

CULTURE AND LANGAUGE ACADEMY OF SUCCESS
Charter School Petition

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INTRODUCTION

This Proposal presented to the Inglewood Unified School District represents the belief that charter schools provide a unique and additional opportunity to address the educational needs and desires of children in innovative ways, which contribute to the betterment of the public education system for all students. California Education Code 47601 offers a generous invitation to schools in California. This invitation provides opportunities for educators, parents, learners and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all learners, with special emphasis on expanded learning experiences for learners who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold schools established under the Charter Schools Act of 1992 accountable for meeting measurable learner outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code 47601

The Culture and Language Academy of Success (CLAS) was founded in 2003 by seasoned public school educators, Janis Bucknor, Sharroky Hollie, and Anthony Jackson – three committed educators who believed that an instructional program could support students' development of cultural and linguistic knowledge and awareness of themselves, their community, the nation, and the world as an entrée to a standards-based, academically rigorous, and intellectually stimulating curriculum. The founders, through their varied professional experiences and excellent academic preparation, collectively offer the best in instructional leadership.

Largely inspired by the work of renowned educator Dr. Noma LeMoine in the area of cultural and linguistic pedagogy, CLAS was born. CLAS provides a chance to create a schoolwide instructional model based on the principles and pedagogy of culturally responsive instruction education researchers and scholars for many years. This Charter Proposal reflects the thoughts, ideas, commitment and words of parents, staff and other stakeholders who contributed their ideas, encouragement, cautions, thoughts and spirit to the document and the future growth of CLAS.

ELEMENT 1 EDUCATIONAL PROGRAM DESCRIPTION

Overarching Purpose

The CLAS educational program will be a site-based program offering a culturally and linguistically responsive pedagogy that enables students to become self-motivated, academically successful, and life-long learners. Graduates of CLAS, who will become the leaders of the 21st century, will have a well-rooted culturally-based self-concept of themselves as autonomous and productive members of the larger interconnected global community.

Student Population

CLAS will initially serve a diverse population of 450 students (at capacity) in grades Kindergarten through Eight, the majority of whom will be students of color from low to moderate-income homes. These students, who for the most part are generally classified as *at-risk* or *underperforming*, are often educated in a sink or swim environment. The individual and cultural validation that students will receive throughout their studies at CLAS will provide the foundation for continuous success in their academic and professional lives.

Curriculum Overview

The philosophical backbone of the curriculum at CLAS will be differentiated instruction based on learning styles and strengths. The methodology will be a culturally and linguistically responsive hands-on approach where home culture and language are systematically validated and acknowledged in order to address the needs of a variety of learners and utilized to motivate students to learn and to achieve. Rarely does any school systematically serve students of color with an instructional vision designed to accommodate cultural and linguistic issues as they relate to learning needs. CLAS sees such an approach as true educational reform.

The foci of the curriculum will not be driven by one specific structured program. Instead, teaching at CLAS will be driven by instructional strategies that are guided by the students' needs as individual learners, not a prescribed, one size fits all approach. The CLAS curriculum will be rigorous, standards-based, and holistic. The curriculum will be supplemented with instruction in visual and performing arts as well as technology. Habits of mind will be explicitly taught alongside habits of heart, leading students to challenge themselves through self-reflection. CLAS will ask the difficult questions about how to differentiate instruction and support the cultural and linguistic needs of diverse learners while working toward learning and improved student achievement.

Theoretical Underpinnings

The CLAS curriculum identifies with six research-based approaches, much of which is founded on forty years of linguistic and culturally relevant research. This well-developed and well-documented knowledge base fully supports the teaching of students from cultures and languages of color as a means of promoting academic achievement. The six critical instructional approaches are second language acquisition methodology, comprehensive literacy approach, culturally responsive teaching, building on learning styles and strengths, linguistic awareness and infusion, and classroom learning environment. The research (outlined below) asserts that the combined use of these six instructional approaches through key instructional strategies can be the instructional difference for students of color and, indeed, all students.

1. Second language acquisition methodologies (Peitzman & Gadda, 1991) speak to the misnomer that the structure of a nonstandard language directly mirrors Standard American English. The instruction must recognize that the common vocabulary of non-standard language (NSL) and Standard English often veils the complex phonological, syntactical, and pragmatic differences between the two languages and masks the difficulties that some students have with Standard English forms. These “language differences” call for a consistent, daily use of second-language acquisition methods or specialized-design academic instruction in English (SDAIE) to support the language and literacy learning.
2. Comprehensive literacy approach (Au, Carroll & Scheu, 1997) involves the provision and use of the necessary instructional strategies for reading instruction. In some instances this may mean more of an emphasis on phonemic awareness and phonological principles, while in other cases it might warrant a meaning construction view. The important point is to view “comprehensive” in terms of what is skill-level appropriate and needed by the learner.
3. Culturally responsive teaching (Ladson-Billings, 1994) is defined as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes. Ladson-Billings reports that teachers practicing culturally relevant teaching know how to support learning in these students by consciously creating social interactions to help them meet the criteria of academic success, cultural competence, and critical consciousness. Teachers must develop culturally consistent ways of interacting with students from cultures different than their own and they must learn to adapt instruction.
4. Building on learning styles and strengths (Hilliard, 1999), confronts the important dynamics in the classroom that impact instruction overall. Teachers should become familiar with the learning styles and strengths that students bring to the classroom. Hilliard has empirically defined the learning styles of African and African American students. He found that African American students view their environment as a whole rather than in isolated parts; prefer intuitive rather than deductive or inductive reasoning; approximate concepts of number, time, and space; attend to social stimuli rather than object stimuli, and rely on nonverbal as well as verbal communication. However, African American students, he contends, are asked to function in the cultural style of most European Americans. Therefore the differences in the learning styles and behavioral styles of these students and the style expected and preferred by teachers often contributes to lowered expectations on the part of educators resulting in lowered academic performance by the students.
5. Linguistic awareness and infusion is the most crucial (Adger, Christian & Taylor, 1999) component. First, nonstandard language speakers and traditional second language learners must come to understand that their home language and the language of school differ. As students learn to recognize the sometimes subtle differences between standard and non-standard language forms, they become better able to edit their writing for differences in grammar, syntax, and vocabulary, and to use Standard English structure proficiently in its oral and written form.
6. Understanding the environment-behavior relationship enables teachers to organize and equip the classroom so that successful learning behaviors are likely to occur. All arranged environments influence learning behavior, therefore, all spaces organized through furniture placement, all learning materials selected and placed in the environment and the arrangement of those materials

for the learner's use can have a profound impact on student achievement by sending strong messages that encourage them to act in particular ways.

These six critical approaches are the philosophical foundation of the CLAS instructional program. This approach serves to support and encourage the student's development of cultural and linguistic knowledge and awareness of themselves, their community, the nation, and the world as an entrée to a standards-based, academically rigorous and intellectually stimulating curriculum.

Educational Program Goals and Tenets

The following are specific objectives of CLAS that will provide and ensure equal access to the student population CLAS intends to serve:

1. View culture as a powerful variable that influences teaching and learning processes
2. Acknowledge the legitimacy of the cultural heritage of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
3. Build meaningful bridges between home and school experiences as well as between academic abstractions and socio-cultural realities
4. Use a wide variety of instructional strategies that are explicitly connected to learning styles and learning strengths
5. Teach students to know and praise their own and each others' cultural and linguistic heritages
6. Incorporate culturally responsive information, resources, and materials in all the subjects and skills

Tenets of the educational program at *CLAS* are as follows:

1. Create a complete educational environment conducive to learning at all times
2. View student interest, curiosity, and choice as an asset and a contribution to the educational process
3. Affirm, accept and accommodate cultural and linguistic expression, behavior, and thought
4. Provide opportunities to learn how to think holistically
5. Emphasize foundational literacy and language skills
6. Differentiate instruction according to developmental-appropriateness
7. Apply a holistic approach to gaining knowledge - integrating subjective and objective experience and learning in all subjects
8. Establish a learning community that provides ongoing professional growth opportunities for teachers to expand, explore, and experience new ideas, concepts, and teaching methodologies
9. Create meaningful home-school connections that impact learning for all students
10. Create meaningful community-school connections that positively influence the perception of schools and their functionality in the local community

Instructional Program Description

Learning Spans

One would be hard-pressed to find disagreement with the fact that some students learn at a faster pace while other students need more time. In place of traditional grade levels, CLAS will employ learning-spans (differentiated instruction and looping). Learning spans take the approach of developmentally appropriate placement of students rather than age-number appropriate placement. Developmental appropriate placement involves the acquisition and demonstration of particular abilities and knowledge based on where the student is experientially versus an age-number. Research findings indicate that students who participate in multiage classes experience significant achievement in language and mathematics and have higher attendance over traditionally grouped students (Kinsey, 2001). Though learning spans can be roughly equivalent to grade levels and ages, it is possible for younger students to move on to the next learning span once all the requirements for the earlier spans have been met (Delphi Schools).

Learning spans at CLAS will provide students an opportunity for learning in the subject areas of reading and math without the pressure of progressing at exactly the same pace. Each student will be approached as an individual learner, with his/her learning needs to be served as such. No students will be placed in a span beyond 2 years of his/her age. The learning spans are as follows (traditional grade levels with ages are noted in parenthesis): Novice I (K-1 grade levels, ages 5-7), Novice II (2-3 grade levels, ages 6-8), Apprentice I (grade 5, ages 9-10), Apprentice II (grade 6, ages 11-12), Middle School (grades 6-8, ages 13-15).

Curriculum and Instruction

CLAS will provide an alternative to the traditional curriculum, which is not inherently designed with a vision to serve students whose culture and language do not match the norms and values of mainstream culture and language. Our primary premise will be confronting the challenges of differentiated instruction and supporting the cultural and linguistics needs of diverse learners, as forethought. While CLAS will develop a curriculum around materials from publishers currently listed on the California Department of Education adoption list (outlined below), we are not looking to these materials to drive the curriculum. The formula for instructional success with our identified population of students will be instructional strategies which are aligned to state standards and differentiated to meet the need of all learners (see Appendix). The CLAS curriculum seeks to establish instructional practices with effective strategies, verses instructional programs, by infusing culturally and linguistically responsive teaching methodologies into all of the following curriculum components:

Component A – Core Subjects

All CLAS students will be able to demonstrate competence in academic reading, written self-expression, mathematical reasoning, and conduct research in science and history/social studies using the grade-level content standards provided by the state.

- Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.
- Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.
- Mathematical Reasoning - bringing students' mathematical skills to grade-level expectations and demonstrating the ability to apply data analysis and mathematical

- generalizations to problems.
- Research in Science and History/Social Science - combining the above skills to produce thoughtful research papers and performance-based projects, particularly in science and social studies

Instructional Programs/Materials Under Review

Elementary Program

- *Literacy First* – research-based, comprehensive, criterion referenced, benchmark curriculum in phonological awareness, phonics, and spelling (www.literacyfirst.com)
- *Earobics* – technology-based, interactive early reading instruction (www.earobics.com)
- *Open Court Reading* – Utilization of green section (phonemic awareness and phonics)
- *Scholastic Reading Skills Kit* – Leveled Readers (www.scholastic.com)
- *EveryDay Math* – University of Chicago School Mathematics Project
- *Moving with Math* – *Hands-on-Math for Second Language learners* (Math Teachers Press, Inc.)
- *Science in a Nutshell* – Delta Education
- *Great Explorations Through Math and Science or GEMS* – Lawrence Hall of Science
- *Self-Esteem Through Culture Leads to Academic Excellence or SETCLAE* – comprehensive, multicultural curriculum

Middle School Program

- *CLAS Signature Literature Series* – Culturally Relevant Core Literature
- *Timeless Voices Timeless Themes* – Prentice Hall
- *Scholastic Reading Skills Kit* – Leveled Readers (www.scholastic.com)
- *Saxon Math* – Saxon Publisher
- *Progress In Mathematics* – Sadlier-Oxford
- *STC Science Kits* – North Carolina Biological Supply
- *Science Explorer* – Prentice Hall
- *Ancient World 2000+*
- *Houghton Mifflin Social Studies* – Houghton Mifflin
- *Self-Esteem Through Culture Leads to Academic Excellence or SETCLAE* – comprehensive, multicultural curriculum

Component B – Community-Based Learning

Students will complete the equivalent of twelve hours of community service each year while at CLAS, that is to say, at least four hours each to the school, the family, and the community. Students will develop a sense of ownership by working in the school, a sense of heritage by working with their families, and a sense of altruism by helping in the community. Through the process, students will also explore career options.

Instructional Programs/Materials Under Review

- *Kids Around Town* - service learning based on a model program outside of Harrisburg, PA

- *WiseSkills Resources* – teacher-friendly, interdisciplinary way to build the character of young people through community service learning (www.wiseskills.com)

Component C – Technology

A mission of CLAS is for all students to use evolving technologies, for improving the teaching/learning process, and for enhancing the operation and supervision of the school. Students will efficiently access, process, and communicate information through the use of technology. All teachers will commit to integrating appropriate evolving technology into curricular areas, beginning with math, science, and writing.

Instructional Programs/Materials Under Review

- *Apple Computer 1:1 Implementation Initiative*
- *ActiveBoard Technology*

Component D – The Arts

Dance, Music, Theater, Visual Arts

- Learning through active practice, rehearsal, and creation or performance works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essays or journal writing on one's observations, feelings, and ideas about the arts.
- Participating in arts criticism on the basis on observation, knowledge, and criteria
- Understanding the multicultural significance of the arts
- Make connections between concepts in the arts across subject areas
- Connect and apply what is learned in the arts to other art forms and subject areas and to careers

Instructional Programs/Materials Under Review

- *Educational Theatre* – integrated arts infused into core subject areas
- *Arts Attack* – video-based art curriculum

There are plans to work collaboratively with the Los Angeles County Museum of Art's *Art for Educator's Program* and the Getty Museum's *Art and Language Arts* which will both provide opportunities for professional development and student exposure.

Component E – Language Learning

There will be a special emphasis on second language learning at CLAS. There will be periods of the day where students will be exposed to second or even third language learning opportunities. All speakers of all languages will be highly valued.

Instructional Programs/Materials Under Review

- *IES Languages* (Spanish language instruction)

Students with Special Needs

English Language Learners

CLAS will implement a balanced literacy program for English Learners that emphasizes bi-literacy in English and Spanish. Depending on the population of students for whom Spanish is the primary language, we plan to lay the groundwork for the implementation a dual immersion Spanish program to support the needs and interests of all students. It is anticipated that perhaps up to 15% of the applicants to Culture and Language Academy of Success may come from homes where Spanish is spoken or is the primary language. In that instance, students would have varying degrees of proficiency in English, yet most would likely require ongoing support in order to master English. Therefore, students will be provided a scaffolded English language arts program as well as an English language development program based on their language acquisition level. Furthermore, students will also continue to study and develop their listening, speaking, reading and writing skills in Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural global world, Culture and Language Academy of Success will emphasize the strength of being bilingual and multicultural.

CLAS will offer the core content areas of the curriculum following pedagogy such as Specially Designed Academic Instruction in English (SDAIE). CLAS may also use tools such as the California English Language Development Assessment (CELDT) to determine individual student level, and to assess student progress in acquiring English proficiency. Listening, speaking reading, and writing skills will be assessed with the expectation that students progress a minimum one level in proficiency each year.

Structured English Immersion Program

CLAS will employ a Structured English Immersion Program providing nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners will receive instruction to acquire the academic English they need to meet grade-level content standards, with the goal of developing the ability to understand and use English for a variety of social and academic purposes. Students will be grouped by their proficiency level for a daily English language development lesson.

Teachers will use SDAIE strategies and instructional programs such as *Into English* to teach grade-level concepts and skills. The teaching methods will help English learners meet the content standards for their grade-level in language arts, math, science, social science, and other subjects.

English Language Development Standards

The California English Language Development (ELD) Standards form the pathway to the state's English Language Arts Grade-Level Content Standards. Each ELD level includes listening, speaking, reading and writing skills as follows:

- ELD 1: Beginning: The student is required to respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and text
- ELD 2: Early Intermediate: The student is required to respond in English using acquired vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situation with increasing independence.

- ELD 3: Intermediate: The students is required to respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
- ELD 4: Early Advanced: The student is required to respond in English using complex vocabulary with greater accuracy; demonstrates detailed understanding of social and academic language and concepts with increased independence.
- ELD 5: Advanced: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Students will be expected to advance a minimum of one level each year. Progress in English will be recorded on an ELD Assessment Portfolio.

Special Education

For purposes of Special Education, CLAS will be a public school within IUSD. CLAS recognizes the importance of providing educational opportunities to all students regardless of physical needs. To that end, CLAS will meet all federal and state laws pertaining to individuals with exceptional needs including the Individuals with Disabilities Education Act (IDEA). Section 504, the American with Disabilities Act, OCR and AB 602.

Central to providing this appropriate educational experience is CLAS' use of an inclusionary model in both identifying and serving the needs of all students. We recognize that students will come to the school with a full range of learning strengths and weaknesses. CLAS is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum to allow for every student to experience success. Our goal is not to label the child, but to label phenomena with which any of our students may be contending in order to provide appropriate learning opportunities in response.

Student Study Team

The approach to this process will begin with the establishment of a Student Study Team consisting of the school Advocate(s), consulting psychologists, and classroom teachers. The team's first charge will be to research and choose the most appropriate tools for school staff to use in determining the educational needs of all the students as well as identifying particular student learning challenges. Those tools will include commercially available inventories, anecdotal tools, student work, family conferences and reports, and teacher standardized observational forms. It is central to CLAS' fundamental belief that parents be included every step of the way, that parents/guardians be viewed as partners in their children's education, and that the school provide thorough and accurate information to parents/guardians about their children's learning and about their rights and responsibilities as parents/guardians.

Teaching Practices

The second task of the Student Study Team will be to identify teaching practices that best include students with different learning modalities. This will include, but not be limited to, inclusive pedagogical strategies for the classroom, multiple means of assessing learning, and the use of appropriate text and learning resources. It will also include tools for assisting families in working with their children in supportive ways.

Special Education Staff Development

Another task of the Student Study Team will be to develop a staff development program that provides all CLAS teachers with the necessary training to meet the needs of diverse learners. This will include using case study approaches, collegial review of student work in and out of the classroom, and appropriate modifications of instruction and environment in order to provide the least restrictive environment. This training will also focus extensively on learning theory, brain research, child development, and cognitive psychology. This training will occur prior to the start of school and be an ongoing part of annual staff retreats.

Search and Serve Activities

The Student Study Team working along with the parents/guardians and students, will be responsible for identifying a student's needs and developing a plan for student success. The Student Study Team will develop search and serve activities and a referral process that will include a formal, ongoing review of information related to students, as well as information for parents/guardians regarding a formal educational assessment, and a pre-referral intervention plan. The assessment procedures will include parent/guardian consent, evaluation in all areas related to suspected needs, and multiple assessments in order to minimize cultural, racial and gender bias. The Individualized Education Program (IEP) Process will follow all Federal guides and timelines, and students with prior IEPs will be re-evaluated by the Student Study Team. Parent/Guardian consent will be a main component all off due process and procedural safeguards. Special Education Strategies for Instruction and Services will include hiring qualified "experts" when the Child Study Team deems it necessary.

Referral Process

The referral for assessment process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. The referral includes looking at student screening information and making a decision to conduct a formal assessment. The parent/guardian may make a referral for an evaluation and must receive a response within 15 days from the school. The Student Study Team will determine the types of assessments that may be used for determining eligibility for instruction and services.

Assessment Procedures

Assessment will involve gathering information to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment may include individual testing, observations, interviews as well as review of school records, reports, and work samples. Assessment guidelines will include parent/guardian consent, evaluation in all areas related to the suspected disability, multiple assessments without cultural, racial or gender bias, and a multidisciplinary team to include teacher(s) knowledgeable in the disability. The assessment data will be processed for the IEP meeting.

IEP Process

Every child who is assessed must have an Individualized Education Program (IEP) to discuss assessment results and determine eligibility, and (if eligible) specify the instruction and services. Students should attend that school they would attend if they were not in special education, unless the IEP waives this requirement and states why. IEP team membership includes the

parent/guardian, CLAS Advocates, current teacher, and other invited persons such as those who assessed the subject, or District representative.

Due Process and Procedural Safeguards

Parents/Guardians must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop Individual Education Programs. Parents/Guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Parents/Guardians also have the right to file a complaint if they believe that CLAS has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

Students must be educated with their non-disabled peers to the maximum extent appropriate. Because each student may require different kinds of tasks for instruction and services, the educational strategies should be built around the student's needs and how these fit within the general educational program of the school. There will be qualified personnel to deliver the prescribed program in an IEP and a structure for personnel planning to focus on in-services to meet the needs of students with disabilities.

Funding

CLAS will receive its share of AB602 special education funds. The allocated amount will be calculated by the District using a funding model based on student population (average daily attendance).

If Special Education services are provided by or through the District, the District will be entitled to collect an encroachment from CLAS to be agreed upon through a Memorandum of Understanding between CLAS and IUSD. CLAS may request specific services from the District on a fee basis, and such services will be granted subject to availability.

Assurances

CLAS provides the following assurances with respect to the education of its students:

- That it will comply with all legal requirements, including IDEA, Section 504, ADA, OCR, and AB 602, and will otherwise develop policies and school processes that bring together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success in school.
- That all students with disabilities will be accorded a Free, Appropriate, Public Education (FAPE).

Gifted and Talented

CLAS will implement a screening and enrichment program to support gifted and talented students. Criteria for participation will be as follows:

Gifted/High Ability Program

Students in grades 3-8 who are verified as meeting one of the following three criteria:

(1) Demonstrated ability in each of four critical-thinking and problem-solving skills in their primary language.

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
- Formulate new ideas or solutions and elaborate on the information.
- Use alternative methods in approaching new or unfamiliar mathematical problems.
- Use extensive vocabulary easily and accurately to express creative ideas or demonstrate creative ideas nonverbally.

(2) National stanine scores of 7 or above in total reading and total mathematics on standardized tests.

Screening in the Primary Grades

CLAS will implement a primary screening program in Grades K-2 as a means of developing the talents and abilities of primary students. Students who appear to have potential will be clustered for instruction and intervention. The intent of the screening program is as follows:

- To screen and provide documentation of abilities for students from underrepresented populations, e.g. EL, underachieving, females, highly gifted, etc.
- To develop basic skills at a rate appropriate to the participants capabilities
- To strengthen each child's potential for creative thinking, critical thinking, and problem solving
- To recognize and nurture intellectual, physical, social, and emotional needs of potentially gifted/talented students
- To involve parents in the observation and assessment process and have them participate in program planning and evaluation.

Able, Underachieving Students

CLAS will implement a screening program for students in Grades K-8 who are able, but are not achieving because of educational, cultural, linguistic, or socioeconomic factors. This program will provide selected students with supplemental services such as intervention, direct instruction, or participation in special arts-related activities. This program is not intended to serve the student who is achieving, but is designed to serve the student in need of specific attention to tap into their unique skills, talents, and/or interests.

Criteria

These students exhibit high levels of cognitive potential, such as rapid insight into cause/effect relationships or the ability to absorb information rapidly, but are not achieving for one or more of the following reasons:

- Lack of basic skills
- Little exposure to higher-level thinking strategies
- Inconsistent pattern of school attendance
- Limited second-language acquisition skills
- Minimal exposure to social, cultural, or educational resources
- Limited opportunity to develop oral and written communication skills.

Creative Talent

In recognition of a student's multiple intelligences according to the research of Howard Gardner, talent and ability in the arts are viewed with equal importance to academic skills. Thus, CLAS will also screen students in the following areas:

Performing Arts Ability: Dance, Music (voice), or Drama

Candidates will select one discipline per audition, but will not be limited in the number of auditions they participate in. Benchmarks include:

- Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), or drama
- Evidence of quality participation, great interest in the arts; creativity; divergent thinkers; awards of outstanding achievement and recognition.
- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, or
- A pattern of creative ability or an indication of the potential for such advanced ability.

Visual Arts Ability: Drawing and Painting

- Students who originate, perform, produce, or respond at exceptionally high levels in drawing or painting
- Evidence of quality participation, great interest in the arts, creativity, divergent thinkers, awards of outstanding achievement and recognition
- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, or
- A pattern of creative ability or an indication of the potential for such advanced ability.

Classroom Instruction/Intervention

Classrooms instruction will present a program of differentiation designed to meet the needs of all students within the classroom. Engaging activities designed to provide students with opportunities to explore their individual skills and talents are the starting point. The instructional program is designed to utilize higher order thinking skills, independent investigation, collaboration, and student choice. Recognizing that a full range of abilities may be represented in a classroom, the teachers are knowledgeable about differentiation strategies, and are adept at making modifications in the their instruction based on assessment of student work to meet the needs of all students within the classroom. Each teacher will be instructing from a standards-based curriculum differentiated to meet learning needs and address learning styles of participating students.

GATE Staff Development

Opportunities will be provided for all teachers to participate in ongoing staff development activities relating to the instruction of GATE students. Teaching staff will be in-serviced on standards-based instruction, multiple intelligences and learning styles, differentiation techniques, strategies for enriching classroom instruction, how to identify and work with gifted and talented students as well as how to work with underachieving students, etc.

GATE Parent Participation

Parents of GATE and able, but underachieving students will be encouraged to participate in parent workshops in order to learn more about how to support and enrich their student's educational experience. Workshops and town hall meetings will be held to provide a forum for discussion, community building, advocacy, and growth.

GATE Student Outcomes

- Continuous progress based on ability and performance
- Accelerated student performance
- Development of independence and self direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions

Administrator/Teacher Outcomes re: GATE

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students
- Improved professional development leading to teacher certification
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

GATE Parent Education Outcomes - Parents will have access to monthly parent education workshops where the following topics will be included:

- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students.
- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies
- Intersession/summer preparation strategies

Counseling and Guidance Outcomes

The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services will be differentiated for the gifted student to include:

- Orientation of individual gifts and talents to special programs/services

- Information services about giftedness, summer and extra curricular enrichment, scholastic services/scholarships
- Placement in program options and educational alternatives

School-Wide Professional Development Plan

Culture and Language Academy of Success is committed to extensive staff development before, during, and after each school year. In order to be seen as a genuine model for students, teacher must be seen as active learners. Further, given the approach of differentiated instruction which CLAS embraces, staff members will need education beyond that which is obtained in most teacher preparation programs.

Prior to each school year, a two week professional development program will be held for staff. During this time all new staff will receive assistance in the areas listed below. For continuing staff this will be a time of either further developing and refining their work in these areas or, actually leading the professional development workshops as it is CLAS' aim to create a learning community for all stakeholders. The topics to be covered include, but are not limited to the following:

- Child and adolescent development
- Research on teaching and learning
- Strategies for carrying out effective advisory programs including interpersonal skills and conflict-resolution training
- Culturally relevant pedagogy
- Portfolio and exhibition development with students
- Pedagogic tools including Socratic Seminars, Reciprocal Teaching, project and thematic-based teaching, and narrative assessment
- Curriculum development focusing on integrated curriculum
- Connections between teachers, communities, and families
- Specific training in core content areas

During the school year there will be additional sessions on these and other topics refining teacher practice as the year unfolds. Additionally, occasionally during the day there will be faculty study time. At this time students will be given time to study or read while their teacher reads or does research in their presence. Again, CLAS' goals include not only faculty development but students having role models of adults as learners as well.

School Calendar and Daily Schedule

Culture and Language Academy of Success will operate on a single-track schedule, to reduce disruption in the flow of learning, with a winter, spring, and summer break. The CLAS school calendar and daily schedule will meet California Department of Education's minimum requirement of 175 days for charter schools and 66,000 instructional minutes as provided in California Educational Code Section 46201(a)(3). The proposed calendar for the 2005-2006 school year is as follows:

2005

Faculty Planning/Preparation	August 15-September 1, 2005
First Day of School (1 st Semester)	September 7, 2005
Curriculum Night	September 20, 2005
Emergency Drill	October 4, 2005
School Community Gathering	October 8, 2005
Spoken Word Evening	October 18, 2005
Parent Conferences	October 31 – November 4, 2005
Veterans' Day (No School)	November 11, 2005
Community/School Site Council Meeting	November 15, 2005
Thanksgiving Holiday (No School)	November 24-25, 2005
Community Heritage Celebration	December 15, 2005

2006

First Day of School (2 nd Semester)	January 9, 2006
Martin Luther King, Jr. Day (No School)	January 16, 2006
Emergency Drill	January 17, 2006
Community/School Site Council Meeting	February 7, 2006
Student Debate	February 10, 2006
President's Day (No School)	February 20, 2006
Student Science Fair	March 17, 2006
Emergency Drill	April 4, 2006
Community/School Site Council Meeting	April 4, 2006
Spring Break	April 10-14, 2006
Parent Conferences	May 1-5, 2006
Standardized Testing	May 8 - 19, 2006
Student Art Showcase	May 26, 2006
Memorial Day (No School)	May 29, 2006
Community Heritage Celebration	June 3, 2006
End of Year	June 16, 2006

Proposed Instructional Days Per Month:

September: 18 days	January: 16 days	May: 22 days
October: 21 days	February: 19 days	June: 11 days
November: 19 days	March: 23 days	
December: 12 days	April: 15 days	

Total Number of Days: 176 days (175 day minimum requirement)

Sample Daily Schedule

8:30-8:45 (15)	Morning Affirmations (proverbs, affirmative sayings, inspirational poetry)
8:45-10:00 (75)	Language and Literacy Learning (reading)
10:15-11:30 (75)	Language and Literacy Learning (reading and language arts)
11:30-12:30 (60)	Mathematics/Science
1:00-1:15 (15)	Meditation (Writing)
1:15-2:15 (60)	Social Studies/Cultural Infusion
2:15-3:00 (45)	PE, The Arts, Foreign Language (rotation)
3:00-3:20 (20)	End of the Day Reflections

*Full day kindergarten

Total Number of Instructional Minutes Per Day: 365

Annual Instructional Minutes: 67,160 (66,000 minimum requirement)

ELEMENT 2 Measurable Students Outcomes to be Achieved by Students

This section outlines student outcomes that will be measured at CLAS. There are three broad goals that are underlined, followed by objectives, and then specific skills as recommended by the California State Framework. All CLAS students will demonstrate attained skills, knowledge, and attitudes specified in the following goals, objectives, and skills:

Goal One

Achieve academic competence (grade-level) in all subject matter areas – language and literacy, mathematics and science, social studies, foreign language and the arts

Objectives:

- Develop receptive language in Standard English
- Engage in the processes of language through interactions with reading and writing
- Expand personal thesaurus of conceptually coded words
- Develop an awareness of Standard English conventions and their functional use in oral and written form
- Demonstrate proficient use of Standard English in oral and written form
- Acquire foundational reading and writing skills
- Read, infer, and interpret a variety of printed material, i.e. literature, poetry, newspapers, reference sources, texts, graphs, application
- Communicate clearly to effectively transmit facts, ideas, emotions, and opinions using oral, written, and visual language
- Discern mathematical relationships, reason logically, and use mathematical techniques effectively in practical application
- Understand and apply the major strands of scientific thought, methods, facts, hypotheses, and theories
- Apply the knowledge they acquire to understand and see the connection between the ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs
- Use technology effectively to access, compose and communicate data, ideas, graphics, sounds and music
- Use the fine and applied arts for creative expression across curricular strands

Goal Two

Acquire knowledge of and develop appreciation for linguistic and cultural diversity

Objectives:

- Demonstrate an awareness and appreciation of home language and culture in the context of general social and historical concepts
- Demonstrate an awareness of and appreciation of languages and cultures in the context of school, the local community, city, state, and nation
- Recognize the linguistic features of the home language
- Demonstrate an awareness and appreciation of diverse languages and cultures from around the world

Goal Three

Communicate effectively in cross-cultural environments

Objectives

- Compare and contrast the linguistic differences between home language and Standard English
- Recognize the language requirements of different situations
- Communicate effectively in academic, social, and work settings

Novice I Skills (Kindergarten/First Grade)

Reading

- Identify, think about, and manipulate individual sounds in words (phonemic awareness)
- Print uppercase and lowercase letters correctly and with ease
- Match sounds to letters and letters to sounds
- Read stories and poems with one-syllable words and words with as many as five sounds
- Write words and short sentences from dictation
- Knows the parts of a book and their functions
- Reads familiar texts emergently, i.e., not necessarily verbatim from the print alone
- Recognizes and can name all uppercase and lowercase letters
- Extend introductory reading skills and increase confidence and fluency
- Print legibly and confidently
- Spell frequently used words with basic word patterns accurately
- Write accurately and confidently from dictation
- Read stories and short chapter books independently

Writing

- Independently writes many uppercase and lowercase letters
- Writes own name (first and last) and first names of some friends or classmates
- Writes to express own meaning
- Writes most letters and some words when they are dictated
- Composes readable first drafts using appropriate parts of the writing process
- Uses basic punctuation and capitalization
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics

Listening/Speaking

- Expresses ideas openly
- Follows directions
- Speaks with audience in mind

Mathematics

- Understand the relationship between numbers and quantities
- Compare numbers and sets of objects
- Understand and use numbers to 31
- Sort and compare objects according to common attributes, and learn to identify and extend simple patterns
- Apply understanding of counting and numeration to time and money

- Understand simple addition and subtraction by using concrete objects to model problems
- Apply problem-solving strategies
- Understand relationship between symbols and quantity; number sense
- Do simple addition and subtraction
- Understand the concepts of addition and subtraction (using both numeric equations and currency and coins), greater than, less than, and equal to, how to make reasonable estimations of numbers and amounts, and how to use shapes represent fractional portions (half, third, quarter)
- Understand place, value, and 1s and 10s
- Develop estimating and counting skills
- Learn to identify, count, and form numerals (by 1,2,5,10) to 100, and to distinguish between odd and even numbers
- Learn to solve simple equations and the terminology needed to communicate their understanding of these concepts
- Measure simple units, describe data and objects and solve simple problems
- Develop classification skills, be able to sort and recognize patterns and shapes
- Understand units of time and measurement
- Develop methods of solving problems in reasonable ways
- Make decisions about how to set up and solve problems, and justify their reasoning
- Achieve a proficiency in reading, writing, comparing, and ordering whole numbers to 100
- Develop a more formal understanding of addition and subtraction and know the basic facts to 18
- Begin to understand and use place value (ones and tens) by adding, subtracting, and comparing two-digit numbers
- Continue to apply numeration skills to time and money
- Explore plane and solid figures and their attributes
- Measure objects using nonstandard units and some simple standard units
- Apply targeted problem-solving strategies

Social Studies

- Develop a wide-ranging interest in the world and its people through stories, art, music, discussion, and more
- Understand how geography influences the way people live, and develop spatial sense through regular work with maps and globes
- Recognize how people and animals adapt to various environments
- Recognize important figures in American history and appreciate their contributions as models of virtue and conduct
- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography
- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and surviving, innovating and inventing, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions

- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations

Science

- Learn how scientists make observations by asking meaningful questions and conducting careful investigations
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other
- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons, and how those changes affect Earth and its inhabitants
- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings
- Learn that scientists ask meaningful questions and conduct careful investigations
- Perform experiments
- Record observations using pictures, numbers, graphs, or written statements
- Learn the metric system of measurement
- Identify matter as a solid, liquid, or gas, and know that each has different properties
- Demonstrate that properties of substances can change when mixed, cooled, or heated
- Understand the basic needs of both plants and animals
- Know that different plants and animals inhabit different kinds of environments and have physical adaptations that help them survive and thrive in their respective habitats
- Learn that animals rely on plants and other animals for food and shelter, and infer what animals eat from the shapes of their teeth
- Know that roots take in water and nutrients, and that leaves use sunlight to make food
- Use simple tools to measure weather conditions and record daily changes
- Understand seasonal weather changes

Physical Education

- Emphasis on beginning movements in sports skills, gymnastics, folk dance, yoga, and martial arts
- Introduce Nutrition

Novice II Skills (Second/Third Grade)

Reading

- Extend reading skills and discuss literature from a variety of genres
- Listen to, memorize, and recite poetry from classical and contemporary authors
- Legibly write and properly space words and sentences
- Write sentences and paragraphs from dictation
- Compose paragraphs that follow the conventions of mechanics and usage
- Solve and create analogies
- Match vocabulary words and their meanings
- Develop habits of analytical thinking: identify problems, use inference, ask pertinent questions, and draw conclusions
- Understand and appreciate literature through writing, dramatization, and art activities
- Comprehension skills and strategies
- Literary responses
- Listening and speaking strategies
- Analysis of oral and written communications
- Grammar, mechanics and usage
- Composition skills
- Vocabulary and word study
- Spelling

Mathematics

- Read, write, compare, and order whole numbers to 1,000
- Add and subtract two-digit numbers
- Work with patterns and sequences
- Study properties of basic shapes
- Identify place values to 1,000
- Make measurements with standard units
- Identify lines of symmetry and create simple symmetric figures
- Place value
- Addition and subtraction
- Multiplication and division concepts and facts
- Statistics and probability
- Measurement and time
- Geometry
- Fractions
- Decimals

Social Studies

- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and survival, innovation and invention, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures

- Identify important figures, events, and concepts related to the historical origins of major world religions
- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations
- The Renaissance - background, Italian, and global
- The Reformation
- The Age of Discovery
- The world - South America, Spain, Portugal, The Indies, Japan
- The American Revolution

Science

- Learn to make observations by asking meaningful questions and conducting careful investigations like real scientists do
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other
- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons and how those changes affect Earth and its inhabitants
- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Weather
- Classification of vertebrates
- Ecosystems
- Properties of matter
- The human body
- Energy and light
- The solar system and beyond

Physical Education

- Emphasis on beginning movements in sports skills, gymnastics, folk dance, yoga, and martial arts
- Nutrition

Apprentice I Skills (Fourth Grade)

Reading

- Identify literary elements such as theme, plot, setting, and characters in literature
- Understand literary devices such as similes, metaphors, and personification
- Build understanding of word types and relationships while expanding vocabulary
- Listen and respond to oral communication
- Deliver oral presentations organized around a coherent thesis statement

Writing

- Compose written works of various genres
- Conduct research using resource materials and citing them appropriately

Listening/Speaking

- Expresses ideas openly
- Follows directions
- Speaks with audience in mind

Mathematics

- Use place value in rounding and working with money
- Apply addition and subtraction concepts
- Estimate sums and differences
- Divide and multiply by one and two digits
- Identify standard and metric measurements
- Use statistics and probability
- Add and subtract fractions
- Use geometry to determine volume, perimeter, and area
- Operations
- Problem Solving: Mixed Problems

Social Studies

- Continue and conclude the chronological and geographical survey from roughly the Stone Age to the Space Age.
- Focus on major events from the Enlightenment to recent times.
- Develop historical analysis skills.
- Work with maps, globes, and other geographic tools to develop spatial sense.
- Explore the roots and basic principles of American democracy, and
- Develop an understanding of what it means to be a good and responsible citizen.
- Become familiar with people, places, and events of the past
- Connect the past to the modern world.
- Understand the huge strides made in medicine, communication, technology, and government in the last 300 years.
- Recognize that war led to the collapse of colonialism and the birth of new nations.
- Use the Geography Essentials program to learn about map reading, topological features, map scales, time zones, climate, trade routes, transportation, and U.S. geography.

- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography

Science

- Understand the interdependence of life in ecosystems.
- Understand plant and animal interactions.
- Describe population factors.
- Identify behaviors and inborn or learned.
- Identify mixtures, solutions, and solutes.
- Identify invertebrates
- Understand magnetism and electricity.
- Identify properties of rocks and minerals.
- Understand weather.
- Understand the Earth's history using the fossil record.
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings

Physical Education

- Emphasis on intermediate movements in sports skills, gymnastics, folk dance, yoga, and martial arts
- Nutrition

Apprentice II Skills (Fifth Grade)

Language Arts

- Reading literary and informational texts from a variety of genres, Grade 5 literature students learn to describe and connect ideas, arguments, and perspectives, and make connections between literary works. They develop an understanding of how texts are structured and organized, and understand the author's purpose.
- In the Language Skills program, students learn about word origins and relationships, and use literary and historical clues to determine the precise meaning of vocabulary words. Employing Standard English conventions, they create compositions that contain formal introductions, supporting evidence, and conclusions, focusing on a specific audience and purpose.

Math

- Problem Solving: Addition, Subtraction, Multiplication, and Division
- Number Theory and Fractions
- Fractions: Addition and Subtraction, Multiplication and Division
- Decimals: Addition and Subtraction, Multiplication and Division
- Ratio, Proportion, and Percent
- Problem Solving: Number Systems
- Probability and Statistics
- Geometry
- Measurement Topics
- Metric Measurement, Area, and Volume

Social Studies

- European Exploration
- The Thirteen Colonies
- Road to Revolution
- The American Revolution
- The Constitution
- The New Nation
- A New Age and New Industries
- Americans Take New Land
- Reform and Reflection
- Slavery and Sectionalism
- The Road to Civil War
- The Civil War
- Reconstruction

Science

- The World's Oceans
- Earth's Atmosphere
- Forces of Motion
- Chemistry
- Cells and Cell Processes
- Taxonomy of Plants and Animals
- Animal Physiology

Physical Education

- Emphasis on intermediate movements in sports skills, gymnastics, folk dance, yoga, and martial arts
- Nutrition

Middle School
(Grades 6-8)

Academic Reading (Comprehensive Reading Instruction)

Bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material. Sample of CLAS key standards and student outcomes are:

Grade	Reading	Word Analysis	Reading Comprehension
6 th	Read a minimum of 12 grade level books of various genres, including 4-6 from the approved list.	Read aloud narrative and expository text fluently, accurately, and with appropriate pacing, intonation, and expression	Identify text that uses compare-and-contrast organizational pattern; Respond to a public speech. Take notes. Summarize key points. Discuss the ways you agree or disagree.
7 th	Read a minimum of 15 grade-level-books of various genres, including 4-6 from the approved list.	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, and contrast.	Analyze text that uses the cause-and-effect organizational pattern. Identify the action and its relation to the story.
8 th	Read a minimum of 15 grade-level-books of various genres, including 4-6 from the approved list.	Analyze idioms (an accepted phrase or expression having a meaning different from the literal), analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.	Find similarities and differences between texts in the treatment, scope, or organization of ideas.

Oral and Written Self-Expression (English/Language Arts)

Bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.

Grade	Writing Strategies/Applications	Conventions	Listening and Speaking
6 th	Use the writing process to create a 350-500 word compositions with an introduction that engages the reader's interest and expresses a clear purpose. Three or more support paragraphs. A conclusion that summarizes main points and creates a link with the purpose and main idea stated in the introduction. A variety of organizational patterns (categories, spatial order, order of importance, climactic order). Compound/complex sentence patterns. Format documents correctly.	Make indefinite pronoun and compound word subjects agree with verbs. Use perfect tenses correctly. Use a colon after the salutation in business letters. Use a semicolon when appropriate between independent clauses. Use a comma after an introductory subordinate clause. Spell homophones, irregular plurals, and frequently misspelled words correctly.	Deliver an oral presentation. Choose and appropriate theme. Introduce yourself and topic. Speak clearly and slowly. Use hand gestures. Make eye contact. Use notes/memory aids.
7 th	Use the writing process to a create 500-700 word multi-paragraph composition with:	Use relative clauses correctly. Place modifiers (words and phrases) correctly. Use active voice verbs generally;	Deliver oral summaries of articles and books: Include main ideas of event or article and

	<p>Transition words and expressions between sentences to clarify and emphasize important ideas.</p> <p>Outlining and summarizing used to organize drafts.</p> <p>Precise word choice.</p> <p>Identify pronouns and their references/antecedents.</p>	<p>use passive voice sparingly and only when appropriate.</p> <p>Identify and use infinitives and participles.</p>	<p>most significant details.</p> <p>Use student's own words, except for quotes from sources.</p> <p>Convey a thorough understanding of sources, not just superficial details.</p>
8 th	<p>Use the writing process to create a 500- 700 word compositions with:</p> <p>Parallel structure to create coherence.</p> <p>Use multi-step information searches using computer networks and modems.</p> <p>Take notes from sources: Paraphrase and summarize information; use direct quotation when appropriate.</p> <p>Use consistent official format to cite paraphrased and quoted information and to list sources in a bibliography.</p> <p>Use word processing skills to create documents.</p>	<p>Use verbal phrases and apposition to combine sentences appropriately.</p>	<p>Prepare and deliver a speech: Achieve a particular purpose by using appropriate message, vocabulary, voice, and expression.</p> <p>Include introduction, transitions, a logically developed body and effective conclusion.</p> <p>Use precise language, action verbs, sensory details, appropriate and colorful modifiers, active voice that enlivens the oral presentation.</p> <p>Use appropriate grammar, word choice, enunciation, and pace.</p> <p>Use audience feedback (verbal and nonverbal) to reconsider organization and rearrange words or sentences to clarify the meaning.</p>

English/Language Arts Instructional Materials Under Review:
 CLAS Signature Literature Series – Culturally Relevant Core Literature
 Timeless Voices Timeless Themes – Prentice Hall

Mathematical Reasoning - bringing students' mathematical skills to grade-level expectations and demonstrating the ability to apply data analysis and mathematical generalizations to problems. For grades 6-8:

- i. Develop an effective mathematics curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *Mathematics Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
- ii. Cover the grade-level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999)
- iii. Emphasize content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes
- iv. Emphasize fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.
- v. Employ innovative and interactive teaching methods that have proved most effective in teaching mathematics including its relevance as a life skill for everyday living.
- vi. Use a serial approach to the continuum of mathematics to provide the necessary building blocks for deeper conceptualization.
- vii. Integrate mathematics with scientific quantification to emphasize the interrelationships among math, science, and technology.
- viii. Use the computer as integral part of the study of mathematics.

Mathematical Instructional Materials Under Review:
Saxon Math – Saxon Publisher
Progress In Mathematics – Sadlier-Oxford

Research in Science and History/Social Science - combining the above skills to produce thoughtful research papers and performance-based projects, particularly in science and social studies. For grades 6-8:

- ix. Develop an effective science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve*,
- x. Cover the grade-level curricular content specified in Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2000).
- xi. Emphasize content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics
- xii. Develop a traditional and an integrated science program that combines the core sciences of biology, physics, and chemistry, each year.
- xiii. Teach students to understand and intuitively use the scientific method: identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- xiv. Compensate for traditional gender bias experienced by girls in science, which becomes especially prevalent at the middle school level, by choosing teachers and textbooks that make scientific knowledge and inquiry exciting to all students.
- xv. Study science in a global context that addresses environmental issues and their social implications.
- xvi. Introduce the basic concepts of physics and chemistry so that students may develop an early appreciation for these subjects.
- xvii. Develop an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve*,
- xviii. Cover the grade-level curricular content specified in History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2000)
- xix. Emphasize content and learning experiences in history and social science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics
- xx. Study the contributions of scientists, writers, explorers, composers, artists, leaders, and keepers of the cultural heritage in perspective to their time and place in history.
- xxi. Present historical material through many mediums: performance, literature, historical letters and other primary sources, art, biography and historical account.
- xxii. Develop in students a global perspective on the diversity of cultures, and the dignity of the individual by using comparative philosophy, ethics, religion, economic systems and government, as well as foods, fashions and the arts, to sensitize students to the world around them and the diversity families they live among.
- xxiii. Teach cultural diversity, both ancient and modern, through studying archeology, anthropology, history, and geography.

Science and Social Studies Instructional Materials Under Review
STC – North Carolina Biological Supply
Science Explorer – Prentice Hall
Ancient World 2000+
Houghton Mifflin Social Studies – Houghton Mifflin

ELEMENT 3 ASSESSMENT METHODS

Overview of Assessment Plan

We strongly believe that the sole use of traditional, standardized multiple-choice tests is inadequate to the task of providing an authentic, complete picture of student learning and achievement. We propose to use performance-oriented instruments and the types of authentic tasks that will demonstrate students' competencies. A comprehensive assessment system will be designed to track the success of our students and ultimately the success of our school. With measures matched to our philosophy and instructional intents, we will implement a system that will enable us to systematically collect and analyze information about students' performance using (1) performance-based assessments, (2) criterion-referenced tests, and (3) norm-referenced tests. The performance measures we plan include both standardized tests and on-going assessments in the various curricula areas (language arts, math, science, literature, and social studies) and curriculum-embedded portfolio assessments.

Our assessment strategy is to use a multiple set of tools that measure academic as well as non-academic skills. What follows is an assessment skeleton that we expect to grow and modify with the development of our curriculum.

Pre-assessments

Key to implementation of our instructional plan will be that students are appropriately placed in the learning spans. Therefore, each child at CLAS will be given a pre-assessment to determine their reading, math, and critical thinking skills level. The outcome of these pre-assessments will not be used to track students, but to give the teachers a general sense of where the child is on the learning continuum and better yet, provide the teacher with an instructional compass for guiding the direction of the instruction.

Primary Learning Records (PLRs)

A collection of observations, interviews, work samples, and teacher responses over the course of the year.

Portfolios

A collection of work over the year will be divided by subject area (math, languages, history/geography, science, art). Two to three times per year the child reviews his/her work, reflects on its contents, and what it tells about him/her as a learner. Self-evaluation is a key feature of performance assessment; the portfolio will serve the students as a benchmark set of examples of things they have mastered, providing them with a crucial foundation upon which to build. Portfolios can be assessed on a variety of criteria, such as number of entries; richness of entry; degree of reflection shown; improvement in technical skill; achievement of one's goals; interplay of production, perceptions, and reflection; responsiveness to internal and external feedback; and development of themes. Thus, portfolios also contain drafts, revisions, and works in progress. They are instruments of learning as much as showpieces of final accomplishment and serve as a convenient means of collecting information relevant to the growth of students over time.

CLAS Collection

A sampling of approximately 5 pieces will be selected from the student's portfolio each year. As they pass through the school, they will accumulate work that they will review and evaluate themselves at the end of fifth grade.

Teacher Narratives

Two to four pages written on each student based on their work, actions, and conversations over time. The PLRs and portfolios will be used as a basis of this information, with additional assessment of the child's attendance, participation, physical health, personal and social adjustment and satisfaction. Parents will respond with input on this evaluation.

Student Led Conferences

In the Spring conference, the teacher, parents and students gather to review the students' work over the year and celebrate their accomplishments. The student presents or exhibits selected pieces from their portfolio and the teacher prepares a written narrative.

Parent/Teacher/Student Conferences

We will begin the year with a pre-conference to identify the student's strengths, concerns and questions. A second conference will be held to review progress and discuss concerns. Then, a third conference will be held at the end of year to celebrate the child's progress

Student Work Studies

In Teachers' Council meetings, we will examine one piece of each child's work in depth. We will discuss what we see in the work and its implications for future growth of the student.

Internal Tests

Tests will be based on internally developed rubrics and aligned to State standards. Test questions that reflect diagnostic testing can be used to assess the students' increased mastery over time and to adjust curriculum offerings. Test questions that reflect the teacher's curriculum, including a mix of open-ended and multiple choice questions can be pulled from nationally recognized tests such as the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Student (TIMSS), or similar instruments.

Presentations

Students share their work with the community – unveil murals, plays, and other demonstrations based on classroom work.

State Mandated Tests

We will administer the California Achievement Test and all other state mandated tests to all students second grade and above.

Data Analysis

We will collect data throughout the year, which will allow for continual analysis in order to make the information useful for curriculum revision, individual intervention and aligning the curriculum with State standards. Teachers will track individual student's exposure to each teacher event and objective as well as track each student's mastery of each objective.

Culminating performance-based assessments will include (but are not limited to) the following:

- Apprentice II students will be asked to present an exhibition to a panel composed of teachers, parents, peers, and community members during the last six-weeks of each school year.
- Exemplary work from the year will be profiled
- Students will identify their own strengths through reflection and metacognition
- Students will develop a sense of empowerment and accomplishment
- Students will identify personal and educational goals for upcoming year in school.

Assessments and the use of data play a central role in assuring the education of all students to high standards. The school will establish an assessment system that collects, analyzes, interprets and shares the data. In order that all stakeholders may obtain essential information, results will be reported to students and parents on a monthly basis.

Monitoring Student Progress Regularly

Daily, the teachers will monitor student progress using a variety of authentic, performance-based measures of achievement, both formal and informal (August & Hakuta, 1997). The assessment results will be used to enhance instruction and aid in instructional improvement. Some of these multiple measures are described in the various district handbooks and include:

- Performance assignments and assessments (clipboard assessments, observational checklists, end of unit projects, etc.)
- Publisher-designed assessments within the selected ELD and ELA programs
- Project-designed and teacher-designed performance assignments and assessments

Student performance on assessments will provide diagnostic information to, “identify variables in the learning environment such as programs, staffing, curricula, and materials which may be contributing to a student’s lack of success” (Cummins, 1986) and use this information to “upgrade and restructure teaching and learning” based on best instructional practices (Garcia, 1994). That is, if students are not successful on the various assessments given, the teacher will seek alternative ways of delivering the instruction. Other avenues for determining the effectiveness of instructional programs will also be utilized: teacher self-reflection, observation by mentor teachers, administrators, and when possible, instructional coaches and specialists.

Furthermore, the school will utilize results of state and district assessments to monitor student improvement and refine instructional delivery, such as redesignation rates of EL students, ELD advancement in portfolio records, CAT scores, and API.

High Stakes Testing

Students in Grades 2 through 8 who are eligible for testing in English will be assessed with the California Achievement Test (CAT) or other state required tests on a fall-to-fall cycle. The results will be disaggregated by sub-groups (e.g., Title I, I/RFEP, ELL, GATE, gender, ethnicity, etc.).

Compliance Review

The information collected from the annual evaluation of program effectiveness and the monitoring of pupil progress will be used to satisfy any necessary reviews, such as a Coordinated Compliance Review. The

information will also be used as part of the needs assessment data to revise the School Plan from year to year.

We will make use of external review to ensure that we are measuring up to our states goals and State standards. We will aim to desegregate external test data to provide teachers with specific information on students' strengths and weaknesses. Teachers will be able to compare these data with those from authentic assessments and identify any contradictions between them.

Reporting Results

Standardized test results will be disseminated to teachers at the beginning of the school year. Each parent whose child took the SAT 9 will be mailed a parent report of their child's test results. Both local school assessment data and SAT 9 information will be shared with parents during parent conferences. Test results will be shared annually with all parent advisory groups.

Other assessment information will be shared with parents as follows:

- A written Title I notification will be given to all parents of students eligible to receive Title I services
- Written notification to all parents regarding classroom assessments will also be given regarding graded classroom projects, portfolio assessments, etc.

Evaluation of Assessment Methods

CLAS will utilize a Program Evaluation Committee to evaluate the success of the program. This committee will convene each March to design and disseminate the Program Evaluation Questionnaires. Changes will be made to the evaluation questionnaires, if necessary, based on the previous year's experience in terms whether the question was understandable, whether it was a good question giving the information sought, and/or whether there are new questions to be added or old ones deleted. The evaluation results will be turned over to the Curriculum Committee to determine what, if any, changes are to be made to the program for the coming year.

<u>Evaluation Activity</u>	<u>Responsibility</u>	<u>Timeline</u>
Effectiveness Survey	Community Council	Yearly
Analysis Standardized Test Scores	Educational Family	Yearly
Analysis Average Daily Attendance	Advocates	Monthly
Observation of Classroom Strategies	Advocates	Ongoing
Analysis Classroom Assessment Data	Educational Family	Ongoing
Monitoring Professional Development	Advocates	Ongoing
ELL Redesignation	Advocates	Biannually
Title I Identification	Advocates	Biannually
Monitoring Parent Involvement Plan	Advocates	Ongoing
Monitoring Progress of Special Education/GATE	Advocates	Yearly
Monitoring Progress of Kindergarten Program	Advocates	Ongoing

Overall Success of Charter and Programmatic Audit

The high level of community (parents, teachers, staff, volunteers, and students) involvement, participation and satisfaction will determine the overall success of the charter, and student progress in attaining states holistic and educational objectives.

CLAS will produce an annual programmatic audit and provide an annual performance report. This report will include:

2. Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments specified in Element 3.
3. An analysis of whether student performance is meeting the goals specified in Element 2.
4. A summary of major decisions and policies established by CLAS during the year.
5. Data on the level of parent involvement in the school and summary data from an annual parent and student satisfaction survey.
6. Data regarding the racial and ethnic balance and results of diversity outreach efforts.
7. An overview of CLAS admissions practices during the year.
8. Information on teacher performance and development.
9. Additional information influencing academic and social achievement and growth such as student conduct and attendance.

Because the program is child centered, there will be some variation in the skills and content which individual classes and students pursue. Outcomes may not always directly parallel the grade level objectives in local schools because there is an allowance for individual difference within each year. Nonetheless, it is ultimately expected that students who spend at least a three year period in the school will not only be academically comparable to peers at other schools, but will also excel in areas such as interpersonal/intrapersonal understanding, creative thinking, and critical thinking; skills that are not generally measured.

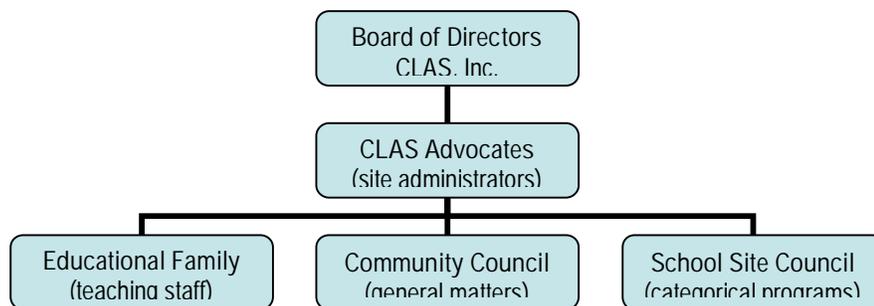
Assessing and evaluating the entire school and educational program is considered as important as the assessment and evaluation of individual students. CLAS hopes to institute an authentic assessment process. Such a process will help ensure that the values and principles articulated in this educational plan will be implemented and refined.

ELEMENT 4 GOVERNANCE STRUCTURE

Paramount to the understanding of the CLAS governance structure are two fundamental and essential beliefs:

1. All decisions are based on what we believe is best for all CLAS students and are reflected to our commitment to fulfill the school vision and mission.
2. The entire school community is responsible and accountable for all decisions relating to students at CLAS.

Culture and Language Academy of Success will be operated by CLAS, Inc., a California tax-exempt, public benefit Nonprofit Corporation that will operate in accordance with the Articles of Incorporation and Bylaws established by the Board of Directors. CLAS agrees to follow all applicable California public benefit corporation laws. CLAS shall be solely responsible for the legal obligations and financial debts of the charter school. The day-to-day operational and fiscal management of CLAS will be the responsibility of the CLAS Advocates, co-administrators charged with decision-making authority designed to address daily operational, fiscal, and curricular issues.



Public Operating Principles

The Culture and Language Academy of Success will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as they pertain to charter schools specifically. CLAS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any individual on the basis of ethnicity, national origin, gender or disability.

Board of Directors of Culture and Language of Success, Inc

As specified in the bylaws, the Board of directors will advise and assist the school advocates in managing the affairs of CLAS, Inc.

Advocates

The primary leaders of CLAS are the *CLAS Advocates*. They represent a three-pronged approach to educational leadership and administration, each focusing intensely on one specific area (outlined below), although their work is to be closely connected and fluid. They fulfill the role of the traditional principal and administrative team. However, the advocates are intended to be everything but the traditional administrator.

The Advocates are empowered to carry out all policies and decisions made in the best interest of the school community. The advocates serve on any Site-Based Committees and represent the school within the district and to the outside community. The Advocates must make daily decisions regarding the implementation of the educational program and the social and emotional needs of students and staff.

The responsibility of an advocate is to be the chief voice for an area of the school. The three areas are: (1) fiscal/operational and technology, (2) student relations, curriculum and instruction and teacher support, and (3) parent -community connections, extra curricular activities, and intervention. Essentially, the advocates will work in the capacity of the directors of the school. The titles and roles of the advocates are as follows:

1. Chief Educational Advocate – Responsible for the operational aspects of the school – fiscal, facilities, legal, funding, community service, outreach and teacher evaluations. (Note: This position will be held by Janis Bucknor. See appendix for background and qualifications.)
2. Chief Instructional Advocate – Responsible for curriculum and instruction, professional development, instructional resources and teacher development (Note: This position will be held by Dr. Sharoky Hollie. See appendix for background and qualifications.)
3. Chief Student Advocate – Responsible for student relations, parent outreach, technology, special education and intervention. (Note: This position will be held by Anthony Jackson. See appendix for background and qualifications)

Educational Family

The Educational Family (learning span teaching teams) will have input into specific decisions regarding scheduling, discipline, curriculum (standards-based), delivery of instruction, and assessment of students. Educational Families will be responsible for taking an active role in promoting the success of its students. Members of the Educational Family will be given numerous opportunities to develop leadership by serving on school-wide interest committees including but not limited to: Budget, Curriculum, Guidance, Technology, Staff Effectiveness, Parent Task Force, and Facilities.

Community Council

The community council is an advisory body comprised of teachers, parents, community members, other school staff, CLAS Advocates. The Community Council will provide feedback and assistance on issues concerning student support services, school discipline plan, parent and community involvement, and progress toward meeting school program goals. The exact number of council members shall be identified in the council bylaws. The Council will meet, on a regular basis, and will be open to all interested parties.

School Site Council

The School Site Council is separate from the Community Council. The School Site Council will ensure compliance with State/Federal Statutes and District guidelines concerning categorical programs. The School Site Council is involved in the design, implementation, and evaluation of the consolidated school site plan, budgeting and expenditure of categorical funding.

Parent Education Program

Culture and Language Academy of Success believes that if parents are explicitly welcomed and valued, they will become active members of the school community. CLAS believes that parents are the first and most important teachers of their children, that they are critical partners in the education of their children, and that their input and advice are as important as their participation in activities and support for their children's learning.

Parents will have many opportunities to be involved in their children's learning:

- 1.) Each CLAS family will be requested to volunteer 40 hours per year to work in the school in some capacity – campus environment enhancement, communications, transportation, or teacher support.
- 2.) Each CLAS family will be requested to be active participants in the community based learning components of the CLAS curriculum.
- 3.) Each CLAS family will have the opportunity to join various committees and/or council for equal representation and participation
- 4.) Each CLAS family will have the opportunity to attend workshops and seminars on culture, language, early literacy, parenting, and a variety of other topics

ELEMENT 5 QUALIFICATIONS FOR EMPLOYMENT

The employees of the school will be classified in two categories:

1. *Certificated* employees: Must meet the requirements for employment as stipulated by the California Education Code section 47605(l), and include, for example Advocates, Coordinators, Counselors, teaching staff, resource staff, and others who are typically directly responsible for providing student instruction/intervention. They may work on an hourly, monthly, or yearly basis.
2. *Classified* employees, including office staff, maintenance staff, paraprofessionals, and food service workers, and other who typically serve in support roles to keep the school operating efficiently. They may also work on an hourly, monthly, or yearly basis.

CLAS will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, physical disability, actual or perceived sexual orientation, sex, age, or in retaliation. All persons hired will be required to show proof of their identity and right to work in the United States.

CLAS will adhere to California laws, including criminal records background checks using LiveScan administered by the Department of Justice, Mantoux tuberculosis (TB) clearance, documents establishing legal status, illegal substance testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All personnel must commit to the vision and mission of CLAS. Employee's job description and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter.

The Advocates of CLAS will be hired by the Board of Directors of CLAS, Inc. on an application and interview basis, in accordance with established personnel procedures. While the Advocates meet the requirements for employment as stipulated by the California Education Code section 47605(l), including a Commission on Teacher Credentialing certificate or permit, it will not be necessary to hold an administrative credential. Criteria for hiring will include proven experience, educational leadership, educational vision, experience with low-income and/or African American and Latino children, demonstrated ability in program design and curriculum development, entrepreneurial qualities, knowledge and experience with business practices, a commitment to educational reform, and the school's vision and mission.

Teachers of CLAS will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents will be maintained on file at Culture and Language Academy of Success.

Teachers will be hired by the Advocates under a year-to-year contract on an application and interview basis in accordance with established personnel policies. Criteria for hiring will include teaching experience, subject matter expertise, ability to work in a team, demonstrated classroom instructional capabilities, a strong commitment to learning, educational reform, and the school's vision and mission.

Non-Teaching Resource Personnel will be hired by the Advocates under a year-to-year contract on an application and interview basis. Selection will be based on training, certification, experience, ability to perform the job duties for the position, and a commitment to the school's vision and mission.

Non-Educational Personnel will be hired by the Advocates under a year-to-year contract on an application and interview basis. Selection will be based on experience, ability to perform the job duties for that position and a commitment to the school's vision and mission.

CLAS reserves the right to interview all candidates for openings without regard for their seniority or placement on eligibility lists within any school district. An effort will be made to recruit and hire staff members whose ethnicity reflects the student population of the school and local community. Needs for substitute certificated or classified staff will be met through the use of a roster of available and eligible substitutes.

In matters regarding accountability and evaluation of personnel, CLAS will adopt its own procedures based on peer review or coaching of the teaching staff. Peer review or coaching procedures to be developed will include criteria for evaluation, due process, and procedures for appeal and adjudication.

Part-time, temporary or short-term personnel may be employed directly by CLAS under a Personal Service Contract with the school. The classifications of these personnel shall not be subject to any of the present or future Union contracts struck with any school district or bargaining units.

No Child Left Behind

CLAS agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. CLAS further agrees to comply with all other provisions of No Child Left Behind as they apply to charter schools.

Employment Process for all Staff

Step 1: Application

A completed application includes the following:

- Written application with resume/cover letter
- Letters of reference from immediate supervisor (for the last 3 years of work/school experience)
- Official set of transcripts with degree posted and minimum 2.7 GPA*
- CBEST*
- Course work sheets (for full time employment under alternative certification)*
- Student Teaching Evaluations (if applicable)*
- Credential/License(s) or if in a credential program, please include a letter from the university verifying acceptance*

* requirement for teaching staff applicants

Step 2: Review

Applications will be reviewed and candidates who meet employment criteria may be scheduled for an interview.

Step 3: Job Offer

Selected candidates will be offered contractual employment.

Step 4: Employment Processing

Employment processing includes the following:

- A negative Mantoux Tuberculosis (TB) screening.
- Clearance for employment by a physician.
- Fingerprint clearance by the California Department of Justice.
- Verification of the credential eligibility according to the assignment.
- Candidates are informed of their benefits package, and they make benefits selections.
- Candidates are informed of their initial salary placement, sign their contract and are appointed by the CLAS Board of Directors

ELEMENT 6 HEALTH AND SAFETY RESPONSIBILITIES

CLAS will adhere to the existing state of California laws regarding fingerprinting, criminal records summary and drug testing of employees. The first year of operation, CLAS will contract with Excellent Education (ExEd) or Inglewood Unified School District for processing of both classified and credentialed employees to meet the stated requirements. In subsequent years, we may elect to process employees internally, in which case Advocates will be responsible for oversight and confidentiality.

Prior to commencing instruction, CLAS will implement comprehensive health and safety policies in consultation with our insurance carrier and public health and safety officials. The policies will address, but not be limited to, the following topics:

1. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
2. Policies requiring that instructional and administrative staff receive first aid/CPR training.
3. A policy that employees working with students submit to fingerprinting and a criminal background check. Applicants will be required to provide a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.
4. A policy for addressing sexual harassment for all employees, students, and parents in any combination thereof, including student to student.
5. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by the federal, state and local agencies.
6. A policy for reporting any incidents.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. A nepotism policy.
9. An AIDS/HIV and Hepatitis B information policy
10. An ethics policy.
11. Policies relating to the administration of prescription drugs and other medications.

In accordance with the Safe and Drug Free Schools and Community Act CLAS will ensure that the school is kept safe, and is tobacco, drug, and alcohol free. CLAS will implement programs to prevent violence in the school as well as the illegal use of tobacco, drugs, and alcohol. CLAS will seek parent and community involvement in such programs in order to provide a safe learning environment for students to achieve academic success.

CLAS will comply with all health and safety laws and regulations that apply to charter schools. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.

Methods for reporting alleged improprieties, such as child abuse, acts of violence, and other improprieties, will be followed as mandated by the state of California. The procedure for the mandated staff will be to file a report with within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Child and Family Services. The staff member will meet with the appropriate authorities accordingly. Staff will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

CLAS will comply with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections will be undertaken, as necessary, to ensure such safety standards are met. Advocates will conduct an annual review to monitor all auxiliary services to ensure their safety (food services, transportation, custodial, and hazardous materials). These policies and procedures will be included, as appropriate, in student and staff handbooks and training, and will be practiced and rehearsed. They will be reviewed and revised annually or as needed.

ELEMENT 7 MEANS FOR ACHIEVING RACIAL AND ETHNIC BALANCE OF STUDENT POPULATION

Culture and Language Academy of Success will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of IUSD. Recruitment efforts may include, but are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline allowing for broad-based recruiting processes.
- The development of promotional and informational material (e.g. school brochure, flyers, website, and advertising for local media).
- The appropriate development of promotional and information materials in languages other than English to appeal to limited English proficient populations when needed.
- The distribution of promotional and information materials to a broad variety of community groups, agencies, neighborhood youth organization, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.
- Hosting open houses, orientations, and school tours.

ELEMENT 8 ADMISSION REQUIREMENTS

The Culture and Language Academy of Success Charter School identifies the following admission standards:

1. Learners will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level.
2. Family agreements for parents/guardians of all learners will require involvement and support. Prior to admission, all parents/guardians will be required to sign an agreement indicating they understand the expected educational outcomes, philosophy and program. It is recognized that parents do not have to volunteer during the school day; however, all parents may be required to attend specific classes or events which can enhance their children's home learning environment. Parents may also be expected to participate with their children in certain school events scheduled during regular school hours and/or weekend hours.
3. Admission tests will not be required; however assessments may be administered to determine placement within an appropriate learning span or for the design of an individual differentiated instructional program.

Admission to CLAS is open to any resident of the state of California. CLAS will not charge students tuition and will not discriminate against any student on the basis of ethnicity, national origin, gender or disability. Admission is on a first-come, first-served basis with preferences given to siblings of students currently attending CLAS and children of teachers and staff employed by CLAS. If the number of students applying for admission exceeds openings available, entrance, except for existing students of the school, will be determined at random.

CLAS agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records.

ELEMENT 9 ANNUAL FINANCIAL AUDIT

CLAS will retain auditors to conduct annual independent financial audits, which will employ generally accepted auditing principles and standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. The audit will include financial, internal controls and attendance accounting and reporting. These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audits will assure that the school's money is being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and to the Inglewood Unified School District. CLAS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The school will provide the District with the final audit results and financial statements.

ELEMENT 10 PROCEDURES BY WHICH STUDENTS CAN BE SUSPENDED OR EXPELLED

As a precautionary measure and in order to establish an environment of cooperation and mutual respect, Culture and Language Academy of Success will employ the TRIBES system of empathy training throughout the school. All students will abide by the program norms of respect and open communication so as to help students learn how to appropriately express their needs and effectively solve minor problems. Conferencing, peer conflict resolution, and self-reflection will be the first line of defense when addressing behavioral issues. Teacher communication with students' families will be of primary importance as we work together to create and maintain a self-sufficient and healthy community. However, when student behavior does not meet these standards and continues to be an issue in need of more serious attention the following procedures will be in place.

Students may be suspended or expelled from CLAS for behavior that endangers the safety and well being of other people or continuously prevents other students from learning. Interventions and alternative strategies will be developed with the goal of preventing suspension or expulsion. It is recognized that such alternatives will work best when parents and teachers work collaboratively to meet student needs and alter behavior. Alternative steps to suspension and expulsion may include but are not limited to conflict resolution and problem solving procedures, parent-teacher conferences, working with the school psychologist or counselor, a meeting of the Student Study Team, and/or a behavior management program.

Definitions:

- Suspension from school means removal of a student from ongoing instruction for adjustment purposes for a specific period of time. Student remains enrolled in CLAS during the suspension.
- Expulsion means the removal of a student from the immediate supervision and control of CLAS personnel. This is on a permanent basis. Student's enrollment in CLAS is ended.
- Day means a calendar day unless otherwise specifically provided.
- School day means a day upon which CLAS is in session.

Notice of Regulations

At the beginning of each school year, the administrator will ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians will be notified at the time of enrollment.

Grounds for Suspension and Expulsion

Students may be suspended or recommended for expulsion for any of the acts listed below:

- Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as controlled substance, alcohol beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing medically necessary, physical provided prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school or private property.
- Committed sexual harassment as defined in Education Code 212.5 provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.
- Failure to respond to other measures of intervention and disciplinary action such that the student has been suspended from school for 10 days or more.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance, including but not limited to the following circumstances:

- While on school grounds.
- While going to or returning from school.
- During the recess or lunch period.
- During, going to, or returning from a school-sponsored activity.

Authority to Suspend

A teacher may recommend suspension of a student from their class or school for any of the acts listed under *Grounds for Suspension and Expulsion* upon the first offense. This recommendation will be evaluated by an administrator who will investigate the situation and make a decision on the recommendation. An administrator's decision to suspend a student for any of the acts listed under *Grounds for Suspension and Expulsion* may be (at a minimum) for the day of the suspension and the day following or (at maximum) for up to five days.

Suspension Procedures

Suspension from class means the removal of a student from class for the day of the suspension and the next school day. A teacher may recommend suspension of a student from class and may also refer a student for consideration of suspension from school for any act listed in *Grounds for Suspension and Expulsion*.

Report – When suspending a student, the teacher shall report this action to a CLAS Advocate on the same school day. The student shall be supervised in the office or another classroom until the student is returned to class (if the situation is resolved by an administrator) or if not returning to class, a parent/guardian arrives to pick him/her up.

Dismissal – If the parent/guardian does not pick the student up in a timely fashion (e.g. within 3 hours), the suspension may be extended for an additional day.

Conference – As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

After-School Program – If a student is suspended from school, he/she is also suspended from the CLAS After –School Program for the day(s) of the suspension.

Classwork/Homework – The teacher may require the suspended student to complete any assignments and tests missed during the suspension.

Written Notice – When a teacher requires a parent/guardian to attend school, a CLAS Advocate shall send the parent/guardian written notice that the parent/guardian's attendance is required. This notice shall also tell the parent/guardian when his/her presence is expected and by what means he/she may arrange any necessary change.

Suspension for More than One Day

If one day suspension has not been effective or it is deemed necessary for the safety and/or well being of the other students, staff, or parents in the class or school, a student may be suspended for between two and five days by a CLAS Advocate.

Pre-Conference – When such action is deemed necessary, every effort will be made to forewarn the student and his/her parents/guardians during a conference that it has become necessary to escalate the consequences for inappropriate behavior.

Emergency Suspension – In the event of an emergency (immediate danger to the safety and well-being of other students, staff, or parents), the suspension will be immediate and a conference will be scheduled within two school days, unless a parent waives his/her right to it, or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

Contacting Parents/Guardians – At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. The notice shall state the reasons for the suspension and time when the student may return to school.

Dismissal – In the event that a suspended student's parent/guardian cannot be contacted or fails to arrange for the student's departure from school, the student is to remain in school until the end of the day. No student is to be dismissed from the school without parent or guardian supervision. In such a case, the student will be suspended for an additional day.

Conference – When there have not been a pre-conference, there will be a conference within a week of the suspension.

Authority to Expel

A teacher may recommend a student for expulsion to a CLAS Advocate who (1) has been previously suspended three times for acts listed under *Grounds for Suspension and Expulsion* or (2) has engaged in behavior posing an immediate threat of danger, harm, injury to staff, students, or guests of CLAS. Student's Right to a Hearing – The student is entitled to a hearing before the Discipline Committee of the Community Council to determine whether the student should be expelled. The hearing shall be held within ten days of the recommendation for expulsion.

A student expelled from CLAS will be provided with an alternative educational placement. CLAS will be responsible for identifying an alternative educational setting suitable and appropriate for the student.

Written Notice – Written notice of the hearing shall be forwarded to the student and the student's parent at least five days before the hearing. The notice will include:

- The date and place of the hearing
- A statement of the specific facts and charged upon which the proposed expulsion is based
- The opportunity for the student or the student's parent/guardian to appear in person.

Conduct of the Hearing – The hearing will be conducted in a closed session of the Community Council unless the Council receives a written request from the student and his/her parents that the hearing be conducted in public session. The student, parent/guardian, teacher(s) may be present at the hearing.

Record – A written or taped record may be made of the hearing.

Decision – The Discipline Committee of the Community Council will make a decision within five days, unless otherwise specified. This decision will be communicated in writing to the student and his/her parent/guardian.

Reinstatement – If the Discipline Committee of the Community Council decides against expulsion, the student must be immediately be reinstated to his/her classroom.

Readmission – An expulsion order shall remain in effect. There are no further opportunities for readmission.

ELEMENT 11 RETIREMENT BENEFITS

CLAS may participate in the Federal Social Security system, along with the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS), or another comparable retirement plan for all employees unless and until the CLAS Board of Directors makes alternative arrangements consistent with any applicable laws and statutes. CLAS will be directly funded and will use the County of Los Angeles for STRS reporting. Prior to any changes in retirement benefit packages, CLAS agrees to provide written notification to all employees.

ELEMENT 12 PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Culture and Language Academy of Success is a school of choice. Students who opt not to attend CLAS may attend other IUSD schools or pursue other attendance options in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13 EMPLOYEE RIGHTS UPON DEPARTURE FROM OR RETURN TO THE DISTRICT AS A CONSEQUENCE OF WORKING AT THE CHARTER SCHOOL

Job applicants for positions at CLAS will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any individual who is not presently an employee of a school district that is offered employment and chooses to work at CLAS will not be covered by any district's collective bargaining unit agreement. Any current school district employee who is offered employment and chooses to work at CLAS while on "Charter Leave" or "Personal Leave" from their "home" district will continue to be covered by their "home" district's collective bargaining unit agreement to the extent coverage while on leave is provided under that agreement.

All provisions pertaining to leave and return rights for school district union employees will be granted to certificated and classified employees in accordance with their respective district's current collective bargaining agreements.

All employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts may be year-to-year or multiyear, renewable only according to the terms as outlined in the contract.

(4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Any arbitration award rendered shall be final, binding, and legally enforceable upon all parties. Judgment of any arbitration award may be entered in any court having proper jurisdiction. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

(6) Either party's failure to comply with the prescribed timelines set forth in Paragraphs One and Two of this Section shall result in the parties proceeding forward with mediation. Mediation proceedings shall commence within 160 days from the date the Written Notification was tendered.

Disputes Arising Within Culture and Language Academy of Success

Disputes arising within CLAS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing members of the school, will be resolved pursuant to policies and processes developed by the school.

IUSD will not intervene in any such internal disputes unless requested by the Board of Directors of CLAS, Inc. and will refer any complaints or reports regarding such disputes to the Board of Directors for resolution pursuant to the school's policies. IUSD agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Culture and Language Academy of Success, Inc. has requested IUSD to intervene.

Charter Petition Revocation

The charter granted pursuant to this Petition may be revoked by IUSD if the District finds that CLAS did any of the following:

- Committed a material violation of any of the condition, standards, or procedures set forth in this petition
- Failed to meet or pursue any of the student outcomes identified in this Petition
- Failed to meet generally-accepted accounting principles, or engaged in fiscal mismanagement
- Violated any provision of law

Prior to revocation, the District will notify CLAS of any violation (as set forth above) in writing, noting the specific reasons for which the charter may be revoked, and give the school a reasonable opportunity to cure the violation, unless the district determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

Term and Renewal

The charter for Culture and Language Academy of Success will be for the term of five years. This charter may be renewed for subsequent five-year terms by the Board of Education of the Inglewood Unified School District. Prior to the expiration of the charter, IUSD, at its own expense, will contract an independent third-party to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

Subsequent to the evaluation, CLAS will submit a request for renewal no later than January 1, 2010. At the time the charter renewal is submitted, CLAS and IUSD will establish a mutually agreeable time to complete the renewal process.

Amendments and Severability

Any amendments to this charter will be made by the mutual agreement of the boards of CLAS and IUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605. The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by IUSD and CLAS. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidating provisions in a timely, good faith fashion.

Sponsoring District Services

With the exception of services performed by IUSD in providing fiscal oversight to CLAS, all charter-requested services from IUSD will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service. CLAS will outsource many of the services not retained from IUSD.

A supervisory fee not to exceed of 1% of the revenue of CLAS, except for specially-funded (i.e. Title I, SCR, Staff Development), donations, and other local revenues received directly, will be paid to IUSD for costs of oversight.

If available, IUSD services CLAS may request on a fee-for-service basis are:

- School Police (including filing theft reports, alarm monitoring, and support during times of emergencies)
- Student health and human services (including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services)
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Maintenance and/or operations services
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation
- Field-trip transportation
- School mail
- Student Information system
- Food services

Communications/Inquiries

CLAS agrees to comply with requests for information from its sponsoring agency, IUSD as part of its response to inquiries that may arise. CLAS shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. All official communication between CLAS and IUSD will be sent via First Class mail or other appropriate means to the following addresses:

Janis Bucknor, Esq.
Culture and Language Academy of Success
100 E. Nutwood Street
Inglewood, CA 90301

Dr. Pamela Short-Powell
Inglewood Unified School District
401 South Inglewood Avenue
Inglewood, CA 90301

Additional Charter Obligations

CLAS accepts and understands its obligation to comply with special sections of the Education Code: 46711 (STRS) and 41365 (Revolving Loan Fund) and all laws establishing minimum age for public school attendance.

ELEMENT 15 DECLARATION OF EXCLUSIVE PUBLIC SCHOOL EMPLOYER

CLAS is deemed an exclusive public school employer of the employees of the charter school for collective

bargaining purposes and will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from IUSD.

Liability and Indemnity

To the fullest extent of the law, Culture and Language Academy of Success will be deemed to be a "school district" for purposes of section 41302.5 and sections 8 and 8.5 Article XVI of the California Constitution.

The Board, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of CLAS, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. IUSD will not be liable for the debts or obligations of Culture and Language Academy of Success.

Culture and Language Academy of Success will secure and maintain appropriate worker compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for among other things, insurance for operation and procedures, personal injury, property, fire, and theft.

Culture and Language Academy of Success will hold harmless and indemnify the Board, school management, and IUSD from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by CLAS's officers or employees, or by any person, firm, or corporation employed directly or indirectly by the charter school.
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of CLAS, its officers, employees, or agents.
- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

Culture and Language Academy of Success, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors or their officers and employees acting in their role as officers and/or employees. In addition, CLAS will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortuous conduct of CLAS, the Board of Directors or their officers and employees.

Culture and Language Academy of Success is an incorporated public entity acting as a separate legal entity. The charter school has complete liability for all actions of the school and its employees in the performance of their duties. CLAS further indemnified and holds harmless IUSD of any present or future liability for the charter school's actions.

In the event that the charter school is dissolved, all remaining assets will be liquidated and all creditors will be paid first. Any capital assets owned by the charter school, such as facility or property, purchased in whole or in part with public funds will revert to a nonprofit public entity organized for educational purposes at the discretion of the Board of Directors. Any remaining assets not purchased in whole in part with public funds will be distributed to a nonprofit public entity organized for educational purposes at the discretion of the Board of Directors.

In order to mitigate both the potential legal and fiscal liabilities of the charter school, CLAS will have in force at all times prepaid liability insurance. The Inglewood Unified School District will be named as "other named insured." Supplementary coverage will cover the after-hours and weekend activities of CLAS

programs. At minimum, coverage from an A-rated insurance company will include:

- Workers Compensation with limits of \$1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$1,000,000 per single occurrence. The Inglewood Unified School District will be named as "other named insurers." The policy will also provide specifically that any insurance carried by IUSD, which may be applicable to any claims or loss, will be deemed excess, and CLAS's insurance primary despite any conflicting provisions in the charter school's policy. Coverage will be maintained with no self-insured retention.
- Commercial Crime including Fidelity Bond coverage for blanket employees theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence, with no self-insured retention.

IUSD will be furnished with certificates of insurance signed by an authorized representative of the insurance carrier. IUSD has the right to require complete certified copies of the required insurance policies. Certificates will be endorsed to say:

"The insurance afforded by this policy will not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to IUSD."

Culture and Language Academy of Success may also purchase, as it deems necessary, additional coverage such as directors and officers, student accident, and property theft and damage.

Direct Funding

Culture and Language Academy of Success will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.

In consideration of the services rendered by CLAS pursuant to this charter, the charter school will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. CLAS will receive revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of the Culture and Language Academy of Success. The charter school will notify the County Superintendent of Schools in the affected year. Funds transferred directly from the State Fund to CLAS will be transferred to the charter school account in the County Treasury by the County in a timely manner. Any charter school funds still flowing through the district will be transferred via journal voucher entry to the charter school account by the district in a timely manner of the district receiving the funds.

Culture and Language Academy of Success will apply directly for funds not included in the charter school block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as staff development buy-back, Title I, deferred maintenance, and after-school learning programs.

CLAS will report to federal and state taxing authorities as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Section 47634(g) of the California Education Code states notwithstanding any other provision of the law, a charter school is not eligible to apply for funding under any of the programs the funding of which is included in the computation of the categorical block grant. The Superintendent of Public Instruction shall annually provide each charter school with a list of these programs and shall ensure that a charter school receives timely notification of the opportunity to apply for programs administered by the State Department of Education that are excluded from the categorical block grant.

Per Section 47635 (b) of the California Education Code, IUSD will transfer the appropriate percentage of funding in lieu of local property taxes to the charter school by the 15th of the month.

CLAS reserves the right to evaluate and change its election to receive funds directly on an annual basis. The school will notify the County Superintendent of Schools and by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

Charter School Revolving Loan Fund

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. Culture and Language Academy of Success may apply for funding from the Charter School Revolving Loan Fund, in accordance with applicable law. CLAS understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with Section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code Section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

CLAS accepts and understands obligations to comply with the California Education Code Section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year CLAS first enrolls pupils, if CLAS receives a revolving loan, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to CLAS. Repayment of the full amount will be deducted by the Controller in equal amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Attendance Accounting

CLAS will utilize the reporting procedures of IUSD. Attendance accounting procedures will satisfy requirements of IUSD and CDE. Daily attendance will be recorded on attendance cards by classroom teachers. When a student is absent from school, absences will be verified by office personnel. State school registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to IUSD on a monthly basis.

Food Service Program

Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. The projected number of students eligible for meals for free or at a reduced rate, according to the

Federal Lunch Act, is anticipated to be approximately 70%. Any food services provided by the District will be subject to a Memorandum of Understanding between CLAS and the District. CLAS may determine to provide meals to all students for free if appropriate and cost effective, paying the standard charge per meal for non-qualified student meals.

Facilities

Culture and Language Academy of Success will be occupying space at 100 E. Nutwood in Inglewood. The site consists of a 27,516 square foot building on 1.2 acres of land. The site will comply with building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which CLAS is located. These code requirements will also apply to the construction, reconstruction, alteration of, or addition to any building housing CLAS students and staff. CLAS will provide IUSD with a certificate of occupancy upon the opening of the school in September, 2005.

Financial Plan

The Culture and Language Academy of Success financial plan contains a budget and forecast for the first three years of operation. Revenue entitlements were calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades Kindergarten through eight typically available to a district-sponsored charter school based on characteristics of the school's programs and student make-up.

CLAS will apply directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. CLAS may also apply for competitive funds (grants, revolving loan), and in the event this funding is not secured the school will establish a line of credit, spread start-up costs over more years, and/or make appropriate budget cuts. Estimated expenditures are reflective of IUSD benchmarks for personnel, published school financial information on general operational costs, and research for outsourcing (vendors, insurance, and maintenance, etc.) CLAS elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.

Additionally, CLAS will maintain a funds balance (reserve) of its expenditures as required by Section 15443, Title 5 of the California Code of Regulation. Currently, the required reserve is 5% of total operational expenditures.

Financial administrative functions will be handled by the Chief Executive Advocate. CLAS may elect to hire and outside contractor to provide support services. The accounting systems CLAS adopts will adhere to generally accepted accounting principles with adequate internal controls within the systems.

APPENDIX A

CLAS Instructional Framework
(Alignment of ELA standards to CLAS Goals and Benchmarks along with
an alignment of ELA and ELD standards)

Culture and Language Academy of Success
CLAS Annotated Instructional Framework

Use of this document

This document is a quick reference for looking at the State Standards in conjunction with Instructional Benchmarks for SELs as a tool for CLAS lesson planning. The supplement is presented for grade levels K-8. For each grade level, all of the English/Language Arts Standards are listed as well as the bridging SEL benchmark. Following those two columns is a description of recommended differentiated instructional strategies.

Goals and Benchmarks for Standard English Language Learners (SELS)

Goal One -Use Standard English and Academic English in all subject matter areas

Benchmarks

1. Develop Receptive Language in Standard English (G1.B1)
2. Engage in the processes of language through interaction with print (G1.B2)
3. Expand personal thesaurus of conceptually coded words (G1.B3)
4. Develop an awareness of Standard English conventions and their functional use in oral and written form (G1.B4)
5. Demonstrate proficient use of Standard English in oral and written form (G1.B5)

Goal Two - Acquire knowledge of and develop appreciation for linguistic and cultural diversity

Benchmarks

6. Demonstrate an awareness and appreciation of home language and culture in the context of general social and historical concepts (G2.B6)
7. Demonstrate an awareness of and appreciation of languages and cultures in the context of school, the local community, city, state, and nation (G2.B7)
8. Recognize and label the linguistic features of the home language (G2.B8)
9. Demonstrate an awareness and appreciation of diverse languages and cultures from around the world (G2.B9)

Goal Three - Communicate Effectively in Cross-Cultural Environments

Benchmarks

10. Compare and Contrast the linguistic differences between home language and Standard English (G3.B10)
11. Recognize the language requirements of different situations (G3.B11)
12. Communicate effectively in academic, professional, and social settings (G3.B12)

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

KINDERGARTEN

English/LA Standards	Goals and Benchmarks for Standard English Learners	Strategies for SELs: Bridging the Gap
Reading		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Personal Thesaurus</p>
<p>Concepts About Print 1.1 Identify the front cover, back cover, and title page of a book.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.2 Follow words from left to right and from top to bottom on the printed page.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.3 Understand that printed materials provide information.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.4 Recognize that sentences in print are made up of separate words.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>

1.5 Distinguish letters from words.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, /the/, /j, d, j/).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Contrastive Analysis Use of Linguistically Relevant Literature Contrastive Analysis Home language affirmation Use of Linguistically Relevant Literature
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Contrastive Analysis Daily Read Alouds
1.9 Blend vowel-consonant sounds orally to make words or syllables.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
1.10 Identify and produce rhyming words in response to an oral prompt.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis

1.12 Track auditorily each word in a sentence and each syllable in a word.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
1.13 Count the number of sounds in syllables and syllables in words.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Daily Read Alouds Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Daily Read Alouds Contrastive Analysis Use Culturally Relevant Teaching Contrastive Analysis
Vocabulary and Concept Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.18 Describe common objects and events in both general and specific language.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words	Use Personal Thesaurus

	(G1, B3)	
<p>2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i></p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Teaching Contrastive Analysis</p>
<p>Structural Features of Informational Materials 2.1 Locate the title, table of contents, name of author, and name of illustrator.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>2.3 Connect to life experiences the information and events in texts.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>

<p>2.4 Retell familiar stories.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>2.5 Ask and answer questions about essential elements of a text.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i></p>	<p>Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark Two: Develop an awareness of and appreciation for languages and cultures in the school and local community (G2, B2)</p>	<p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish fantasy from realistic text.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark Two: Develop an awareness of and appreciation for languages and cultures in the school and local community (G2, B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>

<p>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark Two: Develop an awareness of and appreciation for languages and cultures in the school and local community (G2, B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>3.3 Identify characters, settings, and important events.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark Two: Develop an awareness of and appreciation for languages and cultures in the school and local community (G2, B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>Writing</p>		
<p>1.0 Writing Strategies Students write words and brief sentences that are legible.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>

<p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>1.3 Write by moving from left to right and from top to bottom.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas</p> <p>Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Penmanship 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Written and Oral English Language Conventions</p>		
<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>

<p>Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Use Culturally Relevant Literature Contrastive Analysis</p>
<p>Listening and Speaking</p>		
<p>1.0. Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>Comprehension 1.1 Understand and follow one-and two-step oral directions.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>2.0. Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>

organization and delivery strategies	(G1.B1)	
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
2.2 Recite short poems, rhymes, and songs.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Daily Read Alouds Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis
2.3 Relate an experience or creative story in a logical sequence.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

First Grade

English/LA Standards Alignment	Goals and Standards for Standard English Learners	Strategies for SELs: Bridging the Gap
Reading		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Personal Thesaurus</p>
<p>Concepts About Print 1.1 Match oral words to printed words.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.2 Identify the title and author of a reading selection.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.3 Identify letters, words, and sentences.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>

<p>Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.6 Create and state a series of rhyming words, including consonant blends.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p> <p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>)</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p> <p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ / / a/ t/ = flat).</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ / / a/ t/ = splat; /r/ i/ ch/ = rich).</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>

<p>Decoding and Word Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>
<p>1.13 Read compound words and contractions.</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>looks, looked, looking</i>).</p>	<p>Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Culturally Relevant Literature Contrastive Analysis</p>

	and appreciation of home language and culture (G2, B1)	
1.15 Read common word families (e.g., <i>-ite</i> , <i>-ate</i>).	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
1.16 Read aloud with fluency in a manner that sounds like natural speech.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Vocabulary and Concept Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
Structural Features of Informational Materials 2.1 Identify text that uses sequence or other logical order	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.3 Follow one-step written instructions.	Goal One: Use Standard English and Academic English in all subject matter areas	Model Target Language

	Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Daily Read Alouds Contrastive Analysis
2.4 Use context to resolve ambiguities about word and sentence meanings.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.6 Relate prior knowledge to textual information.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.6 Relate prior knowledge to textual information.	Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Use Culturally Relevant Literature Contrastive Analysis
2.7 Retell the central ideas of simple expository or narrative passages.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Use Culturally Relevant Literature Contrastive Analysis
Narrative Analysis of Grade-Level-Appropriate Text	Goal One: Use Standard American and Academic English in all subject matter	

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.2 Describe the roles of authors and illustrators and their contributions to print materials.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.3 Recollect, talk, and write about books read during the school year.	Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Writing		
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Focus 1.1 Select a focus when writing.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Use descriptive words when writing.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Use Personal Thesaurus Model Target Language Use Writing Process Daily Contrastive Analysis

Penmanship 1.3 Print legibly and space letters, words, and sentences appropriately.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the writing strategies of grade one outlined in Writing Standard 1.0, students: 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Written and Oral English Language Conventions		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Sentence Structure 1.1 Write and speak in complete, coherent sentences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Grammar 1.2 Identify and correctly use singular and plural nouns.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/ mine, his/ her, hers, your/s</i>) in writing and speaking.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness	Model Target Language Use Writing Process Daily Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis

	and appreciation of home language and culture (G2, B1)	
Punctuation 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Use Culturally Relevant Literature Contrastive Analysis
1.5 Use a period, exclamation point, or question mark at the end of sentences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form functional use in oral and written form. (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Capitalization 1.7 Capitalize the first word of a sentence, names of people, and the pronoun /	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Spelling 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Listening and Speaking		
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject matter areas Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Daily Read Alouds Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis

Comprehension 1.1 Listen attentively.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
1.2 Ask questions for clarification and understanding.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Give, restate, and follow simple two-step directions.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Delivery of Oral Communication 1.4 Stay on the topic when speaking.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.5 Use descriptive words when speaking about people, places, things, and events.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3) Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Use Personal Thesaurus Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Use Writing Process Daily Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis
Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students: 2.1 Recite poems, rhymes, songs, and stories.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture	Model Target Language Use Writing Process Daily Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis

	(G2, B1)	
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Use Writing Process Daily Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis
2.3 Relate an important life event or personal experience in a simple sequence.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5) Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Acquire an awareness and appreciation of home language and culture (G2, B1)	Model Target Language Use Writing Process Daily Contrastive Analysis Use Culturally Relevant Literature Contrastive Analysis
2.4 Provide descriptions with careful attention to sensory detail.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of Standard English in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

Second Grade

State English/LA Standards	Goals for Standards English Language Learners	Strategies for SELs: Bridging the GAP
Reading		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard American English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Use Personal Thesaurus</p>
<p>Decoding and Word Recognition 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/ per</i>; vowel-consonant/consonant-vowel = <i>sup/ per</i>).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/ flies, wife/ wives</i>).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Vocabulary and Concept Development 1.7 Understand and explain common antonyms and synonyms.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.8 Use knowledge of individual words in</p>	<p>Goal One: Use Standard American English</p>	

unknown compound words to predict their meaning.	in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).	Goal One: Use Standard American English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.10 Identify simple multiple-meaning words.	Goal One: Use Standard American English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Model Target Language Daily Read Alouds Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Structural Features of Informational Materials 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Model Target Language Daily Read Alouds Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 State the purpose in reading (i. e., tell what information is sought).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i>).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.5 Restate facts and details in the text to clarify and organize ideas.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.6 Recognize cause-and-effect relationships in a text.	Goal One: Use Standard American and Academic English in all subject areas:	

	Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.7 Interpret information from diagrams, charts, and graphs.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.8 Follow two-step written instructions.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
Narrative Analysis of Grade-Level-Appropriate Text 3.1 Compare and contrast plots, settings, and characters presented by different authors.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR

Organization and Focus 1.1 Group related ideas and maintain a consistent focus.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Penmanship 1.2 Create readable documents with legible handwriting.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Research 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
<i>Evaluation and Revision</i> 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the writing strategies of grade two outlined in Writing Standard 1.0, students: 2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Written and Oral English Language Conventions		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis

<p>Sentence Structure</p> <p>1.1 Distinguish between complete and incomplete sentences.</p> <p>1.2 Recognize and use the correct word order in written sentences.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p> <p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Grammar</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Punctuation</p> <p>1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.5 Use quotation marks correctly.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Capitalization</p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Spelling</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>	<p>Goal One: Use Standard American English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Listening and Speaking</p>		
<p>1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English</p>	<p>Model Target Language Daily Read Alouds</p>

understand important ideas by using proper phrasing, pitch, and modulation.	(G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5) Goal Three: Communicate the effectively in cross-cultural environments Benchmark Two: Recognize the language requirements of different situations (G3, B2)	Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis Model Target Language Use Writing Process Daily Contrastive Analysis
Comprehension 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal Three: Communicate the effectively in cross-cultural environments Benchmark Two: Recognize the language requirements of different situations (G3.B2)	Model Target Language Daily Read Alouds Contrastive Analysis Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Ask for clarification and explanation of stories and ideas.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Paraphrase information that has been shared orally by others.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Daily Read Alouds Contrastive Analysis Model Target Language Use Writing Process Daily Contrastive Analysis
1.4 Give and follow three-and four-step oral directions.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Daily Read Alouds Contrastive Analysis Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Delivery of Oral Communication 1.5 Organize presentations to maintain a clear focus.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	Goal Three: Communicate the effectively in cross-cultural environments Benchmark Two: Recognize the language requirements of different situations (G3.B2)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.7 Recount experiences in a logical sequence.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.8 Retell stories, including characters, setting, and plot.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.9 Report on a topic with supportive facts and details.	Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard American English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis
2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.2 Report on a topic with facts and details, drawing from several sources of information.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

Third Grade

State English/LA Standards	Goals for Standards English Language Learners	Instructional Strategies for SELs: Bringing the Gap
Reading		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Decoding and Word Recognition 1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.2 Decode regular multisyllabic words.</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Model Target Language Daily Read Alouds Contrastive Analysis</p> <p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/ mammal/ animal/ living things</i>).</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p>Goal One: Use Standard English in all subject matter areas</p>	

	Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.7 Use a dictionary to learn the meaning and other features of unknown words.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.8 Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Model Target Language Daily Read Alouds Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Structural Features of Informational Materials 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.3 Demonstrate comprehension by identifying answers in the text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR

2.5 Distinguish the main idea and supporting details in expository text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.6 Extract appropriate and significant information from the text, including problems and solutions.		
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Model Target Language Daily Read Alouds Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Structural Features of Literature 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis

3.6 Identify the speaker or narrator in a selection.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Focus 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Penmanship 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Write descriptions that use concrete	Goal One: Use Standard English in all subject matter areas	

<p>sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Written and Oral English Language Conventions</p>		
<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form.</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Sentence Structure 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Grammar 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Punctuation 1.5 Punctuate dates, city and state, and titles of books correctly.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.6 Use commas in dates, locations, and addresses and for items in a series.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form.</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>

	(G1, B4)	
Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.9 Arrange words in alphabetic order.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard English and the organizational and delivery.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

command of Standard English and the drafting, research, and organizational strategies.		
Using the writing strategies of grade three outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form.	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Listening and Speaking		
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.1 Retell, paraphrase, and explain what a speaker has said.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Respond to questions with appropriate elaboration.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Delivery of Oral	Goal One: Use Standard English in all	

Communication 1.5 Organize ideas chronologically or around major points of information.	subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1, B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)	Use Personal Thesaurus
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Analysis and Evaluation of Oral and Media Communications 1.10 Compare ideas and points of view expressed in broadcast and print media.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.11 Distinguish between the speaker's opinions and verifiable facts.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch,	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient	Model Target Language

tempo, and tone.	use of MAE in oral and written form (G1, B5)	Use Writing Process Daily Contrastive Analysis
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

Grades Four and Five

State English/LA Standards	Goals and Benchmarks Standard English Learners	Instructional Strategies for SELs: Bridging the Gap
Reading		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Use Personal Thesaurus</p>
<p>Word Recognition 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Vocabulary and Concept Development 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.5 Use a thesaurus to determine related words and concepts.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.6 Distinguish and interpret words with multiple meanings.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Three: Expand personal thesaurus of conceptually coded words (G1, B3)</p>	<p>Use Personal Thesaurus</p>
<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g.,</p>	<p>Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English</p>	<p>Model Target Language Daily Read Alouds</p>

generating and responding to essential questions, making predictions, comparing information from several sources).	(G1.B1) Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Contrastive Analysis Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis
Structural Features of Informational Materials 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.5 Compare and contrast information on the same topic after reading several passages or articles.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Daily Read Alouds Contrastive Analysis
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g.,	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR

theme, plot, setting, characters).	Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Demonstrate an awareness and appreciation of home language and culture in the context of general social and historical concepts (G2, B1)	Use Culturally Relevant Literature Contrastive Analysis
Structural Features of Literature 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	Goal Two: Acquire knowledge of and develop appreciation for linguistic and cultural diversity Benchmark One: Demonstrate an awareness and appreciation of home language and culture in the context of general social and historical concepts (G2, B1)	Use Culturally Relevant Literature Contrastive Analysis
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Writing		
1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR Model Target Language Use Writing Process Daily Contrastive Analysis Model Target Language Daily Read Alouds Contrastive Analysis

<p>Organization and Focus</p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p> <p>Model Target Language Daily Read Alouds Contrastive Analysis</p>
<p>1.2 Create multiple-paragraph compositions:</p> <p>a. Provide an introductory paragraph.</p> <p>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>c. Include supporting paragraphs with simple facts, details, and explanations.</p> <p>d. Conclude with a paragraph that summarizes the points.</p> <p>e. Use correct indentation.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p> <p>Model Target Language Daily Read Alouds Contrastive Analysis</p>

<p>Penmanship 1.4 Write fluidly and legibly in cursive or joined italic.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2) Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p> <p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>Research and Technology 1.5 Quote or paraphrase information sources, citing them appropriately.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).</p>	<p>Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR</p>
<p>Evaluation and Revision 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>
<p>2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined</p>	<p>Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language Use Writing Process Daily Contrastive Analysis</p>

in Writing Standard 1.0.		
2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the writing strategies of 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Written and Oral English Language Conventions		
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Sentence Structure 1.1 Use simple and compound sentences in writing and speaking.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis

Grammar 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Punctuation 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.5 Use underlining, quotation marks, or italics to identify titles of documents.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Capitalization 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Spelling 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Listening and Speaking		
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Comprehension 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.4 Give precise directions and instructions.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Delivery of Oral	Goal One: Use Standard English in all	

<p>Communication</p> <p>1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence</p>	<p>subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Analysis and Evaluation of Oral Media Communication</p> <p>1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.1 Make narrative presentations:</p> <p>a. Relate ideas, observations, or recollections about an event or experience.</p> <p>b. Provide a context that enables the listener to imagine the circumstances of the event or experience.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.2 Make informational presentations:</p> <p>a. Frame a key question.</p> <p>b. Include facts and details that help listeners to focus.</p> <p>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.3 Deliver oral summaries of articles and books</p>	<p>Goal One: Use Standard English in all</p>	

that contain the main ideas of the event or article and the most significant details.	subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

CLAS Annotated Instructional Framework
Benchmark Alignment with English/Language Arts Standards

Grades 6-8

State English/LA Standards	Goals for Standards English Language Learners	Instructional Strategies for SELs: Bridging the Gap
<p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas:</p> <p>Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p> <p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Three: Expand personal thesaurus of conceptually coded words (G1. B3)</p>	<p>Daily Read Alouds</p> <p>Use Culturally Relevant Literature</p> <p>Daily Opportunities for SSR</p> <p>Use Personal Thesaurus</p>
<p>Word Recognition</p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas:</p> <p>Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds</p> <p>Use Culturally Relevant Literature</p> <p>Daily Opportunities for SSR</p>
<p>Vocabulary and Concept Development</p> <p>1.2 Use word origins to determine the meaning of unknown words.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Three: Expand personal thesaurus of conceptually coded words (G1. B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Three: Expand personal thesaurus of conceptually coded words (G1.B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Three: Expand personal thesaurus of conceptually coded words (G1. B3)</p>	<p>Use Personal Thesaurus</p>
<p>1.5 Understand and explain the figurative and metaphorical use of words in context</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Three: Expand personal thesaurus of conceptually coded words (G1. B3)</p>	<p>Use Personal Thesaurus</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas:</p> <p>Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds</p> <p>Use Culturally Relevant Literature</p> <p>Daily Opportunities for SSR</p>
<p>Structural Features of Informational Materials</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p>	<p>Goal One: Use Standard American and Academic English in all subject areas:</p> <p>Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)</p>	<p>Daily Read Alouds</p> <p>Use Culturally Relevant Literature</p> <p>Daily Opportunities for SSR</p>

	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Analyze text that is organized in sequential or chronological order.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.2 Analyze text that is organized in sequential or chronological order.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Expository Critique 2.5 Distinguish facts, supported inferences, and opinions in text.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Structural Features of Literature 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print	Daily Read Alouds Use Culturally Relevant Literature

	(G1.B2)	Daily Opportunities for SSR
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Literary Criticism 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Goal One: Use Standard American and Academic English in all subject areas: Benchmark Two: Engage in the processes of language through interaction with print (G1.B2)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
Writing		
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Focus 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

c. Offer a concluding paragraph that summarizes important ideas and details.		
Research and Technology 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.5 Use a thesaurus to identify alternative word choices and meanings.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Evaluation and Revision 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Using the writing strategies of grade five outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
2.4 Write persuasive letters or compositions:	Goal One: Use Standard English in all	

<p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns.</p>	<p>subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Written and Oral English Language Conventions</p>		
<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Sentence Structure</p> <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p><i>Grammar</i></p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Punctuation</p> <p>1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Capitalization</p> <p>1.4. Use correct capitalization.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Daily Read Alouds</p> <p>Contrastive Analysis</p>
<p>Spelling</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>Listening and Speaking</p>		
<p>1.0 Listening and Speaking Strategies</p> <p>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>

Comprehension 1.1 Ask questions that seek information not already discussed.	Goal One: Use Standard English in all subject matter areas Benchmark Four: Develop an awareness of Standard English conventions and their functional use in oral and written form. (G1.B4)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.3 Make inferences or draw conclusions based on an oral report.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Model Target Language Use Writing Process Daily Contrastive Analysis
Organization and Delivery of Oral Communication 1.4 Select a focus, organizational structure, and point of view for an oral presentation.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.5 Clarify and support spoken ideas with evidence and examples.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis
Analysis and Evaluation of Oral and Media Communications 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities): identify logical fallacies used in oral presentations and media messages.	Goal One: Use Standard English and Academic English in all subject matter areas Benchmark One: Develop Receptive Language in Standard English (G1.B1)	Daily Read Alouds Use Culturally Relevant Literature Daily Opportunities for SSR
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1. B5)	Model Target Language Use Writing Process Daily Contrastive Analysis Model Target Language Use Writing Process Daily Contrastive Analysis
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).	Goal One: Use Standard English in all subject matter areas Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)	Model Target Language Use Writing Process Daily Contrastive Analysis

<p>2.1 Deliver narrative presentations:</p> <p>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</p> <p>b. Show, rather than tell, the listener what happens.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a. Frame questions to direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1, B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>
<p>2.3 Deliver oral responses to literature:</p> <p>a. Summarize significant events and details.</p> <p>b. Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c. Use examples or textual evidence from the work to support conclusions.</p>	<p>Goal One: Use Standard English in all subject matter areas</p> <p>Benchmark Five: Demonstrate Proficient use of MAE in oral and written form (G1.B5)</p>	<p>Model Target Language</p> <p>Use Writing Process Daily</p> <p>Contrastive Analysis</p>

APPENDIX B

Signatures in Support of Petition

Teachers Supporting Petition of Culture and Language Academy of Success

The total number of teachers estimated to be employed at the school during the first year of operation is 14. Thus, a minimum of 7 signatures from interested teachers are needed according to the requirements of California Education Code 47605.

APPENDIX C

Summary of Experience of Founders and Board Members