Unit 3: 33 Unit 7: 81, 82, 83, 84, 85 Unit 8: 99, 100 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 86–87, 94–95 Unit 2: 128–129, 136–137, 144–145, 168–169, 176–177, 206–207, 214–215, 222–223 Unit 4: 158–159, 196–197 Unit 5: 29, 69, 107 Unit 6: 128–129, 136–137, 144–145, 158–159, 168–169, 176–177, 196–197, 204–205, 222–223, 228–229, 233 Unit 9: 24–25</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>A Trip to the Market</i> (G/12) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 68 Unit 2: 148, 150–151, 184–185, 226 Unit 3: 68, 106 Unit 4: 152–153, 158–159, 188, 190–191, 222–223, 226 Unit 5: 107 Unit 6: 134–135, 148, 184–185 Unit 8: 188</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 41, 42, 43 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
Craft and Structure		Benchmark Advance

Correlation to the National Common Core ELA Standards for Grade 2

RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 220–221 Unit 3: 22–23, 32–33, 100–101 Unit 4: 149, 150–151, 227 Unit 5: 22–23, 29, 62–63 Unit 6: 227 Unit 7: 22–23, 29, 75 Unit 10: 130–131</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33, 35, 36, 37 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31 Unit 2: 126–127 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103 Unit 4: 128–129, 144–145, 158–159, 168–169, 176–177, 184–185, 206–207, 214–215 Unit 5: 100–101 Unit 6: 134–135, 206–207, 214–215 Unit 9: 30–31, 86–87, 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 7: <i>William's Journal</i> (L/24) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 63, 64, 65, 66, 67</p>
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 102–103 Unit 2: 227 Unit 4: 136–137, 222–223 Unit 6: 149, 150–151, 190–191</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>John Henry</i> (K/NA), <i>Androcles and the Lion</i> (K/20) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 23, 25, 31 Unit 3: 33, 35, 36, 37, 39 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 190–191, 196–197 Unit 3: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>John Henry</i> (K/NA) Unit 4: <i>Rapunzel</i> (H/14), <i>The Three Billy Goats Gruff</i> (I/16) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27, 30 Unit 3: 33, 43 Unit 4: 51, 52, 53, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 7: 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100 Unit 10: 117, 118, 119, 120, 121</p>
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 158–159, 228–229 Unit 4: 158–159, 228–229</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21 Unit 4: 45, 46, 49 Unit 5: 67 Unit 6: 79 Unit 7: 85, 91 Unit 8: 97 Unit 9: 111, 112, 113, 114, 115</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance

Correlation to the National Common Core ELA Standards for Grade 2

RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TEACHER RESOURCE SYSTEM: Unit 10: 138–139</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The literature selections in these units reflect the range of genres students will read in the grades 2–3 text complexity band.</p> <p>Unit 1: Government at Work (poetry, historical fiction, realistic fiction, fantasy) Unit 2: Characters Face Many Challenges (fantasy, fairy tales, poetry, fable, fourquai tale)</p> <p>Unit 3: Plants and Animals in Their Habitat (poetry, fantasy, realistic fiction) Unit 4: Many Characters, Many Points of View (fables, poetry, folktales, pourquoi tale, fractured folktale)</p> <p>Unit 5: Solving Problems through Technology (poetry, realistic fiction) Unit 6: Tales to Live By (fables, myths, pourquoi tales, trickster tale, realistic fiction, poetry) Unit 7: Investigating the Past (poetry, realistic fiction) Unit 8: Wind and Water Change Earth (poetry, realistic fiction, folktale)</p> <p>Unit 9: Buyers and Sellers poetry, fantasy, folktale, realistic fiction) Unit 10: States of Matter (poetry)</p>
Reading Standards for Informational Text		
Key Ideas and Details		Benchmark Ready to Advance
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 8–9, 28, 37, 38–39, 47, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 85, 106, 108–109 Unit 3: 8–9, 16–17, 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 108–109 Unit 5: 8–9, 24–25, 32–33, 48–49, 56–57, 70–71, 75, 76–77, 86–87, 94–95, 108–109, 113 Unit 7: 8–9, 48–49, 56–57, 70–71, 76–77, 86–87, 94–95, 102–103, 106, 108–109 Unit 8: 126–127, 128–129, 144–145, 157, 168–169, 176–177, 184–185, 195, 205, 214–215, 228–229, 233 Unit 9: 4–5, 8–9, 16–17, 113 Unit 10: 126–127, 128–129, 144–145, 148, 157, 167, 168–169, 176–177, 182, 184–185, 188, 190–191, 195, 196–197, 205, 220, 233</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>George Washington Carver</i> (I/15) Unit 7: <i>Finding Fossils</i> (I/15) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 48–49, 56–57 Unit 3: 8–9, 48–49, 56–57 Unit 5: 8–9, 14, 24–25, 37, 48–49, 54–55, 56–57, 86–87, 92–93, 94–95 Unit 7: 8–9, 14, 24–25, 48–49, 56–57, 86–87, 94–95 Unit 8: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 Unit 9: 8–9, 48–49, 56–57 Unit 10: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>Plants and Animals in Different Seasons</i> (J/18), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Push, Pull, Lift</i> (I/16), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>Where Does Food Come From?</i> (M/28), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p>
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 70–71 Unit 7: 16–17, 70–71, 102–103 Unit 8: 136–137, 184–185 Unit 9: 64–65 Unit 10: 152–153, 158–159, 222–223</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Taking Photographs</i> (M/28) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>What Is Matter?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 5: 63, 64</p>
Craft and Structure		Benchmark Ready to Advance

Benchmark Advance

Correlation to the National Common Core ELA Standards for Grade 2

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 5: 15 Unit 7: 101 Unit 8: 135, 221 Unit 9: 15, 107</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13</p>
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 16–17, 64–65 Unit 5: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Simple Machines</i> (K/20) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Erosion</i> (J/18), <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18)</p>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17, 70–71, 102–103 Unit 8: 190–191 Unit 9: 16–17, 70–71 Unit 10: 134–135</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 3: <i>Food in the Forest</i> (F/9), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20) Unit 7: <i>Getting Around the Wild West</i> (J/18)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 64–65 Unit 5: 30–31, 64–65, 84–85 Unit 7: 15, 64–65 Unit 10: 136–137, 184–185</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 5: <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Push, Pull, Lift</i> (I/16), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 12, 13</p>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17 Unit 7: 84 Unit 8: 152–153, 222–223, 228–229</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 7: <i>George Catlin</i> (J/18) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12)</p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 76–77, 108–109 Unit 3: 38–39, 76–77, 108–109 Unit 5: 38–39, 76–77, 108–109 Unit 7: 38–39, 108–109 Unit 8: 158–159, 196–197, 228–229 Unit 9: 38–39, 76–77, 108–109 Unit 10: 196–197, 228–229</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance

Correlation to the National Common Core ELA Standards for Grade 2

RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TEACHER RESOURCE SYSTEM:</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The informational texts in these units reflect the range of informational genres students will read in the grades 2–3 text complexity band.</p> <p>Unit 1: Government at Work (informational social studies, technical/procedural text, interview) Unit 2: Characters Face Many Challenges (informational social studies) Unit 3: Plants and Animals in Their Habitat (informational science) Unit 5: Solving Problems through Technology (informational social studies, informational science, biography) Unit 6: Tales to Live By (informational social studies) Unit 7: Investigating the Past (informational social studies, journal entry, diary, biography,) Unit 8: Wind and Water Change Earth (opinion pieces, news articles, informational science,) Unit 9: Buyers and Sellers (informational social studies, technical/procedural texts) Unit 10: States of Matter (informational science, technical/procedural</p>
Reading Standards: Foundational Skills		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 12–13, 14, 20–21, 28, 29, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 85, 90–91, 100, 116–117 Unit 2: 132–133, 172–173, 200–201, 210–211, 236–237 Unit 3: 12–13, 20–21, 42–43 Unit 7: 22–23 Unit 8: 142–143, 149</p> <p>READER'S THEATER HANDBOOK: Unit 6: 69</p>
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 126–127, 132–133, 134–135, 140–141, 142–143, 149, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 226, 227, 232, 236–237 Unit 3: 12–13, 20–21, 28, 29, 36, 42–43, 47, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 142–143, 148, 156, 162–163, 172–173, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 22–23, 52–53, 54–55, 60–61, 68, 69, 74, 80–81, 85, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 47, 60–61 Unit 8: 149 Unit 10: 142–143</p>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 60–61, 68, 74, 80–81, 106, 112, 116–117 Unit 2: 148, 156, 162–163, 188, 194, 200–201, 232, 236–237 Unit 3: 12–13, 20–21, 28, 36, 42–43, 68, 74, 80–81, 106, 112, 116–117 Unit 4: 140–141, 148, 156, 162–163, 188, 194, 200–201, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 80–81, 100, 106, 116–117 Unit 6: 194, 200–201 Unit 7: 28, 52–53, 60–61, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201 Unit 9: 52–53, 112, 116–117 Unit 10: 162–163</p> <p>READER'S THEATER HANDBOOK: Unit 5: 57, 58</p>
RF.2.3d	Decode words with common prefixes and suffixes.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 37, 112 Unit 2: 162–163 Unit 3: 22–23, 36, 37, 74, 112, 116–117 Unit 4: 156, 162–163, 194, 200–201, 232, 236–237 Unit 5: 37, 54–55 Unit 6: 194 Unit 7: 37, 90–91, 98–99, 106, 112, 116–117 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 100 Unit 10: 172–173, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 57, 58</p>
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 172–173, 180–181 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 52–53, 60–61, 68, 74 Unit 8: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201 Unit 9: 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 126–127, 132–133, 140–141, 148, 156, 162–163</p> <p>READER'S THEATER HANDBOOK: Unit 5: 57 Unit 7: 81, 82</p>

Correlation to the National Common Core ELA Standards for Grade 2

RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 218–219 Unit 3: 12–13, 14, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 4: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 8: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 180–181, 194, 200–201, 210–211, 218–219, 226, 232, 236–237</p> <p>READER'S THEATER HANDBOOK: Unit 6: 75, 76</p>
Fluency		Benchmark Ready to Advance
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read on-level text with purpose and understanding.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 126–127, 134–135, 142–143, 149, 174–175, 182, 189, 205 Unit 3: 14, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 6–7, 54–55, 69, 85, 92–93, 107 Unit 6: 126–127, 134, 142–143, 149, 167, 174–175, 189, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 22–23, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 142–143, 149, 174–175, 182, 189, 205, 212–213, 220 Unit 9: 6–7, 14, 22–23, 29, 37, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 167, 174–175, 182, 189</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37 Unit 4: 45, 46, 49, 51, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 14, 22–23, 28, 29, 47, 54–55, 62, 68, 69, 75, 85, 92–93, 100, 106, 107 Unit 2: 126–127, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 233 Unit 3: 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 4: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 5: 14, 22–23, 29, 37, 47, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 6: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 14, 22–23, 29, 37, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 134, 142–143, 149, 157, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 9: 6–7, 14, 22–23, 29, 37, 54–55, 62, 69, 75, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 47, 48 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 134–135, 167, 182, 212–213, 220 Unit 3: 6–7, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 47, 62, 69, 107 Unit 6: 126–127, 167, 174–175, 182, 189 Unit 7: 47, 54–55, 69 Unit 8: 126–127, 174–175, 227 Unit 9: 54–55, 62, 92–93, 107 Unit 10: 126–127, 167, 174–175, 182, 189, 227</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 51 Unit 5: 58, 59, 60, 61 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
Writing Standards		
Types and Purposes		Benchmark Ready to Advance

Correlation to the National Common Core ELA Standards for Grade 2

W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 4: 208–209, 216–217, 234–235 Unit 5: 18–19, 26–27, 34–35, 50–51, 58–59, 66–67, 72–73, 88–89, 96–97, 110–111, 114–115 Unit 10: 224–225
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 3: 88–89, 96–97, 114–115 Unit 7: 72–73, 114–115 Unit 8: 130–131, 138–139, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193 Unit 10: 216–217 WRITING AND LANGUAGE HANDBOOK: 90–99 (Informative/Explanatory Writing to Sources); Informational Reports BLM A–E, 108–117 (Writing to Multiple Narrative Sources); Realistic Fiction BLM A–K
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 2: 154–155, 170–171, 178–179, 186–187, 192–193 Unit 6: 154–155, 192–193, 208–209, 216–217, 224–225, 230–231, 234–235 Unit 9: 50–51, 58–59, 66–67, 88–89 Unit 10: 208–209 WRITING AND LANGUAGE HANDBOOK: 72–81 (Narrative Writing to Sources); Personal Narratives BLM A–E
Production and Distribution of Writing		Benchmark Ready to Advance
W.2.4	9Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 26–27 Unit 2: 130–131, 138–139, 146–147, 154–155, 208–209, 216–217, 224–225, 230–231 Unit 3: 10–11, 18–19, 50–51, 72–73 Unit 4: 130–131, 138–139, 154–155, 170–171, 186–187, 192–193 Unit 5: 10–11, 18–19, 26–27, 34–35, 72–73, 96–97, 104–105, 110–111 Unit 6: 130–131, 146–147, 170–171, 192–193, 216–217, 224–225, 230–231, 234–235 Unit 7: 10–11, 18–19, 26–27, 34–35, 50–51, 66–67, 88–89, 96–97, 104–105, 110–111 Unit 8: 130–131, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231 Unit 9: 10–11, 18–19, 34–35, 40–41 Unit 10: 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199 WRITING AND LANGUAGE HANDBOOK: 24–37 (Model The Writing Process; Author's Craft), 38–39 (Use a Checklist to Edit a Draft); Opinion Checklist, 40–41 (Use Keyboarding Skills to Publish an Opinion), 58–59, 62–63 (Revise and Edit a Response 1–2); Opinion Checklist, 80–81 (Revise and Edit a Response to a Prompt), 98–99, 116–117, 140–141 (Revise and Edit a Response)
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 234–235 Unit 3: 118–119 Unit 4: 238–239 Unit 5: 114–115, 118–119 Unit 6: 238–239 Unit 7: 118–119 Unit 8: 234–235, 238–239 Unit 9: 118–119 Unit 10: 198–199, 238–239
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TEACHER RESOURCE SYSTEM:
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 58–59, 66–67, 88–89, 96–97 Unit 2: 130–131, 138–139, 146–147, 154–155 Unit 3: 26–27, 34–35, 58–59, 66–67 Unit 4: 146–147, 178–179 Unit 6: 138–139, 178–179, 186–187 Unit 7: 58–59 Unit 8: 138–139, 146–147 Unit 9: 26–27 WRITING AND LANGUAGE HANDBOOK: 20–21 (Organize an Opinion Using a Planning Chart); Opinion BLM F, 22–23 (State Your Opinion and Reasons Clearly), 28–29 (Choose Words from Texts to Support Your Opinion), 30–31 (Write a Concluding Statement or Section), 32–33 (Write About Literature in the Present Tense), 96–97, 114–115 (Draft a Response); Informational Report Checklist, 136–139 (Model Writing to Sources); Opinion Checklist
W.2.9	(Begins in grade 4)	
Range of Writing		
W.2.10	(Begins in grade 3)	

Correlation to the National Common Core ELA Standards for Grade 2

Speaking and Listening Standards		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 204, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 38–39, 64–65, 70–71, 76–77, 86–87, 102–103, 108–109, 118–119 Unit 6: 166, 184–185, 190–191, 196–197, 238–239 Unit 7: 4–5, 24–25, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 8: 124–125, 158–159, 176–177, 184–185, 190–191, 196–197, 204, 222–223, 238–239 Unit 9: 64–65, 70–71, 76–77, 102–103, 108–109, 110–111, 114–115, 118–119 Unit 10: 124–125, 158–159, 184–185, 190–191, 196–197, 238–239</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 24–25, 30–31, 38–39, 76–77, 108–109, 118–119 Unit 6: 124–125, 166, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 158–159, 196–197, 206–207, 238–239 Unit 9: 4–5, 48–49, 56–57, 76–77, 108–109, 118–119 Unit 10: 124–125, 158–159, 222–223, 228–229, 238–239</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 15, 29, 54–55, 69, 92–93, 107, 118–119 Unit 2: 238–239 Unit 3: 38–39, 48–49, 56–57, 76–77, 102–103, 118–119 Unit 4: 136–137, 152–153, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 238–239 Unit 5: 38–39, 76–77, 102–103, 118–119 Unit 6: 238–239 Unit 7: 64–65, 76–77, 118–119 Unit 8: 158–159, 184–185, 190–191, 196–197, 206–207, 222–223 Unit 9: 48–49, 56–57, 64–65, 70–71, 118–119 Unit 10: 158–159, 238–239</p> <p>READER'S THEATER HANDBOOK: Unit 8: 99, 100</p>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 204, 233, 238–239 Unit 3: 4–5, 15, 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 136–137, 144–145, 152–153, 157, 158–159, 166, 184–185, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 24–25, 32–33, 46, 48–49, 56–57, 64–65, 75, 76–77, 102–103, 113, 118–119 Unit 6: 124–125, 128–129, 135, 136–137, 144–145, 150–151, 152–153, 158–159, 168–169, 176–177, 184–185, 204, 206–207, 214–215, 222–223, 228–229, 238–239 Unit 7: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 118–119 Unit 8: 124–125, 152–153, 157, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 214–215, 233, 238–239 Unit 9: 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 38–39, 46, 84, 86–87, 94–95, 108–109, 113, 118–119 Unit 10: 124–125, 144–145, 152–153, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 238–239</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 21, 24, 25, 27, 30, 31 Unit 3: 33, 36, 37 Unit 7: 87, 88, 89, 90, 91 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 238–239 Unit 3: 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 166, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 64–65, 75, 102–103, 113, 118–119 Unit 6: 124–125, 184–185, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 168–169, 184–185, 190–191, 195, 196–197, 222–223, 233, 238–239 Unit 9: 4–5, 16–17, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 10: 124–125, 144–145, 158–159, 222–223, 228–229, 238–239</p>
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>TEACHER RESOURCE SYSTEM: Unit 9: 104–105, 110–111, 114–115 Unit 10: 208–209, 216–217, 224–225, 230–231, 234–235</p> <p>READER'S THEATER HANDBOOK: Unit 2: 24, 29, 30 Unit 3: 35, 36 Unit 8: 99, 100 Unit 10: 126</p>

Correlation to the National Common Core ELA Standards for Grade 2

SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 238–239 Unit 3: 118–119 Unit 4: 238–239 Unit 9: 72–73, 78–79, 96–97, 110–111, 114–115
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 3: 76–77, 86–87, 94–95, 118–119 Unit 4: 228–229, 238–239 Unit 5: 48–49, 64–65 Unit 6: 190–191 Unit 7: 38–39 Unit 8: 168–169, 176–177, 196–197 Unit 9: 76–77, 104–105 Unit 10: 158–159, 214–215, 228–229, 238–239
Language Standards		
Conventions of Standard English		Benchmark Ready to Advance
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 78–79, 113 Unit 5: 110–111 Unit 8: 198–199 READER'S THEATER HANDBOOK: Unit 6: 75 WRITING AND LANGUAGE HANDBOOK: 152–153 (Use Collective Nouns), Language BLM 1
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TEACHER RESOURCE SYSTEM: Unit 5: 110–111, 113 Unit 8: 132–133, 134, 140–141, 148, 156, 160–161, 162–163, 205, 224–225 WRITING AND LANGUAGE HANDBOOK: 154–157 (Form/Use Irregular Plural Nouns), Language BLM 2–3
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 78–79, 114–115 Unit 2: 230–231 Unit 8: 160–161, 224–225 Unit 10: 126–127, 157 READER'S THEATER HANDBOOK: Unit 4: 45 WRITING AND LANGUAGE HANDBOOK: 158–159 (Use Reflexive Nouns), Language BLM 4
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 195, 208–209, 233 Unit 7: 40–41, 104–105 Unit 10: 233 READER'S THEATER HANDBOOK: Unit 2: 21 Unit 7: 81 WRITING AND LANGUAGE HANDBOOK: 160–163 (Form/Use Irregular Past Tense Verbs), Language BLM 5–6
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 2: 198–199, 216–217, 224–225 Unit 3: 75 Unit 4: 149, 160–161, 195, 224–225, 227 Unit 5: 22–23 Unit 6: 157, 198–199, 208–209, 230–231, 234–235 Unit 8: 157, 189, 233 Unit 9: 69 READER'S THEATER HANDBOOK: Unit 5: 63 WRITING AND LANGUAGE HANDBOOK: 164–165 (Use Adjective), 166–167 (Use Adverbs), 168–169 (Choose Between Adjectives and Adverbs), Language BLM 7, Language BLM 8, Language BLM 9

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L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 40–41, 104–105 Unit 5: 40–41, 88–89 Unit 6: 160–161, 224–225, 234–235</p> <p>READER'S THEATER HANDBOOK: Unit 7: 87, 88</p> <p>WRITING AND LANGUAGE HANDBOOK: 170–171 (Produce Complete Simple Sentences), 172–173 (Expand and Rearrange Complete Simple Sentences), 174–175 (Produce Complete Compound Sentences), 176–177 (Expand and Rearrange Complete Compound Sentences), Language BLM 10, Language BLM 11, Language BLM 12, Language BLM 13</p>
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM:
L.2.2a	Capitalize holidays, product names, and geographic names.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 78–79, 107, 110–111 Unit 7: 69 Unit 8: 212–213 Unit 9: 75</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 7: 87 Unit 9: 109</p> <p>WRITING AND LANGUAGE HANDBOOK: 178–179 (Capitalize Holidays, Products, and Geographic Names), Language BLM 14</p>
L.2.2b	Use commas in greetings and closings of letters.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 6: 192–193, 216–217</p> <p>WRITING AND LANGUAGE HANDBOOK: 180–181 (Use Commas in Greetings and Closing of Letters), Language BLM 15</p>
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 3: 69 Unit 4: 157, 98–199, 230–231 Unit 5: 62 Unit 7: 113 Unit 8: 198–199, 200–201, 230–231 Unit 9: 37, 92–93, 113 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163</p> <p>WRITING AND LANGUAGE HANDBOOK: 182–183 (Use Apostrophes in Contractions), 184–185 (Use Apostrophes in Possessives), Language BLM 16, Language BLM 17</p>
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 140–141, 148, 160–161, 198–199, 210–211, 218–219, 226, 232 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 162–163, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 172–173, 180–181, 188, 194, 200–201 Unit 7: 52–53, 60–61, 68, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 116–117 Unit 10: 140–141, 148, 156, 162–163, 218–219, 226, 236–237</p> <p>READER'S THEATER HANDBOOK: Unit 8: 93</p> <p>WRITING AND LANGUAGE HANDBOOK: 186–187 (Use Spelling Patterns), Language BLM 18–19</p>

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L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 224–225 Unit 5: 78–79, 104–105 Unit 8: 224–225 READER'S THEATER HANDBOOK: Unit 2: 27 Unit 3: 33 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Spelling References), Language BLM 20
Knowledge of Language		Benchmark Ready to Advance
L.2.3	Use knowledge of language and its conventions	
L.2.3a	Compare formal and informal uses of English.	TEACHER RESOURCE SYSTEM: Unit 4: 198–199, 230–231 Unit 7: 30–31, 63, 78–79, 96–97, 110–111 Unit 8: 150–151, 183 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 Unit 7: 87 Unit 8: 99, 100, 101 Unit 9: 105, 107, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 190-191 (Use Formal and Informal English); Language BLM 21
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 4: 233 Unit 5: 63, 75 Unit 6: 180–181 Unit 8: 227 Unit 9: 107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Alice's Trial</i> (L/24) Unit 2: <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10) Unit 4: <i>Rapunzel</i> (H/14), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20) Unit 6: <i>How the Turtle Cracked Its Shell</i> (I/15), <i>Androcles and the Lion</i> (K/20) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15) Unit 8: <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon Is So Simple!</i> (G/12), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Maggie Makes Macaroni</i> (H/14), <i>What Is Matter?</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13 Unit 3: 39 Unit 8: 99, 100, 101, 102, 103 Unit 9: 105, 111, 112, 113, 114, 115 WRITING AND LANGUAGE HANDBOOK: 192-193 (Use Context Clues); Language BLM 22
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TEACHER RESOURCE SYSTEM: Unit 5: 37 Unit 6: 227 Unit 10: 172–173, 174–175, 180–181, 188, 194, 200–201, 205, 218–219 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 2: <i>Turkey Girl</i> (H/14) Unit 3: <i>Food in the Forest</i> (F/9) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 9: <i>People Work in Our Community</i> (G/11) WRITING AND LANGUAGE HANDBOOK: 194-195 (Use Prefixes); Language BLM 23
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	TEACHER RESOURCE SYSTEM: Unit 3: 22–23 Unit 5: 54–55 Unit 7: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 10: 150–151, 183, 212–213, 227 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Arachne the Weaver</i> (J/18) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13) Unit 5: <i>Taking Photographs</i> (M/28) Unit 6: <i>The Lion and the Mouse</i> (J/NA), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>The States of Matter</i> (H/14), <i>Four Faces in Rock</i> (J/18) READER'S THEATER HANDBOOK: Unit 5: 57 Unit 6: 69 WRITING AND LANGUAGE HANDBOOK: 196-197 (Use Root Words); Language BLM 24

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L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	TEACHER RESOURCE SYSTEM: Unit 3: 113 Unit 5: 6-7, 15, 84, 101 Unit 6: 142-143, 195 Unit 7: 12-13, 14, 20-21, 28, 36, 42-43, 75 Unit 8: 126-127, 156, 195 Unit 9: 15, 84 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Enforcing Rules</i> (M/28) Unit 4: <i>Winter Carnival</i> (J/18) Unit 7: <i>A Bowl of Dust</i> (J/18) READER'S THEATER HANDBOOK: Unit 4: 51 WRITING AND LANGUAGE HANDBOOK: 198-199 (Use Compound Words); Language BLM 25
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	TEACHER RESOURCE SYSTEM: Unit 3: 63 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 5: <i>Bridges</i> (K/20) Unit 6: <i>The Prince and the Pauper</i> (J/18) Unit 7: <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Twisters</i> (L/24) Unit 10: <i>Water All Around</i> (F/10) READER'S THEATER HANDBOOK: Unit 1: 9, 12 Unit 2: 27 Unit 5: 63 Unit 8: 102 Unit 10: 117, 118, 119, 120, 121 WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Glossaries and Dictionaries); Language BLM 26
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	TEACHER RESOURCE SYSTEM: Unit 9: 63 Unit 10: 220-221
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Living in Joshua Tree</i> (F/10) Unit 4: <i>Horseshoe Soup</i> (J/18) Unit 6: <i>The Three Little Pigs</i> (H/13) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Paul Bunyan</i> (J/NA) Unit 9: <i>Simple Simon</i> (H/NA) WRITING AND LANGUAGE HANDBOOK: 202-203 (Make Real-Life Connections); Language BLM 27
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	TEACHER RESOURCE SYSTEM: Unit 1: 101 Unit 2: 152-153, 183, 195, 221 Unit 3: 32-33, 101 Unit 7: 32-33, 101 Unit 8: 135, 221 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pinocchio</i> (K/20) Unit 3: <i>Polar Habitats</i> (M/28) Unit 7: <i>George Collin</i> (J/18) Unit 10: <i>The States of Matter</i> (J/NA) WRITING AND LANGUAGE HANDBOOK: 204-205 (Use Shades of Meaning); Language BLM 28
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	TEACHER RESOURCE SYSTEM: Unit 10: 178-179 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Three Billy Goats Gruff</i> (J/16), <i>Winter Carnival</i> (J/18) Unit 5: <i>Push, Pull, Lift</i> (J/16) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 8: <i>Mountains</i> (K/20) Unit 9: <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13) WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Adjective); Language BLM 7 166-167 (Use Adverbs); Language BLM 8, 168-169 (Choose Between Adjectives and Adverbs); Language BLM 9

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
I. Government for the People	1	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Graphic Features: Maps, Photos, and Captions Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Writing to Sources: Narrative	Form and Use Concrete Nouns and Abstract Nouns	Short Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> conflict, example, helpful, imagine, plans, printed, problems, upset 	<ul style="list-style-type: none"> polls, candidate, candidate, ballot, campaign, suffrage, predicted, volunteers, amendment 	<ul style="list-style-type: none"> Use Singular and Plural Nouns Understand the Language of Cause and Effect Writing to Sources: Personal Letter Understand Prepositions that Express Time Analyze Word Relationships
	2	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Text Evidence to Draw Inferences Use Information Gained from Graphic Features to Demonstrate Understanding Compare and Contrast Key Details in Two Texts on the Same Topic 	N/A	Performance Task Practice	Regular Verbs and Verb Tenses	Long a (VCe, ai, ay, a)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> avored, explained, separate, plain, became, swayed, raised, vain 	<ul style="list-style-type: none"> bold, organize, boarded, released, inspired 	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Understand Verbs and Verb Phrases Use Regular and Irregular Verbs in the Simple Past Tense Understand the Language of Cause and Effect Interpret Multiple Meaning Words
	3	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Interpret Information Presented Visually Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Performance Task Practice	Form and Use Concrete and Abstract Nouns Regular Verbs and Verb Tenses	<ul style="list-style-type: none"> Introduce Long o (VCe, oa, ow, o) Long u (VCe, ue, ew, u) 	<ul style="list-style-type: none"> Inflection/Intonation – Volume* Expression – Dramatic Expression * 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> united, amendment, used, told, obeying, arrows, broken, contribution, new 	<ul style="list-style-type: none"> citizens, amendment, suffrage, insisted, denied 	<ul style="list-style-type: none"> Understand Subject/Verb Agreement of Past-Tense Verbs Use Conjunctions to Connect Ideas Form and Use Irregular Verbs Analyze Word Roots Understand Subject/Verb Agreement

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word	Fluency	Speaking and Listening	Spelling/Word	Academic and	English Language Development
2. Ways Characters Shape Stories	1	Visualize	<ul style="list-style-type: none"> Recount Story Details Describe Characters' Traits, Motivations, and Feelings Explain How Characters' Actions Contribute to Events Refer to Poems to Ask and Answer Questions Explain How Illustrations Contribute to Mood and Character Compare and Contrast the Plots of Two Fables by Aesop 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language—Similes 	Process Writing: Fable	<ul style="list-style-type: none"> Use Adjectives and Adverbs 	Long e (VCe, ea, ee, ey, y, ie, e)	<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> honey, hungry, even, freedom, hungry, leave, pieces, queens, screamed 	<ul style="list-style-type: none"> noble, anonymous, us, forge, attitudes 	<ul style="list-style-type: none"> Use Regular and Irregular Past Tense Verbs Use Adjectives and Similes to Add Detail Process Writing: Fable Use Adjectives to Describe Recognize Shades of Meaning
	2	Visualize	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Compare and Contrast the Plots of Stories with Similar Characters 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Words Distinguish Literal From Nonliteral Language 	Process Writing: Fable	<ul style="list-style-type: none"> Regular Past Tense Verbs 	Long i (i_e, igh, y, ie, i)	<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> cried, fighting, island, might, myself, provided, sacrifice, unwind 	<ul style="list-style-type: none"> thought, wondered, believed, knew, exactly, muttered, strolled 	<ul style="list-style-type: none"> Use Similes to Describe Present, Past, and Future Verbs Use Coordinating Conjunctions to Connect Ideas Use Adjectives and Similes to Add Detail Use Context Clues and Graphic Features to Build Vocabulary
	3	Visualize	<ul style="list-style-type: none"> Recount Story Details Describe Characters' Traits, Motivations, and Feelings Analyze How Illustrations Contribute to a Story Compare and Contrast Characters 	<ul style="list-style-type: none"> Determine the Meaning of Academic Vocabulary 	Process Writing: Fable	<ul style="list-style-type: none"> Regular Past Tense Verbs Use Adjectives and Adverbs 	Compound Words	<ul style="list-style-type: none"> Inflection—Unit of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> firelight, heartbeat, hillside, mountaintop, thunderclap, treetops, underwater, woodstove 	<ul style="list-style-type: none"> exquisite, wistfully, modeled, kindhearted, companions, reluctant, y, vanished 	<ul style="list-style-type: none"> Form and Use the Past and Future Tenses Use Subordinating Conjunctions to Connect Ideas Recognize verbs with Different Shades of Meaning Use Adverbs to Describe Verbs Analyze Compound Words

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word	Fluency	Speaking and Listening	Spelling/Word Study	Academic and Domain	English Language Development
3. Animal Adaptations	1	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information from Illustrations (Photographs) Use Information Gained from Illustrations (Charts) Describe Text Connections: Compare and Contrast Compare and Contrast Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary Using Context Clues	Writing to Sources: Informative Report	Form and Use Possessives	r-controlled Vowels (/är/, /ör/)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	sharks, sharp, arctic, carnivores, born, forward, form, forests	survive, behave, adaptation, undetected, reptiles, frigid, detect, environment, formulate.	<ul style="list-style-type: none"> Use Relative Clauses to Add Detail Identify Words That Signal Context Clues Writing to Sources: Informative Report Identify and Understand Adverbial Phrases Understand and Use Descriptive Words
	2	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe Compare/Contrast Text Connections Compare and Contrast Information from Two Texts on the Same Topic Use Text Evidence to Make Inferences Refer Explicitly to the Text to Ask and Answer Questions 	N/A	Writing to Sources: Informative Report	Pronouns and Pronoun-Antecedent Agreement	r-Controlled Vowels (-er, -ir, -ur)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	caterpillar, butterfly, dangerous, deer, birds, curl, furry, survive	durable, moist, shed	<ul style="list-style-type: none"> Understand and Use the Language of Compare and Contrast Identify and Use Adverbial Phrases Understand and Use Adverbial Phrases Understand the Language of Compare and Contrast Analyze Vocabulary
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Charts and Photographs Compare and Contrast Two Texts on the Same Topic Refer Explicitly to the Text to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Use Pronouns Form and Use Possessives	Closed Syllable Pattern	<ul style="list-style-type: none"> Pausing-Short Pauses* Phrasing-Dependent Clauses* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	black, better, blended, sticky, munching, quickly, predators, suddenly	structural adaptations, projections, blubber, frigid, projections, camouflage, gland, determines, excess, exterior	<ul style="list-style-type: none"> Use Coordinating Conjunctions to Condense Ideas Understand and Use Demonstrative Adjectives Distinguish Plurals from Possessives Use Synonyms and Antonyms to Define Words Understand Pronoun-Antecedent Agreement

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Comparing Points of View	1	Make Inferences/Pre dictions	<ul style="list-style-type: none"> • Recount Key Story Details • Recount Key Details in a Drama • Distinguish Reader's Point of View from That of the Narrator • Describe How Each Part of a Drama Builds on Previous Parts • Compare and Contrast Plots by the Same Author About the Same Characters 	<ul style="list-style-type: none"> • Distinguish Literal from Nonliteral Language: Hyperbole • Distinguish Literal from Nonliteral Language: Idioms 	Writing to Sources: Opinion Essay	Form and Use Comparative and Superlative Adjectives	Open Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	apron, began, briars., lady, music, replied, potatoes, vocabulary	compose, detestable, toil	<ul style="list-style-type: none"> • Use Prepositional Phrases to Add Detail • Form and Use Irregular Verbs • Writing to Sources: Opinion Essay • Understand and Use Synonyms • Analyze Vocabulary
	2	Make Inferences/Pre dictions	<ul style="list-style-type: none"> • Recount Key Story Details • Distinguish Reader's Point of View from That of the Narrator • Distinguish Reader's Point of View from That of Characters in a Story • Compare and Contrast Points of View 	N/A	Writing to Sources: Opinion Essay	Use Reference Materials to Check Spelling	Consonant -le Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	able, bicycle, fable, gentle, gobble, purple, single, terrible	bargain, broad, dashed, snatched	<ul style="list-style-type: none"> • Use Pronouns to Identify Point of View • Use Conjunctions to Connect and Condense Ideas • Use Prepositional Phrases to Add Detail • Form and Use Irregular Verbs • Identify Adjectives and Adverbs
	3	Make Inferences/Pre dictions	<ul style="list-style-type: none"> • Explain How Illustrations Affect Mood and Reader's Point of View • Recount Key Details in a Drama • Compare and Contrast Plots About the Same Characters • Develop Fluency: Read with Characterization and Feeling 	<ul style="list-style-type: none"> • Distinguish Literal from Nonliteral Language 	Writing to Sources: Opinion Essay	N/A	Vowel Team Syllable Pattern	<ul style="list-style-type: none"> • Read on-level text characterization and feeling. • Inflection /Intonation-- Stress* • Read with Short Pauses* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	beans, green, week, feet, too, sprouted, boasted, shook	claims, essentially, impulsive	<ul style="list-style-type: none"> • Use Pronouns to Identify Point of View • Use Verb Tenses to Convey Time • Use Conjunctions to Connect and Condense Ideas • Understand Comparative and Superlative Adjectives • Analyze Vocabulary

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Advancements in Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast Important Points in Two Texts on the Same Topic Describe the Logical Connection Between Parts of a Text (Direct Quotations) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary 	Process Writing: Opinion Essay	Use Coordinating Conjunctions/Pronouns to Compound Sentences	VCe Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	telephone, arrive, whole, June, huge, broke, celebrated, wire	sound waves, telegraphs, patent, revolutionary, established, distant, technology	<ul style="list-style-type: none"> Use Demonstrative Pronouns and Adjectives Use Sequential Language Process Writing: Opinion Essay Understand and Use Modal Auxiliaries Analyze Word Relationships
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast the Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Opinion Essay	Use Subordinating Conjunctions/Pronouns to Compound Sentences	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	clerk, over, smaller, coworkers, performed, various, mother, simpler	important, curious, device, innovative, obtained	<ul style="list-style-type: none"> Understand and Use Modal Auxiliaries Use Adverbial Phrases to Indicate Sequence Form and Use Irregular Verbs Analyze Word Roots Identify and Understand Multiple Text Structures
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Compare and Contrast the Important Points in Two Texts on the Same Topic Use Sequential Text Connections to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Edit for Correct Use of Coordinating and Subordinating Conjunctions	Inflectional Endings -ed, -ing	Speed/Pacing -- Varied* Read with Full Stops*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	Carrie, introduced, taking, changed, relied, using, creating, sharing	stereo, cassette, CD, MP3, soared, amplified, commonplace	<ul style="list-style-type: none"> Understand Pronouns and Antecedents Use Conjunctions to Connect and Condense Ideas Understand Demonstrative Pronouns and Adjectives Organize Verbs by Category Use Sequential Language

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word	Fluency	Speaking and Listening	Spelling/Word Study	Academic and Domain Specific	English Language Development
6. Making Decisions	1	Make Connections	<ul style="list-style-type: none"> • Recount Key Story Events • Explain How Characters' Actions Influence Story Events • Determine the Central Message or Lesson in a Story • Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Form and Use Irregular Verbs	Irregular Plurals	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	geese, people, themselves, grass, sheep, wolves, lives, teeth	cackled, wail, piteously, vigorous, anticipation, appealed, spin, flax, treadle, cackle, pitcous, spins, spinning, anticipation, eldest, commence	<ul style="list-style-type: none"> • Understand Verb Tense • Use Adjectives and Adverbs to Add Details • Writing to Sources: Fictional Diary Entry • Understand Adverbials That Indicate Time • Explore Multiple-Meaning Words
	2	Make Connections	<ul style="list-style-type: none"> • Recount Key Story Events • Analyze How a Character's Actions Influence Story Events • Explain How a Character's Actions Influence Story Events • Compare and Contrast Themes in Stories by the Same Author • Distinguish Reader's Point of View from That of a Character 	N/A	Writing to Sources: Narrative Journal Entry	Form and Use Comparative and Superlative Adverbs	Long oo and Short oo	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	choose, good, took, food, looked, wooden, foolish, rooster	advice, magnificent, bellowed, nudged	<ul style="list-style-type: none"> • Use Conjunctions to Connect Ideas • Understand the Language of Sequence • Understand Modal Auxiliaries • Link Pronouns and Antecedents • Use Context Clues to Define Vocabulary
	3	Make Connections	<ul style="list-style-type: none"> • Recount Key Story Events • Explain How Characters' Actions Contribute to Events • Determine the Central Message or Lesson in a Story • Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Edit Irregular Verbs and Nouns	/ou/ as in How and Out	<ul style="list-style-type: none"> • Speed/Pacing - Fast* • Expression-Characterization/Feelings* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	brown, growls, sound, down, howl, waterfowl, found, snout	chanced, suits, idle, inclined, tanned, grimaced, devoured, measly	<ul style="list-style-type: none"> • Use Conjunctions to Connect Ideas • Use Adverbs to Add Details • Use Coordinating Conjunctions to Create Compound Sentences • Use Prepositional Phrases to Add Detail • Analyze Word Relationships

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Communities Then and Now	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View from That of the Author Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Use Context Clues to Define Vocabulary	Process Writing: Informative Report	Form and Use Irregular Verbs	Suffixes -er, -or	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	bakers, painters, owner, players, visitors, sculptors, vendors, actors	community, wetland, founded, settlers, tourists, unpredictable, grateful	<ul style="list-style-type: none"> Combine and Condense Ideas Use Prepositional Phrases to Add Details about Place Writing to Sources: News Report Recognize Shifts in Verb Tense Use Words with Suffixes -er and -or
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View from That of the Author Compare and Contrast Key Points in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic Use Information Gained from Illustrations and Words 	N/A	Process Writing: Informative Report	Agreement Review	Homophones	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	past, passed, so, sew, eight, ate, where, wear	traditions, diverse, sprawling, immigrant	<ul style="list-style-type: none"> Combine and Condense Ideas Understand Pronoun and Antecedent Agreement Use Prepositional Phrases to Add Details about Time Analyze Homophones Identify Connections Within a Text
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic Refer to and Describe how Successive Parts of a Story Build on Earlier Sections 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Irregular Verbs Correct Subject-Verb/Pronoun-Antecedent Agreement 	Variant Vowel /ô/	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Speed/Pacing-Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	walls, called, stalks, awful, dawn, thawing, taught, pause	demanding, tucked, scattered, gathered	<ul style="list-style-type: none"> Understand and Use Appositives Use Prepositional Phrases to Indicate Place Form and Use Irregular Verbs Analyze Vocabulary Combine Prepositional Phrases to Add Detail

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic Domain Specific Vocabulary	English Language Development
8. Weather and Climate	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Read and Respond to a Poem Use Text Features to Locate Information (Footnotes) Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Determine the Meaning of Domain Specific Vocabulary and Phrase Distinguish Literal from Nonliteral Language: Metaphors 	Process Writing: Informative Report	Form and Use the Future Tense	Hard and Soft c	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	fierce, affect, covered, Connecticut, certain, crucial, recommended, computers	weather, climate, measure, temperature, elevation, measurement, billowing, factors	<ul style="list-style-type: none"> Use Adjectives to Add Details Understand Nonliteral Language: Metaphor Process Writing: Informative Report Use Comparatives and Superlatives Analyze Domain-Specific Vocabulary
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Recount Story Details Analyze Text Features Identify Genre Features: Realistic Fiction Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Literal from Nonliteral Language	Process Writing: Informative Report	Produce Simple, Complex, and Compound Sentences	Hard and Soft g	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	gathered, grateful, garden, green, good, again, generous, germinated	perpetually, exceptionally, quell, resolutely, conserve	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Use Prepositional Phrases to Add Details Use Conjunctions to Join Sentence Parts Use the Language of Sequence Use Context Clues to Define Vocabulary
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Use Information Gained from Graphic Features Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Verb Tenses Edit to Correct Coordinating and Subordinating Conjunctions 	N/A	<ul style="list-style-type: none"> Expression-Ch Characterization/Feelings* Expression-Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	cloud, moisture, soil, showers, south, point, downpour, cloudiness, southern, south	imbalance, distinguished, prevail	<ul style="list-style-type: none"> Use Comparative and Superlative Adjectives Add Details with Adjectives Use the Language of Comparison Analyze Words with Latin Roots Conjunctions

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Spending Time and Money	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none">• Recount Key Details and Determine Main Idea• Use Abstract Nouns• Describe Procedural Text Connections• Compare and Contrast Key Details in Two Texts on the Same Topic	Determine the Meaning of General Academic Vocabulary	Process Writing: Multimedia Presentation	Distinguish Literal from Nonliteral Language (Proverbs)	Suffixes: -able, -ful, -less	Read on-level text with purpose and understanding.	<ul style="list-style-type: none">• Engage Effectively in a Range of Collaborative Discussions• Determine Main Ideas and Supporting Details• Ask and Answer Questions About Information From a Speaker	profitable, valuable, sizable, fanciful, delightful, tearful, countless, penniless,	annual, proverbs, moral, annual, consumer, values	<ul style="list-style-type: none">• Simple Present Tense in Proverbs and Adages• Use Concrete and Abstract Nouns• Process Writing: Multimedia Presentation• Use Reporting Verbs• Use Words with Suffixes -less, -ful, -able
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none">• Explain How Illustrations Convey Character• Determine the Central Message or Lesson in a Story• Distinguish Literal from Nonliteral Language• Recount Story Details	Distinguish Literal from Nonliteral Language (Idioms)	Process Writing: Multimedia Presentation	N/A	Prefixes (dis-, un-)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none">• Engage Effectively in a Range of Collaborative Discussions• Determine Main Ideas and Supporting Details• Ask and Answer Questions About Information From a Speaker	disappeared, unrivaled, disassembled, unblemished, displeasure, unhappy, disbelief, unsalted	employment, dilemma, exchange	<ul style="list-style-type: none">• Use Pronouns to Identify Point of View• Use Regular and Irregular Verbs in the Simple Past Tense• How Nouns and Pronouns Refer Back in a Text• Use the Language of Time and Sequence• Use Prefixes dis-, un-
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none">• Recount Key Details and Determine Main Idea• Identify Real-Life Connections Between Words and Their Use• Describe Procedural Text Connections• Compare and Contrast Key Details in Two Texts on the Same Topic• Use Text Features to Locate Information Relevant to a Topic	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes pre-, re-	<ul style="list-style-type: none">• Phrasing-High-Frequency Word Phrases*• Inflection/Intonation-Stress*	<ul style="list-style-type: none">• Engage Effectively in a Range of Collaborative Discussions• Determine Main Ideas and Supporting Details• Ask and Answer Questions About Information From a Speaker	prearrange, prekindergarten, pre-order, prepackaged, reconsider, recycled, restock, rethink	homemade, transport, technique, organic, preference	<ul style="list-style-type: none">• Use Simple Predicate Nominative Constructions• Use Simple Present Tense to Describe Processes• Form Complex Sentences• Use Words with Prefixes Re- and Pre-• Subordinating Conjunctions

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. Forces and Interactions	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Read and Respond to Poems Refer to and Describe Parts of a Poem Recount Key Details and Determine Main Idea Describe the Relationship Between a Series of Steps in a Procedure Compare and Contrast Key Details in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language Determine the Meaning of Words in a Text 	Process Writing: Haiku Poem	N/A	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> jumping jacks, wagon, trains, gold miners, dump truck, able-bodied, short-lived, quick-witted, know-how 	<ul style="list-style-type: none"> gorges, gravity, friction, balanced, predicted 	<ul style="list-style-type: none"> Use Descriptive Language Use Prepositional Phrases to Add Detail Writing: Haiku Poems Understand Pronoun- Antecedent Agreement Understand Compound Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Use Text Evidence to Draw Inferences Use Evidence from Two Texts to Answer a Question Distinguish Literal from Nonliteral Language Recount Key Story Details Distinguish Shades of Meaning Among Related Words That Describe States of Mind 	N/A	Process Writing: Haiku Poem	N/A	Derivational Suffixes (-ing, -ment, -ness)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> amazement, happiness, scrambling, cleverness, leading, slyness, contentment, sadness, warning 	<ul style="list-style-type: none"> chewed, chomped, shouted, boomed, loomed, plunged, scampers, spluttered, bounded, clutched 	<ul style="list-style-type: none"> Understand the Language of Cause and Effect Use Prepositional Phrases to Add Detail About Place Identify Pronoun and Antecedent Agreement Understand the Language of Sequence Use Comparative and Superlative Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Multiple Text Formats Use Evidence from Two Texts to Answer a Question Recount Key Details and Determine Main Idea Describe the Relationship Between a Series of Steps in a Procedure Draw Inferences from a Procedural Text 	N/A	Writing Reflection	N/A	Introduce Related Words	<ul style="list-style-type: none"> Inflection/Intonation—Pitch* Expression—Anticipation/Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	<ul style="list-style-type: none"> inventor, invention, problem, solve, solution, problematic, transform, transform, on, solved, inventions, problems, transforms 	<ul style="list-style-type: none"> observed, affixed 	<ul style="list-style-type: none"> Use Conjunctions to Connect and Condense Ideas Identify Subject-Verb Agreement Distinguish Sequential Text from Procedural Text Analyze Related Words Vocabulary

Correlation to the Common Core ELA Standards for Grade 3

Reading Standards for Literature		Benchmark Ready to Advance
Key Ideas and Details		Benchmark Ready to Advance
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61, 74–75, 80–81, 86–87 Unit 2: 114–115, 154–155, 160–161 Unit 4: 148–149, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 148–149, 154–155, 180–181, 186–187 Unit 7: 16, 82–83, 88–89 Unit 8: 144–145, 148–149, 154–155, 160–161 Unit 9: 6–7, 40–41, 56–57, 62–63 Unit 10: 104–105, 108–109, 148–149, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 4: <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen</i>, <i>The Toad Bridegroom</i> (O/34) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 114–115, 126–127, 138–139, 142–143, 170–171, 174–175, 192–193 Unit 7: 16–17, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 144–145 Unit 9: 6–7, 40–41, 44–45, 62–63 Unit 10: 104–105, 108–109, 138–139, 142–143, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>Ikotomi and his Blanket</i> (M/28), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails</i>, <i>Sam and Wind</i>, <i>the Bundle of Sticks</i> (Q/40), <i>Yeh-Shen</i>, <i>The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 31 Unit 9: 109, 115</p>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 110–111, 128–129, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 128–129, 148–149, 154–155, 180–181, 186–187, 186–187 Unit 7: 22–23, 88–89 Unit 9: 50–51 Unit 10: 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen</i>, <i>The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31, 29 Unit 3: 33, 35, 36, 39, 41, 42 Unit 4: 45, 47, 48, 49, 51, 53, 54 Unit 5: 57, 59, 60, 63, 65, 66 Unit 6: 69, 71, 72, 75, 77, 78 Unit 7: 81, 83, 84, 89, 90 Unit 8: 93, 95, 96, 99, 101, 102, 103 Unit 9: 107, 108, 109, 111, 113, 114, 115 Unit 10: 119, 120, 125, 126</p>
Craft and Structure		Benchmark Ready to Advance
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 102–103, 126–127, 148–149, 176–177 Unit 4: 110–111, 126–127, 180–181 Unit 6: 110–111, 120–121, 176–177 Unit 8: 110–111, 154–155 Unit 9: 12–13, 46–47, 56–57 Unit 10: 110–111, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>The Milkmaid and Her Pails</i>, <i>Sam and Wind</i>, <i>the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>

Correlation to the Common Core ELA Standards for Grade 3

RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TEACHER RESOURCE SYSTEM: Unit 4: 120–121 Unit 7: 78–79 Unit 10: 108–109, 110–111 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Amazing Animal Senses!</i> (H/NA) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24)
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	TEACHER RESOURCE SYSTEM: Unit 4: 108–109, 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 6: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/NA) Unit 4: <i>Ruby Bridges</i> (L/24) Unit 6: <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) READER'S THEATER HANDBOOK: Unit 4: 55
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 180–181 Unit 4: 186–187 Unit 7: 28–29, 82–83 Unit 9: 50–51 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>The Tale of Rip Van Winkle</i> (M/28), <i>The Ugly Duckling</i> (P/NA) Unit 6: <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Ponce de Leon and the True Fountain of Youth; Sa il On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 192–193 Unit 6: 128–129, 160–161, 192–193 Unit 10: 128–129 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 6: <i>Echo and Narcissus</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 25, 31 Unit 4: 49, 55 Unit 5: 67 Unit 6: 73, 79 Unit 7: 91 Unit 9: 109, 115
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)
Reading Standards for Informational Text		Benchmark Ready to Advance
Key Ideas and Details		Benchmark Ready to Advance
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 46–47, 50–51, 56–57, 62–63, 82–83, 88–89, 95 Unit 3: 46–47, 50–51, 56–57, 82–83, 88–89 Unit 5: 50–51, 56–57, 62–63, 88–89 Unit 7: 50–51, 56–57, 62–63 Unit 8: 129, 180–181, 186–187 Unit 9: 6–7, 22–23, 82–83, 88–89, 94–95 Unit 10: 176–177, 180–181, 186–187, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>My Trip to Greece</i> (P/38), <i>Mayhona Mona</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 7: 6–7, 40–41, 44–45 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 22–23, 72–73, 76–77 Unit 10: 114–115, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhona Mona</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)

Correlation to the Common Core ELA Standards for Grade 3

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 46–47, 50–51, 82–83 Unit 3: 22–23, 46–47, 56–57, 88–89 Unit 5: 22–23, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83, 88–89 Unit 10: 126–127, 176–177, 180–181, 186–187</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Citizens Who Made a Difference</i> (O/34) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhona Mona</i> (Q/40) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
Craft and Structure		Benchmark Ready to Advance
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 3: 10–11, 78–79 Unit 5: 12–13, 46–47, 78–79 Unit 7: 10–11, 52–53 Unit 8: 120–121 Unit 9: 10–11, 78–79 Unit 10: 120–121</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Vote Counts!</i> (R/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Money</i> (M/24) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 28–29 Unit 7: 46–47 Unit 8: 108–109, 148–149, 176–177 Unit 9: 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Telling Time Through the Ages</i> (N/30) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 7: 12–13, 56–57 Unit 9: 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Louis Pasteur</i> (K/20), <i>Robert Ballard</i> (P/38) Unit 7: <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 9: <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 88–89 Unit 3: 12–13, 28–29, 62–63, 82–83 Unit 5: 26–27, 56–57 Unit 7: 50–51 Unit 8: 176–177 Unit 9: 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38) Unit 5: <i>Louis Pasteur</i> (K/20), <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/28), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)</p>
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 50–51, 82–83 Unit 3: 22–23, 50–51 Unit 5: 10–11, 22–23, 50–51, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83 Unit 10: 126–127, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Amazing Animal Senses!</i> (H/NA), <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 5: <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>The Southwest</i> (R/40) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Gold Rush!</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)</p>
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 30–31, 62–63, 94–95 Unit 5: 30–31, 62–63, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 128–129, 160–161, 192–193 Unit 9: 6–7, 30–31, 94–95 Unit 10: 128–129, 160–161, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>My Vote Counts!</i> (R/40) Unit 8: <i>The Everglades</i> (K/20) Unit 9: <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 13 Unit 3: 37, 43 Unit 5: 61 Unit 7: 85 Unit 8: 97, 103</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
Reading Standards: Foundational Skills		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	TEACHER RESOURCE SYSTEM: Unit 6: 150–151, 156–157, 182–183, 188–189 Unit 7: 90–91 Unit 10: 116–117, 122–123

Correlation to the Common Core ELA Standards for Grade 3

RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	TEACHER RESOURCE SYSTEM: Unit 5: 84–85, 90–91 Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)
RF.3.3b	Decode words with common Latin suffixes.	TEACHER RESOURCE SYSTEM: Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 84–85, 90–91 Unit 10: 156–157
RF.3.3c	Decode multisyllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
RF.3.3d	Read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 4: 116–117, 124–125 Unit 6: 116–117, 124–125 Unit 7: 52–53, 58–59, 84–85
Fluency		Benchmark Ready to Advance
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 122–123
RF.3.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 8: 104–105 Unit 10: 104–105 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 7: 58–59 Unit 10: 120–121 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
Writing Standards		
Types and Purposes		Benchmark Ready to Advance
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	TEACHER RESOURCE SYSTEM: Unit 10: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173, 194–195 Unit 5: 42–43
W.3.1b	Provide reasons that support the opinion.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179, 194–195 Unit 5: 48–49
W.3.1c	Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons.	TEACHER RESOURCE SYSTEM: Unit 5: 54–55
W.3.1d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 4: 194–195 Unit 5: 60–61
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEACHER RESOURCE SYSTEM: Unit 10: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TEACHER RESOURCE SYSTEM: Unit 3: 26–27, 74–75, 96–97 Unit 7: 60–61, 96–97 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2b	Develop the topic with facts, definitions, and details.	TEACHER RESOURCE SYSTEM: Unit 3: 74–75, 80–81, 96–97 Unit 8: 146–147 Unit 9: 48–49 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 3: 96–97 Unit 8: 158–159 Unit 9: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)

Correlation to the Common Core ELA Standards for Grade 3

W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 10: 172–173 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (LJ24), <i>The Everglades</i> (KJ20) Unit 10: <i>Gravity</i> (M28), <i>Pete Discovers Gravity</i> (M28)
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 140–141 Unit 6: 122–123, 172–173, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 122–123, 178–179, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3c	Use temporal words and phrases to signal event order.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3d	Provide a sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
Production and Distribution of Writing		Benchmark Ready to Advance
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 112–113, 118–119, 124–125 Unit 3: 8–9, 26–27, 42–43, 60–61 Unit 4: 106–107, 112–113, 122–123, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75 Unit 8: 107–108, 122–123 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	TEACHER RESOURCE SYSTEM: Unit 1: 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125, 172–173, 178–179, 184–185, 190–191 Unit 3: 8–9, 26–27, 42–43, 60–61, 86–87, 92–93 Unit 4: 106–107, 112–113, 122–123, 140–141, 146–147, 152–153, 158–159 Unit 5: 26–27, 80–81, 86–87, 92–93 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159, 184–185, 190–191 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75, 80–81, 86–87, 92–93, 96–97 Unit 8: 107–108, 122–123, 172–173, 178–179, 184–185, 190–191 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 152–153, 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (LJ24)
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 Unit 8: 194–195 Unit 10: 162–163 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50)
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.3.7	Conduct short research projects that build knowledge about a topic.	TEACHER RESOURCE SYSTEM: Unit 5: 14–15 Unit 8: 112–113 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (KJ20) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M28)
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 74–75, 80–81 Unit 2: 112–113, 118–119 Unit 3: 14–15, 20–21, 48–49, 54–55, 96–97 Unit 4: 118–119, 152–153 Unit 5: 8–9, 14–15, 20–21 Unit 6: 118–119, 152–153 Unit 7: 20–21, 48–49 Unit 8: 118–119 Unit 9: 20–21, 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M28)
Range of Writing		Benchmark Ready to Advance
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 30–31, 50–51, 54–55, 56–57, 62–63, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 3: 96–97 Unit 4: 194–195 Unit 6: 194–195 Unit 7: 12–13 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
Speaking and Listening Standards		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	TEACHER RESOURCE SYSTEM: Unit 9: 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 70–71 Unit 2: 102–103, 136–137, 168–169 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 22–23, 38–39, 40–41, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (LJ24), <i>The Everglades</i> (KJ20) Unit 10: <i>Gravity</i> (M28), <i>Pete Discovers Gravity</i> (M28)
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 71 Unit 2: 102–103, 168–169 Unit 3: 4–5, 38–39, 46–47, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 38–39, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (LJ24), <i>The Everglades</i> (KJ20) Unit 10: <i>Gravity</i> (M28), <i>Pete Discovers Gravity</i> (M28)

Correlation to the Common Core ELA Standards for Grade 3

SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 30-31, 38-39, 71 Unit 2: 102-103, 128-129, 136-137, 168-169, 186-187 Unit 3: 4-5, 38-39, 70-71 Unit 4: 102-103, 136-137, 168-169 Unit 5: 4-5, 6-7, 20-21, 26-27, 30-31, 38-39, 70-71 Unit 6: 102-103, 136-137, 138-139, 168-169 Unit 7: 4-5, 12, 28-29, 30-31, 38-39, 70-71 Unit 8: 102-103, 128-129, 136-137, 168-169 Unit 9: 4-5, 16-17, 30-31, 38-39, 70-71 Unit 10: 102-103, 110-111, 136-137, 168-169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 30-31, 38-39, 70-71 Unit 2: 102-103, 128-129, 136-137, 168-169 Unit 3: 4-5, 38-39, 70-71 Unit 4: 102-103, 136-137, 168-169 Unit 5: 4-5, 6-7, 16-17, 20-21, 26-27, 30-31, 38-39, 70-71 Unit 6: 102-103, 136-137, 138-139, 168-169 Unit 7: 4-5, 12, 28-29, 30-31, 38-39, 70-71 Unit 8: 102-103, 128-129, 136-137, 168-169 Unit 9: 4-5, 16-17, 22-23, 30-31, 38-39, 40-41, 70-71 Unit 10: 102-103, 136-137, 168-169
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5 Unit 2: 102-103 Unit 3: 4-5, 20-21 Unit 4: 102-103 Unit 5: 4-5 Unit 6: 102-103 Unit 7: 4-5 Unit 8: 102-103 Unit 9: 4-5 Unit 10: 102-103 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M/28)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TEACHER RESOURCE SYSTEM: Unit 9: 92-93, 96-97 Unit 10: 128-129 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5 Unit 9: 86-87, 92-93, 96-97 Unit 10: 172-173, 178-179, 184-185, 190-191, 194-195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TEACHER RESOURCE SYSTEM: Unit 4: 176-177 Unit 10: 104-105
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 39 Unit 2: 168-169 Unit 3: 38-39 Unit 4: 168-169 Unit 5: 38-39, 70-71 Unit 6: 136-137, 168-169 Unit 7: 70-71 Unit 8: 136-137, 168-169 Unit 9: 38-39, 70-71, 86-87 Unit 10: 136-137, 168-169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M/28)
Language Standards		
Conventions of Standard English		Benchmark Ready to Advance
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 32-33, 64-65, 96-97 Unit 2: 130-131, 162-163, 184-185, 190-191 Unit 3: 64-65, 86-87, 96-97 Unit 4: 130-131, 184-185, 194-195 Unit 6: 130-131, 162-163, 190-191, 194-195 Unit 7: 32-33, 64-65, 96-97 Unit 9: 16-17 WRITING AND LANGUAGE HANDBOOK: 158-159 (Use Parts of Speech), BLM 1
L.3.1b	Form and use regular and irregular plural nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 32-33, 96-97 Unit 6: 116-117, 124-125, 190-191, 194-195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>The Everglades</i> (K/20) WRITING AND LANGUAGE HANDBOOK: 160-161 (Use Irregular Plural Nouns), 162-163 (Use Regular Plural Nouns), BLM 2, BLM 3
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32-33 Unit 9: 16-17 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Abstract Nouns), BLM 4
L.3.1d	Form and use regular and irregular verbs.	TEACHER RESOURCE SYSTEM: Unit 1: 64-65, 96-97 Unit 2: 162-163, 184-185 Unit 6: 190-191, 194-195 Unit 7: 32-33, 64-65, 86-87, 96-97 Unit 8: 130-131, 184-185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Regular and Irregular Verbs), BLM 5
L.3.1e	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 64-65 Unit 2: 162-163, 184-185 Unit 5: 84-85, 90-91 Unit 7: 32-33, 86-87, 96-97 Unit 8: 130-131, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Simple Verb Tenses), BLM 6

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L.3.1f	Ensure subject–verb and pronoun–antecedent agreement.*	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 86–87, 96–97 Unit 7: 64–65, 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30) WRITING AND LANGUAGE HANDBOOK: 170–171 (Use Pronoun Antecedent Agreement), 172–173 (Use Subject–Verb Agreement), BLM 7, BLM 8, BLM 9
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 184–185, 194–195 Unit 6: 162–163, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather</i> (N/30) WRITING AND LANGUAGE HANDBOOK: 174–175 (Use Use Comparatives and Superlatives), BLM 10
L.3.1h	Use coordinating and subordinating conjunctions.	TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>Our "Current" World</i> (P/38) WRITING AND LANGUAGE HANDBOOK: 176–177 (Use Coordinating Conjunctions), 178–179 (Use Subordinating Conjunctions), BLM 11, BLM 12, BLM 13, BLM 14
L.3.1i	Produce simple, compound, and complex sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 WRITING AND LANGUAGE HANDBOOK: 178–179 (Use Subordinating Conjunctions), BLM 13, BLM 14
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 WRITING AND LANGUAGE HANDBOOK: 180–181 (Capitalize Titles), BLM 15, BLM 16
L.3.2b	Use commas in addresses.	TEACHER RESOURCE SYSTEM: Unit 1: 20–21, 26–27 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 182–183 (Use Commas in Addresses), BLM 17
L.3.2c	Use commas and quotation marks in dialogue.	TEACHER RESOURCE SYSTEM: Unit 2: 152–153 Unit 6: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 184–185 (Use Commas and Quotation Marks in Dialogue), BLM 18
L.3.2d	Form and use possessives.	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 64–65, 92–93, 96–97 Unit 6: 130–131, 190–191 WRITING AND LANGUAGE HANDBOOK: 186–187 (Use Possessives), BLM 19
L.3.2e	Use conventional spelling for high–frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 64–65 Unit 2: 130–131, 184–185, 190–191 Unit 4: 184–185, 190–191 Unit 5: 84–85, 90–91 Unit 6: 124–125 Unit 7: 18–19, 24–25, 52–53 Unit 8: 130–131, 184–185 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157 WRITING AND LANGUAGE HANDBOOK: 188–189 (Use Suffixes), BLM 20
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position–based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 32–33, 52–53, 58–59, 84–85, 90–91, 96–97 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 6: 116–117, 124–125, 130–131, 150–151, 156–157, 182–183, 188–189 Unit 7: 32–33, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 84–85, 90–91 Unit 10: 116–117, 122–123, 182–183, 188–189 WRITING AND LANGUAGE HANDBOOK: 190–191 (Use Spelling Patterns), BLM 21, BLM 22
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 162–163, 190–191 Unit 6: 162–163, 190–191 Unit 7: 32–33, 86 Unit 10: 120–121 WRITING AND LANGUAGE HANDBOOK: 192–193 (Use Spelling Reference Materials), BLM 23
Knowledge of Language		Benchmark Ready to Advance
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 184–185, 194–195 Unit 8: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Pinocchio and Peter Pan</i> (Q/40) WRITING AND LANGUAGE HANDBOOK: 194–195 (Use Words and Phrases for Effect), BLM 24
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	TEACHER RESOURCE SYSTEM: Unit 5: 70, 80–81 Unit 6: 172–173 Unit 7: 80–81 Unit 8: 178–179 WRITING AND LANGUAGE HANDBOOK: 196–197 (Use Standard English), BLM 25, BLM 26
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.3.4	Determine or clarify the meaning of unknown and multiple–meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly	TEACHER RESOURCE SYSTEM: Unit 2: 103 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 7: 4–5 Unit 8: 102–103 Unit 9: 4–5 Unit 10: 102–103

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L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 28-29, 78-79 Unit 2: 176-177 Unit 3: 10-11, 78-79 Unit 5: 12-13, 78-79 Unit 7: 10-11, 58-59 Unit 8: 120-121 Unit 9: 10-11 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (11/13) Unit 2: <i>The Tale of Rip Van Winkle</i> (M/28) Unit 3: <i>Why Hummingbirds Drink Nectar</i> (O/N/A), <i>Amazing Animal Senses</i> (H/N/A) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28) Unit 5: <i>Louis Pasteur</i> (K/20) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (U/50) Unit 9: <i>Cesar Chavez</i> (L/24) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 3: 33 Unit 6: 69 Unit 7: 81 Unit 9: 105 WRITING AND LANGUAGE HANDBOOK: 198-199 (Use Context Clues), BLM 27, BLM 28 TEACHER RESOURCE SYSTEM: Unit 7: 18-19, 24-25 Unit 9: 18-19, 24-25, 52-53, 58-59 Unit 10: 182-183, 188-189 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Huarlem</i> (U/16), <i>Pandora</i> (P/N/A) Unit 5: <i>The Wright Brothers</i> (U/14) Unit 8: <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40) Unit 9: <i>Money</i> (M/24) WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Root Words and Affixes), BLM 29 TEACHER RESOURCE SYSTEM: Unit 10: 182-183, 188-189 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Medusa</i> (M/N/A), <i>I Dance</i> (M/28) Unit 6: <i>Ikoni and his Blanket</i> (M/28) Unit 8: <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Root Words and Affixes), BLM 29 TEACHER RESOURCE SYSTEM: Unit 1: 28-29, 78-79 Unit 2: 176-177 Unit 3: 10-11, 78-79 Unit 5: 12-13, 78-79 Unit 6: 110-111, 120-121, 176-177 Unit 7: 10-11 Unit 8: 120-121 Unit 9: 10-11 Unit 10: 120-121 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts</i> (R/40) Unit 4: <i>Little Red Riding Hood</i> (P/N/A) READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27 Unit 4: 45 Unit 5: 57 Unit 6: 75 Unit 7: 87 WRITING AND LANGUAGE HANDBOOK: 202-203 (Use Glossaries and Dictionaries), BLM 30, BLM 31 TEACHER RESOURCE SYSTEM: Unit 2: 126-127, 148-149 Unit 4: 110-111, 126-127, 180-181 Unit 8: 110-111, 154-155 Unit 9: 12-13, 46-47, 56-57 Unit 10: 110-111, 148-149 LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Kanchil and the Crocodiles</i> (O/N/A), <i>King Midas and the Golden Touch</i> (P/N/A) READER'S THEATER HANDBOOK: Unit 3: 39 Unit 5: 51, 63 WRITING AND LANGUAGE HANDBOOK: 204-205 (Use Literal and Nonliteral Meanings), BLM 32 TEACHER RESOURCE SYSTEM: Unit 5: 46-47 Unit 9: 78-79 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>How Rabbit Lost Its Tail</i> (N/N/A) WRITING AND LANGUAGE HANDBOOK: 206-207 (Make Real-Life Connections), BLM 33 TEACHER RESOURCE SYSTEM: Unit 2: 144-145 Unit 10: 144-145 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (U/15), <i>Jack and the Beanstalk</i> (L/24) Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 8: <i>Mondo and Corda Weather the Storm</i> (L/24) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28) WRITING AND LANGUAGE HANDBOOK: 208-209 (Use Shades of Meaning), BLM 34 TEACHER RESOURCE SYSTEM: Unit 2: 126-127, 144-145 Unit 3: 10-11, 78-79 Unit 5: 12-13, 38, 78-79 Unit 6: 102-103, 110-111, 120-121, 176-177 Unit 7: 10-11 Unit 8: 120-121, 146-147, 178-179 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/N/A) Unit 4: <i>Ruby Bridges</i> (L/24) READER'S THEATER HANDBOOK: Unit 8: 93, 99 Unit 9: 111 WRITING AND LANGUAGE HANDBOOK: 210-211 (Use Spatial and Temporal Signal Words and Phrases), BLM 35, BLM 36
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable</i> <i>disagreeable</i> , <i>comfortable</i> <i>uncomfortable</i> , <i>careless</i> , <i>heat</i> <i>preheat</i>).	
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
I. Government in Action	1	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually: Sidebars, Charts, and Photos Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Personal Letter	Form and Use the Present Progressive Tense	Long a (V/Ce, ai, ay, ei, ea) and Short a	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	trails, spray, national, maintain, locate, staff, natural, greatly	emerged, feeble, misfortune, enforce, federal, initiative, devastated, possessions, maintain	<ul style="list-style-type: none"> Compound Subjects Use Prepositional Phrases Narrative Write to Sources Understand Narrative Text Structure Use Suffixes
	2	Ask Questions	<ul style="list-style-type: none"> Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually to Answer a Question Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Performance Task Practice	Correct Capitalization	Long e (V/Ce, ea, ee, ey, y, ie, e) and Short e	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	representatives, these, everyone, centuries, residents, easy, geography, overseas	financial	<ul style="list-style-type: none"> Use Quotation Marks Understand Plural Nouns Use Present Tense Verbs Use Subject-Verb Agreement Use Feature Analysis to Clarify Word Meanings
	3	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably 	Determine the Meaning of Words and Phrases to Explain Story Events	Performance Task Practice	Produce Complete Sentences	Long o (V/Ce, oa, ow, oe, o) and Short o	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Phrasing-Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	most, from, dome, floating, bowl, gocs, shopping, governor	jurisdiction, pursuant, apparently, authority, confined	<ul style="list-style-type: none"> Identify Relative Pronouns Recognize and Understand Idioms Expand Sentences Using Adverbs Use Past and Present Verb Tenses Distinguish Among Homophones

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters' Actions and Reactions	1	Visualize	<ul style="list-style-type: none"> • Explain Key Details and Summarize • Describe a Character in Depth • Make Connections Between a Story and a Read-Aloud Play • Compare and Contrast Fables and Fairy Tales 	<ul style="list-style-type: none"> • Understand and Use Words That Signal States of Being • Understand Figurative Language—Similes 	Process Writing: Fairy Tale	Correct Comma Usage	Long i (VCe, igh, y, ie, fi) and Short i	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	crocodile, terrified, gigantic, sixty-six, lying, admitted, ordinary, right	<ul style="list-style-type: none"> • disturbed, defeated, proud, miserable, pardon, arrogant, envy, pity 	<ul style="list-style-type: none"> • Use Past Tense Verbs • Use Adjectives to Signal State of Being • Narrative Process Writing • Use Interrogative Pronouns • Use Context Clues
	2	Visualize	<ul style="list-style-type: none"> • Identify Key Events and Summarize • Describe a Character in Depth • Make Connections Between a Text and a Visual Presentation of the Text • Compare and Contrast the Treatment of Similar Events in Stories 	<ul style="list-style-type: none"> • Understand and Use Words That Signal States of Being 	Process Writing: Fairy Tale	Form and Use the Past Progressive Tense	Long u (VCe, ue, ew, u) and Short u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	used, adults, continued, communicate, usually, refused, uncover, abundant, adult	<ul style="list-style-type: none"> • alarmed, contemptuously, alarm, indifferent 	<ul style="list-style-type: none"> • Describe Similes • Verb Tense • Noun-Pronoun Agreement • Connect Ideas by Combining Clauses • Understand Homographs
	3	Visualize	<ul style="list-style-type: none"> • Identify Key Details and Summarize • Make Connections Between a Text and a Movie • Make Connections Between a Story and a Visual Presentation • Compare and Contrast the Treatment of Similar Events in Stories 	<ul style="list-style-type: none"> • Understand Figurative Language 	Process Writing: Fairy Tale	<ul style="list-style-type: none"> • Correct Comma Usage • Form and Use the Progressive Tenses 	Closed Syllable Patterns	<ul style="list-style-type: none"> • Speed/Pacing-Fast* • Pausing-Short Pause* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	princess, spunky, mixture, enchanted, chicken, fifteen, invented, fantasy	<ul style="list-style-type: none"> • earnestly, obliged, puzzled, tedious 	<ul style="list-style-type: none"> • Condense Ideas • Understand Past Continuous Verbs • Use Adverbials to Add Details • Describe with Similes • Use Modal Auxiliaries

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Observing Nature	1	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Structure of Part of a Text Summarize the Text Read with Accuracy, Appropriate Rate, and Expression Compare and Contrast First Person Narrative Points of View 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Order Adjectives within Sentences	Open Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	brazenly, nature, decided, deter, prevent, local, location, noticed	disposed, perch, solitary	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Prepositional Phrases about Place Informative Write to Sources Understand Pronouns and Their Antecedents Use Base Words and Suffixes
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Analyze a First Person Point of View Integrate Information from Two Texts 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Recognize and Correct Inappropriate Fragments	Vowel Team Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	eagerly, creature, proclaimed, because, believed, people, dapper, groundhog, cloudy nervous	interactions, reap, occupy, territory, crouched, clean, pert, dapper, nervous	<ul style="list-style-type: none"> Add Detail with Adjectives Use Connecting Words and Phrases Condense Ideas into a Single Sentence Use Transition Words and Phrases to Connect Events Use the Prefixes pre- and pro-
	3	Determine Text Importance	<ul style="list-style-type: none"> Read with Accuracy, Appropriate Rate, and Expression Refer to Poems to Ask and Answer Questions Make Connections Between a Poem and a Photograph Explain Differences Between Prose and Poetry 	Understand Figurative Language to Determine the Theme	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Order Adjectives to Add Detail Edit to Correct Inappropriate Fragments 	Vowel-r Syllable Patterns	<ul style="list-style-type: none"> Expression—Characterization/Feelings* Speed/Pacing—Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	charcoal, coverings, waterproof, birches, forests, Northeast, important, sturdy	grant, strife	<ul style="list-style-type: none"> Use Commas to Better Understand the Text Understand Abstract and Emotional Verbs Use Metaphors Understand Words Using Context Clues Use Compound Words

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Understanding Different Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Narrative Point of View • Analyze Third Person Narrative Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character • Draw Inferences About Characters in a Third Person Narrative 	N/A	Writing to Sources: Opinion Essay	Use Modal Auxiliaries to Express Necessity	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	narrow-minded, worn out, first-rate, three-quarters, mind-boggling, post office, high school, hot dogs	skidded, thrashing, contentment	<ul style="list-style-type: none"> • Noun-Pronoun Agreement • Describe Characters in Depth • Opinion Write to Sources • Describe Characters' Actions with Adverbs • Multiple-Meaning Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze Third Person Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character 	Demonstrate Understanding of Figurative Language: Metaphors	Writing to Sources: Opinion Essay	Use Frequently Confused Words/Use Reference Materials to Check Spelling	Vowel-Consonant Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	raced, named, navigate, bravely, safely, despite, arrived, disease	aristocrat, subjects, abandon, endure, proceeded, sustained	<ul style="list-style-type: none"> • Use Progressive Verb Tenses • Expand Noun Phrases with Adjectives • Connect Ideas with Conjunctions • Precise Language to Describe • Common Suffixes
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Point of View • Draw Inferences About a Character • Compare and Contrast the Treatment of Similar Topics in Two Texts 	Determine or Clarify the Meaning of Unknown Words in a Text	Writing to Sources: Opinion Essay	Use Modal Auxiliaries to Strengthen Your Position	Consonant-Syllable Patterns	<ul style="list-style-type: none"> • Expression-Anticipation/Mood* • Speed/Pacing-Slow* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	purple, remarkable, startle, wiggled, simple, gobble, single, struggled	chaise, harness, blinkers, examine, coaxing, accustomed	<ul style="list-style-type: none"> • Connect Words that Link • Condense Ideas • The Language of Sequence • Use Compound Words • Use Sense Imagery to Describe

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific	English Language Development
5. Technology for a Green Future	1	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use Prepositional Phrases	Hard and Soft c, g	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carbon, electricity, importance, substance, energy, gallon, gasoline, generate	<ul style="list-style-type: none"> power plant, solar power, fossil fuels, economy, statistics, evidence 	<ul style="list-style-type: none"> Use Reasons to Support Opinions Use Quotation Marks in Dialogue Opinion Process Writing Expand Noun Phrases with Adjectives Understand Content Specific Words in Context
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use the Future Progressive Verb Tense	r-Controlled Vowels (ar, or, oar, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	start, charted, according, fortunately, victory, roared, stored, before	<ul style="list-style-type: none"> biodiesel fuel, dependence, encouraged, minimum, experimental, eliminate 	<ul style="list-style-type: none"> Connect Ideas with Coordinating Conjunctions Understand Noun-Pronoun Agreement Use Prepositions and Prepositional Phrase Condense Ideas with Relative Pronouns Use Words with Greek and Latin Elements
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Evaluate an Author's Evidence Compare Arguments and Evidence Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Revise to Include Prepositional Phrases to Add Detail Edit for Correct Form and Use of Progressive Verb Tenses 	r-Controlled Vowels (er, ir, ur)	<ul style="list-style-type: none"> Pausing-Full Stop* Expression-Anticipation/Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	quarter, meters, percent, thirteen, first, thirds, curb, surrounding	<ul style="list-style-type: none"> omit, compensate, emitted 	<ul style="list-style-type: none"> Use Compound Adjectives to Expand Noun Phrases Use Plural Nouns in Generalizations Link Ideas with Connecting Words Form Nouns from Verbs Use Words with Suffixes

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Confronting Challenges	1	Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to Details and Examples in a Text to Draw Inferences Determine a Story's Theme Describe the Characters, Setting, and Events in a Quest Story Use Text Evidence to Compare and Contrast the Treatment of Similar Themes 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Narrative Journal Entry	Form and Use Prepositional Phrases	Adverb Suffixes -ly, -ily, -ways, -wise	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	barely, disdainfully, wildly, peaceably, speedily, sideways, clockwise, counterclockwise	unhidden, embroidered, nimble, contemptuously, ragamuffin, deceive, attracted, resolved	<ul style="list-style-type: none"> Understand Noun-Pronoun Agreement Use the Language of Sequence Narrative Write to Sources Use Verb Tense Use Suffixes (-ful, -ly, and -ness)
	2	Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to Details and Examples in a Text to Answer a Question Describe the Characters, Setting, and Events in a Quest Story Describe a Character Using Details in the Text Compare and Contrast the Treatment of Similar Themes 	N/A	Writing to Sources: Narrative Journal Entry	Order Adjectives Within Sentences	/ā/ and /ō/ (oo, ew, ould, ul)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	looked, could, pulling, would, soon, troop, doomed, blew	dreadful, managed	<ul style="list-style-type: none"> Use Prepositional Phrases Use Connecting Words Use Descriptive Nouns Use Commonly Confused Words Analyze Homophones
	3	Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to Details and Examples in a Text to Draw Inferences Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures 	Determine the Meaning of Words and Phrases in a Text (Mythological Allusions)	Writing to Sources: Narrative Journal Entry	Correct Adjective Order in Sentences	Adjective Suffixes -ful, -ous, -ible, -able, -some	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Read with Expression-Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	painful, resourceful, famous, dangerous, invincible, honorable, troublesome, fearsome	Hercules, Titans, Olympus, Herculean, titanic, Olympian, burden, hesitated, accomplished, perceive	<ul style="list-style-type: none"> Condense Ideas Organize Events with Transition Words Use Noun Phrases to Enrich Meaning Identify and Use Synonyms and Antonyms Produce Complete Sentences

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Developing a Nation	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Chronological) Interpret Information Presented Visually: Time Lines Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Explain the Meaning of Similes and Metaphors	Writing to Sources: News Report	Recognize and Correct Run-on Sentences	/ou/ and /oi/	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	county, brown, pounded, account, outside, destroyed, soil, boiling	simile, metaphor, extremely, region	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Subordinate Clauses in Sentences Informative Write to Sources Use Sequence Words Combine Words into Compound Nouns
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Compare/Contrast) Draw an Inference from a Chronological Text Interpret Information Presented Visually Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Writing to Sources: News Report	Relative Pronouns	Prefixes trans-, pro-, sub-, super-, inter-	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	transport, transcontinental, proclaimed, progress, substituted, intervals, interfered, superstars	dependence, encouraged, minimum, experimental, climinate	<ul style="list-style-type: none"> Connect a Sequence of Events Use Linking Verbs Condense Ideas Use Pronouns to Refer to Nouns Acquire Content Area Vocabulary
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic Explain Events in a Historical Text 	Understand Words Using Synonyms	Writing to Sources: News Report	<ul style="list-style-type: none"> Edit to Correct Run-on Sentences Edit for Correct Use of Relative Pronouns 	Homophones	<ul style="list-style-type: none"> Pausing-- Short Pause* Speed/Pacing-- Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	blew, to, two, there, their, blue, week, too, dear, rained, side, wait, deer, reigned, sighed, weak, weight	appearance, charting, surveying, venture	<ul style="list-style-type: none"> Answer "When" Questions with Prepositional Phrases Understand Ellipsis Use Adjectives to Add Details Use Synonyms and Antonyms Expand Sentences with Adverbs

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic Domain Specific Vocabulary	English Language Development
8. Earth Changes	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Refer to Details and Examples in a Text to Answer Questions Describe the Overall Structure of Events in a Text (Cause/Effect) Interpret Information Presented Visually: Maps, Diagrams, Photos Summarize the Text Identify Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Informative Report	Use Modal Auxiliaries to Express Possibility	Negative Prefixes de-, un-, in-, im-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	unbelievable, unaware, unprepared, destruction, disappeared, impossible, incredibly, insignificant	magnitude, seismograph, tectonic plates, destruction, collided, vibrations	<ul style="list-style-type: none"> Identify Nouns and Noun Phrases Express Cause and Effect Informative Process Writing Use First Person Pronouns Use Prefixes -in-, -un-, -im-, and dis-
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Describe the Overall Structure of Events in a Text Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine and Clarify the Meanings of Multiple-Meaning Words	Process Writing: Informative Report	Use Relative Adverbs	Greek and Latin Roots geo-, archaeo-, rupt-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	archaeologists, geological, geologists, geology, disrupted, erupt, erupted, eruption	crust, plates, core, scalding, ring, scalding, structure, boundary, global	<ul style="list-style-type: none"> Use Adverbials to Add Detail Use Prepositional Phrases to Modify Verbs Understand the Subordinate Conjunction "Because" Use Nouns with Multiple Meanings
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Interpret Information Presented Visually Summarize the Text Review Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic Refer to Details and Examples in a Text to Draw Inference 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Modal Auxiliaries Edit for Correct Use of Relative Adverbs 	Variant Vowel /ō/ (au, al, aw)	<ul style="list-style-type: none"> Inflection/ Intonation- Volume* Expression- Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	August, causing, pause, chalky, fall, stall, talking, dawn	older, trembling, revealed	<ul style="list-style-type: none"> Use Adjectives and Adverbs to Describe Use Descriptive Language Describe with Adjectives and Similes Use Synonyms to Understand Vocabulary Simple and Compound Sentences

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Resources and Their Impact	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Read and Respond to Poetry Refer to the Structural Elements of Poems Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Foreign Language Phrases in a Text	Process Writing: Multimedia Presentation	N/A	Noun Suffixes -dom, -ity, -tion, -ment, -ness	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	wisdom, community, equality, organization, registration, employment, agreement, kindness	pan dulce, campesinos, peregrinación, n, rapid, Language of Time founded, recovered, clinging	<ul style="list-style-type: none"> Identify Synonyms Use the Language of Time Multimedia Writing Expand Sentences Using Adjectives Understand the Suffixes -er and -ist
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Multimedia Presentation	N/A	Introduce Latin Roots mis ("send"), agri ("field"), duct/duct ("lead"), man ("hand")	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	agriculture, introduced, manual, intermission, missiles, manipulate, manufactured, produce	agriculture, mission, quota, missions, disrupted, functioned, harvest, contributors	<ul style="list-style-type: none"> Use Context Clues Use Conjunctions to Connect Ideas Condense Ideas Use the Language of Cause and Effect Identify Homophones
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to the Structural Elements of Poems Compare and Contrast the Treatment of Similar Themes in Two Poems 	Understand Figurative Language (Simile and Personification)	Process Writing: Multimedia Presentation	N/A	Variant Vowel /air/ (air, are, ear)	Inflection/Intonation-Stress* Phrasing-Units of Meaning in Complex Sentences*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carefully, declares, prepare, despair, repaired, forbearance, tears, wears	simile, personification, on, drought, searing	<ul style="list-style-type: none"> Summarize a Poem Identify Noun-Pronoun Agreement Describe with Similes and Metaphors Identify Multiple-Meaning Words Use Adjectives and Verbs to Convey Emotion

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. The Power of Electricity	1	Ask Questions, Determine Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Explain Key Events and Summarize Identify Key Details and Determine Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events, Ideas, or Concepts in a Scientific Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Analyze Author's Word Choice	Process Writing: Cinquain Poem	N/A	Adding Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	grabbed, resumed, humming, stifling, snagged, whined, emergencies, unluckyier	snarled, stranded, plunged, demanded, massive, restored, suspended	<ul style="list-style-type: none"> Express Cause and Effect Use Plural Nouns Poetry Writing Identify Irregular Past Tense Verbs Identify Synonyms and Antonyms
	2	Ask Questions, Determine Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events, Ideas, or Concepts in a Scientific Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Cinquain Poem	N/A	Words with Final /a/ and /an/ Sounds	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	kitchen, chemical, fossil, chemical, controversial, essential, travels, barren, metropolitan	protons, neutrons, movement, stationary, conductors, malfunctions, obstructed, cease, estimated, preserve, convert, complex, transmission	<ul style="list-style-type: none"> Form Complete Sentences Use Prepositional Phrases Use Connecting Words to Link Events in a Sequence Use Apostrophes to Form Possessive Nouns Identify Words with Greek and Latin Roots
	3	Ask Questions, Determine Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Explain Key Details and Summarize Identify Key Details and Determine Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events, Ideas, or Concepts in a Scientific Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words	Reflect on Writing	N/A	Introduce Latin and Greek Roots ven (come), migr (move), graph (write), mit (send), aud (hear)	<ul style="list-style-type: none"> Expression-Characterization/Feelings* Inflection/Intonation--Volume* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	inventor, venue, emigrated, autograph, shadowgraphs, transmitting, audibly, audience, audiences	revolutionary, visionary, showman, account, devoted	<ul style="list-style-type: none"> Identify Subject-Verb Agreement Identify Noun-Pronoun Agreement Expand Sentences with Prepositional Phrases Understand Content-Area Vocabulary Words Regular and Irregular Past Tense Verbs

Reading Standards for Literature Key Ideas and Details	Benchmark Ready to Advance
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 48–49, 54–55, 60–61, 72–73, 74–75, 76–77, 78–79, 80–81, 86–87, 88–89 Unit 2: 104–105, 108–109, 110–111, 114–115, 138–139, 142–143, 144–145, 148–149, 160–161, 170–171, 174–175, 176–177 Unit 3: 16–17, 28–29, 72–73, 76–77 Unit 4: 104–105, 108–109, 110–111, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 170–171, 174–175, 186–187, 192–193 Unit 6: 104–105, 108–109, 110–111, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 16–17 Unit 9: 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Hats off to the President: A White House Mystery</i> (P/38), <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>Haiku</i> (NA) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>

Correlation to the Common Core ELA Standards for Grade 4

RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 42–43, 54–55, 60–61, 72–73, 74–75, 76–77, 80–81, 86–87 Unit 2: 104–105, 114–115, 128–129, 138–139, 142–143, 170–171, 174–175 Unit 3: 16–17, 76–77, 88–89 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 110–111, 114–115, 128–129, 138–139, 142–143, 160–161, 170–171, 174–175, 192–193 Unit 7: 16–17 Unit 9: 16–17, 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Black Stallion</i> (R/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44), Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34), <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40), <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 49 Unit 9: 106, 109, 115 Unit 10: 121</p>
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 48–49, 54–55, 60–61, 88–89 Unit 2: 108–109, 148–149, 160–161, 186–187 Unit 4: 110–111, 120–121, 148–149, 180–181, 186–187, 192–193 Unit 6: 108–109, 126–127, 128–129, 144–145, 154–155, 180–181 Unit 9: 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
Craft and Structure		Benchmark Ready to Advance

Benchmark Ready to Advance

Correlation to the Common Core ELA Standards for Grade 4

RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 46–47, 88–89 Unit 4: 176–177 Unit 6: 120–121, 176–177 Unit 9: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett</i>, <i>John Henry</i>, <i>Keelboat Annie</i> (P/38), <i>Casey Jones</i>, <i>Pecos Bill and Shuefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue,	<p>TEACHER RESOURCE SYSTEM: Unit 2: 120–121 Unit 3: 94–95 Unit 9: 28–29, 30–31, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Hansel and Gretel</i>; <i>Rumpelstiltskin</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 6: 75</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 30–31, 50–51 Unit 4: 108–109, 120–121, 128–129, 154–155, 160–161, 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Legend of Sleepy Hollow</i> (R/40) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34) Unit 5: <i>Dino-Pals are Dino-Mite</i>; <i>Earth Is All the</i></p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for

RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 154–155, 176–177, 180–181 Unit 3: 82–83 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Casey Jones, Pecos Bill and Shuefoot Sue</i> (Q/40)
RL.4.8	NA	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 6: 128–129, 160–161 Unit 9: 94–95 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Haiku</i> (NA/NA) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Frederick Douglass, Sojourner Truth</i> (U/50) READER'S THEATER HANDBOOK: Unit 2: 25, 31 Unit 4: 55 Unit 6: 73, 79 Unit 8: 97 Unit 9: 109, 115 Unit 10: 121, 127
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band	TEACHER RESOURCE SYSTEM: Unit 2: 128–129 Unit 4: 108–109 READER'S THEATER HANDBOOK: Unit 8: 98–103 Unit 10: 122–127
Reading Standards for Informational Text		
Key Ideas and Details		Benchmark Ready to Advance

RI.4.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 6-7, 40-41, 44-45, 46-47, 62-63, 94-95 Unit 3: 6-7, 40-41, 44-45, 62-63 Unit 5: 6-7, 16-17, 22-23, 28-29, 30-31, 40-41, 44-45, 46-47, 50-51, 56-57, 62-63, 72-73, 76-77, 78-79, 82-83, 88-89 Unit 7: 6-7, 16-17, 40-41, 44-45, 50-51, 72-73, 76-77 Unit 8: 104-105, 110-111, 120-121, 138-139, 142-143, 148-149, 154-155, 160-161, 170-171, 174-175, 176-177, 180-181, 186-187, 192-193 Unit 9: 40-41, 44-45 Unit 10: 104-105, 114-115, 126-127, 138-139, 142-143, 160-161, 170-171, 174-175, 186-187, 192-193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Great Inventions and Where They Came</i></p>
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<p>RI.4.2</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6-7, 10-11, 40-41, 44-45 Unit 3: 6-7, 40-41, 44-45 Unit 5: 6-7, 16-17, 40-41, 44-45, 72-73, 76-77 Unit 7: 6-7, 16-17, 40-41, 44-45, 72-73, 76-77 Unit 8: 104-105, 120-121, 138-139, 142-143, 170-171, 174-175 Unit 9: 6-7, 40-41, 44-45 Unit 10: 104-105, 114-115, 138-139, 142-143, 170-171, 174-175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38), <i>Doomed to Disappear?</i> <i>Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50) Unit 5: <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)</p>
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<p>RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 5: 40–41, 44–45, 72–73, 76–77 Unit 7: 10–11, 12–13, 46–47, 50–51, 82–83 Unit 8: 104–105, 110–111, 148–149, 154–155, 160–161 Unit 9: 10–11, 50–51 Unit 10: 126–127, 148–149, 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38) Unit 4: <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)</p>
<p>Craft and Structure</p> <p>RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>Benchmark Ready to Advance</p> <p>TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 56–57 Unit 5: 10–11, 50–51 Unit 7: 22–23 Unit 8: 108–109, 116–117, 124–125, 144–145 Unit 9: 46–47, 78–79, 88–89 Unit 10: 144–145, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40)</p>

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 4

RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 10–11 Unit 5: 12–13, 22–23, 46–47 Unit 7: 10–11, 46–47, 50–51 Unit 8: 110–111, 128–129, 148–149 Unit 9: 10–11, 50–51</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40) Unit 3: <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)</p>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>TEACHER RESOURCE SYSTEM: Unit 8: 126–127, 128–129, 176–177, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Doomed to Disappear? Endangered Species</i> (R/40) Unit 7: <i>Western Legends</i> (X/60) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44) Unit 9: <i>Gold</i> (T/44) Unit 10: <i>Great Inventions and Where They Came From</i> (O/34)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance

<p>RI.4.7</p> <p>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.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 56–57 Unit 5: 82–83 Unit 7: 12–13, 28–29, 56–57, 88–89 Unit 8: 114–115, 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear?</i> <i>Endangered Species</i> (R/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40)</p>
<p>RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 50–51 Unit 5: 28–29, 30–31, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 7: 28–29, 88–89 Unit 9: 12–13, 56–57 Unit 10: 108–109, 120–121, 126–127, 148–149, 154–155, 180–181, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Opinions About Workers' Rights</i> (S/44), <i>Colonial Times</i> (Q/40) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear?</i> <i>Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34) Unit 5: <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40)</p>

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RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 62–63 Unit 5: 30–31, 62–63, 88–89, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 160–161 Unit 9: 30–31, 62–63 Unit 10: 128–129, 160–161, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: Frederick Douglass, Sojourner Truth (U/50)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 3: 37, 43 Unit 4: 49 Unit 5: 61, 67 Unit 7: 85, 91 Unit 8: 103</p> <p>Benchmark Ready to Advance</p>
Range of Reading and Level of Text Complexity		
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band	
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Benchmark Ready to Advance
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189</p> <p>READER'S THEATER HANDBOOK: 11, 17, 23</p> <p>Benchmark Ready to Advance</p>
Fluency		
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Benchmark Ready to Advance

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RF.4.4a	Read grade-level text with purpose and understanding.	READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 3: 22–23, 78–79 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 22–23, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 RTTH: 10, 16, 22
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111 Unit 3: 12–13, 22–23 Unit 4: 150–151, 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 84–85, 90–91 Unit 8: 108–109, 144–145 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119,
Writing Standards		
Types and Purposes		Benchmark Ready to Advance
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 WRITING AND LANGUAGE HANDBOOK: 22
W.4.1b	Provide reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 48–49 WRITING AND LANGUAGE HANDBOOK: 22, 24
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	TEACHER RESOURCE SYSTEM: Unit 5: 54–55 WRITING AND LANGUAGE HANDBOOK: 26, 28
W.4.1d	Provide a concluding statement or section related to the opinion presented	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 60–61 WRITING AND LANGUAGE HANDBOOK: 30
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include factual details	TEACHER RESOURCE SYSTEM: Unit 3: 74–75 Unit 7: 60–61 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations or other	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 146–147 Unit 9: 48–49
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example,	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75

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W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	TEACHER RESOURCE SYSTEM: Unit 8: 158–159
W.4.2e	Provide a concluding statement or section related to the information or	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.4.3	Write narratives to develop real or im	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 140–141 Unit 6: 124–125, 172–173, 194–195
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 178–179, 194–195
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	TEACHER RESOURCE SYSTEM: Unit 2: 178–179
W.4.3e	Provide a conclusion that follows from the narrated experiences or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 158–159
Production and Distribution of Writing		Benchmark Ready to Advance
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125 Unit 3: 8–9, 42–43, 60–61 Unit 4: 106–107, 118–119, 124–125, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 158–159, 194–195 Unit 7: 8–9, 14–15, 20–21, 26–27, 42–43, 54–55, 92–93, 96–97 Unit 8: 106–107, 122–123 Unit 9: 8–9, 14–15, 20–21, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195

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W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	TEACHER RESOURCE SYSTEM: Unit 1: 20-21 Unit 2: 112-113, 118-119, 124-125, 172-173, 178-179, 190-191 Unit 3: 14-15, 26-27, 42-43, 60-61, 96-97 Unit 4: 106-107, 118-119, 124-125, 140-141, 152-153, 158-159, 194-195 Unit 5: 26-27, 74-75, 80-81, 86-87, 92-93 Unit 6: 106-107, 112-113, 124-125, 140-141, 158-159, 184-185, 190-191, 194-195 Unit 7: 8-9, 14-15, 20-21, 26-27, 42-43, 54-55, 74-75, 80-81, 92-93, 96-97 Unit 8: 122-123, 172-173, 178-179 Unit 9: 8-9, 14-15, 20-21, 26-27, 32-33 Unit 10: 146-147, 152-153, 158-159
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient	TEACHER RESOURCE SYSTEM: Unit 2: 194-195 Unit 5: 74-75, 96-97 Unit 8: 194-195 Unit 10: 162-163
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of	TEACHER RESOURCE SYSTEM: Unit 5: 14-15 Unit 8: 106-107, 112-113
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of	TEACHER RESOURCE SYSTEM: Unit 3: 14-15, 20-21, 48-49, 54-55 Unit 4: 112-113, 146-147 Unit 5: 20-21 Unit 6: 118-119, 146-147, 152-153, 194-195 Unit 7: 20-21, 48-49 Unit 8: 112-113, 118-119 Unit 9: 20-21, 26-27, 60-61
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific	TEACHER RESOURCE SYSTEM: Unit 1: 14-15 Unit 4: 138-139 Unit 6: 192-193
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and	TEACHER RESOURCE SYSTEM: Unit 5: 56-57

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W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 50–51, 56–57, 62–63, 82–83, 88–89, 92–93, 94–95 Unit 2: 110–111, 144–145, 148–149, 154–155, 160–161, 180–181, 192–193 Unit 3: 50–51, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 4: 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 5: 12–13, 56–57, 62–63, 88–89, 94–95 Unit 6: 128–129, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 7: 28–29, 50–51, 82–83 Unit 8: 110–111, 114–115, 126–127, 128–129, 148–149, 154–155, 180–181, 186–187 Unit 9: 56–57, 62–63 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 160–161, 162–163, 172–173, 178–179, 184–185, 186–187, 190–191, 192–193, 194–195
Speaking and Listening Standards		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	

SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8-9, 12-13, 14-15, 20-21, 26-27, 32-33, 38, 46-47, 50-51, 56-57, 58-59, 62-63, 64-65, 70, 78-79, 82-83, 88-89, 90-91, 94-95, 96-97 Unit 2: 102-103, 106-107, 112-113, 118-119, 120-121, 122-123, 124-125, 128-129, 130-131, 136, 137, 140-141, 146-147, 148-149, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168, 169, 172-173, 176-177, 178-179, 180-181, 184-185, 186-187, 188-189, 190-191, 192-193, 194-195 Unit 3: 4-5, 8-9, 14-15, 20-21, 24-25, 26-27, 30-31, 38, 39, 48-49, 50-51, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 70, 71, 78-79, 80-81, 82-83, 86-87, 88-89, 90-91, 92-93, 94-95 Unit 4: 102-103, 108-109, 110-111, 120-121, 122-123, 126-127, 136, 137, 144-145, 148-149, 154-155, 156-157, 160-161, 168, 169, 180-181, 186-187, 188-189, 192-193 Unit 5: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 20-21, 22-23, 26-27, 32-33, 38, 39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 70, 71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 86-87, 88-89, 92-93, 94-95, 96-97 Unit 6: 102-103, 104-105, 106-107, 108-109, 112-113, 114-115, 118-119, 120-121, 124-125, 126-127, 128-129, 130-131, 136, 137, 138-139, 142-143, 144-145, 146-147, 148-149, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168, 169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 184-185, 186-187, 190-191, 192-193 Unit 7: 4-5, 6-7, 8-9, 10-11, 14-15, 16-17, 20-21, 22-23, 24-25, 26-27, 30-31, 32-33, 38, 39, 40-41, 44-45, 46-47, 48-49, 50-51, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 70, 71, 72-73, 74-75, 76-77, 80-81, 82-83, 88-89, 90-91, 92-93, 94-95 Unit 8: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 118-119, 122-123, 124-125, 126-127, 128-129, 130-131, 136, 137, 138-139, 140-141, 142-143, 144-145, 148-149, 152-153, 154-155, 156-157, 158-159, 160-161, 168, 169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 184-185, 186-187, 188-189, 190-191, 192-193 Unit 9: 4-5, 6-7, 10-11, 12-13, 16-17, 22-23, 24-25, 28-29, 30-31, 38, 39, 40-41, 44-45, 46-47, 50-51, 56-57, 58-59, 62-63, 70, 71, 72-73, 76-77, 78-79, 82-83, 88-89, 90-91, 94-95 Unit 10: 102-103, 104-105, 108-109, 110-111, 114-115, 120-121, 124-125, 126-127, 128-129, 136, 137, 138-139, 142-143, 144-145.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 70, 71 Unit 2: 102-103, 137 Unit 3: 4-5, 50-51 Unit 4: 102-103, 108-109, 169 Unit 5: 4-5, 38, 62-63, 94-95 Unit 6: 102-103, 160-161, 186-187, 192-193 Unit 7: 4-5, 94-95 Unit 8: 102-103, 108-109, 128-129, 160-161, 176-177, 186-187, 192-193 Unit 9: 4-5, 62-63 Unit 10: 102-103, 108-109, 126-127, 128-129, 169, 186-187, 192-193</p>
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 70, 71 Unit 2: 102-103, 137 Unit 3: 4-5, 50-51 Unit 4: 102-103, 108-109, 169 Unit 5: 4-5, 38, 62-63, 94-95 Unit 6: 102-103, 160-161, 186-187, 192-193 Unit 7: 4-5, 94-95 Unit 8: 102-103, 108-109, 128-129, 160-161, 176-177, 186-187, 192-193 Unit 9: 4-5, 62-63 Unit 10: 102-103, 108-109, 126-127, 128-129, 169, 186-187, 192-193</p>

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SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 10-11, 16-17, 30-31, 38, 39, 40-41, 46-47, 56-57, 70, 71, 72-73, 76-77, 82-83 Unit 2: 102-103, 137, 148-149, 154-155, 160-161, 168, 170-171 Unit 3: 4-5, 30-31, 38, 50-51, 56-57, 70, 82-83, 88-89, 94-95 Unit 4: 102-103, 108-109, 120-121, 126-127, 128-129, 144-145, 169 Unit 5: 4-5, 10-11, 16-17, 40-41, 56-57, 76-77, 88-89 Unit 6: 104-105, 114-115, 138-139, 142-143, 180-181, 186-187, 192-193 Unit 7: 4-5, 30-31, 50-51, 56-57, 88-89 Unit 8: 102-103, 114-115, 126-127, 128-129, 154-155, 168, 176-177 Unit 9: 4-5, 28-29, 56-57, 82-83 Unit 10: 102-103, 168, 169
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 28-29, 39, 56-57, 70, 71, 78-79, 82-83 Unit 2: 102-103, 108-109, 136, 168, 169 Unit 3: 4-5, 22-23, 38, 39, 50-51, 56-57, 70, 71, 94-95 Unit 4: 102-103, 108-109, 110-111, 120-121, 136, 137, 144-145, 169, 176-177 Unit 5: 4-5, 16-17, 39, 40-41, 44-45, 71, 72-73, 76-77, 88-89 Unit 6: 136, 180-181 Unit 7: 4-5, 38, 39, 50-51, 70, 71, 88-89 Unit 8: 102-103, 136, 154-155, 176-177 Unit 9: 4-5, 38, 40-41, 44-45, 56-57, 70 Unit 10: 102-103, 126-127, 128-129, 136, 137, 168, 169
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats,	TEACHER RESOURCE SYSTEM: Unit 1: 4-5 Unit 2: 102-103, 120-121 Unit 3: 4-5, 38, 39, 70 Unit 4: 102-103, 169 Unit 5: 4-5 Unit 6: 102-103, 136, 137, 168, 169 Unit 7: 4-5, 38, 39 Unit 8: 102-103, 136, 137 Unit 9: 4-5, 38, 39, 70, 71 Unit 10: 102-103, 136, 137, 168
SL.4.3	Identify the reasons and evidence a speaker provides to support	
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,	TEACHER RESOURCE SYSTEM: Unit 9: 86-87, 92-93, 96-97 Unit 10: 190-191, 194-195
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the	

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SL.4.6	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	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70 Unit 2: 136 Unit 3: 39, 71 Unit 4: 168, 169 Unit 5: 38, 39 Unit 7: 70 Unit 8: 136, 137 Unit 9: 86-87, 92-93 Unit 10: 126-127, 136
Language Standards		
Convention is of Standard English		Benchmark Ready to Advance
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TEACHER RESOURCE SYSTEM: Unit 7: 64-65, 92-93 Unit 8: 162-163, 190-191 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Relative Adjectives), 166-167 (Use Relative Pronouns), Language BLM 1 (Use Relative Adjectives), Language BLM 2 (Use Relative Pronouns)
L.4.1b	Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 32-33 Unit 2: 162-163, 190-191 Unit 5: 64-65, 92-93 WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Progressive Verb Tenses),
L.4.1c	Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.	TEACHER RESOURCE SYSTEM: Unit 4: 130-131, 184-185 Unit 8: 130-131, 184-185 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Modal Auxiliaries) BLM 4 (Use Modal Auxiliaries)
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32-33, 86-87 Unit 6: 162-163, 190-191, 194-195 WRITING AND LANGUAGE HANDBOOK: 172-173 (Order Adjectives within Sentences),

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L.4.1e	Form and use prepositional phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 80–81 Unit 6: 130–131, 184–185, 194–195</p> <p>WRITING AND LANGUAGE HANDBOOK: 174–175 (Use Prepositional Phrases), Language BLM 7 (Use Prepositional Phrases)</p>
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *	<p>TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 92–93 Unit 7: 32–33</p> <p>WRITING AND LANGUAGE HANDBOOK: 176–177 (Use Complete Sentences), Language BLM 8 (Use Complete Sentences)</p>
L.4.1g	Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>). *	<p>TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 190–191 Unit 7: 84–85, 90–91 Unit 9: 74–75 Unit 10: 158–159</p> <p>WRITING AND LANGUAGE HANDBOOK: 178–179 (Use Frequently Confused Words), Language BLM 9 (Use Frequently Confused Words)</p>
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	Use correct capitalization.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 194–195 Unit 8: 194–195</p> <p>WRITING AND LANGUAGE HANDBOOK: 180–181 (Use Correct Capitalization), Language BLM 10 (Use Correct Capitalization)</p>
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 152–153, 184–185 Unit 6: 172–173</p> <p>WRITING AND LANGUAGE HANDBOOK: 182–183 (Use Commas and Quotation Marks), Language BLM 11 (Use Commas and Quotation Marks)</p>

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L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 7: 32–33</p> <p>WRITING AND LANGUAGE HANDBOOK: 184–185 (Use Commas in Compound Sentences), Language BLM 12 (Use Commas in Compound Sentences)</p>
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 162–163, 182–183, 188–189, 190–191 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 74–75, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 158–159, 182–183, 188–189</p> <p>WRITING AND LANGUAGE HANDBOOK: 186–187 (Use Spelling Reference Materials), Language BLM 13 (Use Spelling Reference Materials)</p>
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Knowledge of Language		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely. *	<p>TEACHER RESOURCE SYSTEM: Unit 2: 146–147 Unit 3: 86–87 Unit 8: 178–179</p> <p>WRITING AND LANGUAGE HANDBOOK: 188–189 (Use Precise Words and Phrases) Language BLM 14</p>
L.4.3b	Choose punctuation for effect. *	<p>TEACHER RESOURCE SYSTEM: Unit 6: 172–173 Unit 7: 80–81 Unit 9: 80–81</p> <p>WRITING AND LANGUAGE HANDBOOK: 190–191 (Use Punctuation for Effect) Language BLM 15</p>

4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group)	<p>TEACHER RESOURCE SYSTEM: Unit 1: 38 Unit 3: 64–65 Unit 7: 80–81 Unit 8: 136 Unit 9: 86–87, 92–93</p> <p>WRITING AND LANGUAGE HANDBOOK: 192–192 (Use Formal and Informal English) Language BLM 16</p>
Benchmark Ready to Advance		
4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 12–13, 56–57 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 8: 108–109, 144–145 Unit 9: 22–23, 46–47 Unit 10: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40) Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 6: <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 3: 33 Unit 5: 57 Unit 6: 69 Unit 7: 87 Unit 8: 99 Unit 9: 105</p> <p>WRITING AND LANGUAGE HANDBOOK: 194–195 (Use Context Clues) Language BLM 18</p>
4.4b	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>).	<p>TEACHER RESOURCE SYSTEM: Unit 7: 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157 Unit 9: 52–53, 58–59 Unit 10: 182–183, 188–189</p> <p>READER'S THEATER HANDBOOK: Unit 3: 39</p>

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L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 110–111, 144–145 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 78–79 Unit 8: 108–109, 144–145 Unit 9: 22–23 Unit 10: 144–145, 176–177</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 4: 45 Unit 6: 75 Unit 9: 111 Unit 10: 117</p> <p>WRITING AND LANGUAGE HANDBOOK: 198–199 (Use Dictionaries, Glossaries, and Thesauruses) Language BLM 20</p>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 186–187 Unit 3: 28–29, 46–47 Unit 4: 144–145 Unit 7: 22–23 Unit 9: 78–79, 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 7: 81 Unit 8: 93 Unit 10: 123</p> <p>WRITING AND LANGUAGE HANDBOOK: 200–201 (use Similies and Metaphors) Language BLM 21</p>
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 104–105 Unit 3: 12–13, 56–57</p> <p>READER'S THEATER HANDBOOK: Unit 4: 51 Unit 5: 63 Unit 9: 105 Unit 10: 123</p> <p>WRITING AND LANGUAGE HANDBOOK: 202–203 (Use Idioms, Adages, and Proverbs) Language BLM 22</p>

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L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TEACHER RESOURCE SYSTEM: Unit 7: 78–79 READER'S THEATER HANDBOOK: Unit 2: 27 WRITING AND LANGUAGE HANDBOOK: 204–205 (Use Synonyms and Antonyms)
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and	TEACHER RESOURCE SYSTEM: Unit 2: 110–111, 144–145 Unit 6: 176–177 Unit 9: 46–47 Unit 10: 110–111 WRITING AND LANGUAGE HANDBOOK: 206–207 (Use Domain-Specific Words) Language BLM 24

Benchmark Auvance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. The U.S. Constitution Then and Now	1	Ask questions	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationships Between Events in a Text: Chronological Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts: Informative and Persuasive 	N/A	Writing to Sources: Personal Letter	Verb Tenses	Short Vowels a, e, ea, i, o, u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	amendments, activists, benefited, citizens, insults, impressive, topics, public	compromise, denial, dignity, legislation, evolve, laws, rights	<ul style="list-style-type: none"> Use Simple Past and Past Perfect Verb Tenses Understand the Language of Chronology Narrative Write to Sources Understand Modal Auxiliaries Use Facts and Examples to Explore Word Meaning
	2	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts 	Use Context Clues to Define Domain-Specific Words	Performance Task Practice	Rules for Comma Usage	Long Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	contained, nation, freedom, reason, replied, rights, devoted, future	banned, inevitable, tensions, secession, splitting, Supreme Court, appealed	<ul style="list-style-type: none"> Understand Pronoun-Antecedent Agreement Use Appositives Use Irregular Verbs Use Past and Past Perfect Verb Tenses Use Prefixes and Suffixes
	3	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Analyze Graphic Features: Photos, Captions, and Footnotes Explain How an Author Uses Reasons and Evidence Integrate Information from Multiple Texts on the Same Topic 	N/A	Performance Task Practice	Produce Complete Sentences	r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure)	• Inflection / Intonation-Volume* • Inflection / Intonation-Stress*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	person, liberty, determination, earned, thirty, first, turned, cultures	integrated, restricting, tolerated	<ul style="list-style-type: none"> Use Subordinating Conjunctions Condense Ideas Combine Sentences to Connect Ideas Analyze Verbs and Verb Phrases Use Regular and Irregular Verbs

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Developing Characters' Relationships	1	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Story Compare and Contrast Varieties of English (Dialect) Analyze How Multimedia Elements Contribute to Meaning and Tone Compare and Contrast Two Texts to Understand Character 	Determine the Meaning of Words and Phrases	Process Writing: Realistic Fiction	Form and Use the Past Perfect Tense	r-Controlled Vowels /ar/, /är/, /ör/ (air, are; ar; or, our, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	participate, horseback, forth, sword, chores, forever, spare	cautiously, mischievous, rollicking, admire, compassion, perseverance, giddy, mar, throng, laden	<ul style="list-style-type: none"> Use Adverbials to Add Details Verb Tenses and Contractions Narrative Process Writing Understand Literary Language Analyze New Words
	2	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters Compare and Contrast Varieties of English Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Theme 	N/A	Process Writing: Realistic Fiction	Develop Realistic Dialogue	Closed Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	swimming, campers, forget, capture, discussed, except, summit, distance	distinct, expedition, peculiar, regrets	<ul style="list-style-type: none"> Understand and Use Interjections Condense Clauses Understand and Use Verb Tenses Use Adverbials to Describe Manner Categorize Words
	3	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Analyze How Multimedia Elements Contribute to Meaning and Tone Analyze How Visual Elements Contribute to Meaning and Mood Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Topic 	N/A	Process Writing: Realistic Fiction	<ul style="list-style-type: none"> Revise to Develop Characters' Voices Edit for Correct Form and Use of the Past Perfect Tense 	Open Syllable Pattern	<ul style="list-style-type: none"> Expression: Anticipation/ Mood* Expression: Characterization/ Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	become, beloved, events, secret, famous, museum, pirates, readers	accomplice, occurred, vague	<ul style="list-style-type: none"> Use Prepositional Phrases Use Interjections Use Imperatives Understand Verb Tenses Use Compound Words

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Cultivating Natural Resources	1	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Identify and Analyze an Author's Objective Point of View Identify and Analyze an Author's Subjective Point of View Analyze Multiple Points of View on the Same Topic Draw on Information from Multiple Sources: Charts and Graphs 	N/A	Writing to Sources: Informative Report	Explain the Function of Conjunctions	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	covered, kernels, forests, scorching, farmers, burst, thirteen	consumption, cultivated, depleting, emergence, generate, develop, landscape, resource	<ul style="list-style-type: none"> Use Shifts in Verb Tense to Explain Effect Express Cause and Effect Informative Write to Sources Use Infinitives as Adverbials Analyze Words in Context
	2	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Draw on Information from Multiple Sources Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Combine Sentences for Meaning, Interest, and Style	Vowel Team Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	explained, realized, rejoiced, enjoyed, throughout, thoughtful, approached, replied	beneficial, principles, surplus, symbiosis, integrity, rotation, hybrid, staple	<ul style="list-style-type: none"> Recognize Prepositional Phrases Use Prepositional Phrases to Indicate Location Understand Temporal Language Connect Two Ideas in a Sentence Use Multiple-Meaning Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Analyze Multiple Points of View on a Topic Draw on Information from Multiple Sources (Line Graphs) Integrate Information from Several Texts on the Same Topic Explain How an Author Uses Reasons and Evidence 	N/A	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Improve Sentence Fluency by Combining Sentences Edit to Correct Conjunction Usage 	Consonant-le Syllable Pattern	<ul style="list-style-type: none"> Inflection/Intonation: Pitch* Prosody: Expression—Characterization/Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	castle, example, incredible, puzzle, unforgettable, nibble, available, principles	diversify, dominate	<ul style="list-style-type: none"> Understand Shifts in Verb Tense Understand Subject-Verb Agreement Use the Past and Present Verb Tenses Identify Words Related to Art Use Adverbs to Describe Verbs and Adjectives

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Recognizing Author's Point of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Read and Summarize Two Poems Describe How a Narrator's Point of View Influences How Events Are Described Identify Key Events and Summarize Explain How a Series of Sections Provide the Overall Structure of a Story Compare and Contrast Themes in Two Stories in the Same Genre 	<ul style="list-style-type: none"> Determine the Meaning of Words and Phrases as They Are Used in a Text Determine the Meaning of Figurative Language (Similes) 	Writing to Sources: Opinion Essay	Form and Use Perfect Verb Tenses	Vowel-Consonant-e Syllable Pattern	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	ashamed, scraped, bravely, blithe, excited, survive, those, contribute	implement, melodious, perspective, interpretation, perspectives, evaluate, blithe, delicious, mason, robust, melodious, simile, like, as	<ul style="list-style-type: none"> Use Present Participles Use Adverbials to Describe Time Opinion Write to Sources Use Prepositions to Describe Location Identify Multiple-Meaning Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Describe How a Narrator's Point of View Influences How Events Are Described Compare and Contrast How Two Narrators' Points of View Influence How Events Are Described Identify Key Events and Summarize 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language Determine the Meaning of Figurative Language (Idioms) 	Writing to Sources: Opinion Essay	Link Ideas Using Words, Phrases, and Clauses	Homographs	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	novel, left, bound, story, rare, kind, till, down	confront, justice, reassuring, idiom, adage, proverb, consequently, specifically, in contrast, because, next	<ul style="list-style-type: none"> Understand the Language of Comparison Use Question Words Recognize Differences in Verb Tenses Use Conjunctions to Connect Ideas Analyze Homographs
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Themes in Two Stories in the Same Genre Develop Fluency: Read with Characterization and Feeling Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Figurative Language	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> Link Opinions with Reasons and Phrases, and Clauses Correct Form and Use of the Present Perfect Tense 	Variant Vowels /ā/ and /ō / oo, ew, ould, ull)	<ul style="list-style-type: none"> Rate: Speed/Pacing-Variety* Prosody: Inflection/Intonation-Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	afternoon, food, flew, goodness, took, shook, pulled, couldn't	optimism, privilege, unrelenting, but, also, because, adages, proverbs, idioms, similes	<ul style="list-style-type: none"> Form and Use Irregular Verbs Understand Phrasal Verbs Understand Pronoun-Antecedent Agreement Use Modal Auxiliaries Explore Multiple-Meaning Words

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study &	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific	English Language Development
5. Technology's Impact on Society	1	Summarize/Synthesize	<ul style="list-style-type: none"> Read and Respond to Poems Explain How Parts of a Text Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrating Information from Multiple Sources to Speak Knowledgeably About a Topic Draw on Information from Multiple Sources: Text and Time Line 	Consult Reference Materials to Define the Precise Meaning of Words and Phrases	Process Writing: Opinion Essay	Understand Modifying Phrases	Noun Suffixes (-ology, -ant, -er, -or, -ery)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	technology, tenants, observant, immigrant, laborer, educator, author, machinery	lucrative, network, radically, Industrial Revolution, rural, urban, technology, shuttle, loom, belt, gearing	<ul style="list-style-type: none"> Understand the Structure of Poetry Use Verb Phrases Opinion Process Writing Use Prepositional Phrases Use Words with Noun Suffixes -er, -or
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Explain How Parts of a Poem Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Develop Fluency: Read with Dramatic Expression Compare and Contrast Poems with Similar Themes 	N/A	Process Writing: Opinion Essay	Understand Modal Auxiliaries	Latin Roots (spec, iter, vent, struct)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	unexpected, respect, spectacular, literary, adventure, structure, invention, construction	alter, mingle, task	<ul style="list-style-type: none"> Use Adverbs to Specify Frequency Condense Ideas Use Prepositional Phrases Use Verb Tense to Convey Times Analyze Word Relationships
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic Analyze Problem/Solution Text Structure 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Revise to Strengthen Opinion Using Modal Auxiliaries	Homophones	Short Pauses*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	course, died, feat, hire, missed, sent, steel, would	affordable, available, manual, urban, card, mince, gin, contraption, innovative	<ul style="list-style-type: none"> Connect Ideas Link Ideas and Events with Connecting Words Use Context Clues to Understand Vocabulary Recognize and Distinguish Between Homophones Analyze Words with Greek and Latin Roots

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Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Up Against the Wild	1	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Determine How Characters in a Drama Respond to Challenges Explain the Overall Structure of a Text (One-Act Drama) Compare and Contrast Two Stories with Similar Themes 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Understand the Function of Prepositions	Variant Vowel /o/ (al, alk, all, au, aw)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	always, awesome, because, fawned, installment, jaws, launched, stalk	chaos, evacuate, priorities, inspiring, elements, compel, public spectacle, ravenous, bounding, fawned, pardoned	<ul style="list-style-type: none"> Understand Verb Tense Use Adjectives to Signal States of Being Narrative Write to Sources Understand the Structure of a Play Use Words with Suffixes -ly and -ity
	2	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Compare and Contrast Two Stories with Similar Themes Quote Accurately from a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Form and Use the Future Perfect Tense	Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	apprehension, government, astonishment, illness, conditions, provisions, exhaustion, visibility	ascended, peril, vicarious, antagonist, bristling, assailants, disconsolate	<ul style="list-style-type: none"> Use Adverbs and Adverb Phrases Recognize Pronouns and Antecedents Recognize and Use Connecting Words Form Adverbs from Adjectives Use Synonyms to Understand Meaning
	3	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Determine How Characters in a Story Respond to Challenges Compare and Contrast Two Texts with Similar Themes Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	<ul style="list-style-type: none"> Revise to Add Details Using Prepositional Phrases Edit for Correct Form and Use of Verb Tenses 	Compound Words (Hyphenated, Open)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Pausing: Short Pause* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	each other, far-flung, half-moon, ocean liner, polar region, ready-made, super-wolf, well-being	adjusted, bolted, hostile, marveled, pen, change, pack, safe, bare(d), desolate, sensitive, swell	<ul style="list-style-type: none"> Combine Clauses to Connect Ideas Condense Ideas Use Prepositional Phrases Use Sense Imagery to Describe Understand Domain-Specific Words

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain	English Language Development
7. Conflicts That Shaped a Nation	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Analyze the Overall Structure of Events in a Text Explain How Authors Use Reasons and Evidence to Support Particular Points Identify and Understand Dialect in a Text Compare and Contrast the Overall Structure of Events in Two or More Texts 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Reduce Sentences for Meaning, Interest, and Style	Words with Final /al/ and /or/	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claims are Supported by Reasons and Evidence 	another, honor, battle, hospital, doctors, medical	adversaries, colonies, rebellion, resented, conflict, political upheaval, home front, enlisted, siege, batteries, trenches, bayonets, detachment	<ul style="list-style-type: none"> Understand the Structure of a Diary Understand the Language of Sequence Informative Write to Sources Connect Ideas Analyze Domain-Specific Words
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain How an Author Uses Reasons and Evidence to Support Particular Points Quote Accurately from a Text to Explain and Draw Inferences Integrate Information from Several Texts on the Same Topic 	N/A	Writing to Sources: Informative Report	Use Correlative Conjunctions	Prefixes (re-, pre-, dis-, mis-)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claims are Supported by Reasons and Evidence 	dissatisfy, precaution, reunited, disease, reaction, misguided, recollect	allies, militias, population, repercussions, sacrifice	<ul style="list-style-type: none"> Form and Use Irregular Verbs Use Verb Tenses to Convey Time Condense Ideas Use Adverbials to Add Details about Time Use Synonyms and Antonyms
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify and Understand Dialect in a Text Integrate Information from Several Texts on the Same Topic to Speak Knowledgeably on a Topic Identify and Summarize Key Events Explain How Parts of a Text Fit Together to Provide the Overall Structure 	Determine the Meaning of Figurative Language (Similes)	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentence Fluency by Reducing Sentences Edit for Correct Use of Correlative Conjunctions 	Silent Letters kn, wr, gh, gn, wh	<ul style="list-style-type: none"> Rate: Speed/Pacing-- Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claims are Supported by Reasons and Evidence 	assignment, whole, eighteen, written, know	regiment, like, as	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Use Prepositional Phrases Use Connecting Words to Link Ideas Understand and Use Figurative Language: Similes Build Vocabulary Relating to Young Patriots

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Water: Fact and Fiction	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts to Speak Knowledgeably About a Topic 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language (Similes) Determine Meaning of Domain-Specific Vocabulary 	Process Writing: Informative Report	Expand Sentences for Meaning, Interest, and Style	/ou/ and /oi/	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	outlandish, mountain, powerful, showered, exploit, moisture, hoisted, joyously	obliterated, scarce, temporary, abundant, precious, revered, element, simile, like, as, desert, reservoirs, xeriscaping, yarrow, horticulture	<ul style="list-style-type: none"> Understand the Text Structure of Myths Use Similes Informative Process Writing Use Verb Tense Use Comparative and Superlative Suffixes
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Explain How Parts of a Text Fit Together to Provide the Overall Structure Compare and Contrast Two Texts with Similar Themes 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language 	Process Writing: Informative Report	Sentences with Multiple Tenses	Latin Roots (aud, vis, form, cede)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	audiences, audible, visualize, transformed, recede, proceed, vision, uniform	myriads, pursuit, receded, tranquil, vast, like, as	<ul style="list-style-type: none"> Understand Problem and Solution Text Structure Link Events with Connecting Words Understand Noun and Pronoun Agreement Use the Language of Sequence of Events Use Suffixes -ly, -ily, -ize
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic Explain the Relationship Between Events in a Scientific Text 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentences by Expanding Sentences Edit for Correct Form and Use of Verb Tenses 	Adjective Suffixes (-y, -ent, -ive, -le, -ful)	Prosody: Expression-Dramatic Expression* Prosody: Expression-Anticipation/Mood*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sandy, impressive, optimistic, dependent, cumulative, peaceful, confident, historic	distribute, problematic, irrigation, distribute, puts, aims, right, directly, runoff, pollution, harmful	<ul style="list-style-type: none"> Condense Ideas Use Adjectives to Expand Sentences Use the Language of Cause and Effect Use Words with Suffixes -al, -ity, -ic Use Simple, Compound, and Complex Sentences

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. The Economic Development of Cities	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Print Sources Integrate Information from Two Texts on the Same Topic 	Determine or Clarify the Meaning of Multiple-Meaning Words	Process Writing: Multimedia Presentation	N/A	Vocabulary: Irregular Past Tense Verbs	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	grew, threw, knew, blew, thought, brought, spent, rang, stood	decline, estimated, ethnic, incorporated, economic development, densely populated, urban, change, earth, found, mission, mouth, post	<ul style="list-style-type: none"> Use Past Tense Verbs Use Noun Phrases to Add Detail Multimedia Writing Switch Between Verb Tense Use Context to Explore Word Meaning
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Multimedia Presentation	N/A	Inflectional Endings with Spelling Changes (-ed, -ing)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	exploded, required, referred, ratified, popping, assembling, inflating, creating	obstacles, opportunities, emigrant, incentive, droves, seaboard, vibrancy	<ul style="list-style-type: none"> Use Irregular Nouns Form Complex Sentences Use Contractions Combine Clauses to Condense Ideas Explore Words to Build Vocabulary
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Compare and Contrast the Overall Structure of Events in Two or More Texts Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes that Describe Where (pro-, em-, en-, per-, im-)	Intonation-- Stress* Rate: Speed/Pacing-- Varied*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	produced, program, embarked, energy, percent, permitted, permanently, imminent	entrepreneurs, incentives, prosperity, revitalize	<ul style="list-style-type: none"> Condense Ideas By Listing Nouns Use Verb Tense to Convey Time Use Introductory Prepositional Phrases to Establish Time Analyze Unfamiliar Vocabulary Use Commas in a Series

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. Transforming Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources to Locate an Answer Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Poetry	N/A	Plurals: Spelling Changes/Irregulars	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sketches, people, benches, theories, teeth, feet, children, bodies	composed, compressed, fixed, principle, properties, proposed	<ul style="list-style-type: none"> Switch Between Present and Past Tense Expand Noun Phrases Poetry Writing Use Prepositional Phrases Analyze Precise Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain the Relationship Between Individuals, Concepts, and Events in a Text Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words	Process Writing: Poetry	N/A	Science Roots (se, mech, cycle, phys, chem)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	inseparable, mechanized, mechanic, mechanism, physiotherapy, chemist, recycling	condenses, dissolves, property, size, shape, texture, solution, particles, reactants, state	<ul style="list-style-type: none"> Understand the Language of Cause and Effect Understand the Structure of an Informational Essay Understand Sequencing Language Switch Between Present and Future Tense Understand and Use Words with Science Roots
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Use Text Evidence to Draw Inferences Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Writing Reflection	N/A	Prefixes (re-, bio-, im-, ex-, micro-)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Prosody: Expression—Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	biologist, biochemistry, reaction, postdoctoral, immigrant, microbiologist	devoured, facilitate, enzymes, postdoctoral research, metabolism	<ul style="list-style-type: none"> Use Adjectives to Provide Detail Understand New Vocabulary Use Relative Clauses to Describe Nouns Analyze Related Words Cause-and-Effect Language

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

Reading Standards for Literature Key Ideas and Details	Benchmark Ready to Advance
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61 Unit 2: 104–105, 108–109, 144–145, 176–177, 180–181, 186–187 Unit 4: 144–145, 180–181, 186–187, 192–193 Unit 5: 6–7, 30–31, 40–41, 44–45, 50–51, 56–57, 62–63, 94–95 Unit 6: 104–105, 108–109, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77, 82–83, 88–89 Unit 8: 104–105, 108–109, 110–111, 138–139, 142–143, 144–145, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 6: <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 13, 14–15, 19 Unit 2: 20–21, 25, 26–27, 31 Unit 3: 32–33, 37, 38–39, 43 Unit 4: 44–45, 49, 50–51, 53, 55 Unit 5: 56–57, 61, 62–63, 67 Unit 6: 68–69, 73, 74–75, 79 Unit 7: 80–81, 85, 86–87, 91 Unit 8: 92–93, 97, 98–99, 103 Unit 9: 104–105, 109, 110–111, 115 Unit 10: 116–117, 121, 122–123</p>

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

RL.5.2	<p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 110–111, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 5: 6–7, 40–41, 44–45, 56–57, 62–63 Unit 6: 104–105, 114–115, 120–121, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework: Bigger</i> (Q/40), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 20–21 Unit 4: 49, 50–51, 55 Unit 5: 56–57, 61 Unit 8: 98–99</p>
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Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 148–149, 180–181 Unit 6: 108–109, 128–129, 148–149, 154–155 Unit 8: 108–109, 144–145, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework: Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future: The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments: The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition: Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 12, 14–15, 16, 17, 18 Unit 2: 20–21, 23, 24, 29, 30 Unit 3: 35, 36, 41, 42 Unit 4: 44–45, 47, 48, 49, 50–51, 53, 54, 55 Unit 5: 56–57, 59, 60, 62–63, 65, 66, 67 Unit 6: 68–69, 71, 72, 73, 74–75, 77, 78, 79 Unit 7: 83, 84, 85, 89, 90 Unit 8: 95, 96, 101, 102 Unit 9: 110–111, 113, 114 Unit 10: 119, 120, 125, 126</p>
Benchmark Ready to Advance		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 110–111 Unit 4: 108–109, 126–127, 144–145, 148–149, 186–187 Unit 5: 12–13 Unit 6: 110–111, 144–145, 176–177 Unit 7: 88–89 Unit 8: 110–111, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 14–15 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 44–45, 50–51 Unit 5: 56–57, 62–63 Unit 6: 68–69, 74–75, 77, 78 Unit 7: 80–81, 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111 Unit 10: 116–117, 122–123</p>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 120–121 Unit 5: 10–11, 50–51, 56–57 Unit 6: 126–127 Unit 7: 78–79 Unit 8: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50)</p>

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	TEACHER RESOURCE SYSTEM: Unit 4: 110–111, 154–155, 160–161 Unit 6: 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Dog Did My Homework; Bigger (Q/40), The Trouble with Northrup... (T/44) Unit 5: Homework from the Future; The Encouragement App (U/50) Unit 6: Mere Moments; The Day the Towers Fell (X/60)</i> READER'S THEATER HANDBOOK: Unit 3: 38–39 Unit 4: 47, 48 Unit 5: 61 Unit 6: 74–75
Benchmark Ready to Advance		
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 176–177, 180–181 Unit 4: 104–105 Unit 6: 180–181 Unit 9: 14–15 Unit 10: 162–163 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan (R/40) Unit 4: The Dog Did My Homework; Bigger (Q/40), The Trouble with Northrup... (T/44) Unit 5: Homework from the Future; The Encouragement App (U/50) Unit 6: Mere Moments; The Day the Towers Fell (X/60), The Lewis and Clark Expedition; Building the Transcontinental Railroad (S/44)</i>
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 80–81, 86–87 Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 5: 62–63 Unit 6: 128–129, 160–161, 192–193 Unit 7: 62–63 Unit 8: 160–161 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Robin Hood Saves Will Stutely (S/44) Unit 4: The Dog Did My Homework; Bigger (Q/40) Unit 5: Homework from the Future; The Encouragement App (U/50)</i> READER'S THEATER HANDBOOK: Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85 Unit 8: 97
Benchmark Ready to Advance		
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and	TEACHER RESOURCE SYSTEM: Unit 2: 104–105, 142–143, 174–175 Unit 4: 104–105, 138–139, 142–143, 170–171
Reading Standards for Informational Text		
Key Ideas and Details		
Benchmark Ready to Advance		

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 46–47, 56–57, 76–77, 78–79, 88–89, 94–95 Unit 3: 10–11, 12–13 Unit 5: 16–17, 22–23, 28–29, 30–31, 72–73, 76–77, 82–83, 88–89, 94–95 Unit 7: 6–7, 16–17, 40–41, 44–45, 46–47, 50–51, 56–57 Unit 8: 170–171, 174–175, 180–181, 186–187, 192–193 Unit 9: 6–7, 10–11, 16–17, 40–41, 44–45, 56–57, 72–73, 76–77, 82–83, 88–89 Unit 10: 104–105, 114–115, 128–129, 138–139, 142–143, 154–155, 160–161, 170–171, 174–175, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas: Squanto</i> (R/40), <i>John Adams: Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40) Unit 9: <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 49</p>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 16–17, 72–73, 76–77 Unit 7: 6–7, 16–17, 40–41, 44–45, 50–51 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 2: <i>A Tail for a Tail</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas: Squanto</i> (R/40), <i>John Adams: Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861–1941</i> (X/60), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>

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RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 50–51, 56–57, 78–79, 82–83, 94–95 Unit 3: 10–11, 50–51, 56–57 Unit 5: 22–23, 28–29, 82–83, 88–89 Unit 8: 176–177, 186–187 Unit 9: 6–7 Unit 10: 108–109, 120–121, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas: Squanto</i> (R/40), <i>John Adams: Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861–1941</i> (X/60), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49 Unit 7: 86–87 Unit 9: 104–105, 107, 108</p>
Benchmark Ready to Advance		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<p>TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 3: 46–47 Unit 5: 78–79 Unit 7: 12–13, 28–29 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas: Squanto</i> (R/40) Unit 8: <i>Weather on Earth</i> (W/60) Unit 9: <i>The U.S. Economy 1861–1941</i> (X/60), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 22–23, 62–63 Unit 5: 22–23, 88–89 Unit 7: 10–11, 30–31 Unit 8: 192–193 Unit 9: 78–79 Unit 10: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Growing a Kitchen Garden</i> (N/30) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60) Unit 9: <i>Gold and the Settling of the West</i> (Z/80)</p>

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RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 22–23, 30–31, 88–89 Unit 5: 30–31, 94–95 Unit 7: 56–57 Unit 8: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40) Unit 3: <i>Plant Genetics</i> (T/44) Unit 5: <i>Disasters of Technology</i> (W/60), <i>The Transcontinental Railroad</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 9: <i>The New England Colonies</i> (Y/70)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49</p>
Integration of Knowledge and Ideas		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p>Benchmark Ready to Advance</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 28–29, 78–79 Unit 5: 28–29 Unit 9: 10–11, 28–29, 39, 50–51, 88–89 Unit 10: 110–111, 126–127, 148–149, 180–181, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 94–95 Unit 3: 82–83 Unit 7: 22–23, 46–47 Unit 8: 120–121, 180–181, 186–187 Unit 9: 22–23, 56–57, 82–83 Unit 10: 110–111</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Freedom of Speech</i> (U/50) Unit 3: <i>Cells</i> (V/60), <i>Plants We Use</i> (S/44), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 7: <i>People of the American Revolution</i> (U/50) Unit 8: <i>The Sky Is Green</i> (R/40) Unit 9: <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861–1941</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>

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RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 94–95 Unit 3: 62–63, 94–95 Unit 5: 30–31, 94–95 Unit 7: 62–63, 94–95 Unit 8: 128–129, 192–193 Unit 9: 28–29, 30–31, 39, 62–63, 94–95 Unit 10: 128–129, 160–161, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Perspectives of the American Revolution (T/44)</i> Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost (S/44)</i> READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 31 Unit 3: 37, 43 Unit 7: 91 Unit 8: 103 Unit 9: 109, 115 Unit 10: 121
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 44–45, 72–73, 76–77 Unit 3: 44–45, 76–77
Reading Standards: Foundational Skills		Benchmark Ready to Advance
Phonics and Word Recognition		Benchmark Ready to Advance
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.5.3a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 26–27, 52–53, 58–59, 84–85, 90–91 Unit 6: 118–119, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189
Fluency		Benchmark Ready to Advance
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	

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RF.5.4a	Read on-level text with purpose and understanding:	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6-7, 40-41, 44-45, 72-73, 76-77 Unit 2: 104-105, 114-115, 138-139 Unit 3: 6-7, 16-17, 44-45, 72-73, 76-77 Unit 4: 104-105, 114-115, 138-139, 142-143, 170-171</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8-9, 10, 11, 12, 13, 14-15, 16, 17, 18, 19 Unit 2: 20-21, 22, 23, 24, 25, 26-27, 28, 29, 30, 31 Unit 3: 32-33, 34, 35, 36, 37, 38-39, 40, 41, 42, 43 Unit 4: 44-45, 46, 47, 48, 49, 52, 53, 54, 55 Unit 5: 56-57, 58, 59, 60, 61, 62-63, 64, 65, 66, 67 Unit 6: 68-69, 70, 71, 72, 73, 74-75, 76, 77, 78, 79 Unit 7: 80-81, 82, 83, 84, 85, 86-87, 88, 89, 90, 91 Unit 8: 92-93, 94, 95, 96, 97, 98-99, 100, 101, 102, 103 Unit 9: 104-105, 106, 107, 108, 109, 110-111, 112, 113, 114, 115 Unit 10: 116-117, 118, 119, 120, 121, 122-123, 124, 125, 126</p>
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 176-177 Unit 5: 46-47</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8-9, 10, 11, 12, 13, 14-15, 16, 17, 18, 19 Unit 2: 20-21, 22, 23, 24, 25, 26-27, 28, 29, 30, 31 Unit 3: 32-33, 34, 35, 36, 37, 38-39, 40, 41, 42, 43 Unit 4: 44-45, 46, 47, 48, 49, 50-51, 52, 53, 54, 55 Unit 5: 56-57, 58, 59, 60, 61, 62-63, 64, 65, 66, 67 Unit 6: 68-69, 70, 71, 72, 73, 74-75, 76, 77, 78, 79 Unit 7: 80-81, 82, 83, 84, 85, 86-87, 88, 89, 90, 91 Unit 8: 92-93, 94, 95, 96, 97, 98-99, 100, 101, 102, 103 Unit 9: 104-105, 106, 107, 108, 109, 110-111, 112, 113, 114, 115 Unit 10: 116-117, 118, 119, 120, 121, 122-123, 124, 125, 126</p>

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RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 4: 176–177 Unit 5: 46–47 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
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LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40)		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and	
W.5.1a	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.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 Unit 9: 26–27, 32–33, 42–43, 64–65 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 146–147, 178–179, 194–195 Unit 5: 48–49 Unit 9: 26–27, 32–33 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 184–185 Unit 5: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1d	Provide a concluding statement or section related to the opinion presented.	TEACHER RESOURCE SYSTEM: Unit 5: 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)

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W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information	TEACHER RESOURCE SYSTEM: Unit 3: 26–27
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include	TEACHER RESOURCE SYSTEM: Unit 3: 8–9, 74–75 Unit 6: 184–185 Unit 7: 14–15, 60–61 Unit 8: 140–141, 194–195 Unit 9: 8–9, 60–61, 74–75, 80–81
W.5.2b	Develop the topic with facts, definitions, concrete details,	TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 80–81 Unit 7: 14–15, 48–49 Unit 8: 146–147 Unit 9: 48–49
W.5.2c	Link ideas within and across categories of information using	TEACHER RESOURCE SYSTEM: Unit 8: 152–153
W.5.2d	Use precise language and domain-specific vocabulary to	TEACHER RESOURCE SYSTEM: Unit 8: 178–179
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	TEACHER RESOURCE SYSTEM: Unit 2: 106–107, 140–141
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 6: 194–195
W.5.3b	Use narrative techniques, such as dialogue, description, and	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 172–173, 194–195
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.5.3d	Use concrete words and phrases and sensory details to	
W.5.3e	Provide a conclusion that follows from the narrated	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 Unit 6: 178–179
Production and Distribution of Writing		Benchmark Ready to Advance

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W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8-9, 20-21, 74-75, 80-81, 86-87, 92-93 Unit 2: 112-113, 118-119, 124-125 Unit 3: 42-43, 60-61 Unit 4: 140-141, 152-153 Unit 5: 8-9, 24-25, 74-75 Unit 6: 140-141, 158-159 Unit 7: 42-43, 54-55, 60-61 Unit 8: 106-107, 172-173 Unit 9: 20-21 Unit 10: 106-107, 112-113, 118-119, 122-123, 128-129, 130-131, 140-141, 146-147, 152-153, 158-159, 162-163, 172-173, 178-179, 184-185, 190-191, 194-195 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	TEACHER RESOURCE SYSTEM: Unit 1: 8-9, 20-21, 92-93 Unit 2: 112-113, 118-119, 124-125, 172-173, 178-179, 184-185, 190-191 Unit 3: 8-9, 14-15, 20-21, 60-61 Unit 4: 106-107, 112-113, 118-119, 124-125, 152-153, 158-159, 194-195 Unit 5: 24-25, 74-75 Unit 6: 106-107, 112-113, 116-117, 122-123, 158-159 Unit 7: 8-9, 14-15, 20-21, 26-27, 54-55, 74-75, 80-81, 86-87, 92-93 Unit 8: 106-107, 124-125, 172-173 Unit 9: 20-21 Unit 10: 146-147, 152-153, 158-159
W.5.6	With some guidance and support from adults, use technology, including the	TEACHER RESOURCE SYSTEM: Unit 2: 194-195 Unit 5: 96-97 Unit 8: 194-195 Unit 10: 162-163
Research to Build and Present Knowledge		
W.5.7	Conduct short research projects that use several sources to build knowledge	TEACHER RESOURCE SYSTEM: Unit 3: 80-81 Unit 5: 14-15 Unit 8: 112-113 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize	TEACHER RESOURCE SYSTEM: Unit 1: 14-15 Unit 3: 14-15, 20-21, 26-27, 48-49, 54-55 Unit 4: 146-147, 194-195 Unit 5: 14-15, 20-21 Unit 6: 146-147, 152-153 Unit 7: 20-21, 48-49 Unit 8: 118-119 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	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,	TEACHER RESOURCE SYSTEM: Unit 1: 74-75, 80-81, 86-87 Unit 4: 194-195
W.5.9b	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	TEACHER RESOURCE SYSTEM: Unit 4: 118-119 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)

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Range of Writing		Benchmark Ready to Advance
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 28–29, 50–51, 54–55, 56–57, 62–63, 74–75, 80–81, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 2: 126–127, 148–149, 176–177, 180–181, 186–187, 192–193 Unit 3: 30–31, 78–79, 82–83, 88–89, 94–95, 96–97 Unit 4: 110–111, 114–115, 126–127, 128–129, 142–143, 148–149, 154–155, 160–161, 174–175, 180–181, 186–187 Unit 5: 30–31, 62–63, 82–83, 88–89 Unit 6: 128–129, 180–181, 186–187, 192–193, 194–195 Unit 7: 42–43, 96–97 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)</p>
Speaking and Listening Standards		Benchmark Ready to Advance
Comprehension and Collaboration		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and</i>	<p>TEACHER RESOURCE SYSTEM: Unit 7: 10–11, 50–51 Unit 8: 114–115, 142–143 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)</p>
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 6–8, 10–11, 16–17, 38, 39, 40–41, 44–45, 46–47, 50–51, 56–57, 70, 71, 72–73, 76–77 Unit 6: 102–103, 104–105, 110–111, 120–121, 136, 137, 138–139, 142–143, 160–161, 168, 169 Unit 7: 4–5, 6–7, 16–17, 38, 39, 40–41, 44–45, 70, 71 Unit 8: 102–103, 120–121, 126–127, 136, 137, 144–145, 148–149, 168, 169, 176–177 Unit 9: 6–7, 16–17, 28–29, 38, 40–41, 44–45, 70, 71, 72–73, 76–77, 88–89, 94–95 Unit 10: 102–103, 126–127, 136, 137, 168, 169</p>

Benchmark Ready to Advance
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SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 38, 39, 70, 71 Unit 2: 102-103, 136, 137, 168, 169 Unit 3: 4-5, 38, 70, 71 Unit 4: 102-103, 136, 137, 168, 169 Unit 5: 4-5, 38, 39, 70, 71 Unit 6: 102-103, 110-111, 136, 137, 168, 169 Unit 7: 4-5, 30-31, 38, 39, 46-47, 56-57, 70, 71 Unit 8: 102-103, 108-109, 128-129, 136, 137, 168, 169 Unit 9: 4-5, 22-23, 38, 56-57, 70, 71, 82-83 Unit 10: 102-103, 110-111, 120-121, 136, 137, 168, 169, 176-177, 180-181, 186-187</p>
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 38, 39, 70, 71 Unit 2: 102-103, 136, 137, 168, 169 Unit 3: 4-5, 38, 70, 71 Unit 4: 102-103, 136, 137, 168, 169 Unit 5: 4-5, 6-8, 10-11, 38, 39, 50-51, 70, 71 Unit 6: 102-103, 114-115, 126-127, 136, 137, 148-149, 168, 169, 174-175 Unit 7: 4-5, 22-23, 38, 39, 70, 71, 82-83, 88-89, 94-95 Unit 8: 102-103, 108-109, 120-121, 128-129, 136, 137, 144-145, 148-149, 168, 169 Unit 9: 4-5, 30-31, 38, 70, 71, 78-79 Unit 10: 102-103, 108-109, 110-111, 120-121, 136, 137, 148-149, 154-155, 168, 169</p>

Benchmark Ready to Advance
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SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 38, 39, 70, 71 Unit 2: 102-103, 136, 137, 168, 169 Unit 3: 4-5, 38, 70, 71 Unit 4: 102-103, 136, 137, 168, 169 Unit 5: 4-5, 38, 39, 40-41, 44-45, 56-57, 70, 71 Unit 6: 102-103, 104-105, 108-109, 136, 137, 138-139, 142-143, 154-155, 168, 169, 170-171 Unit 7: 4-5, 6-7, 16-17, 28-29, 38, 39, 40-41, 44-45, 70, 71 Unit 8: 102-103, 104-105, 136, 137, 138-139, 160-161, 168, 169, 170-171, 174-175 Unit 9: 4-5, 6-7, 10-11, 16-17, 38, 40-41, 44-45, 50-51, 62-63, 70, 71, 72-73, 76-77 Unit 10: 102-103, 136, 137, 168, 169
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER RESOURCE SYSTEM: Unit 1: 4-5, 38, 39, 70, 71 Unit 2: 136, 137, 168, 169, 176-177 Unit 3: 4-5, 28-29, 38, 70, 71 Unit 4: 102-103, 136, 137, 168, 169 Unit 5: 4-5, 38, 39, 70, 71 Unit 6: 102-103, 136, 137, 168, 169 Unit 7: 4-5, 38 Unit 8: 102-103, 136, 137, 168, 169 Unit 9: 4-5, 8-9, 14-15, 38 Unit 10: 102-103, 136, 137
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and	TEACHER RESOURCE SYSTEM: Unit 8: 180-181 Unit 9: 38 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support	TEACHER RESOURCE SYSTEM: Unit 2: 168 Unit 7: 39, 70, 71, 78-79 Unit 8: 137 Unit 9: 8-9, 70, 71 Unit 10: 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
SL.5.5	Include multimedia components (e.g., graphics,	TEACHER RESOURCE SYSTEM: Unit 9: 8-9, 32-33, 42-43, 60-61, 64-65, 74-75, 86-87, 92-93

**Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5**

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70, 71 Unit 2: 136, 137, 168, 169 Unit 3: 38, 70, 71 Unit 4: 136, 137, 168, 169 Unit 5: 38, 39, 70, 71 Unit 6: 136, 137, 168, 169 Unit 7: 38, 39, 70 Unit 8: 136, 137, 168, 169 Unit 9: 70, 71, 96–97 Unit 10: 136, 137, 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
Language Standards		
Conventions of Standard English		Benchmark Ready to Advance
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179 Unit 3: 32–33, 86–87, 92–93 Unit 7: 12–13 Unit 6: 130–131, 184–185 WRITING AND LANGUAGE HANDBOOK: 160–161 (Use Conjunctions), 162–163 (Use Interjections), 164–165 (Use Prepositions), Language BLM 1, Language BLM 2, Language BLM 3
L.5.1b	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.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166–167 (Use Perfect Verb Tenses), 168–169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 5: 64–65, 80–81 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166–167 (Use Perfect Verb Tenses), 168–169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 190–191 Unit 6: 162–163, 190–191 Unit 7: 92–93 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 168–169 (Use Appropriate Verb Tense), Language BLM 5
L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 92–93 Unit 5: 92–93 Unit 7: 64–65, 86–87

Benchmark Ready to Advance
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L.5.2	Demonstrate command of the conventions of standard English capitalization,	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 124–125
L.5.2a	Use punctuation to separate items in a series.*	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 190–191 Unit 5: 74–75, 86–87 Unit 8: 130–131, 172–173 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 WRITING AND LANGUAGE HANDBOOK: 170–171 (Use Commas), Language BLM 6
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	TEACHER RESOURCE SYSTEM: Unit 2: 190–191 Unit 3: 92–93 Unit 5: 32–33, 86–87 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 Unit 5: 58 WRITING AND LANGUAGE HANDBOOK: 170–171 (Use Commas), Language BLM 6
L.5.2c	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	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 170–171 (Use Commas), Language BLM 6
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 3: 26–27 Unit 8: 194–195 WRITING AND LANGUAGE HANDBOOK: 172–173 (Punctuate Titles of Works), Language BLM 7

Benchmark ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 90–91, 94–95, 96–97 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 182–183, 188–189 Unit 5: 12–13, 18–19, 26–27, 52–53, 58–59, 90–91 Unit 6: 118–119, 124–125, 144–145, 150–151, 156–157, 182–183, 188–189 Unit 8: 190–191 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 WRITING AND LANGUAGE HANDBOOK: 174–175 (Use Spelling Reference Materials), Language BLM 8
Knowledge of Language		Benchmark Ready to Advance
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TEACHER RESOURCE SYSTEM: Unit 3: 64–65, 86–87 Unit 5: 74–75 Unit 7: 32–33, 74–75 Unit 8: 130–131, 172–173
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 152–153, 154–155, 162–163, 178–179 Unit 7: 28–29, 80–81 READER'S THEATER HANDBOOK: Unit 6: 71 Unit 7: 86–87
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i>	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 6: 102–103 Unit 7: 4–5 Unit 8: 102–103, 110–111, 122–123 Unit 9: 4–5 Unit 10: 102–103 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40)
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 5: 78–79, 90–91 Unit 6: 110–111, 144–145, 176–177 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) Unit 8: <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44) READER'S THEATER HANDBOOK: Unit 1: 8–9 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 50–51 Unit 5: 62–63 Unit 6: 68–69 Unit 7: 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111

Benchmark Ready to Advance
Correlation to the Common Core ELA Standards for Grade 5

L.5.4b	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>).	TEACHER RESOURCE SYSTEM: Unit 5: 52–53, 58–59 Unit 7: 52–53, 58–59 Unit 8: 150–151, 156–157, 182–183 Unit 10: 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>The New England Colonies</i> (Y/70), <i>Gold and the Settling of the West</i> (Z/80)
L.5.4c	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.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 4: 108–109 Unit 5: 12–13, 78–79 Unit 6: 144–145, 176–177 Unit 7: 12–13 Unit 8: 178–179 Unit 9: 12–13, 46–47 Unit 10: 144–145 READER'S THEATER HANDBOOK: Unit 5: 56–57, 62–63 Unit 7: 80–81
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	TEACHER RESOURCE SYSTEM: Unit 4: 126–127, 148–149, 186–187 Unit 7: 88–89 Unit 8: 154–155 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Sky Is Green</i> (R/40)
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER RESOURCE SYSTEM: Unit 4: 144–145, 186–187 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)
L.5.5c	Use the relationship between particular words (e.g.,	TEACHER RESOURCE SYSTEM: Unit 1: 56–57 Unit 4: 150–151, 156–157 Unit 9: 12–13
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 162–163, 184–185 Unit 5: 12–13, 54–55, 86–87 Unit 7: 12–13 Unit 10: 144–145, 150–151, 156–157 READER'S THEATER HANDBOOK: Unit 4: 44–45, 55 Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85

GEE Arabic Curriculum Map & Pace Summary

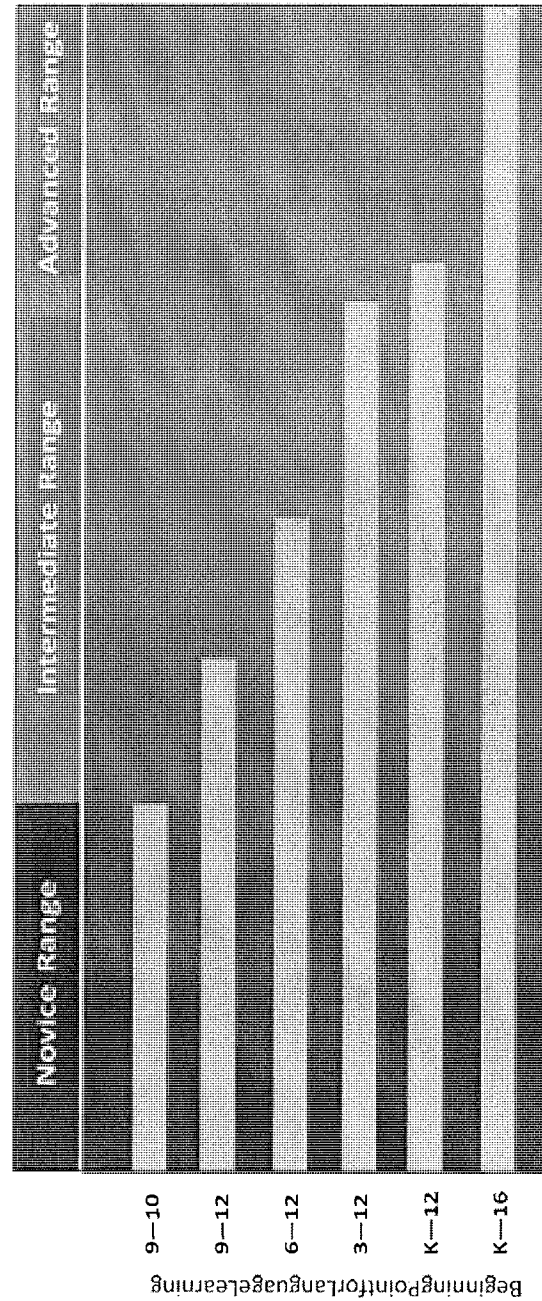
Standards and Benchmarks

2016-17

Introduction:

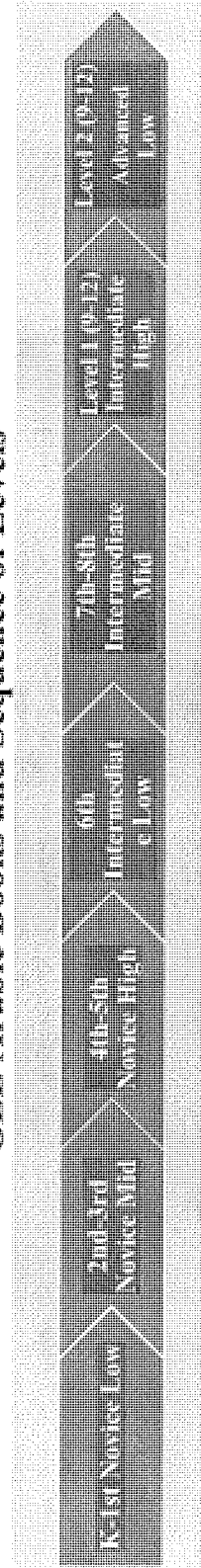
The GEE Arabic curriculum includes series of books from K-12 Grades.

According to ACTFL statement describing the length of sequence or entry or exit point, students in the GEE schools who received k-12 constant uninterrupted daily Arabic instruction should achieve language proficiency at the Advanced-Low. Some Heritage students might achieve Advanced Mid.



From the Performance Descriptors for Language Learners (ACTFL, 2012a, p.13)

GEE Arabic Books and Sequence of Levels



NCSSFL-ACTFL Global Can-Do Benchmarks

GEE Arabic Curriculum

	K-5 th Grades Benchmarks Novice Range	6 th -8 th Grades Level 1 (9-12) Benchmarks Intermediate Range	9 th -12 th Grades Level 2 Benchmarks Advanced Range
Communication Standards Speaking (Interpersonal) Learners interact and negotiate meaning in spoken conversations to share information	<p>Novice Low:</p> <p>(Interpersonal Speaking)</p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>I can greet people in a polite way using single words and memorized phrases.</p> <p>I can respond to yes/no questions, either/or question, <i>who, what, when, where</i> questions.</p> <p>Novice Mid:</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p>	<p>Intermediate Low:</p> <p>(Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>Intermediate Mid:</p> <p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and</p>	<p>Advanced Low:</p> <p>(Interpersonal Speaking)</p> <p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p> <p>Advanced Mid:</p> <p>I can express myself fully not only</p>

	<p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Novice High:</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask for and give simple directions to go somewhere or do something.</p>	<p>answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p> <p>Intermediate High:</p> <p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually talk about events and experiences in various time frames.</p>	<p>on familiar topics but also on some concrete social, academic, and professional topics.</p> <p>I can talk in de- tail and in an organized way about events and experiences in various time frames.</p> <p>I can confidently handle routine situations with an unexpected complication.</p> <p>I can share my point of view in discussions on some complex issues.</p>
<p>Writing and Oral Presentation (Presentational Communication)</p> <p>Learners present and explain information to audience of listeners such as</p>	<p>Novice Low:</p> <p>(writing)</p> <p>I can copy some familiar words,</p>	<p>Intermediate Low:</p> <p>(Writing)</p> <p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>Advanced Low:</p> <p>(Writing)</p> <p>I can write on general interest, academic, and professional topics.</p> <p>I can write organized paragraphs</p>

classmates.

I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice Mid:

(Writing)

I can write lists and memorized phrases on familiar topics.

(Oral Presentation)

I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice High:

(Writing)

I can write short messages and notes on familiar topics related to everyday life.

(Oral Presentation)

I can present basic information on

(Oral Presentation)

I can present information on most familiar topics using a series of simple sentences.

Intermediate Mid:

(Writing)

I can write on a wide variety of familiar topics using connected sentences.

(Oral Presentation)

I can make presentations on a wide variety of familiar topics using connected sentences.

Intermediate High:

(Writing)

I can write on topics related to school, work, and community in a generally organized way.

I can write some simple paragraphs about events and experiences in various time frames.

about events and experiences in various time frames.

(Oral Presentation)

I can deliver organized presentations appropriate to my audience on a variety of topics.

I can present information about events and experiences in various time frames.

Advanced Mid:

(Writing)

I can write on a wide variety of general interest, professional, and academic topics.

I can write well-organized, detailed paragraphs in various time frames.

(Oral Presentation)

I can deliver well-organized presentations on concrete social, academic, and professional topics.

I can present de-tailed information

	<p>familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>(Oral Presentation)</p> <p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>	<p>about events and experiences in various time frames.</p>
<p>Listening & Reading (Interpretive Communication) Learners understand, interpret and analyze what is heard, read, or viewed</p>	<p>Novice Low:</p> <p>(Listening)</p> <p>I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize a few letters or characters.</p> <p>I can identify a few memorized words and phrases when I read.</p>	<p>Intermediate Low:</p> <p>(Listening)</p> <p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>Advanced Low:</p> <p>(Listening)</p> <p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>

	<p>Novice Mid: (Listening)</p> <p>I can recognize some familiar words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize some letters or characters.</p> <p>I can understand some learned or memorized words and phrases when I read.</p> <p>Novice High: (Listening)</p> <p>I can often understand words, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and some-times understand the main topic of what is being said.</p>	<p>Intermediate Mid: (Listening)</p> <p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>Intermediate High: (Listening)</p> <p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p>	<p>(Reading)</p> <p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames and genres.</p> <p>Advanced Mid: (Listening)</p> <p>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in most genres, even when not familiar with the topic.</p> <p>(Reading)</p> <p>I can understand the main idea and</p>
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	<p>(Reading)</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>I can sometimes understand the main idea of what I have read.</p>	<p>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I hear about events and experiences in various time frames.</p> <p>(Reading)</p> <p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</p> <p>I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.</p> <p>I can follow stories and descriptions of considerable length and in various time frames.</p> <p>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>
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GEE Arabic Curriculum Map & Pace Summary

Kindergarten – First grade

الروضة و الصف الاول

Benchmarks Novice Low	Kindergarten – First grade الروضة و الصف الاول	الوقت Pace
<p><u>(Interpersonal Speaking)</u></p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>I can greet people in a polite way using single words and memorized phrases.</p> <p>I can respond to yes/no questions, either/or question, <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i> questions.</p>	Greetings . التحيات	September Week 1-4
	School . المدرسة	October Week 5-8
	Time . الوقت	November Week 9-12
	Celebrations . الاحتفالات	December Week 13-16

<p>(writing) I can copy some familiar words, characters, or phrases.</p> <p>(Oral Presentation) I can present information about myself and some other very familiar topics using single words or memorized phrases.</p> <p>(Listening) I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>(Reading) I can recognize a few letters or characters.</p> <p>I can identify a few memorized words and phrases when I read.</p>	Family	• العائلة	January Week 17-20
	The Body	• الجسم	February Week 21-24
	Cloths	• الملابس	March Week 25-28
	• الطعام Food		April Week 29-32
		• ص	
		• تقيد تأناويحلا	May Week 33-36
	Review		June 37-38



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 2nd Grade

بنائنا فصلًا

Benchmarks Novice Mid	بنائنا فصلًا 2 nd grade	تفولنا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask and answer questions on familiar topics to keep a conversation going.</p> <p>(Writing)</p> <p>I can write lists and memorized phrases on familiar topics.</p> <p>(Oral Presentation)</p>	<p>التحيات من أنا Who Am I?</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>الطبيعة النشرة الجوية Weather Forecast</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>تقيدحو تضاير لذي الة Hobbies Gym & Playground</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>الاحتفالات عيدك يا ماما Mother's Day</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>

<p>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>(Listening)</p> <p>I can recognize some familiar words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize some letters or characters.</p> <p>I can understand some learned or memorized words and phrases when I read.</p>	<p>المهن والأعمال Professions & Career أحلام الصغار Children Dreams فريقنا Technology & Science أبجدية نكتة وأولها Young Artist السفر والرحلات Traveling بساط الريح Flying Carpet يافخ أكبرها Culture ثقافتنا</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p> <p>Mar. - Apr. 3w - 2w week: (26-30)</p> <p>Apr. - May. 2w - 3w week: (31-35)</p> <p>May. - Jun. 1w - 2w week: (36-38)</p>



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 3rd Grade

شلتا فصلا

Benchmarks Novice Mid	شلتا فصلا 3 rd grade	تقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask and answer questions on familiar topics to keep a conversation going.</p> <p>(Writing)</p> <p>I can write lists and memorized phrases on familiar topics.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>(Listening)</p> <p>I can recognize some familiar words and phrases when I hear them</p>	<p>تايجتلا تبيط تيجت</p> <p>Greetings Good Greeting</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>المدسة أول يوم في المدرسة</p> <p>School First Day of School</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>الوقت الليل والنهار</p> <p>Time Day & Night</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>تلافتلا ملعلما ديع</p> <p>Celebrations Teacher's Day</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>
	<p>بلا دعو Family & Father's Promise</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p>

spoken.

(Reading)

I can recognize some letters or characters.

I can understand some learned or memorized words and phrases when I read.

قوسه تقيدمحللا Clothes سبلا ملا ملاطلا Food يزكر ملاق اوسلا يرف In the Central Market	Mar. - Apr. 3w - 2w week: (26-30)
الحيوانات Animals القطعة قطقوطة The Cute Kitten	Apr. - May. 2w - 3w week: (31-35)
	May. - Jun. 1w - 2w week: (36-38)



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 4th Grade

عبارك ففصلا

Benchmarks Novice High	عبارك ففصلا 4th grade	تفقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask for and give simple directions to go somewhere or do something. (Writing)</p> <p>I can write short messages and notes on familiar topics related to everyday life. (Oral Presentation)</p>	<p>التحيات ي أءج ابو قءهءلا نيا Grandfather, Where is my Gift?</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>الطبيعة لورة الماء Water Cycle</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>الهوايات السباحة والتزلج Swimming & Skiing</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>الاحتفالات عيد الاستقلال Independence Day</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>

<p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>(Listening)</p> <p>I can often understand words, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and some-times understand the main topic of what is being said.</p> <p>(Reading)</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>I can sometimes understand the main idea of what I have read.</p>	<p>المهن والأعمال Professions & Career أبو بكر الرازي Abu Bakr Alrazi</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p>
	<p>يادلو ويا اياصو Technology & Science أيجولونكلم واولعا Commandments to my Son</p>	<p>Mar. - Apr. 3w - 2w week: (26-30)</p>
	<p>السفر والرحلات Traveling رحلة سعيدة Happy Trip</p>	<p>Apr. - May. 2w - 3w week: (31-35)</p>
	<p>الثقافة Culture يوم الثقافة Cultural Day</p>	<p>May. - Jun. 1w - 2w week: (36-38)</p>



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 5th Grade

سماخلا ففصلا

Benchmarks Novice High	سماخلا ففصلا 5 th grade	تقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask for and give simple directions to go somewhere or do something.</p> <p>(Writing)</p> <p>I can write short messages and notes on familiar topics related to everyday life.</p> <p>(Oral Presentation)</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>التحيات المجاملات Greetings & Compliments</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>لإصلا لئاسو School Ways of Communications</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>الوقت حسن وطبيب الأسنان Hassan & The Dentist</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>الاحتفالات العيد السعيد Happy Eid</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>
	<p>العائلة والأصدقاء Family & Friends اختيار الأصدقاء Choosing Friends</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p>

(Listening)

I can often understand words, phrases, and simple sentences related to everyday life.

I can recognize pieces of information and some-times understand the main topic of what is being said.

(Reading)

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

I can sometimes understand the main idea of what I have read.

لأش ريرحلا Clothes سبلاملا	Mar. - Apr. 3w - 2w week: (26-30)
ماعظلا Food صحن شرقي Eastern Dish	Apr. - May. 2w - 3w week: (31-35)
الحيوانات Animals سفينة الصحراء Desert Ship	May. - Jun. 1w - 2w week: (36-38)



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 6th Grade

دس اسلك ففصلا

Benchmarks Intermediate Low	دس اسلك ففصلا 6 th grade	تفولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>(Writing)</p> <p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>(Oral Presentation)</p> <p>I can present information on most familiar topics using a series of simple sentences.</p> <p>(Listening)</p>	<p>التحيات ذكريات الطفولة Childhood Memories</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>الطبيعة الفصول الأربعة Four Seasons</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>بأعلا تاياو هلا أيمعولا Hobbies</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>قرشلا نمرنزا Celebrations A Visitor from the Middle East</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>
	<p>المهن والأعمال Professions & Career الفلاح الصغير Young Farmer</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p>

<p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>العلوم والتكنولوجيا Science & Technology القلم The Pencil</p>	<p>Mar. - Apr. 3w - 2w week: (26-30)</p>
	<p>تأملوا رفسلا Traveling سور الصين العظيم Great Wall of China</p>	<p>Apr. - May. 2w - 3w week: (31-35)</p>
	<p>الثقافة Culture الفاكهة Humor</p>	<p>May. - Jun. 1w - 2w week: (36-38)</p>



GEE Arabic Curriculum Map & Pace Summary
Themes & Topics for 7th Grade- Middle School
الصف السابع

Benchmarks Intermediate Mid	ع باسلا فصلا 7 th grade	تقولا Pace 4-5 weeks
(Interpersonal Speaking) I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. Writing I can write on a wide variety of familiar topics using connected sentences. (Oral Presentation) I can make presentations on a wide variety of familiar topics using connected sentences. (Listening)	ق يدص م لا تلماسر قباحتلا Greetings A Letter to my Friend	Sep. - Oct. 4w - 1w week: (1-5)
	المدرسة عودة الخريف Fall is back	Oct. - Nov. 3w - 2w week: (6-10)
	الوقت رخيف خبز Piece of Bread	Nov. - Dec. 2w - 3w week: (11-15)
	الاحتفالات حفل زفاف Wedding Party	Dec. - Jan. 1w - 4w week: (16-20)
	المهن والأعمال Professions & Career هنري فورد Henry Ford	Feb. - Mar. 4w - 1w week: (21-25)

<p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>العلوم والتكنولوجيا Science & Technology محمود درويش Mahmoud Darweesh</p>	<p>Mar. - Apr. 3w - 2w week: (26-30)</p>
	<p>زقطة مطمعة البعلا Traveling تلاجلولوا رفسلا The Embroidered Dress</p>	<p>Apr. - May. 2w - 3w week: (31-35)</p>
	<p>ثقافتنا Culture نأسنلأ ق يئص ن يفلألا The Delphine is the Friend of the Human</p>	<p>May. - Jun. 1w - 2w week: (36-38)</p>



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for 8th Grade- Middle School

الصف الثامن

Benchmarks Intermediate Mid	نماذج فصول 8 th grade	تقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p> <p>Writing)</p> <p>I can write on a wide variety of familiar topics using connected sentences.</p> <p>(Oral Presentation)</p> <p>I can make presentations on a wide variety of familiar</p>	<p>يأتينا وإلياً Greetings Recommendations to my Kids</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>تسردملا لاجر ريم School The Traveler Prince</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>أوك دواؤكذغ تقولا Time Your Food is your Medicine</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>الاحتفالات مهرجان مصر (الأهرامات) Egypt Festival</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>
<p>topics using connected sentences.</p> <p>(Listening)</p>	<p>المهن والأعمال Professions & Careers كريستوفر كولومبس Christopher Columbus</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p>

<p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>ريان آر مي لاد الدفنم Technology & Science ايجولونكتكم واولعا From Bagdad to Ann Arbor</p> <p>تلاحرلوا رفسنا Traveling تيملا رجبلا مي لاد القاهر Trip to the Dead Sea</p> <p>الثقافة Culture فرطية Cordoba</p>	<p>Mar. - Apr. 3w - 2w week: (26-30)</p> <p>Apr. - May. 2w - 3w week: (31-35)</p> <p>May. - Jun. 1w - 2w week: (36-38)</p>
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GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for Level 1 - High School

وللأى اوتسملا

Benchmarks Intermediate High	وللأى اوتسملا Level 1 (Int.)	تقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually talk about events and experiences in various time frames.</p> <p>(Writing)</p> <p>I can write on topics related to school, work, and community in a generally organized way.</p> <p>I can write some simple paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can make presentations in a generally organized way on</p>	<p>رجاهم تايركن</p> <p>Greetings</p> <p>Memories of an Immigrant</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p>
	<p>تسردملا قنيبلا</p> <p>School</p> <p>The Environment</p>	<p>Oct. - Nov. 3w - 2w week: (6-10)</p>
	<p>الوقت الساعة العجيبة</p> <p>Wonder Clock</p>	<p>Nov. - Dec. 2w - 3w week: (11-15)</p>
	<p>تلافتحلا نم قوهف</p> <p>Celebrations</p> <p>Coffee from Yemen</p>	<p>Dec. - Jan. 1w - 4w week: (16-20)</p>

<p>school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p> <p>(Listening)</p> <p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I hear about events and experiences in various time frames.</p> <p>(Reading)</p> <p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</p> <p>I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>المهنة والأعمال Professions & Career طريق الحرير The Silk Road</p> <p>العلوم والتكنولوجيا Science & Technology الحفاظ على الصحة Health Preservation</p> <p>رحلة لا راحة Traveling تأجلوا رجلاً A Journey to Jordan</p>	<p>Feb. - Mar. 4w - 1w week: (21-25)</p> <p>Mar. - Apr. 3w - 2w week: (26-30)</p> <p>Apr. - May. 2w - 3w week: (31-35)</p>
	<p>ثقافتنا Culture الزينة قلائد A Lion and 3 Oxen</p>	<p>May. - Jun. 1w - 2w week: (36-38)</p>



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for Level 2 - High School

ماترئى اوتسملا

Benchmarks Advanced Low	ماترئى اوتسملا Level 2 (pre-adv.)	تقولا Pace 4-5 weeks
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p> <p>Writing)</p> <p>I can write on general interest, academic, and professional topics.</p>	<p>ببرغلق وارشلأ نيب تافايضلا Greetings Hospitality between East & West</p> <p>المدرسة اوتسملا مواسم الحصاد Harvest Season</p> <p>الوقت مكة Macca Clock</p> <p>الاحتفالات يا هلا بالعيد Welcome Eid</p>	<p>Sep. - Oct. 4w - 1w week: (1-5)</p> <p>Oct. - Nov. 3w - 2w week: (6-10)</p> <p>Nov. - Dec. 2w - 3w week: (11-15)</p> <p>Dec. - Jan. 1w - 4w week: (16-20)</p>

<p>I can write organized paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can deliver organized presentations appropriate to my audience on a variety of topics.</p> <p>I can present information about events and experiences in various time frames.</p> <p>(Listening)</p> <p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p> <p>(Reading)</p> <p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames and genres.</p>	<table> <tr> <td data-bbox="203 646 360 1077"> المهن والأعمال Professions & Career الشاعر أودنيس Odonees the Poet </td><td data-bbox="203 262 360 646"> Feb. - Mar. 4w - 1w week: (21-25) </td></tr> <tr> <td data-bbox="360 646 519 1077"> تكنولوجيا وعلوم Technology & Science أيجولونكتلم وأولغا Helen Thomas </td><td data-bbox="360 262 519 646"> Mar. - Apr. 3w - 2w week: (26-30) </td></tr> <tr> <td data-bbox="519 646 682 1077"> سبعشادر أولغا Traveling تلاجلولوا رفسلا Ashab Anecdotes </td><td data-bbox="519 262 682 646"> Apr. - May. 2w - 3w week: (31-35) </td></tr> <tr> <td data-bbox="682 646 1302 1077"> الثقافة Culture التخرج Graduation </td><td data-bbox="682 262 1302 646"> May. - Jun. 1w - 2w week: (36-38) </td></tr> </table>	المهن والأعمال Professions & Career الشاعر أودنيس Odonees the Poet	Feb. - Mar. 4w - 1w week: (21-25)	تكنولوجيا وعلوم Technology & Science أيجولونكتلم وأولغا Helen Thomas	Mar. - Apr. 3w - 2w week: (26-30)	سبعشادر أولغا Traveling تلاجلولوا رفسلا Ashab Anecdotes	Apr. - May. 2w - 3w week: (31-35)	الثقافة Culture التخرج Graduation	May. - Jun. 1w - 2w week: (36-38)
المهن والأعمال Professions & Career الشاعر أودنيس Odonees the Poet	Feb. - Mar. 4w - 1w week: (21-25)								
تكنولوجيا وعلوم Technology & Science أيجولونكتلم وأولغا Helen Thomas	Mar. - Apr. 3w - 2w week: (26-30)								
سبعشادر أولغا Traveling تلاجلولوا رفسلا Ashab Anecdotes	Apr. - May. 2w - 3w week: (31-35)								
الثقافة Culture التخرج Graduation	May. - Jun. 1w - 2w week: (36-38)								



GEE Arabic Curriculum Map & Pace Summary

Themes & Topics for Novice

Middle & High School

Benchmarks Novice Low	ولاء لصفلا	تقولا Pace 3-4 days
<p>(Interpersonal Speaking)</p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>I can greet people in a polite way using single words and memorized phrases.</p> <p>I can respond to yes/no questions, either/or question, <i>who, what, when, where</i> questions</p> <p>(writing)</p> <p>I can copy some familiar words, characters, or phrases.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using single words or memorized phrases.</p> <p>(Listening)</p> <p>I can recognize a few memorized words and phrases when I</p>	د	September
	و	September
	ب	September
	ت	September
	ث	September
	ن	October
	ف	October
	ك	October
	م	October
	س	October
	ص	November
	ط	November

<p>hear them spoken.</p> <p>(Reading)</p> <p>I can recognize a few letters or characters.</p> <p>I can identify a few memorized words and phrases when I read.</p>	<p>ج November</p>	
	<p>خ November</p>	
	<p>ه November</p>	
	<p>ع December</p>	
	<p>— ؤ ا ~ December</p>	
<p>Novice Mid</p>		<p>ثانيًا لصفنا</p>
<p>(Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>memorized expressions.</p> <p>(Listening)</p> <p>I can recognize some familiar words and phrases when I hear them spoken.</p>	<p>رفاعتو مكياء ملسلا تبيحت ا</p>	
	<p>رفاعتو وابصلا تبيحت ب</p>	
	<p>رفاعتو واسملا تبيحت ج</p>	
	<p>رفاعتو ابجرم تبيحت د</p>	
	<p>انولاء Colors</p>	
<p>(Reading)</p> <p>I can recognize some letters or characters.</p> <p>I can understand some learned or memorized words and phrases when I read.</p>	<p>لأكتفلا Shapes</p>	
	<p>عوبسلا م اليا Days of the Week</p>	
	<p>أفسلر او هشت Months of the year</p>	
	<p>أدء علا Numbers</p>	
	<p>فبراير weeks:(20-21)</p>	
<p>I can handle short social interactions in everyday situations</p>		<p>فبراير weeks:(22-23)</p>
		<p>March weeks:(24-25)</p>
		<p>March weeks:(26-27)</p>
		<p>April weeks:(28-29)</p>

MI Model for Health

Academy: Riverside Academy

Please indicate by a checkmark the modules that will be included in health instruction at the Academy. Return the checklist to the Center.

K-6 Modules

Social Emotional	
x	Managing Feelings
x	Showing Respect and Caring
x	Accepting Responsibility
Nutrition and Physical Activity	
x	Healthy Eating and Healthy Physical Activity
x	Variety Food Groups
x	Variety Physical Activity
x	Balanced Physical Activity, Rest and Sleep
x	Serving Numbers and Sizes
x	Information Labeling
x	Influences
x	Food Safety
x	Safe Physical Activity
x	Plan for Snacks, Balanced Meals, and Physical Activity
x	Weight Management
x	Advocacy
Safety	
x	Pedestrian
x	Vehicle Seat Belt Use/Vehicle Occupant
x	Wheeled Recreational Safety
x	Fire Safety
x	Water and Sun
x	Home and Public Safety
x	Internet Safety
x	Weapons/Dangerous Objects
x	Child Abuse Prevention
Alcohol Tobacco and Other Drugs	

x	Medicines	
x	Poisons/Inhalants	
x	Caffeine	
x	Tobacco	
	Alcohol	
	Marijuana	
Personal Health and Wellness		
x	Hygiene	
x	Dental Health	
x	Exercise and Rest	
x	Sun, Water and Ice Safety	
x	Safe Food Handling	
x	Medicines	

MI Model for Health

HIV and Reproductive Health (Grades 4-6 only) (new 2011)	
x	General
	Puberty
x	Friendships/Relationships
x	Influences
	Human Reproduction
x	HIV and Other Communicable Disease Prevention
	Abstinence

7-8 Modules

Violence Prevention Module	
x	The Two R's for Stopping Assault and Preventing Violence (Item# R0700V)
HIV Education	
x	Growing Up and Staying Healthy (Item# MA700 – new in 2007)
Tobacco Prevention Module	
x	The Power Is Yours to Be Tobacco Free (Item# MM700T)
Nutrition & Physical Activity Module	
x	A Winning Team: Healthy Eating and Physical Activity (Item# MM700NP)
Substance Abuse Prevention Module	
x	Protect a Friend–Share Your Skills (Item# R0700SA)
Gambling Prevention Curriculum	
	All "Bets" Are Off! (Item# R0700G)
Character Education Curriculum	
x	Choosing Who I Am - Choosing Who I Become (Item# R0700C)
Service Learning (Grade 7-12)	
	Building Character Through Service Learning (Item# R0S00C)
Sun Safety Activities Module	
	Take Control of Your Sun Exposure (Item# R0700SS)

MI Model for Health

9-12 Modules

Violence Prevention Module	
x	Managing Conflicts and Preventing Violence (Item# R0900)
Tobacco Prevention Module	
x	Teens Campaign Against Tobacco (Item# R0900T)
Nutrition Module	
x	Help Yourself to Good Nutrition (Item# MM0900N)
Physical Activity Module	
x	Staying Physically Active for Life (Item# R0900PA)
Substance Abuse Prevention Module	
x	Teens Voice Solutions to the Problem... (Item# R0900SA)
HIV and Other STI Prevention	
x	Healthy and Responsible Relationships (Item#MM0900A)
Character Education	
x	Building Character in Ourselves and Our School (Item # R0900C)
	Managing Life in a Less-Than-Perfect World (Item# R0A00C)
Service Learning	
	Building Character Through Service Learning (Item# R0S00C)
Gambling Prevention Module	
	Don't Bet On It! (Item# R0900G)
Sun Safety Activities Module	
	Look Young and Stay Healthy - Your Choice (Item# R0900SS)

Tab E

SECTION E
METHODS OF PUPIL ASSESSMENT

7e Method of Pupil Assessment

Frontier International Academy

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-5 9-11	Northwest Evaluation Association™ ("NWEA™") Measures of Academic Progress® ("MAP®") reading and math	fall and spring
3-9	State Assessment	Spring
11	Michigan Merit Exam ("MME"), SAT	spring
K-5, 9-12	WIDA	spring
9	PSAT	spring
10	PSAT	spring
K-5	Unit Common Assessments	throughout the year
9-12	Departmental Common Assessments	winter and spring

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students' growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island® and Accelerated Reader™. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Tab F

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

Frontier International Academy

Enrollment Limits

The Academy will offer kindergarten through fifth grade and ninth through twelfth grade. The maximum enrollment shall be 850 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- Academies shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

Frontier International Academy

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the BMCC Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the BMCC Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Frontier International Academy

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

Frontier International Academy

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the BMCC Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The BMCC Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Tab G

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with the Code and the School Aid Act of 1979. The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

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Tab H

SECTION H

AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Kindergarten through 5th grade and 9th through 12th grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147:

- A child may enroll in kindergarten if the child is at least 5 years of age on September 1, 2017.

* If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.