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STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K–5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K–5

RL

Grade 3 students:		
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text K–5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K–5

RI

Grade 3 students:		
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology.
Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K–5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

W

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K–5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K–5

SL

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

Speaking and Listening Standards K–5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K–5

L

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K–5

L

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Language Standards K–5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K–5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Progressive Skills, by Grade

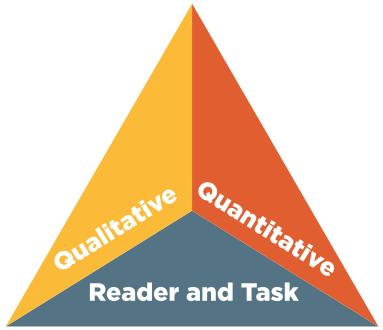
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

*Subsumed by L.7.3a
†Subsumed by L.9–10.1a
‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story, A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)** ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1*	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *Starfish* by Edith Thacher Hurd (1962) ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body **Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.**	**The five senses and associated body parts** • *My Five Senses* by Aliki (1989) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Smell* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) **Taking care of your body: Overview (hygiene, diet, exercise, rest)** • *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) • *Get Up and Go!* by Nancy Carlson (2008) • *Go Wash Up* by Doering Tourville (2008) • *Sleep* by Paul Showers (1997) • *Fuel the Body* by Doering Tourville (2008)	**Introduction to the systems of the human body and associated body parts** • *Under Your Skin: Your Amazing Body* by Mick Manning (2007) • *Me and My Amazing Body* by Joan Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008) • *First Encyclopedia of the Human Body* by Fiona Chandler (2004) **Taking care of your body: Germs, diseases, and preventing illness** • *Germs Make Me Sick* by Marilyn Berger (1995) • *Tiny Life on Your Body* by Christine Taylor-Butler (2005) • *Germ Stories* by Arthur Kornberg (2007) • *All About Scabs* by GenichiroYagu (1998)	**Digestive and excretory systems** • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Christine Taylor-Butler (2008) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007) **Taking care of your body: Healthy eating and nutrition** • *Good Enough to Eat* by Lizzy Rockwell (1999) • *Showdown at the Food Pyramid* by Rex Barron (2004) **Muscular, skeletal, and nervous systems** • *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) • *Muscles* by Seymour Simon (1998) • *Bones* by Seymour Simon (1998) • *The Astounding Nervous System* Crabtree Publishing (2009) • *The Nervous System* by Joelle Riley (2004)	**Circulatory system** • *The Heart* by Seymour Simon (2006) • *The Heart and Circulation* by Carol Ballard (2005) • *The Circulatory System* by Kristin Petrie (2007) • *The Amazing Circulatory System* by John Burstein (2009) **Respiratory system** • *The Lungs* by Seymour Simon (2007) • *The Respiratory System* by Susan Glass (2004) • *The Respiratory System* by Kristin Petrie (2007) • *The Remarkable Respiratory System* by John Burstein (2009) **Endocrine system** • *The Endocrine System* by Rebecca Olien (2006) • *The Exciting Endocrine System* by John Burstein (2009)

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- **Know number names and the count sequence.**
- **Count to tell the number of objects.**
- **Compare numbers.**

Operations and Algebraic Thinking

- **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

Number and Operations in Base Ten

- **Work with numbers 11–19 to gain foundations for place value.**

Measurement and Data

- **Describe and compare measurable attributes.**
- **Classify objects and count the number of objects in categories.**

Geometry

- **Identify and describe shapes.**
- **Analyze, compare, create, and compose shapes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

[1]Include groups with up to ten objects.
[2]Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

Geometry K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[3]Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Add and subtract within 20.**
- **Work with addition and subtraction equations.**

Number and Operations in Base Ten

- **Extend the counting sequence.**
- **Understand place value.**
- **Use place value understanding and properties of operations to add and subtract.**

Measurement and Data

- **Measure lengths indirectly and by iterating length units.**
- **Tell and write time.**
- **Represent and interpret data.**

Geometry

- **Reason with shapes and their attributes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[2]See Glossary, Table 1.
[3]Students need not use formal terms for these properties.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[4]Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**
- **Add and subtract within 20.**
- **Work with equal groups of objects to gain foundations for multiplication.**

Number and Operations in Base Ten

- **Understand place value.**
- **Use place value understanding and properties of operations to add and subtract.**

Measurement and Data

- **Measure and estimate lengths in standard units.**
- **Relate addition and subtraction to length.**
- **Work with time and money.**
- **Represent and interpret data.**

Geometry

- **Reason with shapes and their attributes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[3]

[1]See Glossary, Table 1.
[2]See standard 1.OA.6 for a list of mental strategies.
[3]Explanations may be supported by drawings or objects.

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[4] using information presented in a bar graph.

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[4]See Glossary, Table 1.
[5]Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- **Represent and solve problems involving multiplication and division.**
- **Understand properties of multiplication and the relationship between multiplication and division.**
- **Multiply and divide within 100.**
- **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

Number and Operations in Base Ten

- **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

Number and Operations—Fractions

- **Develop understanding of fractions as numbers.**

Measurement and Data

- **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**
- **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

Geometry

- **Reason with shapes and their attributes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ☐ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

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[1]See Glossary, Table 2.
[2]Students need not use formal terms for these properties.
[3]This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[5] 3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. #Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
   b. #Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
   a. #Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
   b. #Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
   c. #Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
   d. #Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

[4]A range of algorithms may be used.
[5]Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
   b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
   d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

[6]Excludes compound units such as cm^3 and finding the geometric volume of a container.
[7]Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Geometry 3.G

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade 4 Overview

Operations and Algebraic Thinking

- **Use the four operations with whole numbers to solve problems.**
- **Gain familiarity with factors and multiples.**
- **Generate and analyze patterns.**

Number and Operations in Base Ten

- **Generalize place value understanding for multi-digit whole numbers.**
- **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

Number and Operations—Fractions

- **Extend understanding of fraction equivalence and ordering.**
- **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
- **Understand decimal notation for fractions, and compare decimal fractions.**

Measurement and Data

- **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of angle and measure angles.**

Geometry

- **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[2] 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[1]See Glossary, Table 2.
[2]Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions[3] 4.NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
   c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
   b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

[3]Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

   a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

   b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

[4]Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Overview

Operations and Algebraic Thinking

- **Write and interpret numerical expressions.**
- **Analyze patterns and relationships.**

Number and Operations in Base Ten

- **Understand the place value system.**
- **Perform operations with multi-digit whole numbers and with decimals to hundredths.**

Number and Operations—Fractions

- **Use equivalent fractions as a strategy to add and subtract fractions.**
- **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

Measurement and Data

- **Convert like measurement units within a given measurement system.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

Geometry

- **Graph points on the coordinate plane to solve real-world and mathematical problems.**
- **Classify two-dimensional figures into categories based on their properties.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
   b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

   a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

   b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]

   a. Interpret division of a unit fraction by a non-zero whole number,

[1]Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
   b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
   c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

A-2: Sample Literacy Focus Standards

Background Context and Rationale	Participants	Position	Si
In November 2013, key Rocketship stakeholders met during a three-day principal retreat to discuss which Common Core ELA standards would best serve as a set of grade-level expectations and the foundation for student learning. Writing was a key discussion area, as we debated the strongest progression for students to develop over the course of their education at Rocketship. Through thoughtful discussion and deliberation this team decided that Rocketship would focus on two key genres each year with an overall emphasis on opinion writing across five of the six grade levels in light of the expectations and focus on argumentative writing in grades 6-12. In December 2013, the team reconvened to review the chosen standards, to review the available information from Smarter Balanced and PARCC as it pertains to standards and their impact on the assessments, and to make any changes as a result of the information from the assessment consortia. While there are two genres per grade level, students will be exposed to all genres throughout the course of the year. Additionally, this team discussed the need and desire for a capstone project in fourth and fifth grades. The capstone project will be closely tied to the science standards in the year the state science assessment is taken and social studies will be the focus the opposite year (i.e. 5th grade science and 4th grade social studies in California). Much discussion also ensued around the project as all-encompassing, including a presentation and a written piece. One will notice that some standards selected are from the grade level above. The rationale for this is that some standards are more rigorous or explicit at higher grade levels and require our students to perform at a higher level than the standards that are written on grade level. A key to students acquiring English as a second language involves them speaking and listening. We discussed the greater need for student-centered discussions during class, as well as the importance of students posing their own questions and responding to one another's using habits of discussion.	Andrew Elliott-Chandler	Principal	Rocketship Si Se Puede
	Eve Fabiaschi	Principal	Rocketship Mateo Sheedy
	Jaclyn O Brien	Principal	Rocketship SPARK
	Drew Sarratore	Principal	Rocketship Los Suenos
	Sharon Kim	Principal	Rocketship Alma
	Joya Deutsch	Principal	Rocketship Mosaic
	Kit Tollerson	Principal	Rocketship Brilliant Minds
	Brittany Kinser	Principal	Rocketship Southside Community Prep
	Bridget Keating	Principal	Rocketship Discovery Prep
	Preston Smith	Chief Executive Officer	Rocketship Executive Staff
	Lynn Liao	Chief Program Officer	Rocketship Executive Staff
	Wendy Noble	Director of Curriculum and Assessments	Rocketship Network Support
	Farah Dilber	Director of Teaching and Learning	Rocketship Network Support
	Alanna Phelan	Director of Achievement, Bay Area	Rocketship Network Support
	Adam Nadeau	Regional Director of Schools, Nashville	Rocketship Network Support
	Maricela Guerrero	Principal Coach and Liaison	Rocketship Network Support

5th	4th	3rd	2nd	1st	K
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that ords are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
			RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
				RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.2.3 Describe how characters in a story respond to major events and challenges.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.6	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.1.6 Identify who is telling the story at various points in a text.
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.5 Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic			

5th	4th	3rd	2nd	1st	K
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	W.3.3 Write opinion pieces on topics or texts, supporting a point of view with reasons. b.Provide reasons that support the opinion.	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

5	4	3	2	1	K	Rationale	Other Considerations
RL 5.10	RF 4.3.a	RF 3.3.d	RF 2.3	RF 1.2	RF K.1	RL 5.10: Chose an all-encompassing end point for reading literature to highlight the need to read complex texts on grade level independently and proficiently as student prepare for middle school. Alternatives considered: RF5.4. Not chosen because we wanted to highlight needing to read grade-level texts independently. RF 3-4: Chose standards that highlight that phonics and word analysis skills are still key in upper elementary, especially for struggling readers. RF K-2: Chose multiple RF standards for K-2 to highlight how critical phonological awareness, phonics, and fluency are for a straong reading foundation. By end of 2nd grade, want all Rocketeers to be fluent, proficient readers. For 2nd grade, note that RF 2.3 highlights the need for a continued focus on phonics beyond K-1.	
			RF 2.4	RF 1.3	RF K.2		
				RF1.4	RF K.3		
RL 5.2	RL 4.9	RL 3.9	RL 2.3	RL 1.9	RL 1.3	RL 5.2: Involves both character and theme analysis. RL 4.9: Focused on comparing and contrasting theme because we're building foundation for character analysis in lower grades. Alternatives considered: RL 4.3. RL 3.9: Building ability to compare and contrast theme but with similar texts/characters. RL 2.3: Build understanding of characters in relation to theme. RL 1.9: Begin to build ability to compare/contrast story elements. RL 1.3 Begin study of characters and story elements.	
RL 5.6	RL 4.6	RL 3.3	RL 3.6	RL 2.6	RL 1.6	RL 5.6: Understand how narrator's point of view influences message. RL 4.6: Compare and contrast two different points of view to build understanding of the influence of point of view for 5th grade. RL 3.3: Understand how characters' motivation and feelings impacts actions. Early precursor to understanding point of view. RL 3.6 for 2nd grade: Build ability for Rocketeers to develop and state their own point of view. RL 2.6 for 1st grade: Begin building understanding of different points of view. Important connection to reading with expression, which relates to speaking & listening standards. RL 1.6 for K: Opted for this standard over K.6 because K.6 is too basic.	*Might also consider RL 1.2 (retell) for K instead of 1.6.

RI 5.6	RI 4.3	RI 4.5	RI 3.2			RI 5.6: Want readers to understand point of view. RI 4.3: Alternatives considered: chose RI4.3 over RI 4.6 because 4.6 is important but too narrow. RI 4.3 complements W4.8 - conducting and writing research. RI4.5 for 3rd grade: Helps build an understanding of point of view by understanding how text structure impacts meaning. Alternatives considered: RI 3.5 and RI3.6. RI4.5 is a more rigorous version of RI3.5. RI 3.6 is similar to RL3. 6. RI3.2 for 2nd grade: Thought it was important to call out the need to practice identifying main idea in informational texts. Opted for 3rd grade standard because more explicit and rigorous compared to generic 2nd gr version of standard.	
RI 5.9	RI 4.9	RI 3.9				RI 5.9: Critical standard that complements our writing and speaking listening standards. RI 4.9: Important to scaffold RI 5.9, and since some Rocketeers leave at end of 4th gr, want to ensure they're building ability to synthesize. RI 3.9: Continue to scaffold.	
W 5.1	W 4.1a	W 3.3b	W 2.3	W1.3	W 1.3	Overall rationale: Focus on 2 writing genres in each grade level. In grades K-3, pair narrative with informational or opinion. In grades 4-5, research writing replaces informational, and opinion writing replaces narrative. Focus on research and opinion writing is intentional to prepare Rocketeers for middle school. These genres support capstone projects (e.g. an extended analysis project in 5th grade) and complement the speaking listening standards. Discussed that opinion writing is more accessible over informational writing in K-1. ---- W4.1a: Master organizational structure for opinion writing. W3.3b: Focus on elevating narrative by including dialogue and deeper description of character thoughts/feelings. Note that the convention standards for 3rd gr also focus on punctuation for quotation. W1.3 for K: Opted for 1st grade standard over K narrative standard to make clear that the expectation is that kinders exit able to write at least one complete paragraphs. At the beginning of the year, drawing and dictating will be instrumental to building a writing foundation but we need to move beyond drawing dictating.	

W 5.7	W 4.9	W4.2b	W2.2	W2.1	W1.1	W4.8: Builds research skills for W5.7 W4.2b for 3rd grade: Build ability to support information writing with detailed evidence, including quotations. Complements focus on quotations (whether in dialogue or as evidence) in 3rd grade. W2.1 for 1st grade: Opted for more rigorous version of the standard that includes connecting their opinion to reasons. W1.1 for 1st grade: Opted for more rigorous version of the standard to highlight that Rocketeers should exit kinder able to write at least 1 opinion paragraph with reasons. At the beginning of the year, drawing and dictating will be instrumental to building a writing foundation but we need to move beyond drawing & dictating.	
SL 5.1.d	SL4.1c	SL3.1a	SL2.3	SL1.1b	SLK.1a	SL5.1.d: Focused on part d of standard because it's the most rigorous level of discussion to draw conclusion and be able to articulate one's new ideas after debate/discussion. SL 4.1c: Essential to call out that this takes 'building on discussion' to the next level. Rocketeers are expected to elaborate on other's ideas and proactively contribute to conversation. SL 3.1a: Build ability to come to discussions with ideas prepared to elevate the level of discourse. SL 2.3: As a sign of active engagement, explicitly look for Rocketeers proactively asking questions to further understanding, not just responding to questions. SL 1.1b: Creates foundation for Rocketeers to build on each other's ideas. See how 2nd grade standard elevates the expectations. SL K.1a: Build initial foundation for sharing ideas (e.g. Rocketeers know rules of engagement)	
SL 5.4	SL4.4	SL3.6	SL2.6	SL1.6	SL1.6	SL 5.4 complements W 5.7. SL 3.6-1.6 for grades K-3: Highlight the importance of speaking in complete, gramatically correct sentences to build proficiency with oral language and to set foundation to write in complete sentences. See the reference to language standards 1 3.	
L 5.4b	L4.5a	L3.5a	L2.4c	L1.4b	L1.5d	L 5.4: Continue to build vocabulary through studying affixes. L 4.5a: Deepen understanding of figurative language to support reading and writing. L 3.5a: Build understanding of literal and non-literal language; critical skill for ELL student population. L 2.4c: Build vocabulary through study of root words. L 1.4b: Build vocabulary through study of affixes. L 1.5d: Build vocabulary through study of verbs and adjectives. Alternative considered: LK.5d; opted for first grade standard because it builds vocab through both verbs adjectives.	Consider: L1.5d for both K 1. Or switching L1.5d and L1.4b.

GRADES 3-5 ITEM					
	Assessment Targets	Computer Adaptive Items (Selected Response and Constructed Response)	Performance Tasks	Total Items	Weightings
READING			None	12 - 16 items total	To be determined AFTER all field testing is complete
Informational	*Key Details *Central Ideas *Word Meanings *Reasoning Evaluation *Analysis within across texts *Text structures and features *Language Use	6 - 8		6 - 8 In reading, items are polytomous which means they are rubric scored and the total value of reading is much greater than 12-16 points.	
Literary	*Key Details *Central Ideas *Word Meanings *Reasoning Evaluation *Analysis within across texts *Text structures and features *Language Use	6 - 8		6 - 8 In reading, items are polytomous which means they are rubric scored and the total value of reading is much greater than 12-16 points.	
WRITING			1 total writing task	7 - 10 items total	To be determined AFTER all field testing is complete
Purpose/Focus/Organization	*Write/Revise Brief Texts *Language Vocabulary Use	2 - 3	1 constructed-response essay that is scored across all 3 categories		
Evidence/Elaboration	Write/Revise Brief Texts	2 - 3			
Conventions	Edit/clarify	3 - 4			
SPEAKING/ LISTENING		8 - 10		8 - 10 items total	To be determined AFTER all field testing is complete
RESEARCH		5 - 6	Same performance task stimuli as in the writing one	5 - 6 items	To be determined AFTER all field testing is complete

	*Interpret Integrate Information *Evaluate Information/Sources *Use Evidence	3+ questions Essay/report/story/script	Performance Task is aimed at DOK 3 and 4 and will focus on aspects of the Common Core that rely on research, problem solving, application and transfer of knowledge. Performance Task will comprise a range of stimuli (texts - written/audio/visual) from 1 or 2 stimuli in grade 3 and up to 5 stimuli in high school. Performance Task will comprise (at each grade) one or more of the following combinations: * writing - narrative, research * writing - informational/explanatory, research * writing - argumentative, research (3-5) * writing - opinions, research (6-11)	1 total performance task includes 3 research questions (selected response and/or constructed response plus the essay)	
GRADES 3-5 ITEM					
		GRADE 5 STANDARDS	**GRADE 4 STANDARDS**	**GRADE 3 STANDARDS**	
Claim 1: Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		RL.5.1 RL.5.3 RL.5.2, RL.5.3, RL.5.6	RL.4.1 RL.4.3	RL.3.1 RL.3.3	
Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.					
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	No real way to measure speaking just yet. Listening is embedded into the audio aspects of the testing.				
Claim 4: Students can engage in research/ inquiry to investigate topics and to analyze, integrate, and present information.	Research is a core component of all 3 grade levels' performance tasks.		W.4.8 & W.4.9		

PARCC MODEL CONTENT FRAMEWORK

FRAMEWORK FOR

	Fifth Grade	Fourth Grade	Third Grade
Reading Complex Texts	All Reading Standards	All Reading Standards	All Reading Standards
Bottom Line	50% Informational 50% Literary *Close analytic reading *Compare synthesize ideas across related texts *Conduct text-focused discussions *Produce writing aligned with the standards	50% Informational 50% Literary *Close analytic reading *Compare synthesize ideas across related texts *Conduct text-focused discussions *Produce writing aligned with the standards	50% Informational 50% Literary *Close analytic reading *Compare synthesize ideas across related texts *Conduct text-focused discussions *Produce writing aligned with the standards
Writing to Texts	RL.5.1 RI.5.1 W.5.4 W.5.5 W.5.9 L.5.1-3	RL.4.1 RI.4.1 W.4.4 W.4.5 W.4.9 L.4.1-3	RL.3.1 RI.3.1 W.3.4 W.3.5 L.3.1-3
Bottom Line	Analytic Writing: Be able to write multi-paragraph pieces paraphrasing, inferring, and integrating ideas from multiple texts (comparative analysis and share findings from research) Narrative writing Balance of writing is 65% Analytical (30% Opinion and 35% to Explain/Inform) and 35% Narrative (throughout the school year) Grade level mastery of grammar and conventions Type 2 pages in one sitting	Be able to draw evidence from informational and literary texts and should be able to produce a variety of written pieces including opinion, short research projects, explanations and narratives Balance of writing is 65% Analytical (30% Opinion and 35% to Explain/Inform) and 35% Narrative (throughout the school year)	Analytic writing using textual evidence written displaying logical integration coherence in the context of a research project Balance of writing is 65% Analytical (30% Opinion and 35% to Explain/Inform) and 35% Narrative (throughout the school year)
Research Project	Extended research project All of fourth grade plus listing sources and paraphrasing/summarizing them	Extended research project *Take notes on multiple sources from multiple forms of media *Argumentative or explanatory *Present orally or in writing	Extended research project *Take notes on sources *Sort evidence into provided categories *Present findings in a variety of modes

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.											
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)											
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.											
RI.K.5 Identify the front cover, back cover, and title page of a book											
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.											
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).											
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.											
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that ords are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.											
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.											
RL.1.3 Describe characters, settings, and major events in a story, using key details.											
RL.K.9 With prompting and support, compare and contrast the adventures and expeirences of characters in familiar stories.											
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.											
RL.K.1 and RI.K.1 With prompting and support, ask and answer questions about key details in a text.											
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.											
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.											
RL.1.6 Identify who is telling the story at various points in a text.											
RL.K.1 and RI.K.1 With prompting and support, ask and answer questions about key details in a text.											
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.											
W.K.6 With guidance and support from daults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.											
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.											
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.											
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).											
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. (L.1.1) f. Produce and expand complete sentences in shared language activities.											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).											
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
RF.K.4 Read emergent-reader texts with purpose and understanding.											
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.											
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.											
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).											
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.											
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.											
W.K.7 Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RL.K.1 and RI.K.1 With prompting and support, ask and answer questions about key details in a text.											
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.											
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.											
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. (L.1.1) f. Produce and expand complete sentences in shared language activities.											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).											
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
RF.K.4 Read emergent-reader texts with purpose and understanding.											
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).											
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.											
RL.K.10 and RI.K.10 Actively engage in group reading activities with purpose and understanding.											
RL.K.1 and RI.K.1 With prompting and support, ask and answer questions about key details in a text.											
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.											
RL.K.2 With prompting and support, retell familiar stories, including key details.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.											
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.											
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.											
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.											
SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. (L.1.1) f. Produce and expand complete sentences in shared language activities.											
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).											
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.											
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.											
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.											
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.											
RL.K.4 Ask and answer questions about unknown words in a text.											
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" is a bird and learning the verb "to duck").											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).											
RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).											
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.											
RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).											
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).											
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.											
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)."											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words."											
RI.1.10 With prompting and support, read informational texts appropriately complext for grade 1.											
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.											
RL.1.1 and RI.1.1 Ask and answer questions about key details in a text.											
RL.1.2 Retell stories, including details, and demonstrate understanding of their central message or lesson.											
RL.1.3 Describe characters, settings, and major events in a story, using key details.											
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.											
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.											
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.											
RL.1.1 and RI.1.1 Ask and answer questions about key details in a text.											
RL.1.2 Retell stories, including details, and demonstrate understanding of their central message or lesson.											
RL.1.3 Describe characters, settings, and major events in a story, using key details.											
W.1.8 With guidance and support from daults, recall information from experiences or gather information from provided sources to answer a question.											
RL.1.6 Identify who is telling the story at various points in a text.											
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.											
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.											
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.											
W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.											
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.											
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.											
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.											
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.											
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.											
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
RI.1.2 Identify the main topic and retell key details of a text.											
RI.1.8 Identify the reasons an author gives to support points in a text.											
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).											
W.1.7 Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).											
SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.											
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).											
RL.1.1 and RI.1.1 Ask and answer questions about key details in a text.											
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).											
RI.1.2 Identify the main topic and retell key details of a text.											
SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.											
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).											
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word.											
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.											
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.											

ROCKETSHIP LITERACY CURRICULUM MAP

	August	September	October	November	December	January	February	March	April	May	June
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.											
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a.Use sentence-level context as a clue to the meaning of a word or phrase.											
RL.2.3 Describe how characters in a story respond to major events and challenges.											
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.											
RL.2.1 and RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.											
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.											
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.											
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.											
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.											
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.											
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.											
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.											
RL.2.1 and RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.											
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.											
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.											
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.											
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.											
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.											
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English											
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequnetly occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).											
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.											
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.											
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.											
RI.2.8 Describe how reasons support specific points the author makes in a text.											
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.											
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.											
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.											
W.2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations)											
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.											
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.											
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequnetly occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.											
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).											
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.											
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.											
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).											
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)											
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).											
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).											
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.											
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).											
RL.3.1 and RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.											
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.											
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.											
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.											
RL.3.1 and RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.											
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.											
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.											
RI.4.5 Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.											

ROCKETSHIP LITERACY CURRICULUM MAP

	August	September	October	November	December	January	February	March	April	May	June
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.3.1 and RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.											
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.											
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.											
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).											
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).											
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.											
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.											
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.3.1 and RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.											
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.											
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.											
W.3.3 Write opinion pieces on topics or texts, supporting a point of view with reasons. b.Provide reasons that support the opinion.											

ROCKETSHIP LITERACY CURRICULUM MAP

	August	September	October	November	December	January	February	March	April	May	June
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.											
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.											
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.											
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.											
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.											
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.											
RI.3.6 Distinguish their own point of view from that of the author of a text.											
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.											
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.											
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.											

ROCKETSHIP LITERACY CURRICULUM MAP

	August	September	October	November	December	January	February	March	April	May	June
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.											
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.											
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.											
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.											
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.											
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.											
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.											
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.											
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.											
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.											
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.											
RL.3.1 and RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.											
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.											
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.											
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)											
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.											
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.											
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).											
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.											
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.											
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).											
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.											
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).											
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).											
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.											
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.											
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).											
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.											
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.											
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").											
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").											
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.											
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.											
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.											
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably											
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.											
W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.											
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.											
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.											
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.											
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.											
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.											
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).											
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use hte progress (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to convetnional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).											
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation makrs to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.											
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.											
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.											
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.											
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).											
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.											
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.											
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary											
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.											
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotion, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).											
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.											
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).											
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.											
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).											
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.											
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.											
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.											
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).											
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.											
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.											
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.											

ROCKETSHIP LITERACY CURRICULUM MAP	August	September	October	November	December	January	February	March	April	May	June
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.											
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.											
RF.5.4 Read with sufficient accuracy and fluency to support comprehension a. Read on-leve ltext with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.											
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.											
RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.											
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).											
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.											
RL.5.1 Quote accurately from a text when explaining what the text says explicity and when drawing inferences from the text.											
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.											
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.											
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.											
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.											
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.											
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, indentifying which reasons and evidence support which point(s).											
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
RF.5.4 Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary."											
W.5.4 Produce clear and coherent writing in which the development and organization and appropriate to task, purpose, and audience.											
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.											
W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.											
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.											
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").											
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.											
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.											
W.5.4 Produce clear and coherent writing in which the development and organization and appropriate to task, purpose, and audience.											
W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.											
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.											
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.											
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.											
RI.5.7 Draw on information from mulitple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.											
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.											
RI.5.10 By the end of the year, read and comprehend informaitonal texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently											
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											
W.5.4 Produce clear and coherent writing in which the development and organization and appropriate to task, purpose, and audience.											
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.											
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.											
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.											

ROCKETSHIP LITERACY CURRICULUM MAP

	August	September	October	November	December	January	February	March	April	May	June
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").											
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.											
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).											
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.											
SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.											
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.											
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.											
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.											
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").											
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.											
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.											

ROCKETSHIP LITERACY CURRICULUM MAP											
	August	September	October	November	December	January	February	March	April	May	June
L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).											
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similies.											
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.											
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.											
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaiing of a word or phrase.											

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
Reading Literature	RL.K.5 Recognize common types of texts (e.g., storybooks, poems)	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.3.2 Recount stories, including fables, folktales, and myths form diverse cutlures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.5 Make connections between the text of a story of drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words ina story (e.g., create mood, emphasize aspects of a character or setting).	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
			RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
			RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Reading Informational Text	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustraitons, descriptions, or procedures)	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.3.4 Determine the meaning of general academci and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key factos or information in a text.	RI.2.7 Explain how specific images (e.g., a diagrapm showing how a machine works) contribute to and clarify a text.		RI.4.6 Comapre and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
		RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
		RI.1.7 Use the illustrations and details in a text to describe its key ideas.				
Reading Foundations						

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
Writing	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.1.1 (POWER STANDARD in K) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.2.1 (POWER STANDARD in 1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section	W.4.2 (POWER STANDARD in 3) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
		W.1.2 Write informative/explantory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	W.4.3 Write narratives to develop real or imagined experience sor events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence the unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experience or events.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, desciption, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
				W.3.7 Conduct short research projects that build knowledge about a topic.		

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
Speaking and Listening	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.2.2 Recount or describe key ideas or details from a text read aloud or infomration presented orally through other media.	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.1.5 Add drawings or other visual displays to descriptions when appropirate to clarify ideas, thoughts, and feelings.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.3.4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
			SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
Language	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. use the most frequently occuring inflections and affixes (e. g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.1.5 (POWER STANDARD IN K) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).			L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
				L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	

A-3: Rocketeers Guide to Literacy Instruction

THE ROCKETEER'S GUIDE TO LITERACY INSTRUCTION 2013-2014

[redacted]

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Chapter 1: Overview of the Rocketship literacy framework

Literacy instruction at Rocketship

We aspire for students to graduate from fifth grade at Rocketship on a new trajectory. Our vision statement says that "due to the enduring academic and personal growth they experience at our schools, Rocketeers will be placed along a path to expanded opportunities later in life." This means that during their time at Rocketship, students must master basic skills in reading and math. But basic skills alone will not achieve our goal of changing life trajectories: students only experience enduring academic success as a result of having a strong foundation of basic skills and developing higher order thinking skills needed for inferencing, critical analysis, and synthesis of texts and ideas. Our first deep examination of our literacy instruction occurred in 2011-2012. This careful self-examination led us to the realization that as an organization, we were not yet consistently providing the sort of deep, rigorous literacy instruction that is critical for Rocketeers as they develop higher order thinking skills and prepare for middle school, high school, college, and beyond. In 2012-2013, we continued to analyze trends and refine our approach to literacy instruction in order to maximize student achievement outcomes and meet our goal of closing the achievement gap.

We know that developing strong reading and writing skills in grades K-5 is crucial for success in later school years. In their Elementary Literacy text, Teach for America (TFA) shares the following research, which emphasizes the critical importance of literacy:

> Children who read well in the early grades are far more successful in later school years. Research has demonstrated that vocabulary size at the end of first grade predicts reading comprehension ten years later with striking accuracy. Young, capable readers will seize the opportunities provided in a literacy-infused classroom and develop invaluable confidence in their own abilities, which leads directly to success in other subjects such as social studies, math, and science.

The corollary to that finding is the disturbing truth that even a small gap in a child's literacy development can have devastating, long-term consequences. Research conducted by the National Institute of Child Health and Human Development has found that more than 74% of children who enter first grade at risk for reading failure will continue to struggle to read into adulthood. Weak literacy skills will prohibit these children from accessing entire fields of knowledge, often resulting in failure to complete school and in a lifetime of diminished opportunities (Elementary Literacy, p1)

TFA also speaks to the role that must be played by teachers as professionals and instructional leaders:

> We put special emphasis on teaching literacy for two primary reasons. First, it is absolutely clear that teaching our students to read and write proficiently is critical to our ability to lead students to significant academic gains. By dramatically increasing our students' literacy levels, we put them on the path toward a better future. Second,

> teaching children to read and write is incredibly difficult. It is not a process that we can design simply by relying on our own education or advanced literacy skills. Our own love of and enthusiasm for books and reading will not be enough to create independent readers and writers either. There is a science to teaching children to decode words and read independently, and as elementary teachers, it is our responsibility to learn it (Elementary Literacy, p3).

In order to fulfill the commitment we've made to place our Rocketeers on a new trajectory, we believe that we must make a corresponding commitment to continuous improvement of our instruction and craft as teachers. This document is intended as a handbook that will share best practices, outline new thinking on how literacy can be taught most effectively at Rocketship, and spark conversation around positive change and continuous development for all the educators who work at Rocketship schools and are so firmly committed to our mission.

Implementing the Common Core State Standards

Rocketship schools in both California and Wisconsin will implement the Common Core State Standards in the 2013-2014 school year. State tests will be aligned to these standards within the next two years. The Common Core State Standards raise the bar considerably with regard to what we expect students to be able to do in interaction with texts. Specifically, the standards call for the following:

- Increased attention to reading and writing non-fiction texts at the elementary level, including reading literary non-fiction and writing expository prose, persuasive and opinion pieces, and writing in response to literature.
- Use of text-based evidence to demonstrate comprehension, which will require close reading in order to make text-based claims. While predicting and making text to self connections will remain important practices, increasingly students will have to make text-based claims to demonstrate comprehension. Teachers will be challenged to support students in making text to text connections, analyzing characters' actions as they relate to key events in the story, and engaging in deep thinking activities such as inferencing, synthesizing, and analyzing texts.
- Speaking and listening standards call for small and whole class discussions, the ability for students to hear and respond to other's thinking, and the ability to use evidence in making an argument.
- Content area literacy, which is sometimes called disciplinary literacy, calls for students to be explicitly taught how to "read like a scientist" or "read like a historian". This requires students to develop disciplinary specific literacy skills while developing content knowledge. The Common Core State Standards move away from the idea that we can teach students a set of all-purpose strategies that could then be utilized to read any text. Rather, the CCSS suggest that students need to be taught specific skills to negotiate specific types of content area texts. This means that our work in developing content area literacies must be tied to specific content. GLAD strategies are well-aligned with this perspective on literacy learning.

Overview of Rocketship literacy framework

Until the 2012-2013 school year, Rocketship did not subscribe to any one approach to teaching literacy. Individual teachers and school leaders have felt passionately about (and seen great gains from!) models like reader's and writer's workshop and we've also rallied as an organization around the consistent use of guided reading. These powerful instructional models form the cornerstone of Rocketship's instructional framework.

During the 2012-2013 school year, Rocketship adopted the balanced literacy framework with the guidance of the STEP team from the University of Chicago's Urban Education Institute. Balanced literacy is not a new concept: there is substantial research on what effective implementation of each element of a balanced literacy block should look like, and there is also substantial research on the benefits that using a balanced approach has for students when all elements are included. Students become successful readers and writers most quickly and effectively when their teachers integrate systematic instruction in letter-sound relationships and critical thinking about literature into their literacy classrooms. As we looked closely at implementation of the balanced literacy framework in 2012-2013, we continued to refine the model. Through ongoing conversations with Rocketship staff, including targeted literacy focused interviews, consultant Sarah Scott noted two key trends across the network. First, while there was a robust instructional framework with clear guidance for instructional activities, many teachers, especially first year teachers, explained that there was a lack of a clear vision of "what to do". Second, Rocketship teachers were enormously committed to delivering high quality instruction and often spent considerable time developing instructional resources on their own. Sometimes these resources were innovative and of high quality, but even in such cases, it is difficult to create coherent instruction when literacy instruction is being constructed as a series of day-to-day activities. For these reasons, the leadership team has worked to develop a more articulated balanced literacy framework and develop tools to support the enactment of this framework.

Rocketship's refined balanced literacy framework, which is built on a Response to Intervention (RtI) model (detailed in section 2 of this document), is defined by eight core practices at Tier I. These practices are described below. Importantly, these core practices are not radically different than the practices already in place at Rocketship. However, the refined framework represents a more systematic articulation at the network level regarding what each of these practices looks like in action and how they operate vertically K-5.

Core practice 1: Community meeting

A community meeting is a roughly 20minute gathering of students. The community meeting is most commonly promoted in the literature on the responsive classrooms (see *The Morning Meeting Handbook*). Recently schools using an immersion approach to language learning have used the morning meeting as a site to develop English language skills through conversation. Given recent research on the role of vocabulary knowledge and language skills in developing comprehension (see Lesaux and Keifer, 2010) this is an important addition to the literacy instructional landscape at Rocketship. Each community meeting will have a language focus, and teachers will provide sentence frames to support students' development of oral language skills.

Core practice 2: Phonics and word study through shared reading and explicit phonics instruction

This core practice, scheduled for approximately one hour each day, has two parts: shared reading and explicit phonics and word study. As you think about the phonics and word study "diet" that students receive each day, shared reading provides an opportunity for whole class instruction that will likely be faster paced while the explicit phonics and word study block will offer an opportunity to do more focused and targeted instruction. Students who need additional support in phonics and word study will receive additional instruction in this area through Tier II intervention work.

Shared reading and explicit phonics instruction are described below.

Shared reading is a roughly 30 minute practice that occurs 4-5 times/week and focuses on developing knowledge of language as it operates in authentic texts. Using a systematic scope and sequence with identified anchor texts, teachers will enact a four or five-day cycle of instruction using a single text. There is a shared reading structure specified for grades K-2 and a different shared reading structure specified for grades 3-5. Each is described below. **Importantly half way through second grade, second grade shifts to the 3-5 shared reading cycle.**

Shared reading K-2: Phonics and word study through songs and poems

Each week, students and teachers will complete shared reading in a 5-day cycle. There will be one short text that acts as the anchor text for the week (e.g., a short song or poem). Then, using that song or poem, students will learn key phonological and phonemic awareness skills as well as develop as readers and writers in an authentic context.

Each five-day cycle has three core instructional foci:

- Letters and sounds
  Targeted phonics and phonemic awareness work including segmenting, blending, letter identification, word building, and phoneme deletion and addition will be done in a systematic way using a developmental sequence drawn from Jolly Phonics and Words their Way scope and sequence maps.
- Words
  The high frequency words are drawn from Rocketship's High Frequency Word Lists, which were constructed using the Fry 1000 word list.
- Developing as Writers!
  Developing as writers focus on concepts of print, grammar, and punctuation. These foci are drawn from the Common Core State Standards and California standards

Shared reading 3-5: Text-based discussion cycle

The cycle utilizes a text-based discussion format and will focus on supporting students in comprehending non-fiction texts through close reading, discussion, contextualized grammar work, and writing about text. Each discussion plan is aligned with non-fiction reading, writing,

and language standards. By shifting to a text discussion model for shared reading at the upper elementary level, our model is well-aligned with current research in developing skilled readers. First, every approach to comprehension instruction endorsed by the National Reading Panel (2000) as having a robust evidentiary base takes place in the context of classroom discussion. Second, numerous studies indicate that text discussions, when done well, improve students' reading comprehension skills. For this reason, interactive discussions have been included in the K-5 listening and speaking Common Core State Standards.

Each week students read, discuss and analyze one anchor text. Text selections are aligned with the science and social studies units at each grade level. For example, third graders will read several texts about variation and adaptation. Students are held accountable to the work in shared reading through various written and spoken tasks.

In addition to approximately thirty minutes of shared reading daily, Rocketship students will also have about 30 minutes of explicit phonics and word study using *Jolly Phonics* and *Words their Way*. Decisions about how to structure explicit phonics instruction will be made by individual school sites. Possible organizational structures include differentiation across the entire grade level, with all teachers and ILS teaching phonics and word study, across the two literacy classrooms with each ELA teacher teaching a different group, and whole class instruction. Regardless of organizational structure, all students will receive explicit phonics and word study instruction in some form.

Core practice 3: Interactive read aloud

Interactive read aloud occurs daily, and texts are linked to the reading and writing workshop units of study. The primary focus of the read aloud is developing students' ability to read and comprehend texts strategically, while also developing deep vocabulary knowledge. A high leverage practice central to the development of proficient reading comprehension skills in young children is the facilitation of interactive read alouds. Specifically, research has repeatedly demonstrated that interactive dialogue with children in the course of reading texts aloud results in gains in comprehension skills, vocabulary knowledge, understanding of literacy conventions, concept development, and enjoyment of reading. This same research has also demonstrated that young children are capable of deep levels of engagement, critical analysis, and discussion about texts if given the opportunity to do so in the course of an interactive read aloud (Dickinson, 2001, Dickinson & McCabe, 2003; Sipe, 2000).

Core practice 4: Reading and Writing workshop

Workshop time, which will take place for one hour each day, will be organized around integrated units of study. The workshop block will launch with an explicit mini-lesson (10-15 minutes). Students will then read or write independently with the teacher conferencing with students. Teachers and ILS might also pull small strategic groups during this time for students who struggle to work independently during the workshop block.

By creating integrated units of study, we hope to provide students with a contextualized experience to develop both solid foundational skills and deep critical thinking skills. Additionally, writing reciprocally supports the development of reading skill and is inherently differentiated – that is, students are writing at their level and teachers can coach and conference with students based on their skill. Increased attention to writing instruction, especially at the early elementary grades, will also support students in developing phonological awareness abilities.

Core practice 5: Guided reading

Targeted differentiated reading instruction through guided reading will support Rocketship students in developing as readers. As a network, guided reading is currently the strongest network wide instructional practice. We want to continue to improve this practice during the 2013-2014 school year. STEP data will guide grouping of students. Decisions about guided reading groups will happen with grade-level teams and with the school leader who oversees that team. This team will decide how frequently students receive small group reading instruction. Ideally, schools will introduce the language of benchmark, strategic, and intensive students using STEP and NWEA data. Benchmark students are above grade level, strategic students are almost at or at grade level, and intensive students are significantly below grade level. Whether a student is benchmark, strategic, or intensive will indicate the level of support a student receives through guided reading. Ideally intensive students would receive guided reading instruction and tier II intervention daily, strategic students would receive guided reading every other day, and more frequently if possible, and benchmark students would receive guided reading every other day or every third day, depending on scheduling realities.

What is the role of centers in this model?

While centers will still be utilized by teachers to reinforce skills, teachers are currently spending an enormous amount of time planning for centers, sometimes with very little yield. Therefore we are recommending that the landscape of what can happen in centers be narrowed to high yield and sustainable practices that do not require intense planning. Some school sites may adopt the Daily Five model. Others might settle on a small set of centers such as independent reading, listening center, buddy reading, word work, OLPs, and inquiry (science or social studies related exploration center). Also, it is possible to enact this framework without using centers at all.

Core practice 6: Small group reading instruction: Guided novel discussion, literature circles, and book clubs

Once students have sufficient reading skill and are reading complex texts, guided reading is no longer a necessary structure. Students who no longer need this high level of support will receive small group reading instruction through guided novel discussion groups, literature circles, and book clubs. These structures will allow students to continue to develop skills as readers in an instructional format that accommodates reading and discussing longer and more complex texts.

Core practice 7: Independent reading

Reading meaningful, connected text is an important part of building proficient reading skill. Independent reading is the time students spend reading books on their own. While the research on independent reading is mixed, the amount of time students spend reading independently has historically been an accurate predictor of reading achievement and reading gains between second and fifth grade. This is likely because in addition to being taught how to read, students need substantial practice applying these skills. Children who read texts independently typically have higher vocabulary, are more fluent readers, and are able to use reading to build world knowledge. This results in higher reading achievement. Rocketship teachers should encourage students to "steal minutes" reading in down time and incorporate reading during the independent work time, centers (if used), and workshop time.

Core practice 8: Incorporation of GLAD strategies across the instructional day

While GLAD strategies are often thought of as specific for English Language Learners, all students in schools are language learners as they develop academic and school specific language. GLAD strategies can be incorporated across the curriculum. The use of pictorial input charts in workshop mini-lessons, cognitive content dictionary and cooperative strip paragraphs in shared reading 3-5, repeated use of poetry and songs in K-2, and narrative input charts to support interactive read alouds are just a few ways in which GLAD strategies can exist as part of the Rocketship literacy instructional framework.

The role of science and social studies instruction in the Rocketship literacy framework

Rocketship has three to five science and social studies units specified for each grade level. These units of study are designed using an Understanding by Design framework and with a focus on integrating GLAD strategies to learn domain-specific knowledge and vocabulary. Additionally, shared reading texts are, whenever possible, tied to the content that is being taught in science and social studies. For example, in kindergarten shared reading, there are several poems about light, which corresponds with the kindergarten unit of study on light. The study of science and social studies plays an important role in building world knowledge, which contributes significantly to improved achievement in literacy.

Understanding what's new and the construction of this handbook

What's new in the refined framework?

Deep conversation and collaboration amongst school leaders in fall 2012 and spring 2013 uncovered areas where, as an organization, we might have incorrectly assumed that there was alignment about what excellent instruction looks and sounds like in each component of a balanced literacy block. For example, while literacy teachers have always "done guided reading" for 60+ minutes each day, the actual implementation of it has varied substantially from classroom to classroom and grade to grade. We believe it's critical for us to norm as an organization on what excellence in guided reading (and all balanced literacy components) looks and sounds like: this will enable better collaboration amongst teachers and help school leaders be more effective teacher coaches. Having a common vision of success is critical in every

endeavor, and literacy instruction is no exception. As we grow and scale it is important for us to develop common understandings about best practices and describe them using a common vocabulary; this document is intended to support that goal.

The following list is not exhaustive, but it highlights areas that may be of particular interest to returning Rocketship teachers who wish to see what's changed:

- In 2012-2013 we introduced shared reading across all grade levels K-5. For the 2013-2014 academic year, we have **redefined our approach to shared reading** in order to provide an authentic space in which students can develop phonics, word study, and close text analysis skills linked to authentic texts.

- We've **introduced community meeting** network wise as a place to develop students' oral language skills while also developing social skills through positive interactions with peers.

- **We're continuing to refine and improve our approach to interactive read alouds**. While interactive read aloud is a robust space to develop students' skills (e.g., knowledge of personification) we must also care deeply that students comprehend the texts we are reading aloud. Research shows that read alouds are critical across the K-5 spectrum and can develop the idea that comprehension – making meaning from text and thinking critically about texts -- matters even for our youngest readers.

- **We're continuing to develop a network-wide vision of guided reading**, which we believe is one of the most high leverage core practices in our literacy framework. We see small group reading instruction as a priority K-5 because of the ways in which students receive targeted and leveled instruction to develop as readers.

- **We encourage independent reading with conferencing** in the classroom as a part of the balanced literacy block in addition to the silent reading that happens in Learning Lab.

- **We've introduced the workshop model network-wide**. While many teachers and schools adopted this model on their own, this model is now explicitly included in our framework and is supported by detailed daily lesson sketches.

Who is this text written for? How is it structured?

This text is intended for ***all*** Rocketship teachers. New teachers should find that it reinforces the concepts they learned in preparation programs; experienced teachers who are new to Rocketship should find that it reinforces the best practices that they have used in their classrooms in previous years. Experienced teachers, including veteran Rocketship teachers, should also find that it pushes their thinking on what great literacy instruction looks like: we believe that we have lots of room to grow as an organization and are eager to ensure that our approach to literacy is comprehensive and rigorous.

This document serves as a guide to teachers as they plan and execute effective literacy instruction and as a guide to instructional coaches who develop literacy teachers. It is broken down into sections for easier navigation. As teachers and school leaders read the document, it would be helpful them to consider how the guidance provided here is similar to or different than current practice, as well as brainstorming ways that the best practices described in the document might be integrated into literacy instruction at Rocketship.

It's true that there are a number of sections that precede the detailed explanations for each part of the balanced literacy block. This is intentional: the sections that precede these detailed explanations contain critical pre-requisite knowledge and reading them will help teachers get the most out of the descriptions of the core practices that define the Rocketship Literacy framework.

How was this text written? Is it a "finished" document?

This document was drafted in spring 2013. It is the product of discussions between teachers, school leaders and national and regional staff.

That being said, this document is not perfect: we anticipate that as we continue to refine our understanding of the STEP assessment, continue our research into best practices, and implement a balanced literacy approach across the organization with new visions for shared reading and new practices such as the workshop model, our "organizational stance" on literacy instruction will continue to evolve. This document will be revised during the 2013-14 school year. In order for this revision to be successful, the national team will actively initiate discussions with and seek input from teachers and leaders, observe how the balanced literacy approach is being implemented in the classroom, and analyze student outcomes to evolve our approach. By working together, we will be able to develop and refine an approach that makes sense for Rocketeers across the nation.

Positioning Rocketship as national leaders in literacy instruction

Rocketship has the potential to be held up as a national leader for innovation in literacy teaching. With our blended learning model, our OLPs can work to support students in building foundational skills while our face to face classroom time can support students in developing the ability to think critically, analyze text, and participate in robust and rigorous classroom discussions. The design of Rocketship's literacy instructional framework is both ambitious and necessary. Students' reading achievement cannot improve significantly if we do not teach students to read and comprehend texts skillfully.

Section 2: The Rocketship literacy framework and Response to Intervention

Response to Intervention overview

As you read in section one of this handbook, Rocketship's refined balanced literacy framework is built on a Response to Intervention (RtI) model and is defined by eight core practices at Tier I. This means that all children participate in high quality classroom instruction in their English Language Arts classroom. While this instruction will meet the learning needs of most students, some Rocketeers will need additional support in English Language Arts through Tier II, and if necessary, Tier III intervention. In this section you will learn more about the RtI model and how this model is enacted at Rocketship.

Simply put, RtI is an ongoing process of using student performance and other data to guide instructional and intervention decisions with a focus on making sure that all students' instructional needs are being met. The RtI approach represents a process for assessing and maximizing the 'opportunity to learn' of students who are struggling in any content area. Before RtI became commonplace, schools typically took a "wait to fail" approach to identify students who might need additional support for learning. This often resulted in delaying intervention until a student's achievement was so low that there was little or no hope of students 'catching up'. Finally, the school community questioned why we waited for children to fail miserably before they became eligible to receive the additional support they needed to succeed.

RtI, by contrast, emphasizes the importance of effective and responsive instruction and early intervention service for all students. Schools proactively identify 'at-risk' students before they fall too far behind their peers. The ultimate goal of RtI is for all students to receive appropriate instruction, accommodations, and modifications throughout the year in order to achieve their instructional potential.

The RtI model has five key features. These include:

- Three tier literacy model with excellent instruction for *all* students at tier one(classroom)
- Universal screening
- Progress monitoring
- Data driven decision-making
- Focused intervention and ongoing problem-solving

Each of these components is discussed below.

Three tier literacy model with excellent instruction for *all* students at tier one

The RtI model has three tiers designed to provide increasing levels of support for students. These tiers are described below.

Tier I (sometimes referred to as the Universal Tier) serves all students. Classroom teachers deliver high quality instruction that is differentiated according to the needs of the students in their class. All students are in Tier I and receive Tier I instruction. Teachers must provide appropriate accommodations and modifications to ensure that all students can access this curriculum successfully.

Tier II consists of students who have been identified as 'at risk' based on their performance on universal screens. Typically they are selected from the students scoring in the bottom 20% of students. They receive specific interventions that support the underlying cause of their academic issue. Tier II is not guided reading, nor more of the same. Students receiving Tier II intervention will likely need accommodations, modifications, and additional small group instruction in their Tier I classroom in order to be successful. Tutoring does not replace Tier I instruction; rather, Tier II is designed to enhance students' ability to realize success in the Tier I curriculum.

Tier III consists of students who were flagged as 'at-risk' and did not show response to the Tier II interventions offered. These students receive Tier I instruction with the classroom teacher with appropriate accommodations and modifications as well as even more specifically targeted interventions. They do not participate in Tier II groups with ILSs. Rather, students in Tier III receive targeted intervention with paraprofessionals and ISE Specialists. Tier III is not synonymous with Special Education; students without IEPs can be placed into these interventions.

Importantly, the RtI framework encompasses all three tiers of instruction, not just tier II tutoring.

	Curricula and Interventions
Tier I (Delivered by Teacher)	Tier I is characterized by high quality classroom instruction for all children. Accommodations and Modifications: Increase options for presentation, Expression and Engagement (more details below) Opportunities for differentiation: guided reading, conferring in workshop, strategic reteach groups, differentiated phonics instruction (if possible)
Tier II (Typically delivered by ILS)	Tier II is an opportunity for more intense small group instruction for students whose achievement data suggest they could benefit from additional targeted instruction Tier II curriculum resources: *SIPPS (K-2) Phonemic Awareness, Phonics, and Fluency* *Phonics Boost (3-5) Phonemic Awareness, Phonics, and Fluency*
Tier III (Typically delivered by paraprofessional or ISE specialist)	Tier III is considered intensive intervention, which may be sustained across multiple years. Tier III curriculum resources: *Seeing Stars* *Sound Partners*

Universal screening

A universal screen is a strategy to identify students who are at risk for learning difficulties. The screening tools provide a mechanism for identifying those students who are struggling to learn even when they receive high quality instruction at Tier I. Typically schools use universal screening measures at several points throughout the year, and these measures are brief targeted assessments considered likely to predict reading achievement outcomes. At Rocketship, we use NWEA MAP, ELA/Math Benchmarks and STEP to screen students and identify them for interventions.

Progress monitoring

In Tier I, teachers use weekly or biweekly mastery quizzes on Illuminate to determine what to reteach to the whole class, to small groups or to an individual student.

In Tier II and Tier III, ILSs, paraprofessionals, and ISE Specialists will use AIMSWEB probes (which has similar components to the STEP assessment, including letter name/sound probes, segmenting probes, nonsense word decoding and oral fluency) biweekly to determine if the student is responding to intervention. The data from AIMSWEB will be used by school psychologists to make recommendations for student movement into and out of tiers.

Additionally, consistent progress monitoring at all tiers helps to inform the Student Support Team (SST, sometimes called Student Study Team or Student Success Team) process. Therefore, teachers, ILSs and ISE specialists and paras must record intervention strategies and curricula used with students and how they responded to those interventions in order to identify the correct students to move through the SST process.

Data driven decision-making

This refers to the process of using universal screens and progress monitoring data to determine which students are 'at risk'. At Rocketship, School Leaders and School Psychologists are responsible for selecting and grouping with input from teachers.

Focused intervention & ongoing problem-solving

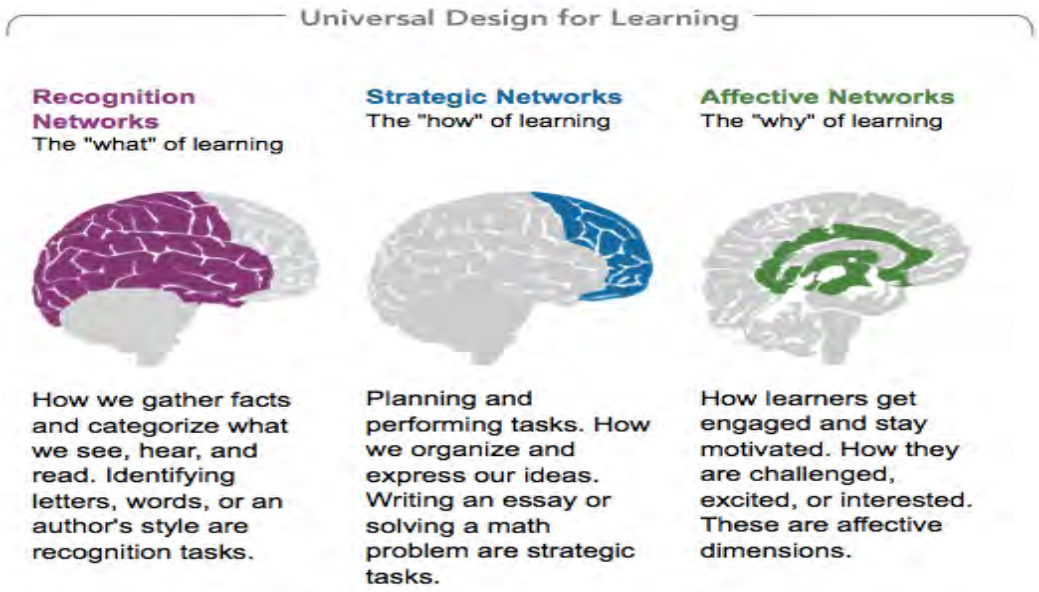
Rocketship has adopted specific curriculum for intervention at Tiers II and Tiers III. These curricula were selected because they offered the opportunity for focused intervention on deficit skills. It is important for these interventions to be implemented with fidelity. This year there is a network-wide effort to ensure intervention fidelity. While focused intervention is key at Tiers I and II, all three tiers must work in concert if the RtI model is going to succeed. When a structure, system or curriculum is not running smoothly, it is important to take a problem solving approach to attempt to understand the root cause of the problem. Next year, the regional achievement and ISE team will come together regularly to check in on all new initiatives being implemented. In the future, this team may be site-based consisting of teachers, school leaders, ISE specialists and school psychologists.

Differentiating and accommodating individual needs within the RtI model

In many ways the RtI framework is built on principles of Universal Design for Learning (UDL). UDL is a set of principles derived from an architectural need to make public physical spaces accessible to people regardless of ability or disability. At the heart of UDL is the basic idea that your abilities or disabilities should not dictate what you can and cannot access. In architecture, this means integrating ramps into architectural design (think of the Guggenheim museum!), as well as making elevators and escalators widely available. In education this means providing supports as basic as drawing stick figures next to a vocabulary word or as complex as providing students with an assistive talking device. If we want students to learn, we have to provide them with access to the learning opportunity.

At Rocketship, we strive to provide all students with access to the curriculum. Applying UDL principles to our planning and instructional design efforts allows us to "increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms" (Rose & Meyer, 2002). UDL complements our belief that *all kids* can learn and achieve at high levels and aims to provide resources, technologies, and research based techniques that teachers can integrate into their instruction for whole classes or individual students' needs.

There are three core principles of UDL, which were developed through cognitive neuroscience that gives us a window into how and why students learn differently. The principles are based on three networks of the brain; the recognition network, the strategic network and the affective network. "Your recognition network rapidly identifies objects and discerns the overall context. Your strategic network determines how you examine the image and what information you will gain from it. And your affective network determines how long and how carefully you look" (CAST). The graphic below (taken from the CAST website) shows how these connect to the three neural networks.



Each UDL principle is tied to one of the above networks:

- ***Multiple means of representation:*** gives learners options for acquiring information and knowledge (recognition network)
- ***Multiple means of action and expression****:* provides learners with options for demonstrating what they know (strategic network)
- ***Multiple means of engagement****:* taps into learners' interests, offers appropriate challenges, and increases motivation (affective network)

These three principles guide our framing for whole class, small group, and individual accommodations within the RtI framework. Importantly, these accommodations are likely to support more than just the target student. If you consider wheelchair cutouts now on street corners, these cut outs certainly help wheelchairs but they also make it easier for individuals with strollers, bikes, skateboards, etc. Providing options for perception, such as providing visuals to support audio cues, may be intended to help a student with an auditory processing disability, but these cues are also likely to support students who are learning English as a Second Language or enhance recall in other general education students.

After each core practice you will find a chart with specific accommodations and options for differentiation sorted by multiple means of representation, expression, and engagement. As you read through each core practice, consider the principle most applicable for that instructional practice. For example, multiple means for engagement is critical to independent reading time, while multiple means of expression is important when students are planning and revising a written piece for publishing.

The chart below (taken from CAST.org) provides additional guidance for your thinking about accommodations as they relate to UDL. This is meant to be a resource to prompt you to think about different ways to serve the diverse needs of the learners in your class.

The CAST.org website has more examples and details on each one of the principles and guidelines, as well as suggestions for easy, free assistive technologies that can enhance your classroom instruction and, ultimately, student outcomes.

Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

developed in collaboration with OpenLiteracy

Section 3: Understanding the Developmental Stages of Reading Development

Our purpose as literacy educators is to lead our Rocketeers to become active, proficient readers. Though students don't always move at the same pace, they all follow a similar developmental trajectory. This continuum of reading development is characterized by four unique stages of development that build upon one another: these are the emergent, early, transitional and self-extending stages. Though these four levels tend to map onto certain grade levels, it's critical that literacy teachers identify as teachers of reading and not as teachers of a grade level (i.e. a third grade teacher). This mindset allows teachers to teach each reader at his or her developmental level rather than at the level typically associated with a specific grade level. Simply put, teachers are responsible for meeting the needs of all readers in their classrooms and understanding each student's place on the continuum of reading development enables teachers to differentiate their approach to meet the needs of all students.

When literacy teachers understand the full trajectory of reading development, they can identify students who show signs of being ready for the next developmental stage and provide them with scaffolded skill development. This also means that teachers can and should model the skills appropriate for the next stage of development in order to provide students with examples of successful reading behavior.

Emergent readers

Emergent stage readers are learning how books work. They are excited about reading and build confidence through reading patterned text. Emergent readers learn letters and sounds and develop an understanding of the relationship between letters, sounds, and words by segmenting, blending, decoding and encoding. Emergent readers are also in the process of continually memorizing sight words and they use initial sounds and picture clues to figure out unknown or unique words. These readers begin to understand basic plot structures by identifying characters, problems, and solutions.

Emergent readers need opportunities to see print concepts, decoding, and comprehension skills modeled frequently by a teacher so they can mimic the behaviors when they read on their own. As they progress through the emergent levels, these readers use pictures and initial sounds to cross-check unknown words. They enjoy fact-based discussions about a book's plot. Emergent readers are motivated by their increased ability to read simple books and engage in conversations. Over time, these readers develop an ability to make predictions and use personal experiences to answer questions about the text. Students typically move to the emergent phase of reading development over the course of kindergarten, although students may reach this phase earlier or later. Emergent readers fall into STEPs 1-3.

Strengths of an emergent reader:

- Uses the first sound when decoding.
- Cross-checks first sound with pictures (e.g. students come across the word "puppy" in a text and see a picture of a dog. They use the first sound /p/ and the picture to know the word is "puppy" and not "dog.")
- Reads sight words with ease
- Identifies the problem and solution

To move from an emergent to early stage, readers should:

- Read in fluent phrases or sentences on second or third reading of the text
- Make reasonable predictions
- Use personal experiences to answer questions

Bottom lines:

Emergent readers must:

- Have a strong understanding of concepts of print
- Cross-check by using both pictures and letter sounds to solve unknown words
- Use word-solving skills flexibly (e.g., students have multiple strategies for solving unknown words)

Early readers

Early stage readers are developing more control over strategies. They are self-motivated and excited about reading, and branch out from familiar and patterned texts to stories that are more interesting. Early reader have a strong and flexible understanding of the alphabetic principle, know a large number of high frequency words, and are able to use decoding skills to figure out more challenging words. Early readers gain courage in using context to understand texts and build fluency throughout the stage.

Early stage readers are active and need frequent opportunities to read and talk about what they are reading. As they move through the levels, they use text to support discussions, and enjoy having conversations about text. Early readers readily apply comprehension and word learning strategies because they are so motivated to read. However, it's important to note that early stage readers who are in more advanced grade levels may not always feel similar levels of motivation. Students typically move to the early phase of reading development over the course of first grade, although students may reach this phase earlier or later. Early readers fall into STEPs 4-6.

Strengths of an early reader:

- Able to retell in the moment (i.e., students are constantly adjusting their understanding of the text as they continue reading)
- Relates to events in the book
- Provides justification for their responses
- Refers to the text when responding to questions

To move from an early to transitional stage, readers should:

- Shift from focusing on picture clues to textual clues when monitoring for comprehension
- Develop silent reading skills (i.e., read in their head)
- Use the text to understand character motivations, instead of relying solely on personal experience
- Add information from texts to their own schema, and use this information to think more critically about concepts

Bottom lines:
Early readers must:

- Develop self-reliance (i.e., students have multiple strategies for word-solving and monitoring comprehension and employ them strategically)
- Increase their reading endurance and focus on interpretation of texts
- Read silently and derive meaning from words in the text rather than pictures

Transitional readers
Transitional readers are starting to get into meatier texts. They enjoy exploring new genres and have a growing interest in new types of text. These readers read for a purpose and enjoy texts with multi-faceted characters. These students will need to build stamina to hold onto meaning across longer and more complex texts. Students typically move to the transitional phase of reading development over the course of second grade, although students may reach this phase earlier or later. Transitional readers fall into STEPs 7-9.

Strengths of a transitional reader:

- Able to answer inferential and critical thinking questions
- Will go back into the text when confused and find pertinent text details to help them respond to questions
- Attends to theme and character traits

To move from a transitional to self-extending stage, readers should:

- Connect multiple episodes and determine how one part of a text connects to the overall structure
- Develop retells that include important events in sequence as well as synthesis and character insight
- Be able to separate their own perspectives and experiences from the characters' perspectives and experiences (i.e., students should wean themselves from reliance on their own personal experiences)

Bottom lines:
Transitional readers must:

- Understand character motivation: students must understand why a character does what he/she does over longer and more complex texts
- Attend to character change: students must understand how the character does (or doesn't) change from the beginning to the end of the text
- Build reading stamina: students must be able to hold all the characters and sub-plots together over time

Self-extending readers

Self-extending readers are able to hold meaning across texts and develop conceptual understandings that link multiple texts and other sources of knowledge. These readers are not focused simply on surface-level meanings, but are able to dig deeper into textual interpretations and relate what they are learning from texts to their own life and work. Self-extending readers have developed more agency and are active in making choices about their reading that relate to their personal goals and interest. These readers study authors' craft both for reading enjoyment and to learn writing techniques. They can apply those techniques in their own work. Students typically move to the self-extending phase of reading development over the course of third grade, although students may reach this phase earlier or later. Transitional readers fall into STEPs 10 and above.

Strengths of a self-extending reader:

- Infers character traits, motivations and feelings, and uses inferences to make meaning of the text
- Cites textual evidence in their discussions and writing about text
- Uses genre-specific elements and insightful details to retell and discuss textual events
- Develops conceptual understandings across texts to determine common themes

To become even better readers, self-extending readers should:

- Develop concise retells with just the right amount of details. Self-extending readers will often want to provide too much detail and we'll want them to self-edit as they grow
- Understand inferential questions related to story structure (e.g., Did the event really happen? What might happen the next time that...?)
- Elaborate on pertinent text information. They'll need to work on adding relevant schema to pertinent text
- Continue building understanding and interpretation of figurative language

Bottom lines:

Self-extending readers must:

- Attend to overall meaning: students must connect all the different parts of the book to understand the overall meaning
- Understand subtlety and operate with flexibility: students must pay attention to figurative language, genres, and text structures while self-monitoring comprehension

Section 4: Understanding the research base in reading and writing

This chapter provides you with a brief overview of the research base in reading and writing as it relates to the Rocketship literacy framework. As stated earlier, Rocketship's literacy framework is built on the unyielding belief that if we hope to change students' trajectories in life, we must develop strong foundational skills in reading and writing while also building higher order thinking skills.

Lead with a comprehension focus

The persistent underachievement of U.S. students in the area of reading comprehension has been well documented (Becoming a Nation of Readers: Anderson, Hiebert, Scott, & Wilkinson, 1985; National Assessment of Educational Progress: Lee, Griff, & Donahue, 2007; Progress in International Reading Literacy Study: Baer, Baldi, Ayotte, Green, 2007; RAND, 2002). Despite repeated attempts to improve reading outcomes in the United States, on the 2007 NAEP only 34 percent of eighth graders scored at or above the proficient level, while 42 percent scored at the "basic" level, and 26 percent scored below the basic level (Lee, Grigg, & Donahue, 2007). This means that in the United States less than one third of eighth graders demonstrate competency in the area of reading comprehension on standardized measures.

Importantly, significant numbers of students learn to decode text and identify main ideas but most never advance beyond basic levels of comprehension (Biancarosa, et al., 2006; Buly & Valencia, 2002; Leach, Scarborough, & Rescorla, 2003; Lesaux, Lipka, & Siegel, 2006). Black and Hispanic students and students living in poverty are disproportionately represented in this group. Furthermore, when compared to other nations, U.S. students perform poorly on reading measures that demand high levels of content-specific or subject area knowledge (RAND, 2002).

A closer inspection of these standardized test data offers even more reason to worry. A profile of the American high school sophomore in 2002 (Ingels, Burns, Chen, Cataldi, & Charleston, 2005) revealed that while 89 percent of sophomores had mastered the skills of simple reading comprehension and 46 percent were able to make relatively simple inferences beyond the author's main idea, only 8 percent could make complex inferences. Even more troubling is the fact that among high school sophomores only 2 percent of Black students and 3 percent of Hispanic students made complex inferences on the 2002 National Educational Longitudinal Survey. This means that on standardized measures, 92% of all students in U.S. high schools did not demonstrate competency with regard to making complex inferences while only 46% demonstrate competency with regard to simple inferences. Across race, class, and gender, the available test data suggest that U.S. students are not learning to comprehend text well.

While there are likely many factors that contribute to the disappointing reading comprehension outcomes as evidenced on standardized measures, it is significant that teachers report feeling unprepared to teach students to comprehend text (Bryant, Linan-Thompson, & Ugel, 2001; Vaughn, Hughes, & Schumm, & Klingler, 1998) and that teachers report that they lack the skills to teach reading comprehension with informational (non-fiction) texts (Palincsar & Duke, 2004). One explanation for this finding is that teacher education programs routinely cast the act of teaching literacy as idiosyncratic and amenable to a teacher's individual "style." A study of

reading education methods courses both supports this explanation and challenges its underlying claim, finding that reading instruction is "repeatedly cast as a personal decision to be decided by the aspiring teacher. All methods are presented as being equally valid and how one teaches reading is merely a decision of what works best for the individual teacher. These assertions contradict widespread, compelling evidence to the contrary (Walsh, Glaser, & Wilcox, 2006, p. 30). Research has provided us with a strong understanding of the sorts of instructional practices that have the potential to improve reading achievement outcomes.

The fact that reading comprehension is not itself a discipline makes identifying the content of reading comprehension instruction difficult, especially when teachers are often expected to teach reading comprehension during a specified "language arts" block and during which comprehension instruction is happening with a range of texts. In an observation of a one-hour reading comprehension lesson in which fourth-grade students were reading a text about Saturn; the primary focus of the lesson was having students identify the main ideas and supporting details of the text. I asked the teacher if she cared if students learned anything about Saturn and she replied:

> "No. You know I think it's interesting to them…but it's not anything that's in our science curriculum or not even coming up next year in fifth grade or any time soon, so no, it's just one of those things where I thought the way the article was laid out would do a good job of working on this idea of main idea, supporting details and text structure" (Interview with Ms. Spencer, March 2007).

In his 2006 text The Knowledge Deficit, Hirsch shares a similar example of a class of 9-year olds reading a text about a grasshopper storm in which students are learning to "clarify." The point of the lesson was not to learn anything about grasshoppers, weather, or ecology but instead was focused on the practice of reading strategies. Hirsch argues, "The idea that reading skill is largely a set of general-purpose maneuvers that can be applied to any and all texts is one of the main barriers to our students' achievement in reading" (p. 14).

Reading comprehension instruction at the elementary level is a unique domain of study because it lacks a single disciplinary foundation. Absent the ability to lean on any one discipline, researchers in the area of reading comprehension are forced to work across disciplines such as science, history, math, psychology, sociology, and linguistics in order to understand the processes of text comprehension. And while - to date - this work has been rather interdisciplinary with regard to understanding the *processes* of reading comprehension, it has been less than interdisciplinary in the study of reading comprehension *instruction*.

While teachers are given guidance regarding teaching children about specific instructional strategies, they are given less guidance regarding how to integrate these strategies with meaningful content. Hence, strategies routinely become the end goal of reading instruction.

In the Rocketship literacy framework, we value careful work in skill-building. However, skill building alone cannot be the end goal. Our instruction must support students in linking these skills to the authentic work of reading and writing.

Consider your own identity as a reader and writer

Many Rocketship teachers have experienced terrific academic success. They perhaps love reading and were strong students all throughout their K-12 schooling. Others perhaps struggled as readers or never liked reading and writing. As a teacher of literacy, an important aspect of your job is modeling for students what it means to have an identity as a reader and writer and to develop this identity in your students. It is easy to spot the students who identify themselves as readers – they are the ones who walk in with their nose in a book and try to read their own book even when they are supposed to be doing something else. We want to work to develop a positive reading identity in all students. As a teacher you can share your reading and writing identity with students by talking about the books you are reading and by doing the work of writing workshop in your own writer's notebook. Additionally, while we spend a considerable amount of time teaching students *how* to read, we may lose sight of helping students understand *why* we read, and why reading matters for life.

The reading community

The Rocketship literacy framework depends on students working in a classroom community where they feel safe, are comfortable taking risks, and treat each other respectfully as they hear and listen to each other's thinking in classroom discussions. Creating a productive learning community is not automatic. As the person responsible for establishing the classroom community consider how:

- Classroom communication strategies and participation structures contribute to student learning
- How the physical classroom space promotes a positive learning environment
- Patterns of classroom management motivate/de-motivate students to participate in classroom community
- How the community meeting space creates expectations for hearing and listening to other's ideas
- How students are valued as individuals inside a collective space
- How classroom rituals and routines set expectations and norms for students

Further reading:
Life in a Crowded Place: Making a Learning Community by Ralph Peterson

The role of discussion

Rocketship literacy teachers will spend a considerable amount of time facilitating small group and whole class discussions. Every approach to comprehension instruction endorsed by the National Reading Panel (2000) as having a robust evidentiary base takes place in the context of classroom discussion. Numerous studies indicate that text discussions, when done well, improve students' reading comprehension skills. For this reason, interactive discussions are included in the K-5 listening and speaking Common Core State Standards (CCSS; National

Governors Association and Council of Chief State School Officers, 2010). However, research also indicates that high quality interactive text discussions in classrooms are rare and difficult for teachers to enact. While teachers can plan the first question, it is impossible to know how students will respond to that question and what the appropriate follow up questions are. While we acknowledge that classroom discussions are difficult for this reason, discussion is one window you have into students thinking. If we think of our teaching as responsive, differentiated, and targeted, discussion is one way to understand what our students are thinking and what the right next step might be towards meeting learning goals. Leading reading researchers note:

> *"An environment rich in high-quality talk about text should involve both teacher-to-student and student-to-student talk. It should include discussions of text processing at a number of levels, from clarifying basic material stated in the text to drawing interpretations of text material to relating the text to other texts, experiences and reading goals."*
>
> -- Neil K. Duke and P. David Pearson

The role of instructional purpose in lesson design

While few would argue that students learn more effectively when they know what they are supposed to be learning and why, teachers also teach more effectively when they are clear about the purpose of the lesson and why it matters for students. Research focused on understanding the differences between expert and novice teachers suggests that expert teachers are more often able to articulate the instructional purpose and specifically explain to students what they are going to learn and why it matters. As a result, lesson implementation is clearer and more effective. Expert teachers then use this clear instructional purpose to guide instructional decision making during the lesson (e.g., not taking up a particular student question because it is not related to the instructional purpose). When researchers asked students what they were working on when they were working in dependently, students in classrooms of expert teachers were able to not only explain what they were doing, but why they were working on that particular task.

Authenticity matters

Teaching reading and writing has to be genuinely connected to authentic practices that writers, historians, and scientists would engage with as part of their daily work. The degree that we can accomplish this is the degree to which students develop a robust understanding that reading and writing are meaningful and important life skills, not just something that they do in school. The design of the Rocketship Literacy framework is anchored in the literature on situated cognition (Lave & Wenger, 1991). Situated cognition is a theory of learning that suggests that knowing cannot be separated from doing. For example, if students only learn that writing means filling out a cloze exercise on a worksheet or responding to a prompt, then that “doing” of writing will shape their view of what it means to be a writer. By contrast, if students take part in an extended writing process, are part of a community of writers, are challenged to revise and improve their writing, and take part in writing celebrations, their view of writing will likely be very different. Scholars have lamented that the activities of schooling like using dictionaries or

memorizing historical facts are very different from the ways practitioners would engage with disciplinary material. Thus, students may pass exams (a distinctive part of school cultures) but still not be able to use these tools in authentic practice. The problem is not that such activities might not lead to improved outcomes on standardized measures; rather, it is that students do not necessarily appropriate the conceptual tools to *enact the practices* in authentic settings beyond the school day.

Section 5: Rocketship literacy assessments

The following section is an overview of the ELA assessments that will be in use across Rocketship schools in the 13-14 school year. Your site (or grade level, or even you as an individual teacher) may choose to administer additional assessments in order to understand your students' strengths and areas of growth. The suite of assessments in use at Rocketship is constantly evolving, but our end goal always remains the same: *we use assessment data to drive instruction so that we can lead students to make significant academic gains.*

What assessments do we use?

There are six main ELA assessments discussed below. The purpose of this section is to provide a high-level overview that will ground your thinking as you read the remainder of this document – this section is *not* intended to be a comprehensive picture of how each assessment works. More specific information on when each assessment is administered, how it is administered, and other practical details can be found in the assessment reference sheets. Also, please note that while ELD assessments (CELDT and ADEPT) are not discussed in this document, they will be included in future PD.

Assessment	Who takes it?	Did Rocketship use this assessment in 12-13?
STEP	**All students** Students reading at STEPs 1-12 will take the official version of the assessment (produced by the University of Chicago's Urban Education Institute). Students who finish STEP 12 will take the unofficial "STEP 13+" assessments which were produced by Uncommon Schools.	**Yes**: 2012-2013 was the first year of implementation of the STEP assessment. In previous years, Rocketship used the DRA.
HFW (High Frequency Words)	**K-1 students** (all) *This assessment is no longer required across Rocketship schools for students in grades 2+.*	**Yes,** however we're using a revised HFW list in 13-14 that is better aligned with the Fry word list than our previous HFW lists.
NWEA (MAP and MPG)	**K-5 students** (all)	**Yes**
ELA Practice and Mastery Benchmark	**Grades 2-5** (all)	**Yes.**

Internal Writing Assessment	**K-5 students** (all)	**Yes**
CST and WKCE (state tests)	**CST: Grades 2-5** (all, except for ISD students who may take an alternate assessment) **WKCE: Grade 3**	**Yes** **No**

Why do we use so many assessments?
We use multiple assessments in order to develop a comprehensive picture of our students as readers and writers. Some assessments measure proficiency (whether a student has mastered required content for their grade level); some also measure growth (how a student's level of mastery changes over time). Some assessments are required by external stakeholders (like the state); others are ones we have chosen to administer because we believe that the information they provide is critical for teacher practice. No assessment serves a single purpose, so the descriptions below are not exhaustive. Again, the purpose of this section is to ground your thinking as you consider how best to teach your students as readers and writers.

STEP: STEP is a performance-based reading assessment that is given 1:1 by a trained staff member (much like the DRA, which was used in previous years). When students take the STEP assessment, they are reading physical books. The STEP assessment helps the teacher see the strengths of each student as a reader, and also helps the teacher understand whether the student's needs are primarily those of an emergent, early, transitional, or self-extending reader. The STEP assessment is designed to inform guided reading instruction.

HFW: the HFW assessment tests emergent and early readers' ability to read high frequency words (sight words) quickly and accurately. When students take the HFW assessment, they are reading lists of words. This assessment identifies words that a student does not know and teachers find that it has very practical value: it's easy to see which words each student still needs to practice and this makes it easy to generate appropriate (individualized) work for centers, practice at home, etc.

NWEA: NWEA is an adaptive reading assessment that is administered online and is a good measure of students' growth, as well as being predictive of results for other high-stakes tests (ex: CST). When students take the NWEA assessment they are reading short questions and/or passages and choosing the best (multiple choice) answer. NWEA is a national norm referenced test, so data can be used to understand how each student's skill and growth level compares to other same-grade/level peers across the country.

ELA Practice and Mastery Benchmark: the Mastery and Practice Benchmark is a non-adaptive reading and language assessment that is also predictive of results for other high-stakes tests (ex: CST). When students take the Practice and Mastery Benchmark, they are reading short questions and/or passages and choosing the best (multiple choice) answer. Students also answer questions on writing conventions, grammar, vocabulary, and spelling. Benchmark data can be used to understand what specific skills a student struggles to perform in a standardized testing environment. The ELA Practice and Mastery Benchmark is a criterion referenced assessment, so it measures student success against standards.

Internal writing assessment: the writing assessment is a performance-based assessment that is graded by Rocketship teachers using a rubric based on the 6 + 1 traits of writing. When students take the writing assessment, they follow the writing process as they respond to a prompt. The writing assessment provides snapshots of student writing at a given point in time and can be used to understand what skills a teacher may need to revisit through mini-lessons or conferencing.

California Standardized Test (CST): the CST is the end-of-year standardized test, mandated by the state of California, that is used to determine a student's level of proficiency in ELA. CST scores are also used to calculate a school's API. When students take the CST, they are reading short questions and/or passages and choosing the best (multiple-choice) answer. CST data only comes once a year so it is not the strongest teaching tool for literacy; however, one goal for instruction throughout the year is to produce strong readers and writers who perform well on high-stakes tests such as the CST.

Wisconsin Knowledge and Concepts Examination (WKCE): the WKCE is customized to measure the Wisconsin Model Academic Standards (WMAS). When students take the WKCE, they are reading short questions and/or passages and choosing the best (multiple-choice) answer or writing a short open response. WKCE is administered during the fall of each school year, so it is not the strongest teaching tool for literacy.

Which assessment is most important?

No single assessment is considered the "most important," but for the purposes of this document, STEP is the assessment that will be referenced most frequently. This is because STEP is designed to pinpoint where a student is in his/her development as a reader and provides one teachers with the information they need to inform guided reading instruction.

Core practice 1: Community meeting

During the 2013-2014 school year, Rocketship will implement community meeting in all classrooms K-5. Ideally community meeting will happen daily first thing in the morning after the school wide launch so that all Rocketeers start their day with a positive, learning focused instructional activity.

What is community meeting?
A community meeting is an approximately 20-25 minute gathering of the classroom community where teachers engage students in greeting each other, developing listening skills, and building a sense of community. The community meeting has a specific structure, which is detailed below. According to Bondy and Ketts (2001), the group activities "promote cooperation and group identity" (p. 145) and provide an instructional space in which children learn to be respectful of one another by listening and responding.

What is the research base for community meeting?
The research base on community meeting suggests that this instructional activity sets students up for success both socially and academically if implemented effectively. Specifically:

- Community meeting is considered a worthwhile and logical investment of time in the morning in order to shape the rest of the day
- The structure of the community meetings themselves must be explicitly taught, practiced, and consistently upheld
- Phasing in components of community meeting takes time, and will likely be unique for different groups of students, and/or for individual students
- Studies suggest a link between community meeting and improvements in students' academic performance, as well as students' capacity for negotiating issues of conflict that arise during social interaction
- This practice supports the inclusion of all students as part of the whole classroom community, regardless of special needs that may require some students to be apart from the rest of the class for part(s) of the day

What is the research on community meeting specific to English Language Learners?
- Community meeting provides children with speech or language challenges with safe opportunities to interact in unique ways with their peers using social language that is useful at other social times during the school day
- Lends itself to language work that connects to content area disciplines, as well as emotional language, for example, synonyms for words that describe feelings or emotions
- Provides an authentic context in which to use "immersion language" (for further reading: http://www.carla.umn.edu/immersion/acie/vol8/feb2005_classroom_meeting.html)
- Community meeting is a time that values students' voices and personal meanings, which is ideal for ELL students who may feel like cultural and social outsiders
- Offers explicit practice using grammatical conventions and vocabulary, for example, when asking and answering questions during *Show and Tell.*

Why does Rocketship utilize community meeting to explicitly develop language skills?
The community meeting provides an explicit space for Rocketeers to work on developing their English language skills. This is new to the Rocketship literacy framework. We believe that by explicitly supporting all learners in developing a solid English language foundation through explicit attention to the systematic development of language skills, students will not only be more proficient speakers of English but will also demonstrate increased competence on reading and writing measures. While not all Rocketship students are ESOL students, all students in schools are language learners and will benefit from daily attention to developing knowledge of the English language in a functional and supportive context.

How do we structure community meeting and what are the discussion foci?
Community meetings at Rocketship will have three parts: A greeting, a game/activity, and a language development component.

1. Greeting
Community meeting will begin with a greeting. Initially students will learn just one greeting: the standard American handshake, with one way to greet each other: good morning. Gradually teachers and students will build a repertoire of handshakes and ways to say hello that they can use interchangeably throughout the school year.

Handshakes	Ways to Say Hello
1. American Handshake	1. Namaste (Hindu)
2. ET Hello (touching pointer finger to pointer finger)	2. Bonjour (French)
3. High Five	3. Good morning (English)
4. Bowing, hands together	4. Hola / Buenos Dias (Spanish)
5. Butterfly handshake (students interlock hands at thumb joints like making an air butterfly)	5. Salaam Aleichum (Arabic)
6. Blink eyes and nod like a genie	6. Shalom (Hebrew)
7. Elbow shake	7. Yah-Soo (Greek)
8. Sparkle fingers	8. Ciao / Buon Giorno (Italian)
9. Air high five	9. Jambo (Swahili)
10. Make up a special classroom-only handshake (limit the amount of movements it requires)	10. Nei Ho (Chinese)

2. Game/Activity

The game and activity is a flexible space. There are a number of things you can do during this portion of the community meeting including playing a game, working on developing social skills, problem solving issues that are happening in the class and celebrating students accomplishments. Each of these possibilities is detailed below.

(a) Play a game

The possibilities for games are endless! While each individual grade level will receive a guide to community meeting with specific recommendations for grade level appropriate morning meeting games, below are a few game possibilities to give you a sense of the types of games that can be played during community meeting.

- **Animal-Sounds Match:** Give each student an animal card; each animal will appear twice, so two students will get the same animals. Once they have their cards, students begin to make the sound of the animal on their card, and walk around the room making the animal sound until they find their partner. Once everyone is paired up, partners will make their animal's sound together for the whole class.
- **Charades** with vocabulary words or other words you've been working on: teachers and students can get creative with how everyone is grouped to play, etc.
- **Follow the leader:** One player leaves room, or goes somewhere in room where he/she cannot see the group. A leader is silently designated (teachers can take creative license on how to structure that), and then the leader begins a movement such as marching in place, which everyone follows. The leader switches to a different movement, and everyone else has to follow suit. Play continues like this for one or two more switches so that group gets the hang of it. The player who left the room comes back to the group, and stands in the middle. The leader initiates a movement/action when that person is not looking in his/her direction, and everyone follows along. Leader switches actions as before, while the player in the middle tries to determine who the leader is.
- **I spy:** Teacher and students love this old favorite!
- **Categories:** Students generate all the items they know in a specific category (vegetables, fruits, holidays, states, etc.). Teachers can set a target (e.g., "Let's try to think together to name 15 vegetables"). As you list the items in the categories, include pictorial support if possible.

(b) Develop social skills around core values

The game/activity space is an opportunity to explicitly develop social skills. This might include working on giving compliments or learning to use I statements to solve conflicts.

(c) Discuss an important issue

If you are having an issue in your class, for example, you are consistently receiving reports that students are not playing nicely on the playground or are excluding other children, the game/activity space can be used to have this class discussion and problem solve collectively.

(d) Celebrate students' accomplishments
Students can sign up to share exciting accomplishments that they've made (e.g., a student received a new belt in karate) and the teacher can give shout outs and compliments (e.g., students who have been working really hard, showing tremendous perseverance, etc.).

3. Language Development
Each grade level has various language development foci over the course of the year; these foci are aligned with the Common Core State Standards. Specific guidelines for the language development focus are included in grade level community meeting guides.

How to differentiate and accommodate in community meeting

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Underline key words in a song -Include visuals or sounds as support for text -For every visual have an audio and vice versa -Present new things in a patterned or predictable way -Use chants to reinforce norms	-Establish nonverbal response cues -Set participation goals with individual students -Vary response types between drawing, writing and verbal expression -Allow for partners or small groups to present instead of always an individual student	-Prep student(s) ahead of time for the activity or verbal response needed (e.g., pre-teaching them the game or planning response to a question) -Allow options for various levels of participation and challenge -Assign verbal roles to students that have behavior needs or who likely will not participate otherwise -Choose high interest topics/games/activities

Common pitfalls
There are several common pitfalls to implementing community meeting. Three are detailed below.

- **Students aren't taught how to be successful in community meeting**
  Students need to be taught how to do many of the things that are present in community meeting. Do not assume that students know how to shake hands while making eye contact or that in the process of giving compliments, students know the types of things that would count as an appropriate compliment. Teachers who are successful in implementing community meeting in their classroom spend considerable time modeling for students how they should do the target activity – not only at the beginning of the year, but throughout the entire school year. Teachers who are successful with this practice also provide students with time to prepare for the work. For example, if

students are tasked with giving the person next to them a compliment, the teacher gives students 10 seconds to think of a compliment in their head so that the student isn't caught with nothing to say when it is their turn.

- **Students feel left out or different**
  If teachers do not attend carefully to what is going on, community meeting may become a time for inadvertently highlighting socioeconomic distinctions, as well as for promoting gendered discourses. Consider how the language development activities and games and activities promote an equitable and safe learning environment that values all students.

- **Teachers do not manage time effectively**
  Teachers have to be effective time managers in community meeting. This practice could take 30-35 minutes if you let it! Initially, as students are learning to do this practice, you might do just the greeting and one other activity until students are able to negotiate all three parts efficiently.

Community Meeting Planning Sheet

Greeting
Game/Activity
Language development

Let's get to know each other!

Find a classmate who fits each description and have them sign in the box

Oldest child in his/her family.	Went somewhere new this summer	Has gone swimming in the ocean.	Rides a bike to school
Has a birthday in the same month of your birthday	Favorite color is orange	Is wearing flip flops	Favorite season is winter
Plays a musical instrument	Is happy to be back at school	Read more than 5 books this summer	Knows how to play chess

developed in collaboration with OpenLiteracy

Core practice 2: Phonics and word study through shared reading and explicit phonics instruction

What is shared reading?

Shared reading is a roughly 30-minute instructional practice that occurs 4-5 times/week and focuses on developing knowledge of language as it operates in authentic texts. Using a systematic scope and sequence with identified anchor texts, teachers will enact a four or five-day cycle of instruction using a single text. There is a shared reading structure specified for grades K-2 and a different shared reading structure specified for grades 3-5. Second grade will transition to the 3-5 shared reading structure in the second half of second grade. In shared reading, all students have their eyes on the text. Students might have their own copy or view an enlarged version of the text on chart paper or projected using a document camera.

What is phonics and word study?

Phonics and word study is a huge category of work that requires deep knowledge of language to execute well. In phonics and word study instruction, students are explicitly taught patterns in words and, depending on the grade level, may include instruction in phonological/phonemic awareness, phonics and spelling patterns, and morphemes (meaningful chunks of words). Phonics and word study will occur through direct instruction during shared reading and explicit phonics and word study instruction using purchased curriculum (*Jolly Phonics* and *Words their Way*). You also will be unable to avoid phonics and word study at other points in your instructional day including guided reading, workshop time, and interactive read aloud.

- **Phonological and phonemic awareness:** hearing and manipulating sounds in spoken speech (especially common at K-1 levels)
- **Phonics and the alphabetic principle:** identifying and naming alphabet letters, understanding sound-symbol correspondences and spelling patterns, using knowledge of these patterns to decode words, using knowledge of these patterns to encode (spell) words (especially common at K-2 levels)
- **Word and structural analysis:** analyzing the meaningful parts of words to decode them; understanding the meaning of morphemes-including prefixes and suffixes (important at all levels, including 3-5)

Three basic principles guide us as we consider in what order to teach fundamental skills:

1. We begin by giving students **prerequisite knowledge**. Research tells us that students need to develop phonemic awareness in order to fully access instruction on sound-spelling relationships.
2. We teach our students the **most useful information first**. We know that some letters and spelling patterns are used more often than others, and we start by teaching the <u>most common</u> patterns. We also begin by teaching the patterns that are <u>most reliable</u>

and, over time, we move on to those that are less reliable. For example, given that the long /ā/ sound (as in *game*) can be spelled in eight different ways, it makes sense to teach the most common ones first. For this reason, we introduce our first grade readers to the spelling pattern *a consonant e (a_e* as in *game*) before the less reliable pattern *eigh* (as in *weight*).

3. We **teach what is simple, and then move on to the complex**. The evolution of English—from simple Anglo-Saxon, to more complex assimilations of French and Latin, to the final addition of Greek roots—has resulted in a modern English language that allows for numerous ways to spell one sound. The way students learn to decode (read) and encode (spell) sounds mirrors how the language was developed. For this reason, we teach simple sound-spelling correspondences first (our Anglo-Saxon influences) and move on to more complex patterns and morphemes (including prefixes, suffixes, and other "word chunks" that have meaning) as children's skills develop.

What is the research base?

All learners in schools are learning language – developing knowledge of domain specific vocabulary, expanding their own working vocabulary, and growing as readers, listeners, and speakers. If we take the perspective that all students are language learners, then all students benefit from close study of written language. For our youngest learners, this means developing a strong foundation in phonics and phonemic awareness while for our older learners this means expanding students' knowledge of the complexities and intricacies of the English language.

> *"Learning to talk is just a start. When a child learns to talk, she has to combine the separate sounds, or phonemes, that make up words to pronounce them. But she's not conscious of what she's doing when she says a word. Reading requires that the child become conscious of the fact that written words are made up pieces of sound (phonemes). It requires a deeper level of awareness of language—phonological awareness" (Hirsh-Pasek & Golinkoff, 2003, p. 106).*

Students from all socioeconomic levels, including kindergartners, first graders, English language learners, students learning to read in other alphabetic languages, and older struggling readers, benefit from phonemic awareness instruction. Instruction is most effective when done for brief periods of time focusing on only one or two phonemic awareness skills at a time.

Phonics is an opportunity to explicitly teach students the relationship between sounds and their spellings. The goal of phonics instruction is to teach students the most common sound-spelling relationships so that they can decode, or sound out, words. While phonics has been a hotly debated topic for decades, there is clear evidence that many students will never learn to read well without explicit phonics instruction.

Importantly, phonics and phonemic awareness are different. Phonics is the relationship between sounds and written symbols. Phonemic awareness involves sounds in spoken words.

Phonics instruction focuses on teaching sound-spelling relationships and is associated with print. Most phonemic awareness tasks are oral, focusing on children's ability to hear the sounds in spoken words.

Once students have developed phonological and phonemic awareness, they still benefit from close word study. Specifically, developing readers, writers, listeners, and speakers benefit from the study of complex spelling patterns, Greek and Latin roots, and academic words that might only arise in academic texts or in discipline specific discourse. Research on English Language Learners suggests that many become competent in their knowledge of interpersonal and social language but never develop deep knowledge of academic language. Jim Cummins, a prominent ELL researcher, differentiates between social and academic language acquisition. He calls the two categories BICS and CALP. Basic Interpersonal Communication Skills (BICS) are language skills that students use in social situations such as on the playground or in the lunchroom. While most students develop BICS independently, without attention to building BICS in a structured way, some students may never use more sophisticated sentence structures, verb forms, or descriptive adjectives. Community meeting provides a structured setting to develop BICS that students can then use during lunch, on the playground, etc.

Cognitive Academic Language Proficiency (CALP) refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. Developing CALP is essential for students to succeed in school. Shared reading provides a context for students to develop proficiency in language that would be categorized as CALP.

How do we teach shared reading K-2? (used K through the first half of second grade)

K-2 students will complete shared reading in a structured 5-day cycle. This cycle will recur roughly every week throughout the entire school year. For each shared reading cycle there is one short text that acts as the anchor text for the week (e.g., a short song or poem). This text is thematically linked to science and social studies content. For example, Kindergarteners will use the song "You're a Grand Old Flag" in shared reading at the same time their learning about patriotic symbols in social studies. Then, using that song or poem, students will learn key phonological and phonemic awareness skills as well as develop as readers and writers in an authentic context.

Each five-day cycle has three core instructional foci. These three foci are detailed below.

- **Letters and sounds:** *Targeted phonics and phonemic awareness work including segmenting, blending, letter identification, word building, and phoneme deletion and addition will be done in a systematic way using a developmental sequence drawn from Jolly Phonics and Words their Way scope and sequence maps.*
- **Words:***The high frequency words are drawn from Rocketship's High Frequency Word Lists, which were constructed using the Fry 1000 word list.*
- **Developing as Writers!:** *Developing as writers focus on concepts of print, grammar, and punctuation. These foci are drawn from the Common Core State Standards and California standards*

The 5-day cycle is predictable and recurring. This helps learners develop expectations about the instructional activity, and helps students know how they can succeed in the instructional activity each week. For struggling readers, this becomes a huge advantage. The 5-day K-2 cycle is described below.

Day	Focus of instruction	Description of instruction
Day 1	Tour the text	In the first day of the shared reading cycle, students are introduced to the anchor text. First the anchor text is read aloud by the teacher. Then the students and teacher read the text together. Finally the teacher introduces the skill foci for the week and places these foci on the anchor chart. After introducing the skill students interact with the text by underlining and circling places in the text where the skill foci occur (for example, circling the high frequency word focus for the week and identifying words that have the target letters/sounds).
Day 2	Phonemic awareness	The second day of the shared reading cycle focuses on playing with language using the letter and sound focus identified for the cycle. First the teacher rereads the text. Then the students and teacher read it together. Then the teacher leads students through activities focusing on playing with language such as rhyming games.
Day 3	Phonemic awareness + Phonics	Day three of the cycle launches with the teacher and students returning to the text and reading it chorally. By now the students are very familiar with the text and so the teacher does not need to do the first read through. The teacher can add challenge by using post it notes to cover key words, punctuation, initial sounds, etc. Students then add these pieces back in. After reading the text one time through, students to phonemic awareness or activities focused on developing knowledge of phonics through writing.
Day 4	Buddy read + Teacher's choice	Day four of the cycle involves students having their own copy of the text to read and mark up. Each student has their eyes on their own copy of the text and the teacher and students do a single read through. Then, students work in pairs and read the song or poem to each other. After this "buddy read" is complete, students are asked to do various things with the text based on the instructional foci for the week. For example, underlining the sp- sound in the poem, circling the words that have the –ee sound, putting a star around high frequency words. This is all done whole group. Then, with the remaining time, the teacher decides between phonemic awareness and phonics activities. Depending on the needs of the students in the classroom, the teacher may return to do more word building activities. If the teacher is confident that students are

		comfortable with the segmenting and blending activities, the teacher can extend the work by doing sequencing tasks (for example, writing the entire anchor text on sentence strips and working as a class to reconstruct the anchor text in order).
Day 5	Assessment	To assess students' knowledge teachers will ask students to do two things: 1) spell the focus words and 2) identify the instructional foci in a printed version of the poem (e.g. circle a word that rhymes with beep).

How to differentiate and accommodate in shared reading K-2

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Underline key words in the anchor text -Use consistent color coding or symbols for different types of words or spellings -Support text with visual and audio cues - Use chants to reinforce norms -Offer copies at different font sizes -Make explicit connections to prior knowledge/content and other subject areas to encourage transfer and generalization of skills	-Establish nonverbal response cues -Provide sentence starters or graphic organizers for writing -Use prompts or strategic stopping points to have students self-monitor their comprehension of week's foci -Set salient goals with individual students and the class around the foci for the week	-Use Post-it notes to cover key features and have students replace them -Create authentic opportunities for students to practice orally and written (e.g., *think-pair-share* topic or composing a card or a poem that mimics the style of the anchor text) -Allow choice in partners -Choose high interest topics/games/activities -Provide opportunities to reflect on what students know/do not know at the end of the week

How do we teach shared reading 3-5? (the second half of second grade uses this practice, too)
Each week students read, discuss and analyze one anchor text in a 4-5 day predictable cycle. Text selections are aligned with the science and social studies units at each grade level. For example, third graders will read several texts about variation and adaptation. Students are held accountable to the work in shared reading through various written and spoken tasks. The basic structure of the cycle is detailed below. While the table details a 4-day cycle structure, teachers who use GLAD strategies such as expert groups and cooperative paragraph may need 5-days to complete the activities suggested below.

Day	Focus	Description	Recommended GLAD strategies
Day 1	Text investigation part 1	On the first day of the cycle the teacher launches the cycle by activating schema about the topic, introducing key vocabulary using a CCD chart, and helping students notice key text features. Then the teacher and students read the first half of the text. In this cycle, the teacher is the primary reader while students are the secondary reader and are expected to actively follow along. At any point the teacher may call on the student to "pick up" the reading. However, the teacher will do a majority of the reading, especially at the beginning of the school year. The teacher will pose key discussion questions at pre-determined stopping points in the text. At the end of day one, students make an initial main idea statement by making a one sentence statement stating what the text is about.	KW chart CCD chart
Day 2	Text investigation part 2	On the second day of the cycle, the teacher and students review the highlights of what was learned in the first half of the text. This review is important for students who were absent. Then the teacher introduces any additional vocabulary using the CCD chart. Following this introduction, the teacher and students will closely read the second half of the text. The teacher will pose key discussion questions at pre-determined stopping points in the text. At the end of day 2 students will revise their main idea statement and then discuss the author's purpose in writing this text and the text structure.	KW chart CCD chart Comparative chart
Day 3	Close study and analysis	On the third day of the cycle, the teacher and students will launch by summarizing what was learned in the text. Then the teacher will use text to engage in close text analysis and critical thinking. For example, the teacher and students might • Practice a key grammar skill • Partner read parts of text for fluency	Expert group Mind map

		• Investigate pronoun reference to track the various individuals referenced in the text • Use text as basis for writing prompt or critical thinking question • Engage in expert group investigations	
Day 4	Synthesizing and extending	This final day should be considered an opportunity to assess students' learning. For example, students might be tasked to: • Use what they have learned to apply to something else: e.g., Read text about one animals specific adaptations and use to predict the adaptations of a different animal • Complete an extended writing prompt (after teacher has modeled and taught how to respond to such a prompt) as formative assessment • Complete a cooperative strip paragraph	Cooperative strip paragraph

How to differentiate and accommodate in shared reading 3-5

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Provide pre-highlighted/annotated versions of the text for ELL students using a consistent coding scheme -Incorporate visual GLAD strategies -Allow students to manipulate text on computers or use text-to-speech feature to support repeated readings -Create class annotations and symbols that are prominently displayed and consistently used in texts	-Provide sentence starters and key points to support formation of main idea sentence -Use graphic organizers to track key details, character's motivation over time, etc. -Allow students with fine motor skill deficits or spelling deficits to dictate or type their sentences -Work with a small group on strategies for rethinking and editing main idea topics	-On Day 4 provide choice in activities/formal responses so that students can practice autonomy - Allow for collaboration through partner reading/writing -Encourage peer editing/constructive critiques -Choose high interest topics-could be something students' are actively interested in or something that could spark excitement through controversy

Common pitfalls

- **Limiting word study to lower elementary classrooms**: Students in all grade levels may require word study instruction based on their developmental level. Since acquiring phonics skills is a building block for reading, students who need instruction in this area should receive it, no matter their grade level or age.

- **Reinventing the wheel**: There are years of research on the specific skills that students need to learn and the sequence in which these skills are best acquired. Constructing an explicit, systematic phonics program with an appropriate scope and sequence requires expertise. For this reason, we have developed a detailed shared reading curriculum and purchased phonics curriculum (Jolly Phonics and Words their Way). Creating your own materials from scratch for word study lessons, especially phonics lessons, can be appropriate sometimes but it is often unnecessary: we want you to use your time well and for word study, this often means intelligently using the materials that others have created.

- **Telling students that "English is just complicated" or "this word is just an exception"**: As teachers who need and want to be precise in our assistance of students, the burden is on us to develop real, professional knowledge about the construction of English speech and print. Our language has many regular spelling patterns that students can learn to be effective and efficient readers and spellers. If both phonological (sound) and morphological (meaning) spelling patterns are accounted for, less than four percent of English words are "oddities."

- **Falling into scripted patterns without developing curiosity about language**
  Phonics and word study can be a tremendously fun and playful part of your instructional day. One goal of our work during this instructional activity is to help students become curious and playful with the English language. Your enthusiasm, curiosity, and desire to cultivate this in your students will go a long way towards cultivating a classroom community where students are curious and interested in puzzling about the English language.

- **Not planning examples in advance or being familiar enough with the text**
  It is difficult to do phonics and word study instruction well without planning examples, definitions, and explanations in advance. You must know the text well, and know what you want to accomplish instructionally using that specific text. If you are teaching students about the –ag word family, take some time to either generate or look up all the possible words that could be in that family. If you are going to study a specific prefix, make sure you are clear about what the prefix means, how you are going to explain it to students, and the most common words that students might encounter with that prefix.

Core practice 3: Interactive read aloud

What is interactive read aloud?

An interactive read aloud is a teaching context in which students are actively listening and responding to the oral reading of a text; interactive read alouds are typically conducted with texts that most students could not read independently. A read aloud typically takes place as a whole group activity; the teacher has the sole copy of the text and students rely on the teacher's reading and cues to actively participate in discussion about the text. Many teachers conduct read alouds with students sitting on the carpet while the teacher sits in a chair.

Read alouds are used to help students learn to make meaning from texts, model habits of reading, and introduce new reading strategies for students to develop over time. During a read aloud, the teacher builds joy and excitement for different genres of literature. By hearing the best reader in the room (the teacher) read aloud and model his/her thinking as well as engage in discussion about text ideas, students are given the opportunity to better understand what good independent reading sounds like while also developing important comprehension skills.

How do interactive read aloud and reading and writing workshop fit together in the Rocketship literacy framework?

While interactive read alouds are a separate practice in the Rocketship literacy framework, the interactive read alouds are linked to the reading and writing workshop units. Each unit of study suggests specific read alouds and how read alouds can support the unit of study. Importantly, read aloud texts often become mentor texts used during the modeling portion of the mini-lesson during reading and writing workshop. By using read aloud texts during the modeling, you are using examples that all students have had access to and familiar with. By making the interactive read aloud a separate practice, the interactive read aloud can focus more deliberately on comprehension, an area of focus during the 2013-2014 school year, while the mini-lessons in workshop will focus more explicitly on skill development using the anchor texts that students are already familiar with. Historically Rocketship has linked the mini-lesson to the read aloud; this often meant that students were focused on developing the reading skill that was the focus of the read aloud rather than on comprehending the text. This could be one reason comprehension outcomes are not as high as they could be. By having the mini-lesson linked to the interactive read aloud texts but as a separate practice, we have the potential to both improve comprehension outcomes and foundational skill development through high quality mini-lessons.

What is the research base?

Interactive read alouds are central to the development of proficient reading comprehension skills. Specifically, research has repeatedly demonstrated that interactive dialogue with children in the course of reading texts aloud results in gains in comprehension skills, vocabulary knowledge understanding of literacy conventions, concept development, and enjoyment of

reading. This same research has also demonstrated that young children are capable of deep levels of engagement, critical analysis, and discussion about texts if given the opportunity to do so in the course of an interactive read aloud (Dickinson, 2001, Dickinson & McCabe, 2003; Sipe, 2000).

How do we teach interactive read aloud?

Planning a read aloud

When planning a read aloud, it is important to focus on the following things:

- Become familiar with the text and decide on a clear instructional purpose: what do you want students to learn from hearing and discussing *this* particular text?
- Choose a text above the students' independent level, but one that is not too difficult to understand when read aloud.
- Your text selection should be guided by the instructional foci in the reading and writing workshop. Your goal is to choose read aloud texts that have sufficient grist for discussion and can also serve as anchor texts in reading and writing workshop
- Identify vocabulary to either explicitly teach before reading, to address during reading, or to explore after reading
- Flag stopping points to model metacognition, pose rich questions for discussion, or answer student questions
- If appropriate, create a chart or graphic organizer to help students process the strategy

Enacting a read aloud

Before reading: launching the read aloud

- Activate prior knowledge very purposefully. For example, if you were to launch an interactive read aloud using the text *Jamaica's Find*, the story of a young girl who finds a dog on the playground that does not belong to her, brings it home without trying to find the owner, and then feels guilty about it, you would want the launch to focus on the core content of the text (e.g. a time when you made a decision that you knew wasn't the right decision). Observing this read aloud many times teachers have focused on the cover, which includes a picture of the girl with the dog and students commenting on what they think the text is going to be about or children asking about Jamaica (the place!) In both cases the launch did not active students' knowledge to prepare for reading in a purposeful and focused way.
- If continuing a book, summarize the previous days' reading. Make this fast-paced with specific questions that review and further the story line.
- Set a clear purpose for reading. Students need to know why you chose this text, and why they should work to comprehend it. The purpose should not be "to use personification". However, your purpose could include a specific skill (e.g., "I picked this book because it gives us a chance to see how the author uses first person point of view to help us learn about the main character. When I am done reading we will talk about

how this book would be different if this story was told from John Henry's point of view").

- Preview the text in a manner appropriate to students' level (ex: only look at the pictures if you're in the lower STEP levels; in higher levels, you might take students to one specific exciting page in the book)
- Introduce any vocabulary students will need to comprehend the text. If the text is about knights, your prior knowledge activation should focus on making sure that students understand this word/concept.
- If your read aloud focuses on students using a specific strategy, provide direct instruction on the new strategy
- The launch is roughly 10-15% of your read aloud time, maximum.

During reading: supporting student-text interactions

- Model fluency (pacing, intonation, and expression) while reading.
- Stop at pre-marked areas to think aloud and to ask students a mix of factual, inferential, and critical thinking questions to monitor comprehension.
- Stick to your instructional purpose and avoid lengthy tangents sparked by student comments.
- Provide brief explanations for unfamiliar vocabulary words that you encounter in the text. (e.g., the text uses the word asphalt – you might say "That's just another word for blacktop or the hard black surface they use to make roads"). Choose carefully: only address words that are critical to the text or it will be very confusing to students.
- Ensure students are actively participating by answering questions, turning and talking, and through non-verbal gestures.
- Roughly 75% of your read aloud time is spent reading and talking about the text.

After reading: exit and synthesis

Once you are done reading, return to the text in the following ways:

- Ask critical thinking questions that monitor students' understanding of the text and text themes. This sends a message that you expect students to comprehend the text.
- Give all students the opportunity to answer questions in a variety of ways (turn and talk, everyone writes, etc.).
- If you focused on a particular strategy or skil, reinforce the focus strategy or skill through discussion and, if necessary, additional modeling (e.g., "Did you see how I…..")
- Visit any interesting Tier II vocabulary words that are worth discussing.
- Roughly 10-15% of your read aloud time.

The following checklist provides more detailed insight into the components of a high quality interactive read aloud.

Interactive read aloud checklist

☐ 1. Planning a read aloud

☐ Selected text with sufficient grist for high quality discussion

☐ Identify rich stopping points and potential challenges (conceptual and word level) that might interfere with comprehension

☐ 2. Before reading: launching the read aloud

☐ Connection move (Our theme this year….., last week we…., In social studies we've been talking about….)

☐ Set clear instructional purpose (Today we are going to read this text_____ by _____. I've selected this text because….)

☐ Activate background knowledge purposefully

☐ Review of key concepts (Tier III words) that could interfere with comprehension

☐ Pose "As I am reading your job is to think about…." statement (this frames the purpose)

☐ 3. During reading: supporting student-text interactions

☐ Select appropriate stopping points

☐ Pose questions that encourage students to engage in higher level thinking skills (analysis, application, synthesis)

☐ Respond to students to press for reasoning

☐ 4. After reading: exit and synthesis

☐ Pose question/task to gauge student learning

☐ Exit question supports students in thinking about the main idea/theme of story.

☐ 5. Robust vocabulary instruction

☐ Select at least three tier II words

☐ Utilize student friendly explanation

☐ Include receptive & generative activities with target words

How to differentiate and accommodate in interactive read aloud

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Use illustrations or pictures to enhance visualization, especially in cases where background knowledge is scant -Exaggerate emotions of characters, punctuation, act out aspects (e.g. sniff loudly if a character is smelling a flower) -Have students track their thinking on post-its or through drawing to enhance recall	-Support metacognition with activities like reflecting with "I used to think…now I think…" -Preview questions with students or during a think-pair-share prep them for oral share out -Provide opportunities for students to orally mimic teacher's reading voice -Provide opportunities for students to physically act out important parts of the text	-Allow students to stand, sit on the floor or a chair or kneel -Use collaborative techniques such as *Think-Pair-Share* to ensure all students engage with challenging questions -Use multi-step questions to invite a variety of students to answer aspects of a question and hear how others expand upon their ideas

Common pitfalls

- **Teachers do not set a clear instructional purpose.** If it is not clear to students why the text matters, it is difficult for them to tune in to why they should be working hard to make meaning from the text.
- **There are too many or too few stopping points.** Teachers should strategically plan stopping points along the way to check for understanding. If there are too few, students may not be engaged in the text. If there are too many, it becomes difficult for students to engage in the text and find joy in the experience.
- **Teachers lack enthusiasm when reading.** It is important for teachers to model excitement during the read aloud in order to build a culture of reading.
- **The teacher is not familiar with the text.** The execution of a high quality interactive read aloud depends on the person doing the read aloud knowing the text very well. This allows the teacher do a high quality and purposeful launch, anticipate challenges, and make strategic decisions in the context of discussion during the read aloud (i.e.., which questions to take up and which questions not to take up based on the narrative arc of the story). It is often very apparent when the teacher is not familiar with the text. For example, if the dinosaur is going to eat all the children at the end of the text, the teacher needs to know this in advance so that students can be prepared for this alarming event!
- **There is no explanation of what is being modeled.** If the interactive read aloud includes modeling a specific strategy, the strategy that is being modeled for students must be explicit. Teachers should narrate the focus throughout the read aloud.

Core practice 4: Reading and Writing Workshop

What is reading and writing workshop?

The reading and writing workshop model is an instructional framework dedicated to the goals of developing a strong foundation in reading and writing by explicitly teaching students how written text works and by providing students with substantial amounts of time to read and write. The workshop structure includes a daily mini-lesson focused on explicit modeling and guided practice of issues related to author's craft, active reading, and genre features, an active engagement component designed for students to apply their learning in a supported context, extended time for independent reading or writing, individual teacher conferences, and a concluding meeting time for students to share their thinking within their learning community. The reading and writing workshop includes explicit instruction through teacher modeling and guided practice as well as sufficient time for independent practice.

An integrated reading and writing workshop model

The Rocketship literacy framework utilizes an integrated reading and writing workshop model; there are not two workshops each day. This means that some days students will have exclusively a reading workshop lesson or exclusively a writing workshop lesson. Other workshop lessons will involve both reading and writing activities.

What is the research base?

The reading and writing workshop developed by Donald Graves (1983) and popularized by Lucy Calkins (1996, 1997) remains the touchstone for the workshop model. The Rocketship iteration of the workshop model builds on their work but is structured around specific genres and often includes constrained choice (e.g., students have to read a book within a specific genre such as mystery). The workshop model is anchored in social constructivism theory, meaning that learning is thought to occur through interaction, negotiation, and collaboration. Instruction that is informed by sociocultural theory attends to the discourse, norms, and practices associated with the goal of supporting students to engage in the activities, talk, and use of tools consistent with the practices of the community to which students are being introduced (e.g., scientists, mathematicians, historians) (Vygotsky, 1941/1997). The reading and writing workshop provides an opportunity for students to participate in a literate community of practice where they come to know what it means to be a skillful reader and writer. This is very different than what students experience under a basal reading curriculum where they come to think of reading and writing as isolated skill practice to be completed independently.

Workshop principles

The design and implementation of reading and writing workshop within the Rocketship literacy framework is guided by the following core principles.

High expectations

All Rocketeers are capable of achieving extraordinary milestones as readers and writers. We set our expectations high and tailor instruction to support students in achieving these goals.

Explicit teaching

There is some misconception that by implementing the workshop model we simply provide students with daily time to read and write. By contrast, reading and writing workshop is a structured instructional time where teachers explicitly teach effective reading and writing strategies, habits, processes, and genre specific knowledge.

Student choice

Research has consistently demonstrated that choice is a huge factor in student motivation and engagement. The workshop model allows students to engage in meaningful reading and writing tasks by providing numerous opportunities for students to make choices about what they read and write.

Time for reading and writing

Independent work time each day provides students time to work on being readers and writers. Much like you are unlikely to get better at swimming if you never actually get in the pool, we want students to have daily opportunities to engage in authentic reading and writing activities at their instructional level.

Talking

Turn and talks, conferences with peers and teachers, and working in small groups to discuss ideas provides students with repeated opportunities to talk about what they are reading and writing. This talk develops, builds, and expands students' understanding and is a crucial and important aspect the workshop model.

How do we teach reading and writing workshop?

The workshop includes three parts:

- *a brief mini-lesson (typically 20-30% of instructional time)*
- *independent work time (60-70% of instructional time)*
- *share (10% of instructional time)*

Each of these components is detailed below.

Mini-Lesson

All reading and writing workshop lessons begin with a mini-lesson. The goal of the mini-lesson is to explicitly model for students the work you expect them to do during independent work time. You might be modeling a specific strategy for reading or writing, highlighting how a specific genre feature works in the genre they are reading, or teaching them about a specific tool writer's use, such as metaphor. The mini-lesson checklist at the end of this section offers detailed insight into how a high quality mini-lesson is structured.

Independent work time

Following the mini-lesson, students return to their writing tables and begin writing independently. On a reading workshop day, students might begin reading at their seats or on the carpet. Students work independently and the teacher either works with small strategic groups or conferences individually with students. Some classrooms might be organized such that the teacher meets with guided reading group while students are working independently.

- **Strategy groups:** If you have students in your classroom who will not be productive when working independently without considerable guidance, keep those students on the rug immediately following the mini-lesson in order to reteach and get them productively started before conferring with other students. Furthermore, if you have students who all have similar instructional needs and therefore it would be inefficient to confer with each of them individually, pull them together into a strategy group to teach the same skill to each of them simultaneously rather than through conferring.

- **Conferring with students:** Reading and writing conferences, a one-on-one conversation between a teacher and student, provides teachers with the opportunity to provide explicit instruction that is tailored to students' instructional needs. When students are working independently, teachers approach individual students and engage in a structured, instructionally-focused conversation. Most conferences follow a specific structure: research, teaching point, and goal-setting. These are detailed in the checklist below.

CONFERENCE CHECKLIST

Research

☐ Begin by asking student to tell you about the book they are reading or what they are writing

☐ Ask student what they are working on as a reader or writer today or what you can help them with (e.g., What are you working on as a reader today?)

☐ If appropriate, revisit previously agreed upon goals in the student's reader's or writer's notebook

☐ Ask student to read a section of the text aloud for you (either from book or from what they've written)

☐ Tell the student one thing you notice that they are doing well (reading fluently, explaining the main events of the story clearly, adding details to their writing, writing an effective introduction, etc.)

Teaching Point

☐ Choose one area where the student needs improvement (reading in meaningful chunks, monitoring for meaning, organizing their writing so that it flows/makes sense)

☐ Clearly explain your teaching point

☐ Demonstrate your teaching point with the student's text (model explicitly how they can do this)

☐ Ask the student to practice incorporating the teaching point into their own reading or writing

Goal Setting

☐ Decide on one reading or writing goal related to your teaching point

☐ Record the goal in student's reading or writing notebook

Share

Following independent writing time, students return to the rug area for a structured share time. This is the teacher's last opportunity to tuck in a final teaching point during the workshop. Often times teachers select student work in which students have utilized the strategy taught during the mini-lesson, highlights behaviors noted during the workshop in order to provide for a more pleasant work environment, or preview the mini-lesson for the following day.

Mini-Lesson Checklist

☐ Identify a clear instructional purpose is appropriate for students' instructional needs

☐ Find appropriate example to share during modeling time

☐ Plan mini-lesson that has each of four core elements

- ☐ 1. Connection
  - ☐ Connection move (Yesterday we….., last week we…., In social studies we've been talking about….)
  - ☐ Set clear instructional purpose (Today we are going to….because….)
- ☐ 2. Teaching
  - ☐ Explicitly explain what you are teaching in clear, student friendly language
  - ☐ Show students when and why they'll be using what you are teaching them, with a specific example
- ☐ 3. Active engagement
  - ☐ Students have an opportunity to "try it" with support and guidance from the teacher
- ☐ 4. Link
  - ☐ Restate the teaching point
  - ☐ Link to student's work in the day's independent workshop time

How to differentiate and accommodate in reading and writing workshop

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Assist students in building background knowledge of time period/setting of their book by providing them with pictures or a short article -Help students determine stopping points for comprehension checks to control how much info they attempt to process at once (e.g. *"After 2 paragraphs I am going to stop and look for the strategy I am working on. I will look at the key points and find them in my text"*)	-Options for supporting executive functions (organization and planning) →Differentiated graphic organizers →Brainstorming techniques that organize and remind students of their key writing points →Set goals for usage of workshop time (e.g. "Today I am going to complete my topic sentence and identify 3 key ideas or today I am going to find 3 examples of cause and effect")	-Provide high interest choices and authentic writing prompts -Solicit feedback on what is going well/not well -Create options that support students' autonomy -Assist students in reflecting on their writing and reading process as well as their choices while conferring to ensure they chosen activities/prompts/books that are appropriate for their instructional level

Common pitfalls

- **Teacher modeling in mini-lesson is weak.** High quality modeling and explanation is at the heart of high quality mini-lessons. This means strong text examples, and authentic models. In writing workshop, this will often require the teacher do to the work that he/she is asking students to do in advance of the mini-lesson so that this worked example can be used in the teacher modeling portion of the mini-lesson.
- **Teacher does not help students understand why the work matters.** One huge benefit to reading and writing workshop is that the work during independent work time is linked to authentic work that readers and writers might do. But the teacher has to explicitly make this link by "narrating the why". That is, specifically explaining to students why they are doing what they are doing.
- **Teacher makes mini-lesson a maxi lesson.** Mini-lessons are meant to be short. Quick focused lessons with high quality modeling and the opportunity for independent practice. While there are some lessons that will require extended practice, most lessons can be done in 10-15 minutes with careful planning.
- **Teacher involves students in the teaching point.** Most mini-lessons are executed where the teacher states the teaching point with explicit modeling and then involves students in thinking and working through the active engagement. Lessons where the teacher invites students to take part in the teaching point often result in weak modeling and mini-lessons that are longer than they should be.

Core practice 5: Guided reading

What is guided reading?
Guided reading is an instructional setting that allows you to work with a small group of students to learn effective strategies for processing text with understanding. The reading process is complex. Therefore, students need ongoing instruction – even after they have mastered the basics of decoding – to adjust their strategies to read for different purposes and to learn to negotiate new genres. Guided reading provides students with the opportunity to learn, with guidance from the teacher, how to negotiate increasingly difficult texts. Explicit instruction is essential for students to continue to develop as readers.

Guided reading happens in small groups. This means that you are able to meet the diverse instructional needs of all students in your class. Guided reading focuses entirely on what each student needs in the moment in order to advance in reading instruction and move along the developmental reading continuum. In short, guided reading is about matching the *right reading strategy* at the *right time* with the *right student* with the ultimate goal of making students more independent in their reading by providing and reinforcing skills and reading strategies.

Guided reading is taught in small, homogenous groups typically seated at a small-group table. Guided reading lessons have a clear comprehension or word-solving objective that is carried throughout the lesson. In keeping with the gradual release of responsibility, guided reading is largely student-directed with the teacher playing the role of facilitator and evaluator of individual students' progress. Guided reading lessons typically follow a before reading-during reading-after reading structure.

What is the research base?
Research shows that guided reading is a high leverage instructional practice in the lower elementary grades for the following reasons:

- It provides students with the opportunity to develop as individual readers while participating in a socially supported activity.
- It provides teachers the opportunity to observe individuals as they process new texts.
- It gives individual readers the opportunity to develop reading strategies so that they can read increasingly difficult texts independently.
- It gives children enjoyable, successful experiences in reading for meaning.
- It develops the abilities needed for independent reading.

How do we teach guided reading?
In guided reading a teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support. The text used in the guided reading lesson is at the children's instructional reading level. They can read most (90%) of the text, but they need the teacher's support to fully comprehend the meaning (1-2 levels above their independent reading level) The goal of the lesson is to support students as they develop as readers by providing them with scaffolds to read increasingly difficult texts and then

removing these supports so they can read the texts again and again for independence and fluency.

Each guided reading lesson is structured in the following way:

- Teacher introduces the text
- Students read text independently while teacher circulates and listens to each child read
- Teacher leads a comprehension discussion of the text
- Teacher presents one teaching point related to being a skillful and strategic reader
- Teacher leads a word work activity based on reading

Planning a guided reading lesson: When planning a guided reading lesson, it is important to focus on the following things:

- ***Select an objective****.* Teachers often create a calendar of guided reading objectives during data days based on STEP assessment data. These objectives should be revised as students' needs change. Each guided reading lesson should have a singular objective that the group can master with just a little support.
- ***Select a text****.* Guided reading texts should meet two criteria:
    - The text is at students' instructional reading level.
    - The text allows multiple opportunities to highlight the core objective multiple times. For example, if a teacher is focusing on the importance of setting, it is important to pick a text where the setting is a key factor in understanding the text.
- ***Read the text****.* Read the text in its entirety and determine the big idea or theme of the text (i.e. a universal concept that can be applied to multiple texts). Determine possible student misunderstandings and unique challenges the text might present (e.g. a unique text feature, a foreign word, or unknown concept).
- ***Plan to launch the text by introducing a comprehension focus and a skill-focused objective****.* Plan to introduce the comprehension and focus skill to students. Teachers should provide enough information to make the text accessible to students but not so much information that students are no longer carrying the bulk of the cognitive load. An effective launch might sound like this "Readers, today we are going to read a story about making an apple pie. As you know, we've been working on sequencing this week, so as you are reading, I want you to think about all of the steps you must take in order to make an apple pie".

Structuring a high quality guided reading lesson

Before reading: *high quality text introduction*

The teacher's introduction is the key to providing students with access to the text. An effective introduction should do the following:

- Draw on children's experience and knowledge
- Explain important ideas or concepts

- Discuss the plot/theme/meaning of entire story
- Talk about illustrations and help students analyze them carefully
- Draw attention to the organizational structure of the text
- Use some new and challenging vocabulary in the story
- Explore any aspects of text layout that may cause difficulty
- Set an "As you are reading…"question (e.g., "As you are reading, think about why Henry was so disappointed when he went to bed").

During reading: *supporting students while working independently*

After launching the text, students begin reading independently. The teacher then listens to students read and coaches them as they are negotiating the text. The teacher might provide specific prompts or teach strategies in the moment. The teacher might also be noting the following:

- appropriateness of text level
- use of decoding strategies
- use of comprehension strategies
- evidence of making meaning
- evidence of vocabulary learning

After reading: *comprehension conversation and focused skill work*

After all students are finished reading, the teacher initiates a comprehension conversation by returning to the "As you are reading…"focus. Students are asked to answer this comprehension question before moving to isolated skill work. The habits of discussion appendix and accountable talk sentence frames can guide your work in conducting robust after reading discussions.

Focused skill work is an opportunity for the teacher to choose one skill/strategy to focus on based on observed reading behavior or predetermined area of need this might include decoding/comprehension strategies, word endings, sight words, punctuation, medial sounds, etc. During the focused skill work the teacher provides students the opportunity to practice the isolated skill in the context of an authentic text. Skill work might involve students doing one of the following activities:

- Building words activity with letter card or magnet letters
- Sequencing task with cut up sentences from story
- Discrimination task (sorting words or letters)
- Word or feature hunt (searching for –at words or quotation marks)
- Examining patterns in words (-t, -ed, -d)

Additionally, it is important for students to have the opportunity to reread guided reading books independently. This can be done by placing book in independent book baggies, placing books in library center after guided reading groups or sending books home (photocopied books only).

Guided Reading Checklist

☐ Select text that is appropriate for students' reading level and instructional needs

☐ Read and familiarize self with text

☐ Plan guided reading lesson that has each of four core elements

- ☐ 1. Before reading: high quality text introduction
  - ☐ Connection move (Yesterday we….., last week we…., In social studies we've been talking about….)
  - ☐ Set clear instructional purpose (Today we are going to….because….)
  - ☐ Review of key concepts and potentially difficult words
  - ☐ Pose "As you are reading" question and finish early expectation
- ☐ 2. During reading: supporting students while reading independently
  - ☐ All students read text silently to themselves
  - ☐ Whisper read aloud when teacher is listening in
  - ☐ Use prompts to help students develop word attack and comprehension skills
- ☐ 3. After reading: returning to the text to monitor comprehension
  - ☐ Return to the "As you are reading" question
- ☐ 4. After reading: focused skill work
  - ☐ Establish the why
  - ☐ Link to authentic text
  - ☐ Focus on isolated skill
  - ☐ Reestablish skill in context of the whole

Guided Reading Planning Sheet

Text:
Date:
Students:
Nature of guided reading lesson: ☐ Students will read entire text ☐ Students will read part of text ☐ Students will reread familiar text to focus on fluency and comprehension ☐ Students will choral read text to focus on fluency ☐ Students have read text and will discuss text with group (above step level X)

BEFORE READING: HIGH QUALITY LAUNCH
Introducing the text: **Review potentially difficult words/concepts:** **Set expectations for reading/pose as you are reading question:** We are just going to read to page _____ today. As you are reading…. If you finish reading before others are done….
DURING READING: SUPPORTING STUDENTS WHILE READING INDEPENDENTLY
Notes and prompts:
AFTER READING: RETURNING TO THE TEXT TO MONITOR COMPREHENSION
It looks like everyone has finished reading. Let's think and talk together. Before you began reading I asked you to think about:
FOCUSED SKILL WORK
What: How:

How to differentiate and accommodate in guided reading

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Preview vocabulary with visual supports -Relate new words to known words -Structure the initial pace of the reading to ensure students are processing all the information they need (e.g. asking CFUs immediately after an important event or sentence) -Over-emphasize connection move, kids who struggle with reading need to see connections	-Establish Nonverbal response cues -Set participation goals with individual students -Explicitly teach cues that prompt students when they miscue (e.g. double tap on their book means read that sentence again) -Set individual behavior and/or reading goals as a group and individuals	-Ask scaffolded questions to increase the cognitive challenge while providing support (e.g.*What did the character do? What words did the author use to describe it? So, based on what you know, what might the character have been feeling?)* -Encourage peer feedback (e.g. two glows and a grow after reading or at the end of the group)

Common pitfalls

- **Confusing guided reading with small group skills instruction focused on a particular skill.** If guided reading caters to the individual learning needs of each student, the skills focus across guided reading groups will vary. Accordingly, objectives for guided reading should not be based on a pre-established calendar of comprehension strategies (i.e. the scope and sequence maps), but rather based on STEP data at each data cycle.

- **Asking students to round robin read.** Round robin reading has repeatedly been shown to be ineffective. Students need to negotiate texts independently if they are going to improve their independent reading skills

- **Picking a text that is too hard.** While there are times when you will make an error in judgment and realize the text is too hard for students, effective guided reading instruction depends on teachers working to match students' instructional needs with appropriate texts.

Core practice 6: Small group reading instruction: Guided discussion, literature circles, and book clubs

What are guided discussions, literature circles, and book clubs?
Guided discussions, literature circles, and book clubs are all forms of small group instruction designed for students who no longer need the intensive level of support inherent in guided reading. Guided discussion is structured much like a guided reading lesson. However, during the during reading portion, the teacher identifies a stopping point of just one or two pages, then students stop and you discuss what happened. This occurs several times throughout the during reading portion of the lesson. This practice is appropriate for students who need focused work on comprehension and who are likely to read without comprehension (and perhaps never developed skillful comprehension skills) without the model provided by stopping and talking to monitor comprehension and fix up confusion.

The literature circle provides less support for students than guided discussion groups. The literature circle is intended to mimic the idea of an adult book club. However, because students do not have experience talking expertly about books, specific roles are assigned to students to foster discussion across a range of topics. The teacher's role in the literature circle varies depending on students' reading level and familiarity with this structure.

Finally, book clubs are the most independent of the three practices and mimic the adult book club. Students typically do not have specific roles. In this structure students set reading goals and might alternate between working days and reading days.

What is the research base?
Every approach to comprehension instruction endorsed by the National Reading Panel (2000) as having a robust evidentiary base takes place in the context of classroom discussion. Numerous studies indicate that text discussions, when done well, improve students' reading comprehension skills. At the heart of each of these instructional approaches is the idea that students need opportunities to discuss what they are reading – either with a high level of support from their teacher or in conversation with peers reading the same text.

How do we conduct these practices?
More specific guidelines will be provided for each of these three instructional practices in a separate guide. However, broadly, each is guided by the following principles:

- Students have some say in choosing the texts they read for these practices.
- Discussion is at the heart of each of these three practices. The habits of discussion detailed in Appendix 5 provide guidance for what this might look like.
- Students read high interest texts that are appropriate for their reading level.
- The goal is for students to engage in conversation; often students need to be taught this discourse explicitly in order to achieve effective discussion.
- Students are held accountable for their reading by setting reading goals and through specific tasks either assigned by the teacher or decided upon by the group.
- The teacher plays a variable role depending on the specific structure and students'

reading level.

How do we differentiate and accommodate during small group reading instruction?

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Support background knowledge of time period/setting through pictures/articles/short movie clips to provide context -Introduce key vocabulary through multimedia (i.e., if the word is *bloomers*, show a picture or YouTube clip of someone wearing bloomers) -Pre-annotate a text with questions or stop and think symbols	-Support reading goal setting by developing a group goal and have individuals create their goals based off the group's -Allow for physical, verbal, drawn, and written responses to the text that get at the purpose of the reading	-Allow for choice in books -Allow for choice in roles -Establish respectful language norms that promote constructive feedback from peers -Create a Habits of Discussion Cheat Sheet to prompt specific students to participate appropriately

Common pitfalls

- **Teachers overemphasize the roles in literature circles rather than using the roles to facilitate robust discussion.** The roles in literature circles are intended to support conversation, they are not the end goal. If the roles are getting in the way, it may be that you need to revise or reduce the number of roles, or teach students how to engage in the roles appropriately.
- **Students are not taught how to engage in the discourse needed for high quality discussion.** If students do not have a strong understanding of how to talk about texts with their peers, including specific structures for agreeing, disagreeing, elaborating, and bringing others into the conversation, the conversation in more independent structures such as literature circles and book clubs will likely suffer.
- **The structure becomes overly rigid and the element of choice and interest is lost.** If literature circles and book clubs become overly prescriptive, or if the teacher always assigns books and groups and sets reading goals, students will not develop the independent reading habits that are at the core of these structures. If this sort of organization is necessary, students might not yet be ready for these more independent small group reading structures.
- **The teacher believes she does not have a role in book clubs or literature circles.** There is some evidence that without guidance from a more experienced reader and talker, student conversation in book clubs will not include deep textual analysis and discussion and may even reinforce stereotypes or overly rely on personal rather than text-based interpretations.

Core practice 7: Independent reading

Purpose of independent reading
Independent reading is a student's time for applying reading skills with less consistent, formal guidance from the teacher. Independent reading provides students with critical practice and gives the teacher an opportunity to observe how each student navigates the reading process and applies what s/he has learned (text selection, self-monitoring for comprehension, etc.). Independent reading is the part of the balanced literacy block that requires the least amount of teacher support, and it represents the ultimate goal: we want all students to apply the strategies they have been taught when they read independently. Giving students time to practice this in the classroom is invaluable.

What is independent reading?
During independent reading, students are seated around the room reading texts at their independent reading level (for each student, this is one or more levels below their instructional reading level). Students are focused their individual texts and the teacher circulates and conferences with students. In addition to reading, students should respond to the literature either orally or through writing. There is a set, predictable structure for what this looks like in each classroom.

How do we teach independent reading?

Before reading:

- Introduce students, through many mini-lessons, to the processes of selecting, evaluating, and abandoning books.
- Constantly monitor student text selection and continually develop students' text selection skills. Students may keep a book log for ease of monitoring student text selection (*see appendix for a sample*).
- Until students master the skill of book selection, select appropriate texts for students to read during independent reading. For very young readers, pre-select texts and place them in buckets on tables
- Ensure that students read texts from a variety of genres during independent reading.
- Set a purpose for independent reading. The teacher should establish a focus for what students should be doing while they are reading.

During reading:

- Confer with individual students. During conferences, teachers will:
    - Identify focus areas for student growth
    - Narrow focus areas by prioritizing
    - Address the highest priority needs in the moment
- Keep records on each conference in order to circle back in the future. A teacher can keep records in an informal way (i.e., in a notebook) or on an individual student rubric.

- When observing a student who is successful with independent reading, the following things should be evident:
    - The student is reading a text that is appropriate for the purpose set for independent reading.
    - The student is able to explain his/her purpose for reading.
    - The student is authentically engaged in a text.
- Consider having students complete a written response (graphic organizer, response to questions, etc...) during independent reading time.

After reading:

- Discuss (or have students reflect in writing) on the purpose of independent reading and what students found in their texts (this could look like having students fill out a reading response log, turn and talk with a partner, engage in a whole group discussion, etc.).

How to differentiate and accommodate in independent reading?

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
-Allow students to research key aspects or vocabulary from the text to build their own background knowledge -Access a digital library where students can read lexiled/leveled articles and texts with digital supports -For lower STEP levels, make copies of texts that students can annotate to help guide their reading and processing (using symbols from shared reading)	-Provide opportunities for students to react to their books verbally or in written or drawn form -Utilize share buddies to support self-monitoring (if you can't explain to your partner what you just read, you didn't understand it)	-Ensure there are a variety of appropriate texts at different STEP Levels, a common pitfall is that there are no appropriately leveled books that a student actually **wants** to read -Set authentic purposes for the reading in addition to academic purposes (e.g.*"Reading about spiders can help you identify them in the wild or in your house so you can tell your friends and parents if a spider is safe or not.")*

Common pitfalls

- **Independent reading is skipped:** independent reading should not happen solely in the Learning Lab. It is a valuable part of a solid balanced literacy block and should happen during independent work time when appropriate in reading workshop.

- **There isn't a purpose for reading:** independent reading is more than just silent reading. During independent reading, students aren't browsing texts or book shopping. Encourage students to set reading goals. If independent reading time is linked to a specific mini-lesson, set a clear purpose for independent reading during the 'link' portion of the mini-lesson.

- **Students aren't engaged:** just because students look busy, doesn't mean they're engaged. Student engagement is key to an effective independent reading structure. Many students can be disengaged although it appears that they are independently reading. Keep an eye out for:

    - ***Fake readers or constant browsers***: students who pretend to read (looking at open pages in a book or flipping through the pages) but are really waiting for time to pass.
    - ***Avoiders***: students who occupy themselves with other seemingly on-task behaviors (sharpening a pencil, excessive book searching, getting a tissue)
    - ***Challenged readers***: students who have low self-esteem in regards to independent reading
    - ***Unrealistic readers***: Students who choose inappropriately difficult texts. These students often switch books out of frustration and rarely finish a text
    - ***Compliant readers***: Students who go through the motions of independent reading without authentic engagement

- **Students only read fiction texts:** Challenge students to expand their reading diet. it is important for students to read texts across a range of genres.

- **Materials aren't engaging:** every classroom has a diversity of student interests. To create authentic engagement, it is important to provide students with access to materials they want to read.

Core practice 8: Incorporation of GLAD strategies across the instructional day

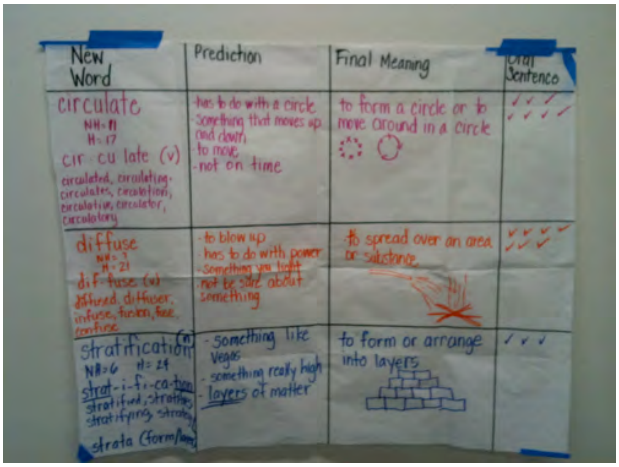
Purpose of incorporating GLAD strategies

The idea that all students are language learners was popularized in education research in the seminal text *Talking Science*. Lemke (1990) proposed the idea that if we want students to be proficient scientists, we must explicitly teach them the language that scientists would use. Because the language of science is specialized and often technical, students are unlikely to encounter this language in their everyday life, and in school based texts, might struggle with these words if they are not taught them explicitly.

At Rocketship, we also take the perspective that all students are language learners, especially students for whom English is a second or other language. While GLAD strategies are often thought of as specific for English Language Learners in the context of science and social studies instruction, GLAD strategies can be incorporated across the curriculum. The use of pictorial input charts in workshop mini lessons, cognitive content dictionary and cooperative strip paragraph in shared reading 3-5, repeated use of poetry and songs in K-2, and narrative input charts to support interactive read alouds are just a few ways in which GLAD strategies can exist as part of the Rocketship literacy instructional framework.

Five core GLAD strategies all Rocketship teachers should know well

1. Cognitive content dictionary: This practice introduces and develops academic vocabulary and activates use of prior knowledge to predict meanings.

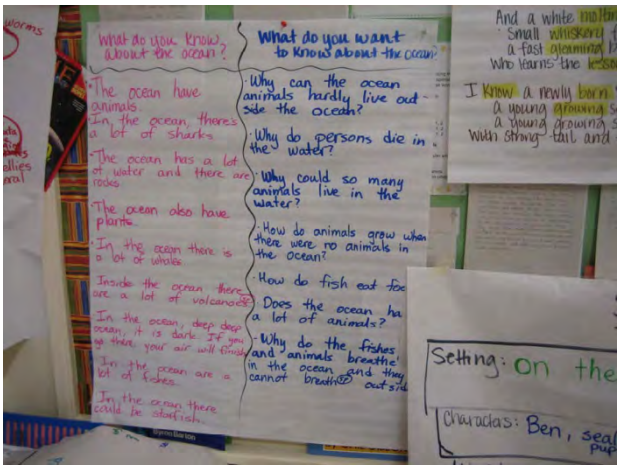


2. Inquiry charts

KW chart: This is a more robust variation of the KWL chart. The inquiry chart includes two columns:

What we know about _____.
What we are wondering about _____.

The teacher records all student comments about what students know about a topic, including misconceptions and inaccuracies. Throughout the unit of study (even if it is a week-long guided reading cycle, the teacher and students return to the KW chart to confirm or revise students' initial understandings about a topic.

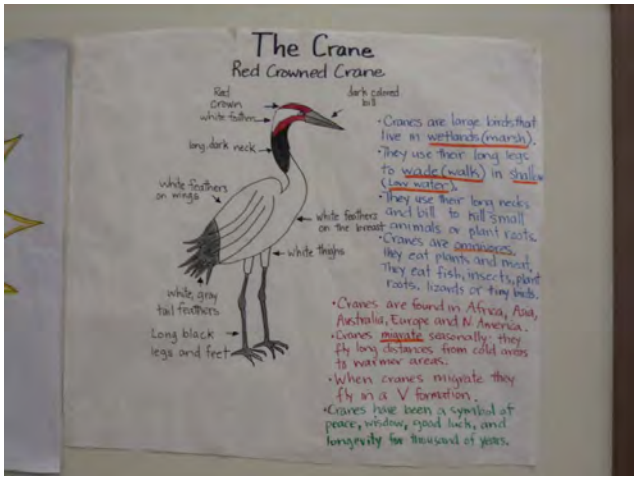


Observation charts

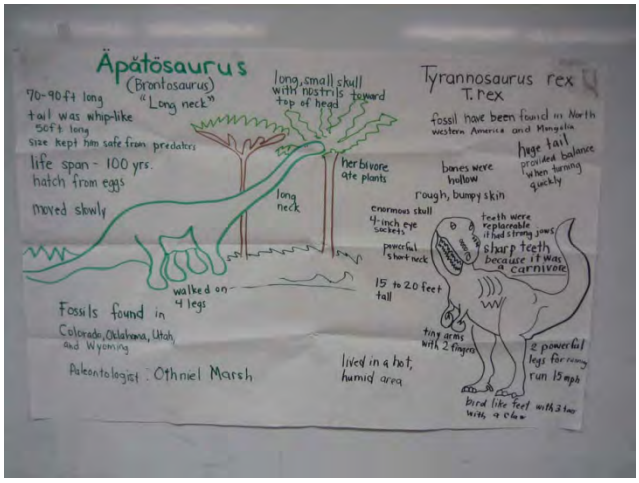
A type of inquiry chart designed to stimulate students' curiosity while also assessing what students know. Students write observations, questions, and comments on target pictures.

3. Input charts

Pictorial input: Make content and concepts more comprehensible by illustrating unit vocabulary and concepts. While this can include a simple line drawing next to a word, can also mean more detailed illustrations and labeling.



Comparative input: Like the pictorial input but compares two topics.



4. Chants and hand motions: Singing/chanting and hand motions help students remember language easier. They can associate a motion or song/chant with a word or an idea.

5. Cooperative strip paragraph: This activity provides an opportunity to model the writing process in a cooperative activity on a topic that students are familiar with. A method of writing that helps the kids see how to make a paragraph including key component parts like writing a strong topic sentence, connecting ideas, and using appropriate grammar and punctuation.

Five core GLAD strategies that are built into the Rocketship Literacy Framework
1. Interactive read aloud
2. Writing workshop
3. Songs and poems (e.g., shared reading cycle K-2)
4. Total class modeling for reading and writing (reading and writing workshop mini-lessons, interactive read aloud)
5. Sustained silent reading (called independent reading in Rocketship literacy framework)

Ten ways you can incorporate GLAD strategies across your day
1. Include a CCD chart at the beginning of every language development portion
2. Add pictorial input to every chart, even simple line drawings
3. Use chants, rhymes, and hand motions to reinforce the learning of content, especially specific vocabulary terms such as table of contents
4. Care about content: while skills are important, content is at the core of the GLAD philosophy
5. In grades 3-5, launch every shared reading cycle with an inquiry or input chart
6. In grades K-2, use songs and poems to teach basic concepts, these familiar songs can then be used as transition songs (e.g., head, shoulders, knees, and toes…..)
7. Use your classroom walls as “living walls”. Rather than having static representations such as word walls, use this space as a place for charts constructed in conversation with students
8. Revisit KW charts to remind, revise, & expand
9. Photocopy the pages of a narrative read aloud book to do narrative retell
10. Before independent reading, have students do a short “What I know about” brainstorm and while reading track “What I am wondering about”

Common pitfalls

- **Teachers believe GLAD is only used in science and social studies instruction.** All students are language learners and key concepts and vocabulary need to be learned across all subject areas, not just science and social studies.

- **Teachers teach isolated language skills without linking to meaningful content.** Isolated words will lack any stickiness if they are not linked to meaningful content. Memorizing parts of a flower such as stamen and stigma will not “stick” unless teachers value the content that is linked to the technical words students are expected to learn.

Sample Schedules

Weekly Schedule: No Flex Block

This is just a sample. Teachers have a great deal of ownership in customizing their schedule to suit their students.

Time*	Monday	Tuesday	Wednesday	Thursday (min day)	Friday
0-10	Do Now/homework collection/beginning of class routines				
10-20	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
20-30	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
30-40	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
40-50	Phonics	Phonics	Phonics	Phonics	Phonics
50-60	Phonics	Phonics	Phonics	Phonics	Phonics
60-70	RWW (mini-lesson)	RWW (mini-lesson)	RWW (mini-lesson)	GR&SGI (students working in centers or independently)	RWW (mini-lesson)
70-80	RWW/GR & SGI	RWW/GR & SGI	RWW/GR & SGI	GR&SGI (students working in centers or independently)	RWW/GR & SGI
80-90	RWW/GR & SGI	RWW/GR & SGI	RWW/GR & SGI	GR&SGI (students working in centers or independently)	RWW/GR & SGI
90-100	RWW (closing)	RWW (closing)	RWW (closing)	GR&SGI (students working in centers or independently)	RWW (closing)
100-110	GR/SGI	GR/SGI	GR/SGI	GR&SGI (students working in centers or independently)	GR/SGI
110-120	GR/SGI	GR/SGI	GR/SGI	GR&SGI (students working in centers or independently)	GR/SGI
120-130	GR/SGI	GR/SGI	GR/SGI	Read aloud	GR/SGI
130-140	GR/SGI	GR/SGI	GR/SGI	Read aloud	GR/SGI
140-150	GR/SGI	GR/SGI	GR/SGI	Closing routines	GR/SGI
150-160	Read aloud	SS/SCI	Read aloud		SS/SCI
160-170	Read aloud	SS/SCI	Read aloud		SS/SCI
170-180	Closing routines	Closing routines	Closing routines		Closing routines

**For schools that don't opt into universal community meeting, the literacy block will be longer and community meeting will happen within the literacy block.*

Weekly Schedule: Phonics Flex Block

This is just a sample. Teachers have a great deal of ownership in customizing their schedule to suit their students.

Time*	Monday	Tuesday	Wednesday	Thursday (min day)	Friday
0-10	Do Now/homework collection/beginning of class routines				
10-20	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
20-30	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
30-40	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
40-50	RWW (mini-lesson)	RWW (mini-lesson)	RWW (mini-lesson)	GR&SGI (students working in centers or independently)	RWW (mini-lesson)
50-60	RWW/GR & SGI	RWW/GR & SGI	RWW/GR & SGI	GR&SGI (students working in centers or independently)	RWW/GR & SGI
60-70	RWW/GR & SGI	RWW/GR & SGI	RWW/GR & SGI	GR&SGI (students working in centers or independently)	RWW/GR & SGI
70-80	RWW (closing)	RWW (closing)	RWW (closing)	GR&SGI (students working in centers or independently)	RWW (closing)
80-90	GR/SGI	GR/SGI	GR/SGI	GR&SGI (students working in centers or independently)	GR/SGI
90-100	GR/SGI	GR/SGI	GR/SGI	Read aloud	GR/SGI
100-110	GR/SGI	GR/SGI	GR/SGI	Read aloud	GR/SGI
110-120	GR/SGI	GR/SGI	GR/SGI	Closing routines	GR/SGI
120-130	Read aloud	SS/SCI	Read aloud		SS/SCI
130-140	Read aloud	SS/SCI	Read aloud		SS/SCI
140-150	Closing routines	Closing routines	Closing routines		Closing routines

**For schools that don't opt into universal community meeting, the literacy block will be longer and community meeting will happen within the literacy block.*

	Monday	Tuesday	Wednesday	Thursday (min day)	Friday
Dedicated GR time *(more minutes available during workshop)*	40	40	40	50	40
Guided reading lesson 1	Intensive group	Benchmark group 1	Intensive group	Intensive group	Intensive group
Guided reading lesson 2	Strategic group 1	Strategic group 2	Strategic group 1	Benchmark group 1	Strategic group 2
Guided reading lesson 3				Benchmark 2 (highest performers)	

STEP	Fountas & Pinnell	DRA
STEP 0		A
STEP 1	AB	1
STEP 2	BC	2
STEP 3	CDE	3,4,6
STEP 4	EFG	8,10
STEP 5	GHI	12,14
STEP 6	IJK	16,18
STEP 7	KLM	20
STEP 8	LMN	24
STEP 9	MNO	28
STEP 10	NOP	30
STEP 11	OPQ	34
STEP 12	PQR	38
STEP 13*	QR	40
STEP 14*	RS	
STEP 15*	ST	
STEP 16*	TU	
STEP 17*	UV	50
STEP 18*	VWX	
STEP 19*	XY	60/70
STEP 20*	YZ	70/80

K-4 READING TEACHER'S GUIDE TO GUIDED READING TEACHING STRATEGIES FOR EACH STEP LEVEL

Pre-STEP through STEP 2: Concepts about Print and Word Solving		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
1-to-1: Following print with finger	Does not move finger appropriately with the text Doesn't point to the text at all (e.g., points at picture)	• **Point to the words as you read.** • **Were there enough words?** • **Did you run out of words?**
PICTURE: Use pictures to solve unknown words	Cannot solve an unknown word (the picture will help)	• **Can the picture help you figure out that word?** • **Does it match the picture?**
1st LETTER ID: Recognize letter names and most letter sounds	Cannot solve an unknown word (the first letter can help)	• **What word would make sense that starts with ___?** • **What letter is at the beginning of ____?**
HIGH FREQ 2: Use a few high-frequency words to monitor reading	Cannot recognize a high-frequency word <u>in context</u>	• **That's a sight word.** • **Find the word ____ and point to it.** • **Have you seen these words before?**
PATTERN: Recognize/remember pattern of words in text		• **Does this page start the same way?**

Pre-STEP through STEP 2: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	TYPICAL STUDENT ERRORS	TEACHER/STUDENT PROMPTS to encourage these actions
SEQUENCE: Retell parts of the story accurately in an proper sequence	Cannot describe events in order	• ***Ask children to retell parts of the story.*** • ***Focus on story sequence, for example:*** • **What happens when other animals sit on the cat's mat?)**

STEP 3: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
1st LETTER SOUND: Use first-letter sounds when attempting to problem solve unknown words	Mistakes the first sound or mistakes the first blend	• Get your mouth ready. • Do you know a word that starts with those letters? • Check it. Does it look right? Does it sound right? • Do you think it looks like _____? • Do you know a word with those letters? • Does that make sense? • What was wrong? Try it again. Were you right?
HIGH FREQ 3: Use a core of high-frequency words automatically to support reading	Sounds out word but never puts sounds all together	• Can you read the whole word at once?
SUBTLE PICS: Use pictures to solve unknown words (subtle connection between picture and text)	Cannot solve an unknown word (the picture can help)	• Can the picture help you figure out that word?
NO MONOTONE: Reread familiar stories with some phrasing; use expression on familiar refrains	Reads story with a monotone/ without expression Does not take on tone of character	• Read the story so it sounds as if you are talking. • *Model expressive reading and ask*, Can you read it like this? • Can you make your voice sound like [a character in the story]?

STEP 3: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
FACT: Recall factual information and find it in the text	Incorrectly states events in the story	• ***Ask children to talk about the story's plot and characters, for example:*** • **What does the child like to draw?**
CROSS-CHECK: Put together details from pictures and text to make sense of a story	Struggles to make sense of the story	• **Look at the picture. What do you think the cat is thinking now?** • ***After student response:*** **Why?**
S-T CONNECTIONS: Draw on personal experiences to respond to questions around character's feelings	Student cannot state evidence for claims around character's feelings	• **How does the child feel at the end of the story?** • ***After student response:*** **Why?**
PREDICT: Anticipate what might happen next as the story unfolds		• **What animal do you think will be next?**

STEP 4: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
BLENDS & ENDS: Attend to initial blends & inflectional endings:*-ing, -ed, -s*	States initial blend but gets rest of the word wrong OR States correct root word but misses ending (*e.g., fish vs. fisher, run vs, runs*)	• **Read through the word.** • **It could be _____, but look at ____.** • **Check the beginning and ending letters.** • **You made a mistake. Can you find it?** • **How does that word start? Try it again with the ending.** • **Read that again.** • **Try _____. Would that sound right?** • **Would that make sense?**
MIDDLE VOWELS: Attending to middle vowel sounds	Does not pay attention to the middle of the word	• **What sound does (vowel) make?**
WORD FAMILIES: Use word families to figure out some new words		• **Do you know a word like that?** • **What word family might help you figure it out?** • **It rhymes with _____. Can you change the first sound?**
HIGH FREQ 4: Recognize many high-frequency and other known words quickly and automatically		• **You've seen that word before. Do you think it looks like ____?**
SELF-CORRECT: Begin to check one source of information against another to confirm, make another attempt, or self-correct		• **Do you remember reading that word before?** • **Does that make sense? What do you think is happening in the story?**
PHRASE READ: Move away from finger pointing and word-by-word reading; read with 2–3 word phrasing	Reads word-by-word and doesn't connect in phrasing; Points finger at text	• **Put the words together so it sounds like you're talking.** • **Can you read it with your eyes?**
RE-READ: Reread to problem solve and confirm new words and to maintain meaning	Doesn't re-read to confirm meaning	• **Now read that again all together.**

STEP 4: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
STORY ELEMENTS: Talk about primary story elements (main idea, setting, characters, problem/solution)	Student does not identify the structure of a story when trying to comprehend.	• **Why does the troll let the first two Billy goats across the bridge?** • **How do the three Billy goats work together to outsmart the troll?** • **What is the problem?**
DETAIL: Remember story details and uses them to clarify meaning	Does not go back to the text to search for specific facts and information.	• **Look back to find where the writer tells about ___.** • **What is your evidence for that?**

STEP 5: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
CHUNK LETTERS: Use letter-sound relationships and letter chunks to decode many new words; blend consonants and vowels to problem solve new words	Incorrectly reads a word Says a long vowel sound when it should be short v.	• ***Prompt children to use the phonetic patterns they know, for example:*** • **Could it be a blend?** • **Do you think it looks like a 'silent e' word?**
CHECK NEW WORDS: Check new words using multiple sources of information (visual, syntax, and meaning)		• **You said ____. Does that make sense?** • **Does that sound right?** • **Does that look right?** • **You said ____. Can we say it that way?**
SPEED: Move quickly through the text: 40 words per minute	Reads very slowly	• **Try that again.** • **Can you read this quickly?**
PUNCTUATE: Begin to use punctuation to assist smooth reading	Reads straight through punctuation	• **Try it again and stop at the period/pause at the comma/make your voice go up at the question mark.**
SILENT: Begin to silently read some of the time	Not able to read silently	• **Can you read it in your head?**
TEARS & FEARS: Read embodying a character's emotions	Reads with inflection but no recognition of a character's feelings	• **Can you read it so that the words match the feelings?**

STEP 5: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
TEXT-SELF-TEXT CONNECTIONS: Talk about specific events in the text and relates them to own experiences	Makes no connection to personal experience	• ***Help children make connections to their own experiences, for example,*** • **How would you feel if a scary person knocked on your door? Do you think the first little pig feels the same way when the wolf knocks on its door?** • **What does this remind you of?** • **What do you know about that that helps you think about ___?**
CAUSE & EFFECT: Describe the cause and effect of specific events	Struggles to identify the cause/effect of an action Does not relate earlier parts of the text to later parts	• **Why can't the wolf blow down the third pig's house?** • **What caused ___ to happen in the story?** • **How did (character) change from the beginning to the end of the story?**
CHARACTER CHANGE: Describe the cause and effect of specific events	Struggles to identify the moment the character changed or the reason why	• **How did (character) change from the beginning to the end of the story?**

STEP 6: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
CHUNK SYLLABLES: Figure out some longer words by breaking them into syllables or chunks	Gets stuck after the first syllable with a difficult word	• **Can you take the word apart?** • **Look for the root word.**
VOWEL PATTERNS: Use some complex letter patterns (long vowel patterns, complex blends) to problem solve while reading	Does not look for vowel patterns when deciphering a word	• ***Prompt children to use the phonetic patterns they know, for example:*** • **Do you think it looks like a vowel team?** • **Try it again with a long 'o'.**
NO STOP & START: Self-correct at the point of error with fewer returns to the beginning of sentences or phrases	Reads through passage with stumbles, so re-reads the whole sentence again	• **Where's the tricky word?** • **Why did you stop?** • **Were you right? Keep going.**
PERSEVERE: Sustain problem solving of words and development of meaning through a longer text	Stops correcting words as the passage goes along	

STEP 6: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
EVIDENCE W/ SUPPORT: Recall details from the story to support answers to inferential and critical thinking questions, with some support	Can state inference but without support from text Does not use background information to interpret actions in a text.	• Can you explain why you think that? What in the story gives you that idea? • Why does Toad finally tell the strange voice to 'shut up'? • How does (character) feel after (event)? • What would you expect (character) to say? • Does that fit the story?
CLARIFY IDEAS: Talk about reasons for an answer and attempts to explain why inferences about an idea are valid	Primarily uses text evidence but does not support with inference	• Why do you think (character) did that? • That's what the writer said. What do you think he/she means?
APPLY LITERARY ELEMENTS: S-T-O-R-Y: setting, characters, problem, attempts to solve, resolution. Apply the narrative story elements learned in STEP 4 to support comprehension	Student does not apply the literary elements to comprehend the story	• Who are the main & secondary characters? What do we know about their personality? • What is the problem? Why is this a problem? • How was the problem solved? • Who were the important characters in the story? • How is the setting important?
BOOK-TO-SELF: Discuss how events in the book and own experiences are similar or different	Cannot differentiate between own personal experience and experience of the characters in the book	• Can you explain what you mean that you know how (character) feels? • When have you ever felt like ___? Why do you think you wouldn't act like ___ here?

STEP 7: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
BIG WORD CHUNK: Use syllables and letter chunks consistently for problem solving longer two-syllable words	Does not say each chunk in a word; omits part of the word (including middle and ending blends)	• ***Prompt children to use the syllable patterns they know, for example,*** • **What is the first syllable?** • **Do you think it looks like a closed syllable?** • **Do you recognize a prefix? A suffix?**
LETTER PATTERNS: Use knowledge of common letter patterns and long vowel patterns to problem solve / decode new words	Does not try another sound for irregular words (soft c and g rules) Has difficulty decoding complex vowel patterns	• ***Encourage flexibility, for example,*** • **What other sound does the letter 'g' make?** • **What could you try?** • **Have you seen that vowel combination before?**
VISUAL INFO., SYNTAX, & MEANING: Use visual information, syntax, and meaning flexibly to figure out new words and monitor reading		
SILENT SPEED: Read most texts at levels K-L-M fluently, slowing down to figure out new words and then resuming speed	Not able to resume speed after slowing down for a new word	• **Put the words together so it sounds like talking.**
Read silently most of the time	Reads aloud (or in a whisper)	• **Can you read it in your head?**

STEP 7: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
CHARACTER MOTIVE: Generate questions about characters' actions, motives, and feelings	Not able to see the character as more rounded with wants and needs	• ***Encourage children to ask their own questions, for example:*** • **What questions do you have for ____?** • **What is the characters motivation? Why do they want that?** • **Why do you think (character) is _____? What in the story makes you think so?**
EVIDENCE: Use details and events in a story to support answers to inferential and critical thinking questions	Relies primarily on factual information to respond to questions Doesn't know how to provide evidence	• **What is your evidence?** • **How does this part of the text help you understand this character?** • **That's what the character said. What did he/she mean?** • **Why do you think ___ did that?** • **Using information in the story, tell about how ___ felt when ___.** • **How does that ____ help you think about this ___?**

STEP 8: Word Solving and Fluency		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
AUTO-PILOT: Read most regularly-spelled two-syllable words automatically	Does not try another sound for irregular words (soft c and g rules)	• **Look at the whole word.** • ***For the child who overly relies on decoding, ask:*** • **Do you know the word by sight?**
IRREGULAR WORDS: Figure out many irregularly-spelled words: e.g., with diphthongs or special vowel spellings		• **Do you know any words like that? What could you try?**
PUNCTUATE: Read new L/M/N text in 3–4 word phrases with attention to punctuation in most texts	Does not use dialogue tags to read with meaning	• **Read it with expression.** • **Look for the punctuation.**

STEP 8: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
SUSTAIN: Sustain attention to the meaning of a longer text over several days	Is unable to recall details from previous reading.	• ***Help children connect related parts of a text, for example:*** • **Why does (character) (action)?**
THEME: Discuss themes of a book—what the "message" or "big picture" might be	Relies on specific events but does not see the "BIG PICTURE" or theme in the text	• **Why is the chair such an important gift for mother to receive and the family to give?** • **What lesson does ____ learn in this story?** • **What is the theme in this text?** • **What is the author trying to teach us in this story?**
CHARACTER CONTRAST: Compare different characters' points of view and discusses why they might see things differently	Has difficulty holding onto multiple characters.	• **Is there something that you know about this character that can help you understand them now?** • **Why don't these characters agree with each other? Does it matter that one character is older than the other?** • **What is (character)'s main problem in the story?** • **Compare these characters: __ and ___ .** • **And what did ___ say?** • **Who were the important characters in the story?**
EVIDENCE: Use details and events in a story to support answers to inferential and critical thinking questions	Does not go back into the text to find information that supports ideas/thinking.	• **What in the book makes you think that?** • **Try looking back for the information you need.** • **Look back to find where the writer tells about ___.**

STEP 9: Word Solving		
CORE ELEMENT and IDEAL STUDENT ACTIONS	TYPICAL STUDENT ERRORS	TEACHER/STUDENT PROMPTS to encourage these actions
WORD MASTERY: Apply word-solving strategies to complex multi-syllable words flexibly	Slows down to word solve using only one strategy	• What can you do to figure it out? • What do you already know that might help you?

STEP 9: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
MULTIPLE PLOTS: Trace characters across multiple episodes, elaborating own understanding as the story progresses	Focuses on one character and plot throughout story	• **What have you learned about the character here?** • **[How]Has your opinion about the character changed?** • **Why are you [not] surprised about what the character does here?** • **How did __ affect __? Tell about the relationship between __ and __.** • **What is the definition of (problem, solution, perspective)?** • **Characters have a perspective. What is this characters perspective?** • **How does this character see the problem? Compare (character)'s perspective with (character). How are they the same or different?**
Relate earlier and later parts of a text, figuring out how they make sense together	Focuses on problem from own perspective	• **What did you find out?** • **Does reading this section make you rethink your earlier idea?** • **How does this section help you to understand _____?**
CROSS-BOOK THEMES: Connect general themes among books, discussing some similarities and differences	Does not connect multiple parts of the text OR Does not extend and relate background knowledge to reading.	• **What other books have we read about families working together? What are the similarities or differences?** • **This book reminds me of ___. Can you think why?** • **Think of another book you read that is like this.** • **Have you ever read about other characters like this? How did they approach ___?** • **Do you know anyone that is like a character in this book?** • **How does that help you think about this ___?**
DEEP RETELL: Retell stories using some synthesis and interpretation of events—going beyond factual recall and sequencing and including character motivation, feelings/actions/thought	Using factual information to retell, excluding important details	• **Why does Julian's father continue Julian's story about the catalog cats? Why do you think Julian tells stories?** • **What were the most important things this writer had to say?** • **Summarize the main events that happened in this story.** • **How can you make that retell more interesting?** • **What are you missing in your retell? (character development i.e. motivation, feelings/actions/thoughts; setting; problem; solution)** • **When you retell, you need to include _. You're missing _ in your retell.** • **Too many facts were included. You need to tell the big ideas.**
TYPES OF CONFLICT: Recognized the difference between internal and external conflict, and can identify types of conflict (character vs. character).	Struggles to recognize the difference between internal and ext. conflict. Assumes conflict is external.	

STEP 10: Word Solving		
CORE ELEMENT and IDEAL STUDENT ACTIONS	TYPICAL STUDENT ERRORS	TEACHER/STUDENT PROMPTS to encourage these actions
WORDS IN CONTEXT: Use context clues to figure out meaning of words and ideas	Does not slow down to clear up confusion around the meaning of a word	• Keep reading to figure it out. • What do you think the paragraph is about? Now can you predict what the word means?

STEP 10: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
SEARCH TEXT: Identify pertinent information in a text when searching for answers	Gives a response but without textual support or does not recall detail to provide answer	• **Can you find the place in the book that gave you the answer?** • **How does this support your answer?** • **Go back in the text. Look for _____ .**
CONNECT WITHIN TEXT: Connect different parts of a text to build understanding of overall meaning	Does not build on previous understanding of characters and plot over time; comprehension is limited to portion of text currently being read	• **Does this earlier section help you to understand what is happening here?** • **How can you explain this change in the character? What was he like before?** • **How did your thinking change?** • **How do you know ___ changed?**
CHARACTER PERSPECTIVE: Understand that characters and perspectives revealed by what they say, think, and do and what others say/think. Characters change over time.		• **Notice what a character does or says or thinks to provide clues to what is important to him or her.** • **Notice the actions, motives, and feelings of a character.** • **Choose one word that best describes the way other characters see this character.** • **How did (character, character perspective, the way others see the character) change from the beginning to the end of this story?** • **How does (character) show that ___ is important to him/her?**
NON-FICTION: Acquire info. and explore ideas of interest through nonfiction books		• **What did you learn about ___ from this (e.g. table of contents)?** **What additional information did you learn from this (graphic)?** • **What are some important facts (ideas) that the writer presented in this book?**
PUSH & QUESTION: Question another speaker about facts or inference (refer to text)		• **Think about what you learned that was new (interesting, surprising). How is what you learned different from what you knew before? How did your thinking change?**
GENRE Engage in reading different genres		• **How does knowing the genre of this text help you to understand?** • **What can you expect from (genre) texts? How does knowing this help you?**

STEP 11: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
SKIM: Skim text independently to find information and clarify meaning	Reads entire section during a comp. discussion	• Read just enough to remember what the paragraph is saying. • Skim this page. Does reviewing this section make you rethink your earlier comment?
REVISE PREDICTIONS: Revise understanding of a text while reading when initial ideas no longer fit the story	Refuses to entertain differing ideas/opinions even when presented with textual evidence	• How do you think of the character now? • Has this changed your mind about your earlier prediction?
SELF-CHECK UNDERSTANDING: Test own understanding of a text by summarizing, paraphrasing, or self-questioning		• Can you say in your own words what the author's saying? Do you have questions about this section? • What are you thinking about this book? • Based on what you know about [character, story], are you wondering what will happen? • Think about what you know. What do you think will happen?
FIGURATIVE: Recognize some figurative language and make attempts to understand beyond a literal interpretation	Relies on literal interpretation; very factual response	• *Prompt children to notice similes and metaphors.* • What associations do you have with __? How do these associations help you understand what the author's saying? • I noticed this language (read). What did the writer mean by that? (fig. language, metaphor, idiom) • What do you notice about how the writer did that?
NEW INFORMATION: Incorporate new information into own understanding of a topic while reading nonfiction	Does not build on/adjust previous understanding of the text	• *Create reading logs that ask students to record new ideas learned from the text.* • *Give students practice in note taking.*
FINDING BEST ANSWER: Compares the strength of different answers to a question		• Why do you think your answer makes more sense? • How would you persuade someone else that your answer is stronger?

STEP 12: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
SHADES OF MEANING: Discuss the shades of meaning of particular words in understanding a text **DICTIONARY:** Use a dictionary for highly sophisticated words		• **Why do you think the author chose this particular word?** • ***Teach children how to look up words in the dictionary and thesaurus.***
GENRE: Use knowledge of literary genre and text structure to support comprehension.	Does not use predictable genre structures to support comprehension	• ***Guide children analyzing the text features of different genre, for example:*** **How do you know that this is a poem?** • **How is reading a poem different from reading a paragraph?** • **Think about what you know about ___ (e.g. fantasy) books as you read. What kind of book is this? How does knowing that help you?** • **What did the writer do to make the characters (animals or human) seem like they were real?** • **What makes this a good ___? (e.g. biography, fantasy, etc.)**
UNKNOWN EXPERIENCE: Work to comprehend texts that are removed from personal experience	Has difficulty extending understanding to unknown experiences	• **Imagine how you would feel in this situation.** • **Can you think of a time when you felt like the character? In what ways did your situation resemble the character's?** • **Do you know a place like this?** • **Think about what you already know about ___.**
EVALUATE INTERPRETATIONS: Entertain and evaluate differing interpretations of a story: Use comparison and analogy to explain ideas	Does not entertain others interpretations and evaluate responses	• **Does anyone else have a different interpretation?** • **You've heard several answers and reasons. Which answer makes more sense to you?** • **What have you read/heard/seen that can help explain this passage?** • **Restate student's interpretation for other students to evaluate.**
APPLY PRIOR KNOWLEDGE: Apply knowledge from other sources (personal experience, media) to examine ideas in nonfiction texts		• **Do you remember when you learned to ride a bike? What was it like?** • **Does thinking about that experience help you to understand what the character is going through here?**

STEP 13: Vocabulary		
CORE ELEMENT and IDEAL STUDENT ACTIONS	TYPICAL STUDENT ERRORS	TEACHER/STUDENT PROMPTS to encourage these actions
CONTENT SPECIFIC: Solve content-specific words and technical words using graphics and definitions embedded in the text (CONTENT SPECIFIC)	Does not pay attention to the context clues that define content specific words	• Why is this word in bold? • What clues can you use to figure out the word? • What does the text tell us this word means? • How does this word describe _____ in the text?

STEP 13: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
SETTING: Understand and talk about the role of the setting in realistic fiction and historical fiction	Has difficulty describing how the setting impacts the characters or plot	• **How are the characters reacting to this time period?** • **Would this story have been different if it took place in another area/country/time period? How so?**
APPLY NEW CONTENT KNOWLEDGE: Build background knowledge from an informational text to understand a narrative text	Has difficulty extending information learned from a nonfiction text to understand a narrative text	• **Do you have any questions about the information you learned?** • **What information did you learn from this (informational text) that helps you understand this story?** • **Which part of this (informational text) helped you better understand what the character is thinking?** • **What do you know about this subject from what you've previously read?** • **Use what you read to help you understand what is happening now in this story.**
NEW PERSPECTIVES: Demonstrate learning new content and perspectives from reading	Does not recognize the different perspectives about the same event or theme	• **What were the two perspectives of this time period?** • **Which perspective did (character) have? Why?** • **How would you describe this characters feelings towards ____?**
SUSPENSE: Recognizes how the author build suspense throughout the story		• **When does the author leave you on 'the edge of your seat?'?** • **At which point in the story did you feel you had to keep reading to find out what was going to happen?** • **What made you gasp?**
MULTIPLE EVENTS: Keeps track of multiple events happening simultaneously	Cannot infer what is happening unless it is explicitly stated	• **What was happening while ____ happened? How do you know?** • **What did _____ do when _____ ?**
FORMING OPINIONS: Form an opinion about a text and show evidence to support that opinion	Is unable to use new information to state an opinion and support it with textual evidence	• **Based on what you've read, what do you think about ____?** • **What evidence from the text made you feel this way?** • **What is your opinion about ____?**

STEP 14: Vocabulary		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
CONNOTATIVE MEANING: Recognizes connotative meanings and their impact on the characters or plot	Students only recognize the literal meaning Students do not have enough schema to understand the connotative meaning	• **What does the word *home* mean in this text? (warmth, love, comfort)** • **The author wrote the word ____ to describe ____? What did he/she really mean?** • **Have you heard this phrase before? Where have you heard it? How was it used? Do you think it is being used the same way here?**

STEP 14: Comprehension		
CORE ELEMENT and IDEAL STUDENT ACTIONS	**TYPICAL STUDENT ERRORS**	**TEACHER/STUDENT PROMPTS to encourage these actions**
KEEPING TRACK OF DIALOGUE: Keep track of assigned and unassigned dialogue	Occasionally gets lost in which characters are speaking	• **There was a line switch (return sweep). Who is speaking now?** • **Which character said _____? How do you know?**
SYMBOLISM: Notice the writer's use of symbolism	Relies too heavily on the literal meaning of an object, setting, or person	• **When you think of ____, what do you think of?** • **What does the _____ represent?** • **The author mentions the ____ in the story? What is the meaning of this ____?** • **If _____ were not mentioned in the story, how would this story be different?** • **Have you seen or read about this symbol in any other works of art? How was it used?**
PREDICTIONS: Hypothesize how characters could have behaved differently	Has difficulty extending the text beyond the events within the text	• **Imagine that these two characters met, or never met. How would the story be different?"** • **What do you think (character) would think of this event?** • **How would these characters have behaved similarly/differently? Use evidence from the text to support your thinking.**

Community Meeting Planning Sheet

Week of:

Oral language objectives:

	Greeting	Group activity	Discussion focus
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Shared Reading & Explicit Phonics Planning Sheet K-2

Week of:

Skills Focus:

Letters & Sounds	Words	Developing as Writers

	Shared reading cycle	Explicit phonics
Monday	Introduction to text	
Tuesday	Phonemic awareness	
Wednesday	Phonics & Phonemic awareness	
Thursday	Buddy Read and Teacher's Choice	
Friday	Assessment	

Shared reading 3-5 Planning Template

Science/Social Studies Unit of study:
Objective:

Recurring discussion points
Main idea:
Author's purpose:
Text structure:

	Grammar and Word Study	Vocabulary Words	Developing as Readers & Writers	Anchor Text	Micro standards Focus
Cycle Week:					

	Day 1	Day 2	Day 3	Day 4 (5 if needed)
Shared reading focus				
Discussion questions				
GLAD strategies				

Reading and Writing Workshop Planning Sheet

Unit of Study: **Date:**	
Instructional Purpose	
CCSS Standard	
Materials	
Procedure	
Connection: Yesterday we.. today we will……	
Teaching point: Let me model this for you…..	
Active engagement: *(We do)* **Link:**	
Students working independently: *(You do)* *Conference with:*	
Share: **Whole class share** **Table share** **Partner share** **Teacher share/modeling/extending**	

Interactive Aloud Plan

Text Title:	
Date:	

BEFORE READING: HIGH QUALITY LAUNCH

Setting clear purposes for reading: Today we are reading _____ because…

Activating background knowledge in targeted ways:

Review potentially difficult words/concepts:

Set expectations for reading/pose as you are reading question:
As you are listening to the text…..

DURING READING: SUPPORTING TEXT-STUDENT INTERACTIONS

Bold or underline the question type for each question below.

Question 1: Literal Critical Thinking Inferential On your own	Question 2: Literal Critical Thinking Inferential On your own
Question 3: Literal Critical Thinking Inferential On your own	Question 4: Literal Critical Thinking Inferential On your own

AFTER READING: SYNTHESIS/EXIT

Before I began reading I asked you to think about…

VOCABULARY

Target word 1:

Target word 2:

Target word 3:

Vocabulary activity:

Guided Reading Planning Sheet

Text:
Date:
Students:
Nature of guided reading lesson: ☐ Students will read entire text ☐ Students will read part of text ☐ Students will reread familiar text to focus on fluency and comprehension ☐ Students will choral read text to focus on fluency ☐ Students have read text and will discuss text with group (above step level X)

BEFORE READING: HIGH QUALITY LAUNCH
Introducing the text: **Review potentially difficult words/concepts:** **Set expectations for reading/pose as you are reading question:** We are just going to read to page _____ today. As you are reading…. If you finish reading before others are done….
DURING READING: SUPPORTING STUDENTS WHILE READING INDEPENDENTLY
Notes and prompts:
AFTER READING: RETURNING TO THE TEXT TO MONITOR COMPREHENSION
It looks like everyone has finished reading. Let's think and talk together. Before you began reading I asked you to think about:
WORD WORK/SKILL FOCUS
What: How:

Guided Reading Planning Sheet: Abbreviated

Week of:

Group:	Text: Text level:
Before reading: Launch	
“As you are reading” question	
After reading: Word work/skill focus	
Notes and reminders	

Group:	Text: Text level:
Before reading: Launch	
“As you are reading” question	
After reading: Word work/skill focus	
Notes and reminders	

Group:	Text: Text level:
Before reading: Launch	
“As you are reading” question	
After reading: Word work/skill focus	
Notes and reminders	

Name: _____

WEEKLY GUIDED READING GROUPS

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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Habits of Discussion Scope and Sequence

Below you will find a list and trajectory of the habits of discussion most often used during reading discussion. This is a sample trajectory of the habits and includes a description of what the habit is and looks like:

CORE HABIT OF DISCUSSION	IDEAL STUDENT ACTIONS	TEACHER TRAINING OR PROMPTING to encourage these actions
	Pre-STEP through STEP 5	
Total attention when another is speaking (**Listen**)	o Track the speaker o Hands down in STAR when someone is speaking o Do not interrupt o Giving or encouraging wait time	o Teacher models what that looks like o Teacher models hands in STAR o Teacher stare, hand movement o Teacher prompts students to give peers a chance to think/talk
Speak in **complete sentences**	o Restating the question in the response; no incomplete sentences	o Teacher prompts: "Stretch it out," "Excuse me?" or as last resort "Complete sentence" o Teacher non-verbal: fingers pursed together, and then spread apart (like pulling gum apart) o Teacher restates the question (models RTQ) or gives a sentence stem
Turn & talk	o Facing the person o Low voices but loud enough for teacher to hear o Extend on partner's response rather than just stating own idea o When coming back to group, students acknowledge their partner's thinking "Kyree & I said…"	o Train: Allowing one person to speak at a time o Teach students how to pair for turn & talk o Teacher action: sees a student just stating their own answer—"Do you agree or disagree with your partner? [students answer] T: "You need to state that and change your answer." o Teacher action: "too loud" o Teacher action: scissor fingers indicating who is paired together for this activity o Teachers assign numbers to students: "Partner 1 will speak first" **Note: When all students have their hand up to answer a critical thinking question, teacher should use turn and talk.
Building off the answer	o Student responses build off of what the previous student said; their comments are not in isolation	o "Build off of that." o "Tell me more about what ____ said." o "Can you tell me more about what ____ is thinking?"
Peer praise	o Students praise each other's work or thinking	o Teacher prompts a praise.
Audible	o Students speak audibly	o Teacher prompts: "Loud and proud,"

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CORE HABIT OF DISCUSSION	IDEAL STUDENT ACTIONS	TEACHER TRAINING OR PROMPTING to encourage these actions
	STEP 6 through STEP 12	
Direct answers to the group **(peer to peer)**	o Look at every group member when giving an answer, not just the teacher	o Nonverbal prompts: fingers pointing to eyes and then to the rest of the group o Teacher prompts: "Tell him."
Evaluate others responses (Agree/disagree/somewhat agree)	o Thumbs up/side/down o Students saying ""I agree with what you said because…" and "I somewhat agree with what you said but…"	o Teach the stems of agree/disagree/somewhat disagree: "I agree with what you said because…" and "I somewhat agree with what you said but…" o Teacher prompts this nonverbal: "Do you agree…." Teacher then asks "Why do you think that…" o Teacher prompts the group: "What do you think about that?" "Do you agree?"
Elaborate on your answer	o Teacher prompts students to give a more developed answer (Tell me more) o Students prompt students	o Teacher prompts students to give a more developed answer: "Tell me more." o Teachers gestures for student to keep going. o When scholars get elaboration wrong, teacher uses the following prompts in order as needed: • Teacher identifies the error, ex. "You said you were elaborating, but you didn't elaborate…" • Teacher defines elaboration: for example: "To elaborate means to add more detail, or explain more thoroughly," or "Remind us what the definition of elaboration is?" • Teacher models an example of elaboration for scholar.
Students using universal prompts (beyond "Tell me more", which happens earlier) **(student prompts)**	o How do you know? o What in the story makes you think that? o Why? (Or "Why is that important?") o Why do you think that? o Repeat the question o How does that help you understand the text?	o Teacher trains: "So now we're at a point where if you don't agree you need to prompt that student with a universal prompt."
Students aid the conversation without raising their hand **(no hands)**	o Understand wait time, and know when to prompt a peer in the conversation	o Teacher non-verbal: they back away in their chair and reach out their hands to the students to encourage them to continue the conversation) o Teacher non-verbal: rather than calling on another student after wait time, nod at them to tell them that they can speak now

Uncommon Schools | Change History.

CORE HABIT OF DISCUSSION	IDEAL STUDENT ACTIONS	TEACHER TRAINING OR PROMPTING to encourage these actions
Hint, don't tell (**cue**)	o Students give a hint to another student to find the answer but don't tell the answer o Point to a part of the book "Read this paragraph again" o Prompt the student to make a connection (to another text, to a life experience) o Prompt the student to use a comprehension strategy OR "What comprehension strategy could you use?" o Tie in another lesson "Remember in read aloud this morning what we did? How can you tie that in/use that here?"	o Teacher could say, "I want you to help your neighbor" or "Instead of telling the answer you could have prompted like this…" o Teacher uses all of the same prompts listed for student actions: ▪ Students give a hint to another student to find the answer but don't tell the answer ▪ Point to a part of the book "Read this paragraph again" ▪ Prompt the student to make a connection (to another text, to a life experience) ▪ Prompt the student to use a comprehension strategy OR "What comprehension strategy could you use?" ▪ Tie in another lesson "Remember in read aloud this morning what we did? How can you tie that in/use that here?"
Use written response to aid discussion (**writing to read**)	o Students use written responses done during independent reading to guide the discussion o Writing is integrated into the comprehension conversation o Quick writes	o Prompt: "When you were at your seats, you wrote about _____. So what do you think about…." o Prompt: "As you were writing, I noticed that many of you wrote _____. What were you thinking?"
Post-STEP 12		
Facilitate the conversation from start to finish (**independent**)	o Students lead literature circles o Students stay focused on the core question o Students identify when the conversation strays from the core questions and redirect conversation	o None o Signs of watchful oversight o Signs of re-directing a literature circle that's off-task. o Teacher intervenes: • "Are you noticing where the conversation is going?" • "What prompt can you use to refocus the group?" • "What is our core question? Are you answering that question?" o *NOTE: 3rd grade habit*

Agreeing

I understand and would like to add
That makes sense because. . .
I like when you said _____ because
I agree when you said _____ because

Disagree

I don't think that's true because . . .
I disagree with what you said about _____ because
I have a different point of view about _____ because
I understand what you're saying but I don't agree.

Adding evidence to our ideas

In the text it says _____
My evidence is _____
The reason I saw this is because in the last chapter _____
The author wrote _____

Gathering clarification

I'm confused by what you said about _____. Can you say that in a different way?
Can you give me some evidence to help me understand your idea better?
What in the book made you say that?

Bringing others into the discussion

_____, it looks like you'd like to say something.
_____, what do you think about what I said?
Can we all try to find evidence in the text?
Why do you think that?

Language Functions

LEVEL ONE: BEGINNING

Language Forms

	ASK	COMMAND	DESCRIBE	EXPLAIN	EXPRESS	NARRATE	RETELL	SEQUENCE
Present Progressive (to be + ing)	*Are* you *acting?*	Stop *talking!*	She is *running* fast.	When you are *riding* a bicycle, you must be careful.	She is *eating* now because she is hungry.	I am *opening* my book. I am *studying* my lesson.	She says they are *working.*	You are *getting* up, *getting* dressed, and *eating* cereal.
Simple Present (be/have/see/want/ like/need)	*Do* you *see* that bird?	*Look* at that dog!	I *am* tall.	He *sees* with his eyes.	I *need* a piece of paper.	I *write* with a pencil. I *paint* with a brush.	He *says* that he is a student here.	He *sings* and *dances.*
Imperative (Commands)		*Tell me how old you are.*	*Whistle like a bird. Roar like a lion.*	*Sit on the bike. Pedal the bike with both legs.*	*I want you to come here now.*		*He says, "Tell me your name."*	*Get up, brush your teeth, and come here.*
Modals (can/may)	*May* I go to the restroom?	*Can* you please be quiet?	He *can* swim well.	I *can* study now because I have a book.	She *may* be sweet, but she is strong.	I *can* open my book. I *can* read my lesson.	He says that she *can* leave soon.	You *may* get up, come here, and get your test.
Regular Plurals (+s/+es/+ies)	Do you have the *books?*	Get me three *pencils,* please.	There are two *girls* playing outside.	The *coyotes* run in a pack.	The *telephones* are loud.	The bird fed her *babies.*	You say that four *boxes* are too many.	I can wash the *apples, peaches,* and *berries.*
Subject Pronouns (I/you/he/she/ it/we/they)	What are *you* doing?	(*you*) Go home!	*I* am here. *He* is there.	*She* is a mother now with a new baby.	*He* likes to work.	*He* walks the dog and *we* feed the hamster.	*I* say over and over, "*I* am happy."	*I* go first. Next, *you* go. Then, *they* go.
Definite and Indefinite Articles (a/an/the)	Do you see *a* bear?	Eat *the* apple!	I am putting *the* stamp on *an* envelope.	I have *a* pen to write *the* number.	You will need *a* pen to write *the* answer.	We sing *a* song. We sing *an* anthem.	He says again and again, "watch *the* ball."	Look for *a* seat. Sit down on *the* chair.
Simple Prepositions (in/on/up/out/ down)	Are you *in* the house?	Put the paper *in* the box.	She is slowly walking *up* the stairs.	He is working *on* the roof.	He wants to go *down* the slide.	I am sitting *in* the room.	You say that you are *in* the house.	Put the ball *in* the box. Put the bat *on* the shelf.
Possessive Adjectives (my/your)	Do you have *my* pencil?	Give me *your* napkin.	I have *your* small sandwich.	The washing machine cleans *your* clothes.	I want *your* towel to dry *my* hands.	I am washing *my* face and drying *my* eyes.	I say to you, "share *your* candy."	Put on *your* pajamas and wash *your* face.
Conjunctions (and/or)	Are you playing *or* studying?	Go home *and* rest.	I have a big dog *and* a small cat.	The boys *and* girls are forming a team.	They want to play baseball *or* soccer.	I am feeding the fish *and* the turtle.	She says he is telling a fib *or* a story.	Gather ribbon, scissors, *and* paper.

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Forms and Functions Chart Level One from *GO English$_2$!*

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Language Functions

LEVEL TWO: EARLY INTERMEDIATE

Language Forms

	ASK	COMMAND	DESCRIBE	EXPLAIN	EXPRESS	NARRATE	RETELL	SEQUENCE
Past Progressive (was/were + ing)	*Was* he *turning* the light on?		They *were finishing* their homework.	I *was running* to catch the bus.	We *were pushing* the cart to win the race.	You *were walking* while he *was running*.	He said they *were* not *attending*.	He *was opening* the box. He *was taking* out the gifts.
Simple Future (going to/will + verb)	*Will* he *go* to the store soon?	You *are going to clean* your room right now!	The boys *are going to buy* new shoes.	After the test, I *will grade* your papers.	I *am going to visit* my aunt because I like her.	He *is going to study* hard. He *will go* to college.	I said that she *is going to attend* the game.	She *will read* the menu. She *will choose* one thing.
Interrogatives in Simple Present & Present Progressive (Are you + ing? Do they?)	*Are you feeling* better today? *Does she* still *feel* sick?		*Is he running* as fast as a cheetah?	*Do sharks swim* in circles?	*Do you need* a vacation?	*Does she write* letters to her friends?	*Is he asking* to go to the zoo?	*Do you sign* your name, *fold* the letter, and *mail* it?
Object Pronouns (him/her/me/us/them/it/you)	Will you invite *us* to attend?	Throw the ball to *him* and give *me* the glove.	She is smiling at *me*.	They are telling *him* a story for extra credit.	I want *you* to stop talking.	I invite *him* to come in.	She said she called *them* at home.	She started *it*, worked on *it*, and finished *it*.
Contractions (don't/doesn't/isn't/aren't)	*Doesn't* he have the right answer?	*Don't* wait. *Don't* say a word.	She *isn't* dressed for the party.	We *aren't* going because we *aren't* invited.	She *isn't* enjoying the movie.	I *don't* understand the question.	I said she *doesn't* want to go.	We *don't* wash or dry the table.
Irregular Plurals (teeth/wolves/leaves)	Does he have *deer* in his picture?	Look at the three *moose*.	The *leaves* are on the ground already.	The *fish* swim in schools.	I love *wolves*.	The *sheep* are in the pasture.	The *geese* said, "Honk, honk."	He brushes his *teeth*, rinses his mouth, and smiles.
Prepositions (next to/on top of/between)	Is the girl *next to* the table?	Stand *next to* me and *between* us.	The chair is *on top of* the mat.	She is *near* the door so she can leave.	My father enjoys sitting *next to* my brother.	He places the book *on top of* the desk.	He said the girl is *next to* the long desk.	I will take this one and then the one *next to* it.
Possessive Adjectives (his/her/our/their)	Do you have *her* book or *his* book?	Give *his* paper to *their* teacher.	He has *our* lunches in the classroom.	She isn't eating *her* food because it is cold.	*Their* food is tasty because *their* mother is a chef.	She is eating *our* apples.	She said *her* dress and *his* suit were clean.	He grabbed *his* hat and hugged *our* mother before he went to school.
Conjunctions (and/but with compound sentences)	Are we going *and they are staying*?	Stand up *and walk quietly out of the room*.	She is bringing a cake *and that makes him happy*.	We will search *and we will try to find it*.	I see you, *but I cannot hear you*.	He plays the guitar *and he sings, too*.	He said they must go *and they must work very hard*.	She cried at first, *but she laughed about it later*.
Comparatives (adjective + er/est)	Is my dog the *biggest* one?	Shout *louder* than that.	Her dress is *longer* than mine.	I have the *biggest* allowance because I am the *oldest*.	The *fastest* runner should win the race.	We enter the library and we choose the *quietest* table.	I told her to fly *higher* than he is flying.	I walk fast and then *faster* to win the race.
Possessive Marker ('s/s'/its)	Is my *friend's* letter here yet?	Answer the *teacher's* questions.	The *mothers'* children have arrived.	If you pet *its* head, it will bite you.	My *sister's* name is Kim.	We called the *boys'* fathers right away.	Finally, he said he took *Diego's* hat.	I opened *Maria's* bag and peeked inside.

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Forms and Functions Chart Level Two from *GO English!*

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Language Functions

LEVEL THREE: INTERMEDIATE

Language Forms	ASK	COMMAND	DESCRIBE	EXPLAIN	EXPRESS	NARRATE	RETELL	SEQUENCE
Past Tense (regular -ed/some irregular)	He *rode* his bike to school?		She *painted* a house with a garden.	I *washed* the chairs and table with soap and water.	You *listened* carefully and *answered* thoughtfully.	I *turned* on the faucet and *washed* my hands.	He said that he *finished* first.	I *saw* the door, *opened* it, and *ran* in.
Interrogatives for Past Tense (did/didn't)	*Didn't* you hear me knock?		*Didn't* she move quickly?	*Did* the lioness hunt animals because she is a predator?	*Didn't* she think he was kind?	*Didn't* you walk to school today?	*Didn't* she say to please be quiet?	*Did* you pay for a ticket and enter through the gate?
Present Perfect (have/has + simple past)	*Has* he *opened* his gifts?	I *have told* you three times to stop passing notes!	We *have seen* huge bears in the woods.	I *have mowed* the lawn because you are busy.	They *have wanted* to go for a long time.	I *have looked* for the dog.	He *has confessed* that he did it.	He *has sung, danced,* and *acted* before.
"Wh" Questions (who/what/which/when)	*Who* dropped this mess on the floor?	*Why* aren't you doing your homework like I told you to?	*When* did you see the orange and purple sunset?	*Why* do fish swim in schools?	*Which* one do you like the best and *why*?	*Where* are your friends going to spend the summer?	*What* did he mean when he said he is busy?	*How* do you run, dribble the ball, and shoot a lay-up?
Possessive Pronouns (mine/his/hers/yours/ours/theirs)	Is this one *mine* and that one *yours*?	Here, take *mine*!	*Ours* is round, flat, and quite heavy.	*Hers* is broken because she dropped it.	I like *his* best, but *mine* is satisfactory.	I have *mine*. She has the rest of *ours*.	I said that *theirs* is nowhere to be found.	Put *yours* here, give me *mine*, and then give me *his*.
Object Pronouns (it/me/her/him/you/us/them)	Did he throw *it* to *her*, but she didn't catch *it*?	Toss *it* to *them*.	We ate the delicious apple you gave *us*.	My dog wants *it* because it does not belong to *him*.	He wishes we would stop talking to *them* in class.	She gave it to *me* and I gave it to *him*.	He said her mother is mad at *you*.	I washed *it*, dried *it* off, and handed *it* to *them*.
Collective Nouns (army, class, family, team)	Does the *audience* like the show?	Please support the *team*.	The *choir* is singing off key.	Mei saw her *family* when they got off the airplane.	He wants to join the *army*.	The *school* is having a pep rally.	He said he wanted to be in the first *group*.	The *class* got on the bus, drove to the zoo, and saw the animals.
Prepositions (location/ direction/ time)	Do you want to walk *alongside* him?	Stand *beside* her and remain quiet.	There is a dog walking *around* the tree *next* to the pond.	He was far *from* home *when* it happened.	I want to pour the liquid *into* the flask for the experiment.	We walked *toward* the room.	He said we worked for *about* two hours.	I walked into the room and closed the door *behind* me.
Conjunctions (after/if/because + dependent clause)	Do you study *after you eat dinner*?	Go *when you have to*.	Marco ran faster *when the coach encouraged him*.	We watched the movie *so we could see them*.	Alyssa will call *if she needs us to come*.	*Before I rest*, I will finish the task.	*Because we are late*, he said we are excused.	*After they arrive*, we will grab our coats and leave.
Comparatives (than/as)	Are you funnier *than* they are?	Run *as fast as* you can.	She writes *as well as* I do.	He found more *than* I did.	We are stronger *than* they are so we won.	The gymnasium is larger *than* the cafeteria.	I said more *than* my friend.	Pedro prepares and presents his speech better *than* his peers.
Multiple Adjectives (adj. + adj.)	Are you writing *long, wordy* prose?	Don't eat a *heavy, greasy* lunch.	She is an *old, weak* woman.	He is a *small, injured* dog because he was abandoned.	I like to see *big, brown* bears in the forest.	The *smart, young* woman stood.	He said they are *huge, gray* elephants.	I watered the *wilting, dead* plants and put them here.
Demonstrative Nouns (this/that/these/those)	Is *that* one done?	Finish *that* now!	*This* is a classical masterpiece by Bach.	Oanh gave her *those* to make her happy.	*Those* are the flowers that I chose.	We bought *this* after school.	Victor listened to *that* one, but said *these* are better.	I opened *this* one, took out *that* one, but ate *these*.
Adverbs (too/very/so/always/-ly)	Do you *always* arrive *early*?	You need to be there *very early*.	She is *so* talented.	She *always* walks *slowly* so she won't fall.	They watch *too* much T.V.	He entered the room *very quietly*.	The boys said they were going to finish *early*.	She looked up *tearfully* and waved goodbye.

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Forms and Functions Chart Level Three from *GO English 2!*

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Language Functions

LEVEL FOUR: EARLY ADVANCED

Language Forms

	ANALYZE	COMPARE/ CONTRAST	DEFINE	HYPOTHESIZE	INFER	PERSUADE	PREDICT	SUMMARIZE
Past Perfect (had + past participle)	It looked like it *had fallen* apart years ago.	She *had worked* harder than he had.	This insect *had belonged* to a different class before.	The evidence makes me think that she *had lied.*	Because of his sudden wealth, I *had assumed* he *had won* the lottery.	He should have attended since he *had won* a scholarship.	I just had a feeling that he *had done* this.	Finally, they *had returned* home.
Conditional (if modals: will/would/ might/may/can/could)	*If* he is guilty, he *may* go to jail for a few years.	*If* I run faster than he does, I *will* win the race.	*If* the insect bites you, it *might* sting.	*If* it rains too much, the game *could* be postponed.	*If* he ever decides to show up, we *can* start the meeting.	You *should* work hard *if* you want to earn the extra points.	*If* you succeed, you *shall* be selected for the role.	*If* you decided to do this, your efforts *would* result in monetary success.
Phrasal Verbs (get up/ran off)	It appears he *took off* down the street.	I *fell down* more than anyone else on the team.	Her chores include *putting away* the dishes.	If you light it, it will *blow up.*	He already *checked out* so he must be in a hurry.	He should *reach out* because it helps to talk about it.	She will *turn down* the job offer.	Ultimately, I *gave in* and *lived with* the decision.
Gerunds (Walking is fun.)	*Eating* junk food has not been healthy for you.	*Walking* is better exercise than running or jogging.	Randomly *answering* is merely guessing.	*Reading* a lot will improve your writing.	Because she is articulate, *speaking* must be her strength.	He should be honest because *telling* the truth is worth it.	*Studying* hard will result in good grades.	It is known that *writing* helps you think more clearly.
Indefinite Pronouns (some/any/everyone)	It appears that only *some* of the students will be chosen.	This essay is better than *any* of the other essays.	*"Everyone"* does not include extended family.	I think *someone* did this on purpose.	Because of a few, I assume *everyone* was punished.	You should ask *someone* so you will not feel lonely.	*Everyone* will pass the test.	In summary, *some* are more grateful than others.
Reflexive Pronouns (my-/her-/him-/your- + self; our-/them- + selves)	Washing *yourself* daily kills most germs.	He blamed *himself* more than she blamed *herself.*	I like *myself* which means I have self-respect.	Taking care of *yourself* will keep you healthy.	If he draws pictures of *himself,* he must like *himself.*	She should clean *herself* because her clothes are filthy.	They dressed *themselves* so that others would laugh at them.	In conclusion, those of us who correct *ourselves* can accept fault.
Participles (the winding road)	The *breaking glass* made a loud noise.	The *winding path* is much longer than the straight one.	The *writing teacher* is teaching us grammar.	A *growing city* will need to build more schools.	My *bleeding cut* will probably require stitches.	The *screaming child* should take a nap.	The *shouting crowd* will drown out the speaker.	*Thinking students* often excel in school.
Multiple- Meaning Prepositions (besides/about)	It appears there are two *against* four here.	She is good *at* math but he is better *at* science.	If it is *about* addition or subtraction, it is basic math.	Paper made *from* recycled products is more costly.	A book *on* magic is what is catching their attention.	We should work *toward* a lasting peace.	He will be home *around* five.	Finally, the money was divided *between* them.
Conjunctions (either/ or; neither/nor)	*Either* you study *or* you fail the class.	He *neither* runs as fast as she *nor* walks as quickly.	His job entails *either* organizing *or* delegating.	These chemicals are *neither* safe *nor* healthy to touch.	Because he *either* asks for help *or* tries hard, he must be diligent.	If he wants to be safe, he should *either* find the key *or* get a new *one.*	I thought that he would *either* become an actor *or* a comedian.	Ultimately, she *neither* became a teacher *nor* a nurse but a doctor.

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Forms and Functions Chart Level Four from *GO English!*

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Language Functions

LEVEL FIVE: ADVANCED

Language Forms

	ANALYZE	COMPARE/ CONTRAST	DEFINE	HYPOTHESIZE	INFER	PERSUADE	PREDICT	SUMMARIZE
Passive Voice (It was done by the girl.)	The car *was hit by* the bus.	The elephant *was fed* less than the others.	The shark *was labeled* a fish.	The dinosaur *may have been killed* by a flood.	She *was seen by* him at the dance so he had to be there.	The best submission in the contest *was made by* my sister.	She knew her daughter *would be chosen by* the teacher.	The cat was finally *given the milk by* the boy.
Present/Past/Future "Perfect Progressive" (have been/had been/ will have been + ing)	It appears that he *has been running* for hours due to his shortness of breath.	The dog *had been barking* louder than the foxes *had been howling*.	The wheel *will have been forming* the basis for transportation for several millennia.	The water *will have been boiling* for 20 minutes before it will evaporate.	Because he *had been flying* since he was a child, he was no longer fearful.	He should see a doctor right away because he *has been complaining* for several weeks.	She *will have been swimming* for an hour before she tires.	I *had been waiting* for five hours when they finally called my name.
Tag Questions (aren't you?/didn't they?/ haven't they?)	You did this, *didn't you*?	He was smarter than she was, *wasn't he*?	They are birds, not amphibians, *aren't they*?	I think that if we wait, we have a better chance, *don't we*?	Because she slept all day, she is lazy, *isn't she*?	I should be able to make more money, *shouldn't I*?	If I earn his respect, I will get a better job, *won't I*?	Ultimately, I have found the right answer, *haven't I*?
Modals (ought to/ would rather)	I *ought to* do my work if I want to finish on time.	I *ought to* study more than the others to pass the test.	These birds *would rather* fly alone than with a group.	I think he *would rather* argue than not say anything.	She listens to him because she *would rather* not miss a word.	We *ought to* work as a team so we can win the game.	He had a feeling that I *would rather* leave than stay.	Finally, she decided she *ought to* write him a letter.
Reported Speech (He said/she said that ...)	*He said* he is a scientist, but *she said* he wasn't.	*They claimed* that the dog ran faster than the fox.	*The dictionary stated* that a mammal carries its child.	*She guessed* the chemicals would react when mixed.	*She says* that she had left before I had.	*She recommends* that we finish early.	*We predicted* it would rain on our picnic.	In the end, *she confessed* that we did the right thing.
Adjective Clauses (The boy who was here ...)	The cat *that is on the table* must have taken a bite of the cake.	The book *I am reading* is more interesting than yours.	A child *who finishes his/her work* is usually conscientious.	He *who trusts everyone* will end up being fooled easily.	The girl *who rescued the cat* loves animals.	You should help the child *who needs the most help*.	If my sister, *who is older*, watches me, I will be safe.	Finally, the man *who wore the hat* was the one chosen.
Adverbial Clauses (when/where/ whenever/until/ whether)	He was an avid reader *until he lost his sight*.	She will score higher than he *whenever she is relaxed*.	*Whenever you boil water*, it will evaporate and become a gas.	I believe you will be happy *when you begin to travel*.	He says *whatever he wants* because there are no consequences.	You should go *as soon as you get permission*.	I will read a novel *until I fall asleep*.	Ultimately, you have to decide *whether you want to stay*.
Conjunctive Adverbials (however/ after all/therefore/ nevertheless)	Marine animals need light. *After all*, it is critical for photosynthesis.	The man was tall and thin. *In contrast*, the other man was short and stout.	Raccoons and bears are similar. *However*, bears are larger in size.	Plants emit oxygen. *Therefore*, they are necessary for our survival.	He was elected. *Nevertheless*, I question if the process was fair.	She is very reliable. *Therefore*, you ought to hire her.	He will call her; *though* he is busy.	Finally, we chose this one. *However*, I still like the other one better.
Relative Pronouns (who/whom/that/ whose/which)	The teacher *who* I had last year is now the principal.	The box *that* he has is bigger than the box that I have.	The items *which* are on the table are utensils.	The boy *who* won the race would probably excel in other sports.	I forgot to *whom* I gave the key, so we may not be safe.	The country *that* we are studying should be the focus.	I think that the girl *who* has the most tickets will win.	In the end, it doesn't matter *whose* job it is as long as it gets done.

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Forms and Functions Chart Level Five from *GO English 2!*

The Forms and Functions Charts are inspired by the *Carousel of IDEAS*, 4th edition, by Ballard & Tighe Publishers, 2005, and aligned with the forms designated by Susana Dutro in a *Teacher's Handbook: A Focused Approach for English Language Instruction*, California Reading & Literature Project, 2002.

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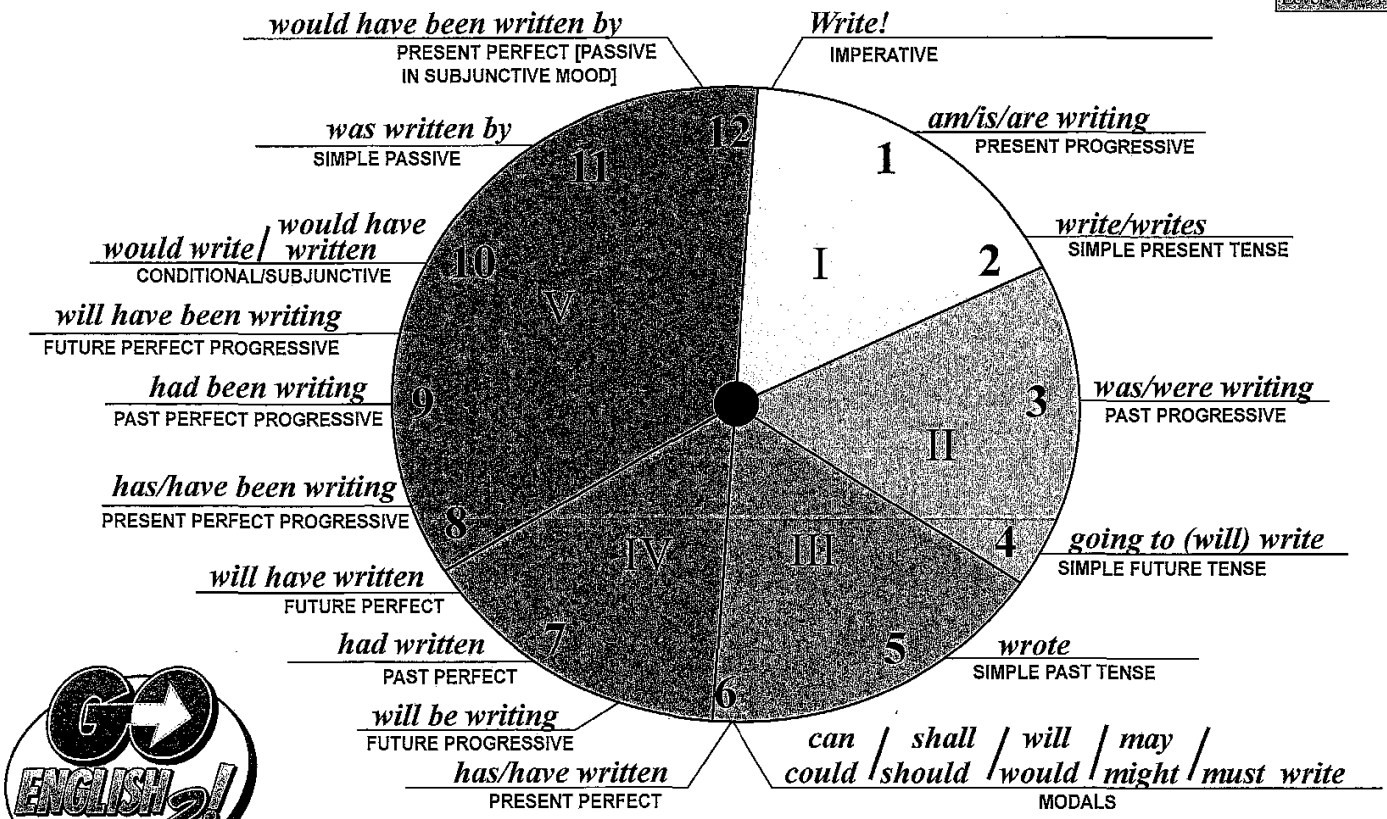
THE VERB CLOCK

Code	Proficiency Levels
Level I	B (Beginner)
Level II	EI (Early Intermediate)
Level III	I (Intermediate)
Level IV	EA (Early Advanced)
Level V	A (Advanced)



NOTE: This clock illustration reflects how English Learners tend to plateau once they reach Level III. There is so much for students to learn in Levels IV and V that they often seem to get "stuck" in Level III. As you can see, it takes about as much time for a student to achieve proficiency in Levels IV and V as it does for the individual to move through Levels I, II, and III.

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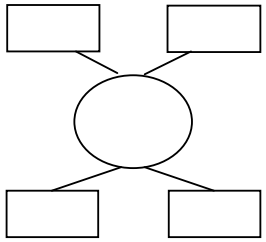
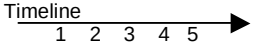
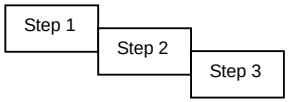
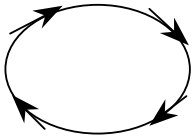
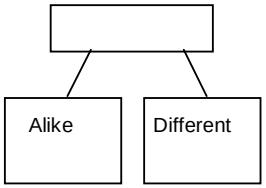
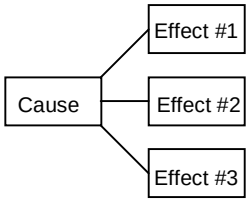
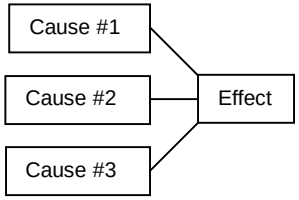
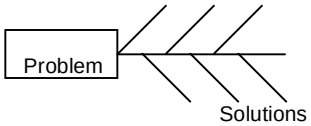
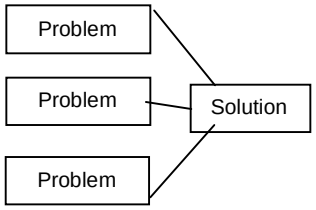
Text Structures

Structure	Definition	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.	For example Characteristics are Such as Looks like Consists of For instance Most important *Look for topic word (or synonym) to be repeated throughout the text.	Concept Map 	What specific person, place, thing, event, or concept is being described? How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a robin can be classified as a type of bird.)	A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____. _____ has several characteristics. One characteristic is _____. Another is ___, which is important because _____.
Sequence	The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	Timeline  Steps/Directions  Cycle/Circle 	What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step?	Here is how a _____ is made. First, _____. Next, _____. Then, _____. Finally, _____. On (date) _____ happened. Prior to that _____ was _____. Then _____. After that _____. In the end, _____.
Compare and Contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either , or Not only, but also Yet, although, but, However On the other hand * Also look for "-est" words: best, fewest, tallest, etc.	Venn Diagram T-Chart  	What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common; how are these items alike? In what way are these items different?	_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only ____ is the _____-est.

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Cause and Effect	The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. *Often there will be an "if/then" pattern	Reasons why Reasons for If…then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by	 	What happened? Why did it happen? What was the reason for…? What was the effect(s) of the event? What happened as a result of….? What were the results or outcomes caused by the event? In what ways did prior event(s) cause or influence the main event? Will this result always happen from these causes?	The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____. The cause of _____is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____. The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it important that _____.
Problem and Solution	The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions.	Problem is… Dilemma is… Puzzle is… Solved Question Answer Because Since This led to The main difficulty One possible solution is… One challenge… Therefore, This led to, so that If…then, thus	Fishbone  	What is the problem(s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered?	_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____. As a result, _____. The problem of _____ really boils down to the issue of _____. In the past, the common solution was to_____. However, this was only effective in terms of _____. There are now other solutions that might work. One option would be to _____.

Additional Literacy Resources

Core practice	Recommended resources
Core practice 1: Community meeting	*The Morning Meeting Handbook,* Roxann Kriete *99 Activities and Greetings,* Melissa Correa-Connolly
Core practice 2: Phonics and word study through shared reading and explicit phonics instruction	*How Phonics Works,* Isabel Beck *Making Words,* Patricia Cunningham (2-5) *Making Big Words,* Patricia Cunningham (2-5) *Comprehension Instruction Through Text Based Discussion,* Linda Kucan and Annemarie Palincsar
Core practice 3: Interactive read aloud	*Reading Magic: Why Reading Aloud To Children Will Change Their Lives Forever,* Mem Fox *The Read Aloud Handbook: Seventh Edition,* Jim Trelease
Core practice 4: Reading and Writing Workshop	*Growing up Writing: Mini-lessons for Emergent and Beginning Writers,* Connie Dierking and Sherra Jones *Non-fiction Matters: Reading, Writing, and Research in Grades 3-8,* Stephanie Harvey *Mosaic of Thought*, Ellin Keane and Susan Zimmerman *The Art of Teaching Writing*, Lucy Calkins *The Art of Teaching Reading*, Lucy Calkins *Reading & Writing Grade by Grade*, Lauren Resnick and Sally Hampton
Core practice 5: Guided reading	*Guided Reading, Good First Teaching for All,* Fountas and Pinnell *Guiding Readers and Writers Grades 3-6,* Fountas and Pinnell *The Continuum of Literacy Learning PreK-8,* Fountas and Pinnell
Core practice 6: Additional small group reading instruction (guided novel discussion groups, literature circles, and book clubs)	*Comprehension and Collaboration: Inquiry Circles in Action,* Harvey Daniels and Stephanie Harvey *Literature Circles: Voice and Choice in Book Clubs and Reading Groups,* Harvey Daniels *Moving Forward with Literature Circles*, Day, Spiegel, McLellan, et al.
Core practice 7: Independent reading	*Creating Lifelong Readers Through Independent Reading,* Barbara Moss and Terrell Young
Core practice 8: Incorporation of GLAD strategies across the instructional day	*99 Ideas and Activities for Teaching English Learners with the SIOP Model,* Mary Ellen Vogt and Jana Echevarria

A-4: K-5 ELA scope and sequences

Kindergarten*California*Adoption*of*the*Common*Core*Standards*Literacy*CurriculumMap**

*

!	Aug!	Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	April!	May!!!	June!
Community!meeting!	**Ongoing:*** Discussion!of!weather!(chart!by!month!on!bar!graph!,!student!weather!reporter!"job")! Date:!Calendar!(Today!is!Monday,!January!6,!2014)! Day:!Yesterday!was,!today!is,!tomorrow!will!be!(Yesterday!was!Tuesday,!today!is!Wednesday,!tomorrow!will!be!Thursday)										
	All!about!me,!my!family,!my!likes! and!dislikes!(*building classroom community)*!		Picture!description! *(using details in oral description)*!		Words,!words,! words!!!		Discussion!about! books!(*favorite characters, favorite books, book talks)*!		Show!&!Tell!		
	Suggested!GLAD!strategies:!cognitive!content!dictionary,!picture!file!cards,!exploration!chart!with!picture!file!cards,!pairV share!										
Guided! reading!	Differentiated!based!on!students!needs!										
Explicit! phonics!	Jolly!Phonics!and!Words!their!Way!(Road!to!the!Code!as!optional!supplement!for!phonological!awareness)										

!		Aug! Sept! Oct!	Nov! Dec!	Jan!	Feb! March! April!	May!!!June!
Integrated!science!&!social!studies!	Science!and!Social!Studies!	Social!studies:! My!family!and!community! ! ! ! ! ! ! ! *(GLAD strategies integrated into UbD units)*	Earth!science:! Investigating!marine! life:!Understanding! the!ocean!as!a! landform!&!resource! conservation! *(GLAD strategies integrated into UbD units)* !	Social! studies! miniVunit:! Patriotism! Symbols! and! American! Heroes! ! *(GLAD strategies integrated into UbD units)* !	Life!science:!Focus!on!Gardens:!! How!do!living!things!change?! *(including butterfly study)*!! ! ! ! ! ! *(GLAD strategies integrated into UbD units)* !	Physical! science:! Light! ! ! ! ! ! *(GLAD strategies integrated into UbD units)* !
	Shared!reading!	Shared!reading!cycle!phonological! awareness!&!concepts!of!print!! focus:!concepts!of!print,!including! concept!of!word,!phonological! awareness!including! phoneme!isolation!(beginning,! ending,!and!medial!sounds)! syllable!identification!and!syllable! blending!	Shared!reading!cycle! phonological! awareness!focus:!! name/letter!sound! correspondence,! rhyming!(rhyme! identification!and! generating!rhyming! words)!	Shared!reading!cycle! phonological!awareness! focus:!! Segmenting!and!blending,! continue!rhyming!work! (focused!on!onset/rime! and!word!families)!	Shared!reading!cycle! phonological!awareness! focus:!! Phoneme!deletion!&! phoneme!isolation! Digraphs!and!continued! focus!on!word!families!&! rhyming!	
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,! singing,!chanting,!and!use!of!hand!motions,!sentence!patterning!color!coding,!pairVshare,!"living!wall"!(charts!as! functional!language!environment)!				

!		Aug!	!Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	April!	May!!!!	June!
Reading!and!Writing! Workshop!	Unit!focus!	Rituals!and! routines! ! ! writing!outcome:! writer's!notebook! entries!	Being!a!reader! and!writer! (Habits!unit)! ! writing! outcome:!All! about!my! family!books!	Non!fiction!texts:!Lists! lists,!labels,!and! drawing!pictures!! ! writing!outcome:! marine!life!illustrated! books!with!labels,! lists,!and!captioned! pictures!	Personal!narrative! and!small!moments! ! ! writing!outcome:! small!moments! written!through!full! process!writing! cycle!including! publication!&! celebration!	Poetry! ! ! ! writing! outcome:! various! poetry!	Integrated!unit!on! plants!and!living! things!! ! writing!outcome:! plant!investigation! portfolio!	Kevin! Henkes! author! study!and! opinion! writing! ! writing! outcome:! book! reviews!
Interactive!read!aloud!	Text!focus!	Books!about! school!and! community!	Range!of!texts! across!range!of! genres! (organized! around!theme! of!self,!family,! and! community)!!	Nonfiction!texts!about! marine!life!	Kindergarten! "memoir"!texts! Personal!writing! (small!moments)!	Nursery! rhymes!and! other! poems!	Range!of!texts!about! living!things!(fiction! and!non!fiction)!	Kevin! Henkes! texts!
	Discussion!focus!	Discussion!focus:! sequencing!and! retelling,!main!idea! and!details!	Discussion!focus:! genre,!character,! setting,! problem/! solution,!using! context!clues!to! determine!words!	Discussion!focus:! classifying!and! categorizing;!main!idea! and!details!!	Discussion!focus:! Character,!setting,! inferential!thinking! (e.g.,!whose!talking! when!it!is!not!directly! stated)!! ! !	Discussion! focus:! author's! craft,!simile,! inferencing,! use!of! onomatopoei a,!identifying! patterns!of! rhyming! words!	Discussion!focus:! Cause!and!effect!and! predictions,! sequencing!and! retelling!	Discussion! focus:!what! does!fluent! reading! sound!like?! How!does! the!text!give! us!clues?!!
Recommended! GLAD!strategies!		Using!pictures!from!text! to!do!narrative!retelling! and!sequencing,!begin! building!process!grid!for! genre!	Process!grid!to! discuss!genre!	Pictorial!input!chart,! cooperative!strip!paragraph,! KW!chart,!mind!map! !	Reader's!theater!	Color!coding,! Use!of!poetry!to! teach!skills,! singing,!chants,! and!use!of!hand! motions!	Comparative!input!chart! Mind!map!	Reader's! theater!

STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards
*

COMMUNITY*MEETING:*Year*Overview*and*Common*Core*State*Standards*

Through!daily!community!meetings,!the!following!Common!Core!State!Standards!will!be!met:!!

Kindergarten!community!meeting!focus!1:!All!about!me,!my!family,!and!my!community!
SL.K.1:* Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!discussion).!! b. Continue!a!conversation!through!multiple!exchanges.!! **SL.K.3:*** Ask!and!answer!questions!in!order!to!seek!help,!get!information,!or!clarify!something!that!is!not!understood.! **SL.K.4:*** Describe!familiar!people,!places,!things,!and!events!and,!with!prompting!and!support,!provide!additional!detail.!! **SL.K.6:*** Speak!audibly!and!express!thoughts,!feelings,!and!ideas!clearly.!

!

Kindergarten!community!meeting!focus!2:!Picture!description!
L.K.5:* With!guidance!and!support!from!adults,!explore!word!relationships!and!nuances!in!word!meanings.!! a. Sort!common!objects!into!categories!(e.g.!shapes,!foods)!to!gain!a!sense!of!the!concepts!the!categories!represent.! b. Demonstrate!understanding!of!frequently!occurring!verbs!and!adjectives!by!relating!them!to!their!opposites!(antonyms).! c. Identify!realVlife!connections!between!words!and!their!use!(e.g.,!note!places!at!school!that!are!*colorful*).!! d. Distinguish!shades!of!meaning!among!verbs!describing!the!same!general!action!(e.g.,!*walk*,!*march*,!*strut*,!*prance*)!by!acting!out!the!meanings.!! **SL.K.1:*** Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!discussion).!! b. Continue!a!conversation!through!multiple!exchanges.!! **SL.K.6:*** Speak!audibly!and!express!thoughts,!feelings,!and!ideas!clearly.!

Kindergarten!community!meeting!focus!3:!Words,!words,!words!!!
SL.K.1:* Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!

discussion).!!

b. Continue!a!conversation!through!multiple!exchanges.!!

L.K.5:* With!guidance!and!support!from!adults,!explore!word!relationships!and!nuances!in!word!meanings.!!

a. Sort!common!objects!into!categories!(e.g.!shapes,!foods)!to!gain!a!sense!of!the!concepts!the!categories!represent.!!

b. Demonstrate!understanding!of!frequently!occurring!verbs!and!adjectives!by!relating!them!to!their!opposites!(antonyms).!

c. Identify!realVlife!connections!between!words!and!their!use!(e.g.,!note!places!at!school!that!are!*colorful*).!!

d. Distinguish!shades!of!meaning!among!verbs!describing!the!same!general!action!(e.g.,!*walk*,!*march*,!*strut*,!*prance*)!by!acting!out!the!meanings.!!

!

Kindergarten!community!meeting!focus!4:!Discussion!about!books!
SL.K.1:* Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!!
c. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!discussion).!!
d. Continue!a!conversation!through!multiple!exchanges.!!
SL.K.3:* Ask!and!answer!questions!in!order!to!seek!help,!get!information,!or!clarify!something!that!is!not!understood.!!
L.K.6:* Use!words!and!phrases!acquired!through!conversations,!reading!and!being!read!to,!and!responding!to!texts.!!

!

Kindergarten!community!meeting!focus!5:!Show!&!Tell!
SL.K.1:* Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!!
a. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!discussion).!!
b. Continue!a!conversation!through!multiple!exchanges.!!
SL.K.3:* Ask!and!answer!questions!in!order!to!seek!help,!get!information,!or!clarify!something!that!is!not!understood.!!

Additionally,!calendar!work!during!community!will!meet!social!studies!standard!5:!Students!put!events!in!temporal!order!using!a!calendar,!placing!days,!weeks,!and!months!in!proper!order!

GUIDED READING KINDERGARTEN

Common Core State standards met through ongoing guided reading lessons that utilize a range of fiction and nonfiction texts throughout the year
RL.K.10: Actively engage in group reading activities with purpose and understanding. **RI.K.10:** Actively engage in group reading activities with purpose and understanding. **RF.K.4:** Read emergent-reader texts with purpose and understanding. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

SHARED READING & EXPLICIT PHONICS INSTRUCTION: Overview of the year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and explicit phonics instruction using Jolly Phonics and Words Their Way, the following Common Core State Standards will be met:

Print Concepts
RF.K.1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *f. Blend two to three phonemes into recognizable words (CA)*
Phonics and Word Recognition
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Writer's Craft & Vocabulary
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

Science and Social Studies Units of Study Overview of the year and Common Core State Standards

Kindergarten Science and Social Studies Unit 1: My family and my community
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ** **Social Studies Standards** **K.3** Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.** **K.4** Students compare and contrast the locations of people, places, and environments and describe their characteristics.** 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. **K.6** Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

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Kindergarten!Science!and!Social!Studies!Unit!2:!Investigating!marine!life:!Understanding!the!ocean!as!a!landform!&!investigating!resource!conservation!
SL.K.1:* Participate!in!collaborative!conversations!about!*kindergarten topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!listening!to!others!and!taking!turns!speaking!about!the!topics!and!texts!under!discussion).!! b. Continue!a!conversation!through!multiple!exchanges.!! **SL.K.3:*** Ask!and!answer!questions!in!order!to!seek!help,!get!information,!or!clarify!something!that!is!not!understood.!! ! **Science*Standards*** 3. Earth!is!composed!of!land,!air,!and!water.!As!a!basis!for!understanding!this!concept:!! a. Students!know!characteristics!of!mountains,!rivers,!oceans,!valleys,!deserts,!and!local!landforms.!! b. Students!know!changes!in!weather!occur!from!day!to!day!and!across!seasons!affecting!Earth!and!its!inhabitants!! 1. Students!know!how!to!identify!resources!from!Earth!that!are!used!in!everyday!life!and!understand!that!many!resources!can!be!conserved.!! ! **Social*Studies*Standards*** • Determine!the!relative!locations!of!objects!using!the!terms!near/far,!left/right,!and!behind/in!front! • Distinguish!between!land!and!water!on!maps!and!globes!and!locate!general!areas!referenced!in!historical!legends!and!stories.! !!

Kindergarten!Science!and!Social!Studies!Unit!3:!Patriotism!symbols!and!American!heroes
K.1*Students*understand*that*being*a*good*citizen*involves*acting*in*certain*ways.* 1.!Follow!rules,!such!as!sharing!and!taking!turns,!and!know!the!consequences!of!breaking!them.!2.!Learn!examples!of!honesty,!courage,!determination,!individual!responsibility,!and!patriotism!in!American!and!world!history!from!stories!and!folklore.!3.!Know!beliefs!and!related!behaviors!of!characters!in!stories!from!times!past!and!understand!the!consequences!of!the!characters'!actions!! ! **Social*Studies*Standards*** **K.2*Students*recognize*national*and*state*symbols*and*icons*such*as*the*national*and*state*flags,*the*bald*eagle,*and*the*Statue*of*Liberty.*** **K.6*Students*understand*that*history*relates*to*events,*people,*and*places*of*other*times.*** 1.!Identify!the!purposes!of!and!the!people!and!events!honored!in!commemorative!holidays,!including!the!human!struggles!that!were!the!basis!for!the!events!(e.g.,!Thanksgiving,!Independence!Day,!Washington's!and!Lincoln's!Birthdays,!Martin!Luther!King!Jr.!Day,!Memorial!Day,!Labor!Day,!Columbus!Day,!Veterans!Day).!2.!Know!the!triumphs!in!American!legends!and!historical!accounts!through!the!stories!of!such!people!as!Pocahontas,!George!

Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. *In addition to these state suggested American legends, RSED encourages a more diverse list including Cesar Chavez, Thurgood Marshall, Jane Addams (first American woman to win the Nobel peace prize), Susan B. Anthony, Clara Barton, Eleanor Roosevelt*

Kindergarten Science and Social Studies Unit 4: Focus on gardens: How do living things change?
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **Science Standards** **K:** 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). b. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). **1:** *2.* Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. **2:** *2.* Plants and animals have predictable life cycles. As a basis for understanding this concept: e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. f. Students know flowers and fruits are associated with reproduction in plants. **4:** 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept: c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

Kindergarten Science and Social Studies Unit 5: Light
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **Science Standards** **3:** 2. Light has a source and travels in a direction. As a basis for understanding this concept: a. Students know sunlight can be blocked to create shadows. b. Students know light is reflected from mirrors and other surfaces. c. Students know the color of light striking an object affects the way the object is seen. d. Students know an object is seen when light traveling from the object enters the eye.

Across all science units: Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Observe common objects by using the five senses.
b. Describe the properties of common objects.
c. Describe the relative position of objects by using one reference (e.g., above or below).
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
e. Communicate observations orally and through drawings.

Reading and Writing Workshop Overview of the Year and Common Core State Standards

Kindergarten Workshop Unit 1: Rituals and routines
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. **SL.K.1:** Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Workshop Unit 2: Being a reader and writer (Habits unit)
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. **L.K.1:** Observe conventions of grammar and usage when writing or speaking (these standards are met again many times; early in the year some students might not yet produce many letters). a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.

Kindergarten Workshop Unit 3 Nonfiction texts: Lists, labels, and drawing pictures (integrated with science/social studies unit)
RI.K.1: With prompting and support, ask and answer questions about key details in a text. **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

Kindergarten Workshop Unit 4 Personal narrative and small moments
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. **W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **L.K.1:** Observe conventions of grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). f. Produce and expand complete sentences in shared language activities. **L.K.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Kindergarten Workshop Unit 5: Poetry
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten Workshop Unit 6: Investigating plants and living things (integrated with science/social studies unit)
RI.K.1: With prompting and support, ask and answer questions about key details in a text. **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

Kindergarten Workshop Unit 7: Kevin Henkes author study and book reviews
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is* ...). **W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. **L.K.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

INTERACTIVE READ ALOUD

Common Core State standards met through ongoing daily interactive read alouds that utilize a range of fiction and non-fiction texts throughout the year.

RL: Reading Standards for Literature

Key Ideas and Details

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4: Ask and answer questions about unknown words in a text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI: Reading Standards for Informational Text

Key Ideas and Details

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RL.K.10: Actively engage in group reading activities with purpose and understanding.

a. *Activate prior knowledge related to the information and events in texts.(CA)*
b. *Use illustrations and context to make predictions about text. (CA)*

RI.L.10: Actively engage in group reading activities with purpose and understanding.

a. *Activate prior knowledge related to the information and events in texts.(CA)*
b. *Use illustrations and context to make predictions about text. (CA)*

First*grade*California*Adoption*of*the*Common*Core*Standards*Literacy*Curriculum*Map

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!	Aug!	Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	April!	May!!!!June!
Community!Meeting!	Ongoing:!! Discussion!of!weather!(chart!by!month!on!bar!graph,!student!weather!reporter!"job")! Date:!Calendar!(Today!is!Monday,!January!6,!2014)! Day:!Yesterday!was,!today!is,!tomorrow!will!be!(Yesterday!was!Tuesday,!today!is!Wednesday,!tomorrow!will!be!Thursday)!									
	Community!building!(Get!to!know!you!activities)!		Discussion!about!books!(favorite!characters,!favorite!books,!book!talks)!!		Show!and!Tell!!		Words,!words,!words!!!!		Picture!description!(using!details!in!oral!description)!!	Rhymes!and!riddles!!!
	Suggested!GLAD!strategies:!cognitive!content!dictionary,!picture!file!cards,!exploration!chart!with!picture!file!cards,!pair\share!!									

Guided! Reading!	Differentiated!based!on!students'!needs!

Explicit! !Phonics!	Words!their!Way!(Jolly!Phonics!can!be!used!for!remediation) ! ! ! ! !

!		Aug! Sept! Oct!	Nov! Dec!	Jan! Feb!	March! April! May!!!June!
Integrated!Science!&!Social!Studies!	Science!and!Social! Studies!	Life!science:!! Where!does!my!food!come!from?! Food!webs!and!ecosystems!! Making!healthy!food!choices! ! ! ! *(GLAD strategies integrated into units)*	Earth!science:! Weather!! ! ! ! ! ! *(GLAD strategies integrated into units)*	Physical!science:! Intro!to!states!of!matter!! ! ! *(GLAD strategies integrated into units)*!!	Social!studies:!Then!and!Now! How!do!places!and!people!change?!! Study!of!homes!and!transportation!over!time!tied!to!geography/map!reading! ! *(GLAD strategies integrated into units)*
	Shared!Reading!&! Explicit!Phonics! Instruction!	Shared!reading!cycle!phonological!awareness!focus:!! Review!letter!sound!correspondence!and!rhyming!(identifying!words!that!rhyme,!generating!rhymes)!	Shared!reading!phonological!awareness!focus:!Phoneme!segmenting,!blending,!deletion,!and!isolation!		Shared!reading!phonological!awareness!focus:!Consonant!digraphs,!onsets!and!rimes,!long!vowel!patterns!including!digraphs!and!dipthongs!
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,!singing,!chanting,!and!use!of!hand!motions,!sentence!patterning,!color!coding,!pair\share,!"living!wall"!(charts!as!functional!language!environment)!			

!		Aug!	Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	!!April!!!!!!May!!!!June!
Reading!and!Writing!Workshop!	Unit!Focus!	Rituals!and! routines:! Establishing!talking! and!thinking! routines! ! Writing!outcome:! notebook!entries! focused!on!small! moments! !	What!does!it! mean!to!be!a! skillful!reader! and!writer?! (habits!unit)!! ! Writing! outcome:! character!map!	What! makes!a! good! book?!! ! ! Writing! outcome:! opinion/! persuasion! about! favorite! book!	Non\fiction!unit! (extension!of! weather!unit)! ! ! ! Writing!outcome:! science!journals! focused!on! describing! observations!and! All!About!books! related!to! weather!	Poetry! ! ! ! ! Writing!outcome:! various!poetry!	Mem!Fox!Author! study!! ! ! ! ! Writing!outcome:! friendly!letter!to! Mem!Fox!about! favorite!Mem!Fox! book! !	Non\fiction!unit! related!to!countries;! unit!emphasizes!text! features!! ! ! Writing!outcome:!! country!research! report!
Interactive!Read!Aloud!	Text!Focus!	Books!focused!on! social/emotional! development!	Varied!genres,! modeling! books!at! students'!level!!	Literary! Award! Winners!! !	Non\fiction! weather!texts!and! other!non\fiction! texts!	Poetry!!	Mem!Fox!texts!	Range!of!texts!about! various!countries,! including!stories! told!at!different! points!in!history!!
	Discussion!Focus!	Theme,!purpose,! main!idea!and! details,!sequencing,! genre!	Genre,!setting,! point!of!view! (narrator);!main! idea!and! details,! sequencing! !	Plot,!cause! and!effect,! as!students! write! persuasion:! the! difference! between! fact!and! opinion!	Text!features,! compare,!contrast,! fact/opinion,! author's!purpose,! non\fiction!text! types!and!features,! classifying!and! categorizing! ! !	Discussion!focus:! author's!craft,!simile,! inferencing,! onomatopoeia,! identifying!patterns! of!rhyming!words,! use!of!features!such! as!bold!print!to! emphasize!emotion,! interpreting!simile!	Compare/contrast,! point!of!view,! character! development!	Compare/contrast,! author's!purpose,! genre!
Recommended!GLAD! Strategies!		Using!pictures!from! text!to!do!narrative! retelling!and! sequencing,!begin! building!process!grid! for!genre!	Process!grid!to! discuss!genre!	Reader's! theater!	Pictorial!input!chart! Cooperative!strip! paragraph,!KW! chart,!mind!map! !	Color!coding,! Use!of!poetry!to! teach!skills,!singing,! chants,!and!use!of! hand!motions!	Comparative!input! chart!	Mind!map!

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STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards

COMMUNITY*MEETING:*Year*Overview*and*Common*Core*State*Standards*

Through daily community meetings, the following Common Core State Standards will be met:

First grade community meeting focus 1: Community building & get to know you discussions

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.
- *a. Give, restate, and follow simple two-step directions. (CA)*

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *a. Memorize and recite poems, rhymes, and songs with expression. (CA)*

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

In addition, the following social studies standards will be met:

1.1 Students describe the rights and individual responsibilities of citizenship.
1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

First grade community meeting focus 2: Discussion about books

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.
- *a. Give, restate, and follow simple two-step directions. (CA)*

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *a. Memorize and recite poems, rhymes, and songs with expression. (CA)*

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

First grade community meeting focus 3: Show & Tell

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

a. Give, restate, and follow simple two-step directions. (CA)

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

a. Memorize and recite poems, rhymes, and songs with expression. (CA)

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

First grade community meeting focus 4: Words, words, words

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

a. Give, restate, and follow simple two-step directions. (CA)

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

a. Memorize and recite poems, rhymes, and songs with expression. (CA)

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Produce complete sentences when appropriate to task and situation.

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

a. Use sentence-level context as a due to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6:* Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

First grade community meeting focus 5: Picture description

SL.1.1:* Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2:* Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.
a. Give, restate, and follow simple two-step directions. (CA)

SL.1.3:* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4:* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
a. Memorize and recite poems, rhymes, and songs with expression. (CA)

SL.1.5:* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6:* Produce complete sentences when appropriate to task and situation.

Additionally, the following social studies standards will be met:*

- Understand the significance of our national holidays and the heroism and achievements of the people associated with the
- Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

First grade community meeting focus 6: Rhymes and riddles

SL.1.1:* Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2:* Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.
a. Give, restate, and follow simple two-step directions. (CA)

SL.1.3:* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4:* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
a. Memorize and recite poems, rhymes, and songs with expression. (CA)

SL.1.5:* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6:* Produce complete sentences when appropriate to task and situation.

GUIDED READING FIRST GRADE

Common Core State standards met through ongoing guided reading lessons that utilize a range of fiction and nonFiction texts throughout the year
RF.1.3: Know and apply grade level phonics and word analysis skills in decoding words (both in isolation and in text). a. Know the spelling sound correspondences for common consonant digraphs. (two letters that represent one sound). b. Decode regularly spelled one syllable words. c. Know final -*e* and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade appropriate irregularly spelled words. **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on level text with purpose and understanding. b. Read on level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self correct word recognition and understanding, rereading as necessary. **RI.1.10:** With prompting and support, read appropriately complex informational texts for grade 1. **RL.1.10:** With prompting and support, read appropriately complex prose and poetry for grade 1. *a. Activate prior knowledge related to the information and events in a text. (CA)* *b. Confirm predictions about what will happen next in a text. (CA)* **L.1.4:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

SHARED READING & DIFFERENTIATED PHONICS INSTRUCTION: Overview of the Year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and differentiated phonics instruction using Jolly Phonics and Words their Way, the following Common Core State Standards will be met:

Print Concepts
RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition
RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -*e* and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writer's Craft & Vocabulary
L.1.1: Observe conventions of grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f. Use frequently occurring adjectives. **L.1.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
California addition: ***1.4.a*** *Memorize and recite poems, rhymes, and songs with expression. (CA)*

Science and Social Studies Units of Study: Overview of the year and Common Core State Standards

First grade integrated science and social studies unit 1: Where does my food come from?: Food webs and ecosystems
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **Science Standards:** Students will demonstrate understanding of the following earth science standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

First grade integrated science and social studies unit 2: Weather
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **Science Standards:** 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water. Grade 3.1 Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: a. Students know energy comes from the Sun to Earth in the form of light.

First grade integrated science and social studies unit 3: States of matter (intro)
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **Science Standards:** Students will understand the following physical science standards: 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

First grade integrated science and social studies unit 4: Then and now
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **Social Studies Standards:** **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.** 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. **1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.** 1. Examine the structure of schools and communities in the past. 2. Study transportation methods of earlier days. 3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Across all science units: Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Draw pictures that portray some features of the thing being described.
b. Record observations and data with pictures, numbers, or written statements.
c. Record observations on a bar graph.
d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

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READING AND WRITING WORKSHOP: OVERVIEW OF THE YEAR AND COMMON CORE STATE STANDARDS

First Grade Workshop Unit 1: Rituals and routines
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text. (CA)* b. *Confirm predictions about what will happen next in a text. (CA)* **RI.1.1:** Ask and answer questions about key details in a text. *Give, restate, and follow simple two-step directions (CA)* **RI.1.2:** Identify the main topic and retell key details of a text. **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RL.1.1:** Ask and answer questions about key details in a text. **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3:** Describe characters, settings, and major events in a story, using key details. **W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **L.1.1:** Observe conventions of grammar and usage when writing or speaking. a. Print all upper and lowercase letters. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

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First Grade Workshop Unit 2: What does it mean to be a skillful reader and writer?
RI.1.1: Ask and answer questions about key details in a text. **RI.1.2:** Identify the main topic and retell key details of a text. **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RL.1.1:** Ask and answer questions about key details in a text. **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3:** Describe characters, settings, and major events in a story, using key details. **W.1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **RL.1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RL.1.10:** With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text (CA)* b. *Confirm predictions about what will happen next in a text (CA)* **L.1.1:** Observe conventions of grammar and usage when writing or speaking. a. Print all upper and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

d. Use !personal !(subject, !object) !possessive, !and !indefinite !pronouns !(e.g., !*I*, !*me*, !*my*; !*they*, !*them*, !*their*, !*anyone*, !*everything*). !!
e. Use !verbs !to !convey !a !sense !of !past, !present, !and !future !(e.g., !*Yesterday I walked home*; !*Today I walk home*; !*Tomorrow I will walk home*). !!
f. Use !frequently !occurring !adjectives. !!
g. Use !frequently !occurring !conjunctions !(e.g., !*and*, !*but*, !*or*, !*so*, !*because*). !*(*introduced)*!
j. Produce !and !expand !complete !simple !and !compound !declarative, !interrogative, !imperative, !and !exclamatory !sentences !in !response !to ! questions !and !prompts. !!

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First !Grade !Workshop !Unit !3: !What !makes !a !good !book? !!(persuasion/opinion)!

RL.1.10: !With !prompting !and !support, !read !appropriately !complex !prose !and !poetry !for !grade !1. !

a. Activate prior knowledge related to the information and events in a text. (CA)
b. Confirm predictions about what will happen next in a text. (CA)

RL.1.4: *Identify !words !and !phrases !in !stories !or !poems !that !suggest !feelings !or !appeal !to !the !senses.*
RL.1.5: *Explain !major !differences !between !books !that !tell !stories !and !books !that !give !information, !drawing !on !a !wide !! reading !of !a !range !of !text !types. !!
RL.1.6: *Identify !who !is !telling !the !story !at !various !points !in !a !text. !!
W.1.1: *Write !opinion !pieces !in !which !they !introduce !the !topic !or !name !the !book !they !are !writing !about, !state !an !opinion, !supply !a !reason !for !the ! opinion, !and !provide !some !sense !of !closure. !
W.1.5: *With !guidance !and !support !from !adults, !focus !on !a !topic, !respond !to !questions !and !suggestions !from !peers, !and !add !details !to !strengthen ! writing !as !needed. !!
L.1.1: *Observe !conventions !of !grammar !and !usage !when !writing !or !speaking. !!

a. Print !all !upper\!and !lowercase !letters. !!
b. Use !common, !proper, !and !possessive !nouns. !!
c. Use !singular !and !plural !nouns !with !matching !verbs !in !basic !sentences !(e.g., !*He hops*; !*We hop*). !!
d. Use !personal, !possessive, !and !indefinite !pronouns !(e.g., !*I*, !*me*, !*my*; !*they*, !*them*, !*their*, !*anyone*, !*everything*). !!
e. Use !verbs !to !convey !a !sense !of !past, !present, !and !future !(e.g., !*Yesterday I walked home*; !*Today I walk home*; !*Tomorrow I will walk home*). !!
f. Use !frequently !occurring !adjectives. !!
g. Use !frequently !occurring !conjunctions !(e.g., !*and*, !*but*, !*or*, !*so*, !*because*). !!
h. Use !determiners !(e.g., !articles, !demonstratives). !!
i. Use !frequently !occurring !prepositions !(e.g., !*during*, !*beyond*, !*toward*). !!
j. Produce !and !expand !complete !simple !and !compound !declarative, !interrogative, !imperative, !and !exclamatory !sentences !in !response !to ! questions !and !prompts. !!

L.1.2: *Observe !conventions !of !capitalization, !punctuation, !and !spelling !when !writing. !!

a. Capitalize !dates !and !names !of !people. !!
b. Use !end !punctuation !for !sentences. !!
c. Use !commas !in !dates !and !to !separate !single !words !in !a !series. !*(*comma use introduced in this unit)*!
d. Use !conventional !spelling !for !words !with !common !spelling !patterns !and !for !frequently !occurring !irregular !words. !
e. Spell !untaught !words !phonetically, !drawing !on !phonemic !awareness !and !spelling !conventions. !!

First Grade Workshop Unit 4: Nonfiction unit (extension of weather unit)
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text (CA)* b. *Confirm predictions about what will happen next in a text (CA)* **RI.1.4:*** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **RI.1.5:*** Know and use various text structures* (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. *(structures added by CA)* **RI.1.6:*** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **RI.1.7:*** Use pictures, illustrations, and details in a text to describe its key ideas. **RI.1.8:*** Identify the reasons an author gives to support points in a text. **RI.1.9:*** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RL.1.5:*** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **W.1.2:*** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.7:*** Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions). **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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First grade Workshop Unit 5: Poetry
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text (CA)* b. *Confirm predictions about what will happen next in a text (CA)* **W.1.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **RL.1.4:*** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **California* addition:* 1.4.a*** Memorize and recite poems, rhymes, and songs with expression. CA **L.1.1:*** Observe conventions of grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. **L.1.2:*** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.

First grade Workshop Unit 6: Mem Fox Author study (friendly letter)
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text. CA* b. *Confirm predictions about what will happen next in a text. CA* **RL.1.1:*** Ask and answer questions about key details in a text. **RL.1.2:*** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3:*** Describe characters, settings, and major events in a story, using key details. **RL.1.6:*** Identify who is telling the story at various points in a text. **RL.1.7:*** Refer to pictures, illustrations, and details in a story to describe characters, setting, or events. **RL.1.9:*** Compare and contrast the adventures and experiences of characters in stories. **RL.1.10:*** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses a. *Activate prior knowledge related to the information and events in a text. (CA)* b. *Confirm predictions about what will happen next in a text. (CA)* **W.1.1:*** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. *(friendly letter)* **W.1.7:*** Participate in shared research and writing projects (e.g., explore a number of —how to books on a given topic and use them to write a sequence of instructions).

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First grade Workshop Unit 7: Nonfiction unit (integrated with Then and Now unit and country report)
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1. a. *Activate prior knowledge related to the information and events in a text. CA* b. *Confirm predictions about what will happen next in a text. CA* **W.1.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.2:*** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.7:*** Participate in shared research and writing projects (e.g., explore a number of —how to books on a given topic and use them to write a sequence of instructions). **L.1.2:*** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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INTERACTIVE READ ALOUD

Common Core State standards met through ongoing daily interactive read alouds that utilize a range of fiction and non-fiction texts throughout the year.

RL: Reading Standards for Literature

Key Ideas and Details

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3: Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6: Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.

a. *Activate prior knowledge related to the information and events in a text (CA)*
b. *Confirm predictions about what will happen next in a text (CA)*

RI: Reading Standards for Informational Text

Key Ideas and Details

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.

RI.1.8: Identify the reasons an author gives to support points in a text.

RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.

a. *Activate prior knowledge related to the information and events in a text (CA)*
b. *Confirm predictions about what will happen next in a text (CA)*

Additional Standards

SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

a. Give, restate, and follow simple two-step directions. (CA)

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Second*Grade*California*Adoption*of*the*Common*Core*Standards*Literacy*CurriculumMap**

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!	Aug! Sept!	Oct!	Nov! Dec!	Jan! Feb!	March!	April! May!!!!June!
Community! Meeting!	Community! building!&!get!to! know!you! discussions!	Book!talks!!	Rhymes!and!riddles! (logic!puzzle! discussions)!	How\to! presentations! (sharing!writing! workshop!howV tos)!	Sentence!puzzles!!	Current!events! discussion!
	Suggested!GLAD!strategies:!cognitive!content!dictionary,!picture!file!cards,!exploration!chart!with!picture!file!cards,!pair\share! !					

Guided! Reading!	Differentiated!based!on!students'!needs!

Explicit!Phonics!	Explicit!phonics:!Words!their!Way! ! ! ! !

!		Aug! Sept!	!!!!!Oct!!!!!!!Nov! Dec!	Jan! Feb!	March! April! May!!!!June!
Integrated!Science!&!Social!Studies!	Science!and! Social!Studies!!	Social!studies:! Heritage!and!Ancestors!! ! ! ! !	Earth!science:! Rock!cycle!	Physical!science:! Motion!	Life!science:!! Soil!habitats!(earthworm!study)!
	Shared!Reading!	Shared!reading!phonological! awareness!focus:!syllabication,! phoneme!isolation,!segmenting,! blending,!identification!of! beginning,!ending!and!medial! sounds!	Shared!reading!language! focus:! Synonyms/antonyms,!! homophones/! homographs,!prefix/! suffixes/root!words,! commas,!quotations!in! dialogue,!contractions!	Text\based!discussion!skills/language!focus:!! Prefix/suffixes/root!words! Determining!word!meaning!using!context!clues!(when! possible)! Non\fiction!text!features! Fact/opinion!and!bias!	
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,!singing,! chanting,!and!use!of!hand!motions,!sentence!patterning,!color!coding,!pair\share,!"living!wall"!(charts!as!functional!language! environment)!			

!		Aug!	Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	April!	May!	June!
Reading!and!Writing!Workshop!	Unit!Focus!	Rituals!and! routines! ! ! ! ! Writing!outcome:! short!auto! biographies!tied!to! ancestor!unit,!life! timelines!	Author!study:! Cynthia!Rylant! with!fluency! and!reader's! theater!focus! ! Writing! outcome:! opinion!pieces!	Genre!study:! Mystery! ! ! ! ! Writing! outcome:!Two! minute! mysteries!	Reading!nonVfiction! texts!to!support! learning!how!to!do! something!! ! ! Writing!outcome:! How!to!books! !	Poetry!&!drama! ! ! ! ! ! Writing!outcome:! various!poetry!	Flat!Stanley!Unit!! ! ! ! ! ! Writing!outcome:! friendly!letter!and! composing!an! email! ! *(optional class podcast detailing Stanley's travels)*	Choose!your! own! adventure! genre!study! ! ! Writing! outcome:! additional! "adventure! path"!for!one! story!
Interactive!Read!Aloud!	Text!! Focus!	Texts!about! children!and!their! ancestry/! heritage!	Cynthia!Rylant! texts!(several! texts!tie!to! social!studies! unit!on! heritage/! ancestors)!	AVZ,!Cam!Jansen! and!other! mysteries!	NonVfiction!texts!to! support!howVto! unit!	Poetry!texts!	Flat!Stanley! chapter!book! ! !	Choose!your! own! adventure! books!
	Discussion!Focus!	Discussion!focus:! Genres,!main!idea,! sequence!and!events!	Discussion! focus:!!Story! elements!and! plot,!Point!of! view,!sequence! and!events,! author's! purpose!	Discussion!focus:! Character! development,! story!elements,! and!plot,!point!of! view,!inferences! and!drawing! conclusion!	Discussion!focus:! Compare,!contrast;! locating!information,! author's!purpose! !	Discussion!focus:!! Figurative!language,! inferences!and! drawing!conclusions!	Discussion!focus:! Purposes!of! friendly!letter,! point!of!view!	Discussion! focus:!Author's! craft,!point!of! view,!author's! craft!as!it! relates!to! reading!text! aloud!(e.g.,!the! role!of! punctuation!in! providing!clues! for!reading)!
Recommended! GLAD! Strategies!		Using!pictures!from!text! to!do!narrative!retelling! and!sequencing,!begin! building!process!grid!for! genre!	Process!grid!to! discuss!genre,! picture!cards,! reader's!theater!	Using!pictures!from! text!to!do!narrative! retelling!and! sequencing!	Pictorial!input!chart,! cooperative!strip! paragraph,!KW!chart,! mind!map! !	Color!coding,! Use!of!poetry!to!teach! skills,!singing,!chants,! and!use!of!hand! motions!	Comparative!input! chart! mind!map!	Reader's!theater!

STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards
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COMMUNITY*MEETING:*Year*Overview*and*Common*Core*State*Standards*

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Through!daily!community!meetings,!the!following!Common!Core!State!Standards!will!be!met:!!

Second!grade!community!meeting!focus!1:!Community!building!&!get!to!know!you!discussions!
SL.2.1:*Participate!in!collaborative!conversations!about!*grade 2 topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreed!upon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Build!on!others'!talk!in!conversations!by!linking!their!comments!to!the!remarks!of!others.!! c. Ask!for!clarification!and!further!explanation!as!needed!about!the!topics!and!texts!under!discussion.!! **SL.2.6:***Produce!complete!sentences!when!appropriate!to!task!and!situation!in!order!to!provide!requested!detail!or!clarification.!!

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Second!grade!community!meeting!focus!2:!Book!talks!
SL.2.1:*Participate!in!collaborative!conversations!about!*grade 2 topics and texts* with!peers!and!adults!in!small!and!larger!groups.!! a. Follow!agreed!upon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Build!on!others'!talk!in!conversations!by!linking!their!comments!to!the!remarks!of!others.!! c. Ask!for!clarification!and!further!explanation!as!needed!about!the!topics!and!texts!under!discussion.!! **SL.2.2:***Recount!or!describe!key!ideas!or!details!from!written!texts!read!aloud!or!information!presented!orally!or!through!media.!* **SL.2.3:***Ask!and!answer!questions!about!what!a!speaker!says!in!order!to!clarify!comprehension,!gather!additional!information,!or!deepen!understanding!of!a!topic!or!issue.!! **SL.2.6:***Produce!complete!sentences!when!appropriate!to!task!and!situation!in!order!to!provide!requested!detail!or!clarification.!! **L.2.1:***Observe!conventions!of!grammar!and!usage!when!writing!or!speaking.!! a. Use!collective!nouns!(e.g.,!*group*).!! b. Form!and!use!frequently!occurring!irregular!plural!nouns!(e.g.,!*feet*,!*children*,!*teeth*,!*mice*,!*fish*).!! c. Use!reflexive!pronouns!(e.g.,!*myself*,!*ourselves*).!! d. Form!and!use!the!past!tense!of!frequently!occurring!irregular!verbs!(e.g.,!*sat*,!*hid*,!*told*).!! e. Use!adjectives!and!adverbs,!and!choose!between!them!depending!on!what!is!to!be!modified.!! f. Produce,!expand,!and!rearrange!complete!simple!and!compound!sentences!(e.g.,!*The boy watched the movie*;!*The little boy watched the movie*;!*The action movie was watched by the little boy*).!! **L.2.6:***Use!words!and!phrases!acquired!through!conversations,!reading!and!being!read!to,!and!responding!to!texts,!including!using!adjectives!and!adverbs!to!describe!(e.g.,!*When other kids are happy that makes me happy*).!!

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Second grade community meeting focus 3: Rhymes and riddles (logic puzzle discussions)
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.* **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ***SL.CA:*** *Give and follow three- and four-step oral directions. CA* **L.2.1:** Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

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Second grade community meeting focus 4: How to presentations
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.* **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ***SL.CA*** *Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (CA)* ***SL.CA*** *Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion (CA)* **L.2.1:** Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*).

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
c. Use reflexive pronouns (e.g., *myself, ourselves*).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Second grade community meeting focus 5: Sentence puzzles

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L.2.1: Observe conventions of grammar and usage when writing or speaking.
a. Use collective nouns (e.g., *group*).
b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
c. Use reflexive pronouns (e.g., *myself, ourselves*).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*).
b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Second grade community meeting focus 6: Current events discussions

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

L.2.1: Observe conventions of grammar and usage when writing or speaking.

a. Use collective nouns (e.g., *group*).
b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
c. Use reflexive pronouns (e.g., *myself*, *ourselves*).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

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GUIDED READING SECOND GRADE

Common Core State standards met through ongoing guided reading lessons that utilize a range of fiction and nonFiction texts throughout the year:
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SHARED READING & WORD STUDY: Overview of the Year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and differentiated word study using Words their Way, the following Common Core State Standards will be met:

Print Concepts
RF.1.1: Demonstrate understanding of the organization and basic features of print. *(first grade standard reinforced in second grade)* a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness
RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition
RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in decoding text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writer's Craft & Vocabulary
L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** a. Compare formal and informal uses of English. **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.*

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Reading standards for informational text*

RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
RI.2.8: Describe how reasons support specific points the author makes in a text.
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

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Science and Social Studies Units of Study: Overview of the Year and Common Core State Standards

Second grade integrated science and social studies unit 1: Heritage and ancestors
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases* ***in all content areas****. (CA)* **Social Studies Standards** **2.1 Students differentiate between things that happened long ago and things that happened yesterday.** 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.** 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Second grade integrated science and social studies unit 2: Rock cycle
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases* ***in all content areas****. (CA)*

Science Standards:

2: 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.

b. Students know smaller rocks come from the breakage and weathering of larger rocks.

c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4: 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

4: 5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.

c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Second grade integrated science and social studies unit 3: Motion

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

e. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases* ***in all content areas****. (CA)*

Science Standards:

2: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

a. Students know the position of an object can be described by locating it in relation to another object or to the background.
b. Students know an object's motion can be described by recording the change in position of the object over time.
c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
e. Students know objects fall to the ground unless something holds them up.
g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

3: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

d. Students know machines and living things convert stored energy to motion and heat.

Second grade integrated science and social studies unit 4: Soil habitats

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

e. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases* ***in all content areas****. (CA)*

Science Standards:

4. 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
c. Students know decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

2. 3. Earth is made of materials that have distinct properties and provide resources for human activities.

a. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

Across all science units: Investigation and Experimentation
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). d. Write or draw descriptions of a sequence of steps, events, and observations. e. Construct bar graphs to record data, using appropriately labeled axes. f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects. **g.** Follow oral instructions for a scientific investigation.

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READING AND WRITING WORKSHOP: OVERVIEW OF THE YEAR AND COMMON CORE STATE STANDARDS

Second Grade Workshop Unit 1: Rituals and routines
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ***W.2.10*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)* ***W.CA*** *Create readable documents with legible print. (CA)* **RL.2.10:** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RL.2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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Second Grade Workshop Unit 2: Cynthia Rylant Author Study (opinion/persuasion)
RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.3:** Describe how characters in a story respond to major events and challenges. **RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.10:** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **L.2.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Second Grade Workshop Unit 3: Mystery
RL.2.1.* Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RL.2.2:*** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.3:*** Describe how characters in a story respond to major events and challenges. **RL.2.7:*** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot. **RL.2.10:*** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. * ***W.2.10:*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)* **W.2.3:*** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ***W.CA****: Create readable documents with legible print. (CA)* ***W.CA****: Produce clear and coherent writing* ***(including multiple-paragraph texts)*** *in which the development and organization are appropriate to task, purpose, and audience. (CA)*

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Second Grade Workshop Unit 4: Reading non-fiction texts (How-to unit)
W.CA. *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CA)* **W.2.2:*** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. * ***W.CA:*** *Produce clear and coherent writing* ***(including multiple-paragraph texts)*** *in which the development and organization are appropriate to task, purpose, and audience. (CA)* **W.2.5:*** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. * **W.2.7:*** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **RI.2.1:*** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RI.2.2:*** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **RI.2.3:*** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.4:*** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **RI.2.5:*** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently. **RI.2.6:*** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **RI.2.10:*** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. *

L.2.2:* Observe conventions of capitalization, punctuation, and spelling when writing.
a. Capitalize holidays, product names, and geographic names.
b. Use commas in greetings and closings of letters.
c. Use an apostrophe to form contractions and frequently occurring possessives.
d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.CA *Create readable documents with legible print. (CA)*

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Second Grade Workshop Unit 5: Poetry
W.2.4. *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CA)* **W.2.5:*** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ***W.2.10*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)* **SL.2.5:*** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ***W.CA*** *Create readable documents with legible print. (CA)* **RL.2.4:*** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **RL.2.5:*** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **RL.2.10:*** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

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Second Grade Workshop Unit 6: Flat Stanley Unit
W.2.4. *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.(CA)* ***W.2.10*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)* **W.2.7:*** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).* **RI.2.10:*** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RL.2.10:*** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.* **RI.2.10:*** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.* ***W.CA:*** *Create readable documents with legible print. (CA)* !

W. CA: *Produce clear and coherent writing* ***(including multiple-paragraph texts)*** *in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (CA)*

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Second Grade Workshop Unit 7: Choose your own adventure genre study
RL.2.1.* Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RL.2.2:*** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.3:*** Describe how characters in a story respond to major events and challenges. **RL.2.5:*** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **RL.2.6:*** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.7:*** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot. **RL.2.10:*** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ***** ***W.2.10*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)* **W.2.3:*** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **SL.2.5:*** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **W.2.6:*** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ***W.CA:*** *Create readable documents with legible print. (CA)*

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INTERACTIVE*READ*ALOUD*

Common!Core!State!standards!met!through!ongoing!daily!interactive!read!alouds!that!utilize!a!range!of!fiction!and!nonVfiction!texts!throughout!the!year.!

RL:!Reading!Standards!for!Literature!

Key!Ideas!and!Details!

RL.2.1.*Ask!and!answer!such!questions!as!*who*,!*what*,!*where*,!*when*,!*why*,!and!*how* to!demonstrate!understanding!of!key!details!in!a!text.!!

RL.2.2:*Recount!stories,!including!fables!and!folktales!from!diverse!cultures,!and!determine!their!central!message,!lesson,!or!moral.!!

RL.2.3:*Describe!how!characters!in!a!story!respond!to!major!events!and!challenges.!!

Craft!and!Structure!

RL.2.4:*Describe!how!words!and!phrases!(e.g.,!regular!beats,!alliteration,!rhymes,!repeated!lines)!supply!rhythm!and!meaning!in!a!story,!poem,!or!song.!!

RL.2.5:*Describe!the!overall!structure!of!a!story,!including!describing!how!the!beginning!introduces!the!story!and!the!ending!concludes!the!action.!!

RL.2.6:*Acknowledge!differences!in!the!points!of!view!of!characters,!including!by!speaking!in!a!different!voice!for!each!character!when!reading!dialogue!aloud.!!

Integration!of!Knowledge!and!Ideas!

RL.2.7:*Use!information!from!illustrations,!other!visual!elements!(e.g.,!maps),!and!the!words!in!a!print!or!digital!text!to!demonstrate!understanding!of!the!characters,!setting,!or!plot.!!

RL.2.9:*Compare!and!contrast!two!or!more!versions!of!the!same!story!(e.g.,!Cinderella!stories)!by!different!authors!or!from!different!cultures.!!
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RI:!Reading!Standards!for!Informational!Text!

Key!Ideas!and!Details!

RI.2.1:*Ask!and!answer!such!questions!as!*who*,!*what*,!*where*,!*when*,!*why*,!and!*how* to!demonstrate!understanding!of!key!details!in!a!text.!!

RI.2.2:*Identify!the!main!topic!of!a!multiVparagraph!text!as!well!as!the!focus!of!specific!paragraphs!within!the!text.!!

RI.2.3:*Describe!the!connection!between!a!series!of!historical!events,!scientific!ideas!or!concepts,!or!steps!in!technical!procedures!in!a!text.!!

Craft!and!Structure!

RI.2.4:*Determine!the!meaning!of!words!and!phrases!in!a!text!relevant!to!a!*grade 2 topic or subject area*.!!

RI.2.5:*Know!and!use!various!text!features!(e.g.,!captions,!bold!print,!subheadings,!glossaries,!indexes,!electronic!menus,!icons)!to!locate!key!facts!or!information!in!a!text!quickly!and!efficiently.!!

RI.2.6:*Identify!the!main!purpose!of!a!text,!including!what!the!author!wants!to!answer,!explain,!or!describe.!!
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Integration!of!Knowledge!and!Ideas!

RI.2.7:*Explain!how!specific!images!and!other!illustrations!contribute!to!and!clarify!a!text!(e.g.,!show!how!something!works).!!

RI.2.8:!Describe!how!reasons!support!specific!points!the!author!makes!in!a!text.!

RI.2.9:*Compare!and!contrast!the!most!important!points!presented!by!two!texts!on!the!same!topic.!!

Range!of!Reading!and!Level!of!Text!Complexity!

RL.2.10:*By!the!end!of!the!year,!read!literature,!including!stories,!poetry,!and!drama,!in!the!grades!2–3!text!complexity!band!proficiently,!with!scaffolding!as!needed!at!the!high!end!of!the!range.!!
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RI.2.10:*By!the!end!of!year,!read!and!comprehend!informational!texts,!including!historical,!scientific!and!technical!texts,!in!the!grades!2–3!text!complexity!band!proficiently,!with!scaffolding!as!needed!at!the!high!end!of!the!range.!

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Additional Standards:

SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard Review from First Grade:

RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.

a. Activate prior knowledge related to the information and events in a text. CA

b. Confirm predictions about what will happen next in a text. CA

Third*Grade*California*Adoption*of*the*Common*Core*Standards*Literacy*CurriculumMap**

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!	Aug! Sept!	Oct!	Nov! Dec!	Jan! Feb!	March!	April! May!!! June!
Community!Meeting!	Community! building!&!get!to! know!you! discussions!!	Current!events! discussions!	Picture!description!	I'm!proud!of….! (Show!and!tell!for! third!graders! where!they!share! an! accomplishment! they!are!proud!of)!	Sentence!puzzles!	Riddles,!rhymes,! and!logic!puzzles!
	Suggested!GLAD!strategies:!cognitive!content!dictionary!,picture!file!cards!,exploration!chart!with!picture!file!cards!,pairV share! !					

Guided! Reading!or! Guided! Novel! Discussion! groups!	Differentiated!based!on!students!needs!

Explicit! word! study!	Words!their!Way

!		Aug! Sept! Oct! Nov!	Dec! Jan! Feb!!!!!!	March! April!	May!!!!! June!
Integrated!science!&!social!studies!	Science!and!Social!Studies!	Astronomy!and!the!solar!system!	Native!Americans!of!the!Bay! Area! {Natural!resources!&!effects!of! settlers!addressed!in!this!unit}!	Animal!adaptations! and!habitats! !	Mini!unit!on! government:!A! closer!look!at! our!local! community! (Study!of! economics,! local! government)!
	Shared!reading!	Text!based!discussion!skills/language!focus:!! All!reading!standards!for!informational!text! Affix/base!words;!word!recognition!and! syllables!	Text!based!discussion! skills/language!focus:! All!reading!standards!for! informational!text;!context! clues!and!multiple!meaning! words!	Text!based!discussion! skills/language!focus:! All!reading!standards! for!informational!text;! synonyms!and! antonyms,!multiple! meaning!words!	Text!based! discussion! skills/language! focus:!All! reading! standards!for! informational! text;!context! clues,!and! affixes/base! words!
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,!singing,! chanting,!and!use!of!hand!motions,!sentence!patterning!color!coding,!pairVshare,!"living!wall"!(charts!as!functional! language!environment)!			

!		Aug!	Sept!	Oct!!!!!!!!!!!!!!!!!!!!	Nov!!!	Dec!	Jan!	!!!!!!!!!!	Feb!	March!	April!	May!!!!	June!
Reading!and!Writing!Workshop!	Unit!focus!	Rituals!and! routines! ! ! ! ! ! ! Writing!outcome:! personal!narrative! ! !	Genre!study:!Fantastical! tales:!Fairytales,! folktales,!and!fables!! ! ! ! ! ! ! Writing!outcome:! fractured!fairytales!Va! *fairytale told from the perspective of a different character a la The True Story of the Three Little Pigs*)!	Poetry!&! drama! ! ! ! ! ! ! Writing! outcome:! various!poetry!	Research! investigations!related! to!Native!American! study!&!reading!nonV fiction!texts!to! support!research! investigation! ! Writing!outcome:! research!report!on! aspect!of!native! American!life!	Author!study:! Chris!Van! Allsburg*!! ! **Unit serves as whole class model for book clubs with a focus on talking routines* Writing! outcome:! story!maps!	Book!club! units!&! writing!in! response!to! literature! ! ! ! Writing! outcome:! Writing!in! response!to!a! prompt!at!end! of!book!club! unit!	Mini!unit!on! persuasive! letters! related!to! government! unit! ! Writing! outcome:! persuasive! letters!
Interactive!read!aloud!	Text!focus!	Texts!to!support! writing!personal! narratives!! !	*Percy Jackson& The Lightening Thief,* fairytales!from!around! the!world,!fractured! fairytales,!fables!	Poetry!texts!	NonVfiction!texts!to! support!Native! American!research! investigations!	Chris!Van! Allsburg!texts!! !	Eve!Bunting! book!clubs! !	Persuasive! texts!(e.g.,! *Click, Clack, Moo: Cows that Type*)!
	Discussion!focus!	Discussion!focus:! Genres,!main!idea,! sequence!and! events,!character! development,!story! elements,!and!plot,! point!of!view,! inferences!and! drawing!conclusions!	Discussion!focus:!!Story! elements!and!plot,!Point!of! view,!sequence!and! events,!author's!purpose!	Discussion!focus:!! Figurative! language,! inferences!and! drawing! conclusions!	Discussion!focus:! Compare,!contrast;! locating!information,! author's!purpose! !	Discussion! focus:!Author's! craft,!point!of! view,!theme,! mood,!point!of! view,! inferences!and! drawing! conclusions!	Discussion! focus:!! Figurative! language,! inferences!and! drawing! conclusions!	Discussion! focus:! Author's! craft,!point!of! view,!theme,! mood,!point! of!view,! inferences! and!drawing! conclusions!
Recommended! GLAD!strategies!		Using!pictures!from!text! to!do!narrative!retelling! and!sequencing,!begin! building!process!grid!for! genre!	Process!grid!to!track!different! texts,!picture!cards,!Reader's! theater!	Color!coding,! Use!of!poetry!to! teach!skills,!singing,! chants,!and!use!of! hand!motions!	Pictorial!input!chart,! cooperative!strip!paragraph,! KW!chart,!mind!map! !	Process!grid!to! track!different! texts,!picture!cards,! Reader's!theater!	Comparative!input! chart! Using!pictures!from! text!to!do!narrative! retelling!and! sequencing!	Reader's!theater,! mind!map! !

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STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards

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COMMUNITY*MEETNG:*Year*Overview*and*Common*Core*State*Standards*

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Through!daily!community!meetings,!the!following!Common!Core!State!Standards!will!be!met:!!

Third!grade!community!meeting!focus!1:!Community!building!&!get!to!know!you!discussions!
SL.3.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others!! c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion!! **SL.3.3:*** Ask!and!answer!questions!about!information!from!a!speaker,!offering!appropriate!elaboration!and!detail.!! **SL.3.6:*** Speak!in!complete!sentences!when!appropriate!to!task!and!situation!in!order!to!provide!requested!detail!or!clarification.!!

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Third!grade!community!meeting!focus!2:!Current!events!discussions!
SL.3.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others!! c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion! **SL.3.2:*** Identify!the!main!ideas!and!supporting!details!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.3.3:*** Ask!and!answer!questions!about!information!from!a!speaker,!offering!appropriate!elaboration!and!detail.!! **SL.3.6:*** Speak!in!complete!sentences!when!appropriate!to!task!and!situation!in!order!to!provide!requested!detail!or!clarification.!

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Third!grade!community!meeting!focus!3:!Picture!description!
SL.3.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others!!

c. Explain their own ideas and understanding in light of the discussion.

SL.3.3:* Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6:* Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.6:* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Third grade community meeting focus: "I'm so proud of…."
SL.3.1:* Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. **SL.3.3:*** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.4:*** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.6:*** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third grade community meeting focus 5: Sentence puzzles
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words in isolation and in context. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.3.5:** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). **L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). **L.3.1:** Observe conventions of grammar and usage when writing or speaking. *k. Use reciprocal pronouns correctly (CA)*

Third grade community meeting focus 6: Riddles, rhymes, and logic puzzles
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
c. Explain their own ideas and understanding in light of the discussion.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., *childhood*).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

L.3.2: Observe conventions of capitalization, punctuation, and spelling when writing.

a. Capitalize important words in titles.
b. Use commas in addresses.
c. Use commas and quotation marks in dialogue.
d. Form and use possessives.

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

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GUIDED READING/GUIDED DISCUSSION & NOVEL DISCUSSION GROUPS – THIRD GRADE

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!Through!guided!reading/guided!discussion!and!novel!discussion!groups,!the!following!standards!will!be!met:

Common Core State standards met through ongoing guided reading and lessons that utilize a range of fiction and non-fiction texts throughout the year
SL.3.1: Engage!effectively!in!a!range!of!collaborative!discussions!(one-to-one!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Follow!agreed-upon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others! c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion! ! **SL.3.2:** Identify!the!main!ideas!and!supporting!details!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! * **RL.3.1:** Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.! * **RF.3.3:** Know!and!apply!grade-level!phonics!and!word!analysis!skills!in!decoding!words!in!isolation!and!in!context!! a. Identify!and!know!the!meaning!of!the!most!common!prefixes!and!derivational!suffixes.!! b. Decode!words!with!common!Latin!suffixes.!! c. Decode!multisyllable!words.!! d. Read!grade-appropriate!irregularly!spelled!words!! ! **RF.3.4:** Read!with!sufficient!accuracy!and!fluency!to!support!comprehension.! a. Read!on-level!text!with!purpose!and!understanding.!! b. Read!on-level!prose!and!poetry!orally!with!accuracy,!appropriate!rate,!and!expression.!! c. Use!context!to!confirm!or!self-correct!word!recognition!and!understanding,!rereading!as!necessary.!! * **RL.3.10:** By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!2-3!text!complexity!band!independently!and!proficiently.!! ! **RI.3.10:** By!the!end!of!the!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!2-3!text!complexity!band!independently!and!proficiently!! !

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SHARED READING & WORD STUDY: Overview of the year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and explicit word study using Words their Way, the following Common Core State Standards will be met:

Phonics and Word Recognition
RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
Fluency
RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Language
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (*agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (*company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas in all content areas.
Reading standards for informational text
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. **SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly.

at!an!understandable!pace.!!

SL.3.6:* Speak!in!complete!sentences!when!appropriate!to!task!and!situation!in!order!to!provide!requested!detail!or!clarification.!!

L.3.4:* Determine!or!clarify!the!meaning!of!unknown!and!multiple!meaning!word!and!phrases!based!on!*grade 3 reading and content*,!choosing!flexibly!from!a!range!of!strategies.!!

a. Use!sentence!level!context!as!a!clue!to!the!meaning!of!a!word!or!phrase.!
b. Determine!the!meaning!of!the!new!word!formed!when!a!known!affix!is!added!to!a!known!word!(e.g.,!*agreeable/disagreeable*,!*comfortable/uncomfortable*,!*care/careless*,!*heat/preheat*).!!
c. Use!a!known!root!word!as!a!clue!to!the!meaning!of!an!unknown!word!with!the!same!root!(e.g.,!*company*,!*companion*).!!
d. Use!glossaries!or!beginning!dictionaries,!both!print!and!digital,!to!determine!or!clarify!the!precise!meaning!of!key!words!and!phrases!in!all!content!areas!in!all!content!areas.!!

RI.3.1:* Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.!!

RI.3.2:* Determine!the!main!idea!of!a!text;!recount!the!key!details!and!explain!how!they!support!the!main!idea.!

RI.3.3:* Describe!the!relationship!between!a!series!of!historical!events,!scientific!ideas!or!concepts,!or!steps!in!technical!procedures!in!a!text,!using!language!that!pertains!to!time,!sequence,!and!cause/effect.!

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Science and Social Studies Units of Study Overview of the Year and Common Core State Standards

Third grade integrated science and social studies unit 1: Astronomy and the solar system
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. **Science Standards:** **3:** 4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: a. *Students know* the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. b. *Students know* the way in which the Moon's appearance changes during the four-week lunar cycle. c. *Students know* telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. d. *Students know* that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. e. *Students know* the position of the Sun in the sky changes during the course of the day and from season to season. **5:** 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Third grade integrated science and social studies unit 2: Native Americans of the Bay Area
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.

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Social*Studies*Standards:*

3.1*Students*describe*the*physical*and*human*geography*and*use*maps,*tables,*graphs,*photographs,*and*charts*to*organize*information*about*people,*places,*and*environments*in*a*spatial*context.**

1. Identify!geographical!features!in!their!local!region!(e.g.,!deserts,!mountains,!valleys,!hills,!coastal!areas,!oceans,!lakes).!!
2. Trace!the!ways!in!which!people!have!used!the!resources!of!the!local!region!and!modified!the!physical!environment!(e.g.,!a!dam!constructed!upstream!changed!a!river!or!coastline).!!

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3.2*Students*describe*the*American*Indian*nations*in*their*local*region*long*ago*and*in*the*recent*past.**

1. Describe!national!identities,!religious!beliefs,!customs,!and!various!folklore!traditions.!!
2. Discuss!the!ways!in!which!physical!geography,!including!climate,!influenced!how!the!local!Indian!nations!adapted!to!their!natural!environment!(e.g.,!how!they!obtained!food,!clothing,!tools).!!
3. Describe!the!economy!and!systems!of!government,!particularly!those!with!tribal!constitutions,!and!their!relationship!to!federal!and!state!governments.!!
4. Discuss!the!interaction!of!new!settlers!with!the!already!established!Indians!of!the!region.!!

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3.3*Students*draw*from*historical*and*community*resources*to*organize*the*sequence*of*local*historical*events*and*describe*how*each*period*of*settlement*left*its*mark*on*the*land.**

1. Research!the!explorers!who!visited!here,!the!newcomers!who!settled!here,!and!the!people!who!continue!to!come!to!the!region,!including!their!cultural!and!religious!traditions!and!contributions.!!
2. Describe!the!economies!established!by!settlers!and!their!influence!on!the!present!day!economy,!with!emphasis!on!the!importance!of!private!property!and!entrepreneurship.!!
3. Trace!why!their!community!was!established,!how!individuals!and!families!contributed!to!its!founding!and!development,!and!how!the!community!has!changed!over!time,!drawing!on!maps,!photographs,!oral!histories,!letters,!newspapers,!and!other!primary!sources.

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Third!grade!integrated!science!and!social!studies!unit!3:!Animal!adaptations!and!habitats!
SL.3.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others'!ideas!and!expressing!their!own!clearly.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others! c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion!!

Science Standards:

K: *2.* Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

b. *Students know* stories sometimes give plants and animals attributes they do not really have.

3. Earth is composed of land, air, and water. As a basis for understanding this concept:

a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

1:* 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

b. *Students know* both plants and animals need water, animals need food, and plants need light.

d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

2: *2.* Plants and animals have predictable life cycles. As a basis for understanding this concept:

a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

d. Students know there is variation among individuals of one kind within a population.

3:* 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

4:* 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. *Students know* ecosystems can be characterized by their living and nonliving components.

b. *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

d. Students know that most microorganisms do not cause disease and that many are beneficial

Third grade integrated science and social studies unit 4: Mini-unit on government
SL.3.1:* Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a

time!about!the!topics!and!texts!under!discussion).!!

b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others!
c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion!

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Social*Studies*Standards:*

3.4*Students*understand*the*role*of*rules*and*laws*in*our*daily*lives*and*the*basic*structure*of*the*U.S.*government.**

1. Determine!the!reasons!for!rules,!laws,!and!the!U.S.!Constitution;!the!role!of!citizenship!in!the!promotion!of!rules!and!laws;!and!the!consequences!for!people!who!violate!rules!and!laws.!!
2. Discuss!the!importance!of!public!virtue!and!the!role!of!citizens,!including!how!to!participate!in!a!classroom,!in!the!community,!and!in!civic!life.!!
3. Know!the!histories!of!important!local!and!national!landmarks,!symbols,!and!essential!documents!that!create!a!sense!of!community!among!citizens!and!exemplify!cherished!ideals!(e.g.,!the!U.S.!flag,!the!bald!eagle,!the!Statue!of!Liberty,!the!U.S.!Constitution,!the!Declaration!of!Independence,!the!U.S.!Capitol).!!
4. Understand!the!three!branches!of!government,!with!an!emphasis!on!local!government.!!
5. Describe!the!ways!in!which!California,!the!other!states,!and!sovereign!American!Indian!tribes!contribute!to!the!making!of!our nation!and!participate!in!the!federal!system!of!government.!
6. Describe!the!lives!of!American!heroes!who!took!risks!to!secure!our!freedoms!(e.g.,!Anne!Hutchinson,!Benjamin!Franklin,!Thomas!Jefferson,!Abraham!Lincoln,!Frederick!Douglass,!Harriet!Tubman,!Martin!Luther!King,!Jr.).!!

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3.5*Students*demonstrate*basic*economic*reasoning*skills*and*an*understanding*of*the*economy*of*the*local*region.**

1. Describe!the!ways!in!which!local!producers!have!used!and!are!using!natural!resources,!human!resources,!and!capital!resources!to!produce!goods!and!services!in!the!past!and!the!present.!
2. Understand!that!some!goods!are!made!locally,!some!elsewhere!in!the!United!States,!and!some!abroad.!!
3. Understand!that!individual!economic!choices!involve!trade!offs!and!the!evaluation!of!benefits!and!costs.!!
4. Discuss!the!relationship!of!students'!"work"!in!school!and!their!personal!human!capital.

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Across*all*science*units:*Investigation*and*Experimentation**

Scientific!progress!is!made!by!asking!meaningful!questions!and!conducting!careful!investigations.!As!a!basis!for!understanding!this!concept!and!addressing!the!content!in!the!other!three!strands,!students!should!develop!their!own!questions!and!perform!investigations.!Students!will:!!

a. Repeat!observations!to!improve!accuracy!and!know!that!the!results!of!similar!scientific!investigations!seldom!turn!out!exactly!the!same!because!of!differences!in!the!things!being!investigated,!methods!being!used,!or!uncertainty!in!the!observation!!
b. Differentiate!evidence!from!opinion!and!know!that!scientists!do!not!rely!on!claims!or!conclusions!unless!they!are!backed!by!observations!that!can!be!confirmed.!!

c. Use numerical data in describing and comparing objects, events, and measurements.
d. Predict the outcome of a simple investigation and compare the result with the prediction.
e. Collect data in an investigation and analyze those data to develop a logical conclusion.

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READING*AND*WRITING*WORKSHOP:*OVERVIEW*OF*THE*ELA*AND*COMMON*CORE*STATE*STANDARDS*

Third!Grade!Workshop!Unit!1:!Rituals!&!Routines!
W.3.3:* Write!narratives!to!develop!real!or!imagined!experiences!or!events!using!effective!techniques,!descriptive!details,!and!clear!event!sequences.!! a. Establish!a!situation!and!introduce!a!narrator!and/or!characters;!organize!an!event!sequence!that!unfolds!naturally.! b. Use!dialogue!and!descriptions!of!actions,!thoughts,!and!feelings!to!develop!experiences!and!events!or!show!the!response!of!characters!to!situations.!! c. Use!temporal!words!and!phrases!to!signal!event!order.!! d. Provide!a!sense!of!closure.!! **SL.3.2:*** Identify!the!main!ideas!and!supporting!details!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **W.3.4:*** With!guidance!and!support!from!adults,!produce!writing!in!which!the!development!and!organization!are!appropriate!to!task!and!purpose.!! **W.3.10:*** Write!routinely!over!extended!time!frames!(time!for!research,!reflection,!and!revision)!and!shorter!time!frames!(a!single!sitting!or!a!day!or!two)!for!a!range!of!disciplinV!specific!tasks,!purposes,!and!audiences.!! **RL.3.1:*** Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.!! **RL.3.2:*** Recount!stories,!including!fables,!folktales,!and!myths!from!diverse!cultures;!determine!the!central!message,!lesson,!or!moral!and!explain!how!it!is!conveyed!through!key!details!in!the!text.! **RL.3.3:*** Describe!characters!in!a!story!(e.g.,!their!traits,!motivations,!or!feelings)!and!explain!how!their!actions!contribute!to!the!sequence!of!events.!! **RL.3.10:*** By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!! **RL.3.4:*** Determine!the!meaning!of!words!and!phrases!as!they!are!used!in!a!text,!distinguishing!literal!from!nonVliteral!language!! **RL.3.5:*** Refer!to!parts!of!stories,!dramas,!and!poems!when!writing!or!speaking!about!a!text,!using!terms!such!as!*chapter*,!*scene*,!and!*stanza*;!describe!how!each!successive!part!builds!on!earlier!sections.! **RL.3.6:*** Distinguish!their!own!point!of!view!from!that!of!the!narrator!or!those!of!the!characters.!! **RI.3.10:*** By!the!end!of!the!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!! **SL.3.1:*** Engage!effectively!in!a!range!of!collaborative!discussions!(onVonVone!and!in!groups)!on!*grade 3 topics and texts*,!building!on!others'!ideas!and!expressing!their!own!clearly.!! a. Follow!agreedVupon!rules!for!discussions!(e.g.,!gaining!the!floor!in!respectful!ways,!listening!to!others!with!care,!speaking!one!at!a!time!about!the!topics!and!texts!under!discussion).!! b. Ask!questions!to!check!understanding!of!information!presented,!stay!on!topic,!and!link!their!comments!to!the!remarks!of!others.! c. Explain!their!own!ideas!and!understanding!in!light!of!the!discussion.!

Third Grade Workshop Unit 2: Fantastical tales: fairytales, folktales, and fables (genre study)
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. *
W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.
W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2-3 text complexity band independently and proficiently.
L.3.3: Use language to achieve particular effects when writing or speaking. Choose words and phrases for effect. *

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Third Grade Workshop Unit 3: Poetry & drama
SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.3:* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

RL.3.4:* Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonVliteral language.

RL.3.5:* Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.

RL.3.6:* Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10:* By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.

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Third Grade Workshop Unit 4: NonVfiction research investigations
SL.3.4:* Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. *Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. (CA)* **W.3.2:*** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section. **W.3.4:*** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5:*** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.6:*** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **W.3.7:*** Conduct short research projects that build knowledge about a topic. **W.3.10:*** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline Vspecific tasks, purposes, and audiences. **W.3.10:*** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline Vspecific tasks, purposes, and audiences. **RI.3.4:*** Determine the meaning of general academic and domainVspecific words and phrases in a text relevant to a *grade 3 topic or subject area*. **RI.3.5:*** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. **RI.3.6:*** Distinguish their own point of view from that of the author of a text. **RI.3.7:*** Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate

understanding!of!the!text!(e.g.!,where,!when,!why,!and!how!key!events!occur).!!
RI.3.8:* Describe!the!logical!connection!between!particular!sentences!and!paragraphs!in!a!text!(e.g.!,comparison,!cause/effect,! first/second/third!in!a!sequence).!!
RI.3.9:* Compare!and!contrast!the!most!important!points!and!key!details!presented!in!two!texts!on!the!same!topic.!
RI.3.10:* By!the!end!of!the!year!,read!and!comprehend!informational!texts!,including!historical!,scientific,!and!technical!texts!,in!the!grades! 2–3!text!complexity!band!independently!and!proficiently.!

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Third!Grade!Workshop!Unit!5!Chris!van!Allsburg!

W.3.1:* Write!opinion!pieces!on!familiar!topics!or!texts!,supporting!a!point!of!view!with!reasons.!!
a. Introduce!the!topic!or!book!they!are!writing!about!,state!an!opinion!,and!create!an!organizational!structure!that!lists!reasons.!!
b. Provide!reasons!that!support!the!opinion.!!
c. Use!linking!words!and!phrases!(e.g.!*because*,!*therefore*,!*since*,!*for example*)!to!connect!opinion!and!reasons.!
d. Provide!a!concluding!statement!or!section.!!
W.3.4:* With!guidance!and!support!from!adults!,produce!writing!in!which!the!development!and!organization!are!appropriate!to!task!and! purpose.!!
W.3.1:* Write!opinion!pieces!on!familiar!topics!or!texts!,supporting!a!point!of!view!with!reasons.!!
a. Introduce!the!topic!or!book!they!are!writing!about!,state!an!opinion!,and!create!an!organizational!structure!that!lists!reasons!.!
b. Provide!reasons!that!support!the!opinion.!!
c. Use!linking!words!and!phrases!(e.g.!*because*,!*therefore*,!*since*,!*for example*)!to!connect!opinion!and!reasons.!!
W.3.10:* Write!routinely!over!extended!time!frames!(time!for!research,!reflection,!and!revision)!and!shorter!time!frames!(a!single!sitting!or! a!day!or!two)!for!a!range!of!disciplines!specific!tasks!,purposes,!and!audiences.!!
L.3.1:* Observe!conventions!of!grammar!and!usage!when!writing!or!speaking.!!
a. Explain!the!function!of!nouns!,pronouns,!verbs,!adjectives,!and!adverbs!in!general!and!their!functions!in!particular!sentences!
b. Form!and!use!regular!and!irregular!plural!nouns.!
c. Use!abstract!nouns!(e.g.!,*childhood*).!
d. Form!and!use!regular!and!irregular!verbs.!
e. Form!and!use!the!simple!(e.g.!,*I walked*;!*I walk*;!*I will walk*)!verb!tenses.!
f. Ensure!subjectVverb!and!pronounVantecedent!agreement.!
g. Form!and!use!comparative!and!superlative!adjectives!and!adverbs!,and!choose!between!them!depending!on!what!is!to!be! modified.!
h. Use!coordinating!and!subordinating!conjunctions.!
i. Produce!simple,!compound,!and!complex!sentences.!
RL.3.1:* Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.!!
RL.3.2:* Recount!stories,!including!fables,!folktales,!and!myths!from!diverse!cultures;!determine!the!central!message,!lesson,!or!moral!and! explain!how!it!is!conveyed!through!key!details!in!the!text.!

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonVliteral language.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2-3 text complexity band independently and proficiently.

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Third Grade Workshop Unit 6 Eve Bunting book clubs
W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline Vspecific tasks, purposes, and audiences.
L.3.1: Observe conventions of grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subjectVverb and pronounVantecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonVliteral language.
RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and

stanza;!describe!how!each!successive!part!builds!on!earlier!sections.!
RL.3.6:* Distinguish!their!own!point!of!view!from!that!of!the!narrator!or!those!of!the!characters.!!
RL.3.7:* Explain!how!specific!images!and!illustrations!contribute!to!or!clarify!a!story!(e.g.,!create!mood,!emphasize!particular!aspects!of!characters!or!settings).!!
RL.3.10:* By!the!end!of!the!year!read!and!comprehend!literature!including!stories!dramas,!and!poetry!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!!

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Third!Grade!Workshop!Unit!7!Persuasive!letters!
W.3.1:* Write!opinion!pieces!on!familiar!topics!or!texts!supporting!a!point!of!view!with!reasons.!! a. Introduce!the!topic!or!book!they!are!writing!about!state!an!opinion!and!create!an!organizational!structure!that!lists!reasons.!! b. Provide!reasons!that!support!the!opinion.!! c. Use!linking!words!and!phrases!(e.g.!*because*,!*therefore*,!*since*,!*for example*)!to!connect!opinion!and!reasons! d. Provide!a!concluding!statement!or!section.!! **W.3.4:*** With!guidance!and!support!from!adults!produce!writing!in!which!the!development!and!organization!are!appropriate!to!task!and!purpose.!! **W.3.5:*** With!guidance!and!support!from!peers!and!adults!develop!and!strengthen!writing!as!needed!by!planning!revising,!and!editing.!! **W.3.6:*** With!guidance!and!support!from!adults!use!technology!to!produce!and!publish!writing!(using!keyboarding!skills)!as!well!as!to!interact!and!collaborate!with!others.!! **W.3.10:*** Write!routinely!over!extended!time!frames!(time!for!research,!reflection,!and!revision)!and!shorter!time!frames!(a!single!sitting!or!a!day!or!two)!for!a!range!of!disciplinV!specific!tasks!purposes,!and!audiences.!! **RI.3.4:*** Determine!the!meaning!of!general!academic!and!domainVspecific!words!and!phrases!in!a!text!relevant!to!a!*grade 3 topic or subject area*.!! **RI.3.5:*** Use!text!features!and!search!tools!(e.g.!key!words!sidebars,!hyperlinks)!to!locate!information!relevant!to!a!given!topic!quickly!and!efficiently.!! **RI.3.6:*** Distinguish!their!own!point!of!view!from!that!of!the!author!of!a!text! **RL.3.10:*** By!the!end!of!the!year!read!and!comprehend!literature!including!stories!dramas,!and!poetry!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!! **RI.3.10:*** By!the!end!of!the!year!read!and!comprehend!informational!texts!including!historical!scientific,!and!technical!texts!in!the!grades!2–3!text!complexity!band!independently!and!proficiently!! ***W:*** *Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence* ***(CA)***

INTERACTIVE*READ*ALOUD*

Common!Core!State!standards!met!through!ongoing!daily!interactive!read!alouds!that!utilize!a!range!of!fiction!and!nonfiction!texts!throughout!the!year.!

RL:!Reading!Standards!for!Literature!

Key!Ideas!and!Details!

RL.3.1:*Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.!!

RL.3.2:*Recount!stories,!including!fables,!folktales,!and!myths!from!diverse!cultures;!determine!the!central!message,!lesson,!or!moral!and!explain!how!it!is!conveyed!through!key!details!in!the!text.!!

RL.3.3:*Describe!characters!in!a!story!(e.g.,!their!traits,!motivations,!or!feelings)!and!explain!how!their!actions!contribute!to!the!sequence!of!events.!!

Craft!and!Structure!

RL.3.4:*Determine!the!meaning!of!words!and!phrases!as!they!are!used!in!a!text,!distinguishing!literal!from!nonVliteral!language!!

RL.3.5:*Refer!to!parts!of!stories,!dramas,!and!poems!when!writing!or!speaking!about!a!text,!using!terms!such!as!*chapter*,!*scene*,!and!*stanza*;!describe!how!each!successive!part!builds!on!earlier!sections.!

RL.3.6:*Distinguish!their!own!point!of!view!from!that!of!the!narrator!or!those!of!the!characters.!!

Integration!of!Knowledge!and!Ideas!

RL.3.7:*Explain!how!specific!images!and!illustrations!contribute!to!or!clarify!a!story!(e.g.,!create!mood,!emphasize!particular!aspects!of!characters!or!settings).!!

RL.3.9:*Compare!and!contrast!the!themes,!settings,!and!plots!of!stories!written!by!the!same!author!about!the!same!or!similar!characters!(e.g.,!in!books!from!a!series).!!

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RI:!Reading!Standards!for!Informational!Text!

Key!Ideas!and!Details!

RI.3.1:*Ask!and!answer!questions!to!demonstrate!understanding!of!a!text,!referring!explicitly!to!the!text!as!the!basis!for!the!answers.!!

RI.3.2:*Determine!the!main!idea!of!a!text;!recount!the!key!details!and!explain!how!they!support!the!main!idea.!!

RI.3.3:*Describe!the!relationship!between!a!series!of!historical!events,!scientific!ideas!or!concepts,!or!steps!in!technical!procedures!in!a!text,!using!language!that!pertains!to!time,!sequence,!and!cause/effect.!!

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Craft!and!Structure!

RI.3.4:*Determine!the!meaning!of!general!academic!and!domainVspecific!words!and!phrases!in!a!text!relevant!to!a!*grade 3 topic or subject area*.!!

RI.3.5:*Use!text!features!and!search!tools!(e.g.,!key!words,!sidebars,!hyperlinks)!to!locate!information!relevant!to!a!given!topic!quickly!and!efficiently.!!

RI.3.6:*Distinguish!their!own!point!of!view!from!that!of!the!author!of!a!text.!!

Integration!of!Knowledge!and!Ideas!

RI.3.7:*Use!information!gained!from!illustrations,!other!visual!elements!(e.g.,!maps,!photographs),!and!the!words!in!a!text!to!demonstrate!understanding!of!the!text!(e.g.,!where,!when,!why,!and!how!key!events!occur).!!

RI.3.8:*Describe!the!logical!connection!between!particular!sentences!and!paragraphs!in!a!text!(e.g.,!comparison,!cause/effect,!first/second/third!in!a!sequence).!!

RI.3.9:*Compare!and!contrast!the!most!important!points!and!key!details!presented!in!two!texts!on!the!same!topic.!

Range!of!Reading!and!Level!of!Text!Complexity!

RL.3.10:* By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!!

RI.3.10:* By!the!end!of!the!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!2–3!text!complexity!band!independently!and!proficiently.!!

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Fourth*Grade*California*Adoption*of*the*Common*Core*Standards*Literacy*CurriculumMap**

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!	Aug! Sept!	Oct!	Nov!	Dec!	Jan!	Feb!	March!	April!	May!!!June!
Community!Meeting!	Community! building!&!get!to! know!you! discussions!!	Current!events! discussions!(focus! on!summarizing)!	Book!talks! (focus!on! persuasion)!	You!should! rather….and! other! persuasive! discussions!!	Sentence!puzzles!	Picture! description!	What! would!you! do?! (ethical! dilemmas)!!	Rhymes,! riddles,!and! logic!puzzles!	
	Suggested!GLAD!strategies:!cognitive!content!dictionary,!picture!file!cards,!exploration!chart!with!pictue!file!cards,!pairV share! !								

Guided!Reading! or!Guided!Novel! Discussion! Groups! !	Differentiated!based!on!students!needs! ! ! ! ! !

Explicit! Phonics!	Explicit!phonics:!Words!their!Way

!		Aug! Sept! Oct!	!!!!Nov! Dec! Jan!	Feb! March! April! May!!!!June!
Integrated!Science!&!! Social!Studies!	Science!and! Social! Studies!	State!History!I:!! CA!Geography!! Indigenous!People!of!CA! Exploration!and!Colonization! Spanish!Missions!&!Ranchos!	Electricity!and!Magnetism!	State!History!II:!! Gold!Rush! Immigration,!Dust!Bowl,!Railroad! WW!II!and!Modern!CA! !
	Shared!Reading!	Text\based!discussion!skills/language!focus:!! All!reading!standards!for!informational!text;! word!recognition!and!syllabication,!affixes! and!base!words,!fact,!opinion,!author's! purpose!	Text\based!discussion! skills/language!focus:! All!reading!standards!for! informational!text;!affixes! and!base!words,!context! clues!	Text\based!discussion!skills/language!focus:!All!reading! standards!for!informational!text;!affixes!and!base! words,!context!clues;!parts!of!speech,!writing!a! summary!
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,!singing,!chanting,! and!use!of!hand!motions,!sentence!patterning,!color!coding,!pair\share,!"living!wall"!(charts!as!functional!language!environment)!		

!		Aug! Sept!	Oct!	!!!!!!Nov!!Dec!	Jan! Feb!	March! April!	May!!!!!!!!!!June!
Reading!and!Writing! Workshop!	Unit!Focus!	Rituals!and!routines! ! Author!Study:! Patricia!Polacco! ! ! Writing!outcome:! memoirs!	Genre!study:!Historical! fiction! ! ! ! ! Writing!outcome:!brief! research!report!on! specific!event!from! state!history!V! summarizing)!!	Poetry!and! drama! ! ! ! ! Writing! outcome:! various!poetry!	Book!clubs!and! response!to! literature!(social! issues!focused! book!clubs)! ! Writing!outcome:! Writing!in!response! to!literature!	NonVfiction!study:! Newspapers!and! digital!news!and! information!! ! ! Writing!outcome:! Persuasive!letters! around!California! history!topics! !	Digital!storytelling! (storytelling!projects! related!to!state!history! and!!local! neighborhoods!–! inspired!by!StoryCorp! project)! ! Writing!outcome:! Digital!storytelling! projects!
Interactive!Read!Aloud!	Text! Focus!	Patricia!Polacco!texts! &!other!memoirs! !	Bud!not!Buddy!or! Watson's!Go!to! Birmingham!	Poetry!	Social!issues!books!	Feature!articles!and! other!news!articles! featuring!kids!in! action!	Primary!source! documents!and!! examples!of!other! digital!stories!
	Discussion!Focus!	Discussion!focus:! Genres,!main!idea,! sequence!and!events,! character! development,!story! elements,!and!plot,! point!of!view,! inferences!and! drawing!conclusions!	Discussion!focus:!!Story! elements!and!plot,! Point!of!view,! sequence!and!events,! author's!purpose,! character!development!	Discussion! focus:!! Figurative! language,! inferences!and! drawing! conclusions!	Discussion!focus:! Compare,!contrast;! locating! information,! author's!purpose,! mood,!drawing! inferences!and! conclusions! !	Discussion!focus:! Author's!craft,!point! of!view,!theme,! mood,!point!of!view,! inferences!and! drawing!conclusions!	Discussion!focus:!! Teacher!and!students! will!explore!examples! of!digital!stories!and! will!talk!about! presentation!(elements! of!effective!public! speaking)! Use!of!primary!sources,! author's!craft,!voice! and!credibility!in!nonV fiction!
Recommended! GLAD! Strategies!		Using!pictures!from! text!to!do!narrative! retelling!and! sequencing,!process! grid!to!compare!texts!	Process!grid!to!track! different!texts,!picture! cards!	Color!coding,! Use!of!poetry! to!teach!skills,! singing,!chants,! and!use!of! hand!motions!	Pictorial!input! chart,!cooperative! strip!paragraph,! KW!chart,!mind! map! !	Pictorial!input!chart,! comparative!input! chart,!cooperative! strip!paragraph,!KW! chart,!mind!map! !	Comparative!input! chart,!using!pictures! from!text!to!do! narrative!retelling!and! sequencing!

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STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards
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COMMUNITY*MEETNG:*Year*Overview*and*Common*Core*State*Standards*

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Through!daily!community!meetings,!the!following!Common!Core!State!Standards!will!be!met:!!

Fourth!grade!community!meeting!focus!1:!Community!building!&!get!to!know!you!discussions!
SL.4.1:*Engage!effectively!in!range!of!collaborative!discussions!(one\on\one!and!in!groups)!on!*grade 4 topics and texts*,!building!on!others'!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussions.!! b. Follow!agreed\upon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!to!clarify!or!follow!up!on!information,!and!make!comments!that!contribute!to!the!discussion!and!link!to!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!explain!their!own!ideas!and!understanding!in!light!of!the!discussion.!! **SL.4.2:***Paraphrase!portions!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!!

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Fourth!grade!community!meeting!focus!2:!Current!events!discussions!
SL.4.1:*Engage!effectively!in!range!of!collaborative!discussions!(one\on\one!and!in!groups)!on!*grade 4 topics and texts*,!building!on!others'!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussions.!! b. Follow!agreed\upon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!to!clarify!or!follow!up!on!information,!and!make!comments!that!contribute!to!the!discussion!and!link!to!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!explain!their!own!ideas!and!understanding!in!light!of!the!discussion.!! **SL.4.2:***Paraphrase!portions!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.4.3:***Identify!the!reasons!and!evidence!a!speaker!provides!to!support!particular!points.!! *SL. CA: Summarize the points a speaker* ***or media_source*** *makes and explain how each claim is supported by reasons and evidence (CA)*

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Fourth grade community meeting focus 3: Book talks
SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2:** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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Fourth grade community meeting focus 4: You should rather and other persuasive discussions
SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2:** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.

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Fourth grade community meeting focus 5: Sentence puzzles
RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. **SL.4.1:** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2:** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3:* Identify the reasons and evidence a speaker provides to support particular points.

L.4.1:* Observe conventions of grammar and usage when writing or speaking.

a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*

L.4.4:* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*.

L.4.5:* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6:* Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Fourth grade community meeting focus 6: Picture description

SL.4.1:* Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2:* Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3:* Identify the reasons and evidence a speaker provides to support particular points.

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

L.4.3 Use language to enhance meaning and achieve particular effects when writing or speaking.

a. Choose words and phrases to convey ideas precisely.*

Fourth grade community meeting focus 7: What would you do?

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.

L.4.3 Use language to enhance meaning and achieve particular effects when writing or speaking.

a. Choose words and phrases to convey ideas precisely.*

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. *Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable (CA)*

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Fourth !grade !community !meeting !focus !8: !Rhymes, !riddles, !and !logic !discussions !!
SL.4.1:* Engage !effectively !in !range !of !collaborative !discussions !(one\ !on\ !one !and !in !groups) !on !*grade 4 topics and texts*, !building !on !others' !ideas !and ! expressing !their !own !clearly. !! a. Come !to !discussions !prepared, !having !read !or !studied !required !material; !explicitly !draw !on !that !preparation !and !other !information !known ! about !the !topic !to !explore !ideas !under !discussions. !! b. Follow !agreed\ !upon !rules !for !discussions !and !carry !out !assigned !roles. !! c. Pose !and !respond !to !specific !questions !to !clarify !or !follow !up !on !information, !and !make !comments !that !contribute !to !the !discussion !and !link !to ! the !remarks !of !others. !! d. Review !the !key !ideas !expressed !and !explain !their !own !ideas !and !understanding !in !light !of !the !discussion. !! **SL.4.2:*** Paraphrase !portions !of !written !texts !read !aloud !or !information !presented !graphically, !orally, !visually, !or !multimodally. !! **SL.4.3:*** Identify !the !reasons !and !evidence !a !speaker !provides !to !support !particular !points. !! **L.4.3*** Use !language !to !enhance !meaning !and !achieve !particular !effects !when !writing !or !speaking. !! a. Choose !words !and !phrases !to !convey !ideas !precisely. * !! ***SL. CA*** *Give and follow three- and four-step oral directions (CA)*

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GUIDED*READING/GUIDED*DISCUSSION*&*NOVEL*GROUPS*FOURTH*GRADE*

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Common!Core!State!standards!met!through!ongoing!small!group!readings!lessons!that!utilize!a!range!of!fiction!and!non\fiction!texts!throughout!the!year!
RF.4.4:*Read!with!sufficient!accuracy!and!fluency!to!support!comprehension.!! a. Read!on\level!text!with!purpose!and!understanding.!! b. Read!on\level!prose!and!poetry!orally!with!accuracy,!appropriate!rate,!and!expression.!! c. Use!context!to!confirm!or!self\correct!word!recognition!and!understanding,!rereading!as!necessary.!! **SL.4.1:***Engage!effectively!in!range!of!collaborative!discussions!(one\on\one!and!in!groups)!on!*grade 4 topics and texts*,!building!on!others'!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussions.!! b. Follow!agreed\upon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!to!clarify!or!follow!up!on!information,!and!make!comments!that!contribute!to!the!discussion!and!link!to!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!explain!their!own!ideas!and!understanding!in!light!of!the!discussion.!! **SL.4.2:***Paraphrase!portions!of!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **RL.4.10:***By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!needed!at!the!high!end!of!the!range.!! **RI.4.10:***By!the!end!of!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!necessary!at!the!high!end!of!the!range.! *

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SHARED READING & WORD STUDY: Overview of the year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and differentiated word study using Words their Way, the following Common Core State Standards will be met:

Phonics and Word Recognition
RF.4.3: Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency
RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on level text with purpose and understanding. b. Read on level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Language & Vocabulary
L.4.1: Observe conventions of grammar and usage when writing or speaking. a. Use interrogative and relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects. c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run ons.* g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).* **L.4.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. Spell grade appropriate words correctly, consulting references as needed. **L.4.4:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*. !

Reading standards for informational text
RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.
RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
Speaking and Listening
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
L.4.3 Use language to enhance meaning and achieve particular effects when writing or speaking. a. Choose words and phrases to convey ideas precisely.*

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Science and Social Studies Units of Study: Overview of the Year and Common Core State Standards

Fourth grade integrated science and social studies unit 1: State history
SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2:** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points. **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). **Social Studies Standards:** **4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.** 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. **4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.** 1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

Fourth grade integrated science and social studies unit 2: Electricity and magnetism

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Science Standards:

2: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

f. Students know magnets can be used to make some objects move without being touched.

3: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

b. *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.

d. *Students know* energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

4: 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

a. *Students know* how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
b. *Students know* how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
c. *Students know* electric currents produce magnetic fields and know how to build a simple electromagnet.
d. *Students know* the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
e. *Students know* electrically charged objects attract or repel each other.
f. *Students know* that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
g. *Students know* electrical energy can be converted to heat, light, and motion.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
b. Measure and estimate the weight, length, or volume of objects.
c. Formulate and justify predictions based on cause and effect relationships.
d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
e. Construct and interpret graphs from measurements.
f. Follow a set of written instructions for a scientific investigation.

Fourth grade integrated science and social studies unit 3: State history III

SL.4.1: Engage effectively in a range of collaborative discussions (one on one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
b. Follow agreed upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Social Studies Standards:

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

READING AND WRITING WORKSHOP: OVERVIEW OF THE YEAR AND COMMON CORE STATE STANDARDS

Fourth Grade Workshop Unit 1: Rituals and routines
W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **L.4.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. **RF.4.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **RL.4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Fourth Grade Workshop Unit 2: Historical fiction
RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or

actions).!!

RL.4.6:* Compare!and!contrast!the!point!of!view!from!which!different!stories!are!narrated,!including!the!difference!between!first\!and!third\!person!narrations.!!

W.4.2:* Write!informative/explanatory!texts!to!examine!a!topic!and!convey!ideas!and!information!clearly.!!

a. Introduce!a!topic!dearly!and!group!related!information!in!paragraphs!and!sections;!include!formatting!(e.g.,!headings),!illustrations,!and!multimedia!when!useful!to!aiding!comprehension.!!
b. Develop!the!topic!with!facts,!definitions,!concrete!details,!quotations,!or!other!information!and!examples!related!to!the!topic.!!
c. Link!ideas!within!categories!of!information!using!words!and!phrases!(e.g.,!*another*,!*for example*,!*also*,!*because*).!!
d. Use!precise!language!and!domain\!specific!vocabulary!to!inform!about!or!explain!the!topic.!!
e. Provide!a!concluding!statement!or!section!related!to!the!information!or!explanation!presented.!!

W.4.4:* Produce!clear!and!coherent!writing!(including!multi\!paragraph!texts)!in!which!the!development!and!organization!are!appropriate!to!task,!purpose,!and!audience.!(Grade\!specific!expectations!for!writing!types!are!defined!in!standards!1–3!above.)!!

W.4.7:* Conduct!short!research!projects!that!build!knowledge!through!investigation!of!different!aspects!of!a!topic.!!

W.4.9:* Draw!evidence!from!literary!or!informational!texts!to!support!analysis,!reflection,!and!research.!!

a.!!!Apply!*grade 4 Reading standards* to!literature!(e.g.,!—Describe!in!depth!a!character,!setting,!or!event!in!a!story!or!drama,!drawing!on!specific!details!in!the!text).!!

W.4.10:* Write!routinely!over!extended!time!frames!(time!for!research,!reflection,!and!revision)!and!shorter!time!frames!(a!single!sitting!or!a!day!or!two)!for!a!range!of!discipline\!specific!tasks,!purposes,!and!audiences.!!

L.4.1:* Observe!conventions!of!grammar!and!usage!when!writing!or!speaking.!!

a. Use!relative!pronouns!(*who*,!*whose*,!*whom*,!*which*,!*that*)!and!relative!adverbs!(*where*,!*when*,!*why*).!!
b. Form!and!use!the!progressive!(e.g.,!*I was walking*;!*I am walking*;!*I will be walking*)!verb!aspects.!!
c. Use!modal!auxiliaries!(e.g.,!*can*,!*may*,!*must*)!to!convey!various!conditions.!!
d. Order!adjectives!within!sentences!according!to!conventional!patterns!(e.g.,!*a small red bag* rather!than!*a red small bag*).!!
e. Form!and!use!prepositional!phrases.!!
f. Produce!complete!sentences,!recognizing!and!correcting!rhetorically!poor!fragments!and!run\!ons.*!
g. Correctly!use!frequently!confused!words!(e.g.,!*to*,!*too*,!*two*;!*there*,!*their*).*!!

L.4.2:* Observe!conventions!of!capitalization,!punctuation,!and!spelling!when!writing.!!

a. Use!correct!capitalization.!!
b. Use!commas!and!quotation!marks!to!mark!direct!speech!and!quotations!from!a!text.!!
c. Use!a!comma!before!a!coordinating!conjunction!in!a!compound!sentence.!!
d. Spell!grade\!appropriate!words!correctly,!consulting!references!as!needed.!!

RL.4.10:* By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!needed!at!the!high!end!of!the!range.!!

RI.4.10:* By!the!end!of!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!necessary!at!the!high!end!of!the!range.!

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Fourth Grade Workshop Unit 3: Poetry and drama
RL.4.1:* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2:* Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3:* Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4:* Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.
RL.4.5:* Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.
W.4.10:* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.4.2:* Observe conventions of capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.
RL.4.10:* By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.CA: *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (CA)*

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Fourth Grade Workshop Unit 4: Book clubs and response to literature (social issues focused book clubs)
RL.4.1:* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2:* Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3:* Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *
RL.4.9:* Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10:* By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.2:* Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.
W.4.1:* Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*).
d. Provide a concluding statement or section related to the opinion presented.

W.4.9:* Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 4 Reading standards* to literature (e.g., — Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text).
W.4.10:* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.4.1:* Observe conventions of grammar and usage when writing or speaking.
a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*
L.4.2:* Observe conventions of capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

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Fourth Grade Workshop Unit 5: Non-fiction study: Newspapers and digital news
SL.4.2:* Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.
SL.4.4:* Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
W.4.1:* Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
W.4.4:* Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5:* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.9:* Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10:* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. b. Apply *grade 4 Reading standards* to informational texts (e.g., — Explain how an author uses reasons and evidence to support particular points in

a text).

L.4.1:* Observe conventions of grammar and usage when writing or speaking.

a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*

L.4.2:* Observe conventions of capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

RI.4.4:* Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5:* Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

RI.4.6:* Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.10:* By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

W.CA: *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (CA)*

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Fourth Grade Workshop Unit 7: Digital storytelling
SL.4.2:* Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.
SL.4.4:* Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5:* Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6:* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
W.4.2:* Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.1: Observe conventions of grammar and usage when writing or speaking.

a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*

L.4.2: Observe conventions of capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. *Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable (CA)*

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INTERACTIVE*READ*ALOUD*

Common!Core!State!standards!met!through!ongoing!daily!interactive!read!alouds!that!utilize!a!range!of!fiction!and!nonVfiction!texts!! throughout!the!year.!

RL:!Reading!Standards!for!Literature!

Key!Ideas!and!Details!

RL.4.1:*Refer!to!details!and!examples!in!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!!

RL.4.2:*Determine!a!theme!of!a!story,!drama,!or!poem!from!details!in!the!text;!summarize!the!text.!!

RL.4.3:*Describe!in!depth!a!character,!setting,!or!event!in!a!story!or!drama,!drawing!on!specific!details!in!the!text!(e.g.,!a!character's!thoughts,!words,!or!actions).!!

Craft!and!Structure!

RL.4.4:*Determine!the!meaning!of!words!and!phrases!as!they!are!used!in!a!text,!including!those!that!allude!to!significant!characters!found!in!mythology!(e.g.,!*Herculean*),!drawing!on!a!wide!reading!of!classic!myths!from!a!variety!of!cultures!and!periods.!

RL.4.5:*Explain!major!differences!between!poems,!drama,!and!prose,!and!refer!to!the!core!structural!elements!of!poems!(e.g.,!stanza,!verse,!rhythm,!meter)!and!drama!(e.g.,!casts!of!characters,!setting!descriptions,!dialogue,!acts,!scenes,!stage!directions)!when!writing!or!speaking!about!a!text.!!

RL.4.6:*Compare!and!contrast!the!point!of!view!from!which!different!stories!are!narrated,!including!the!difference!between!firstV!and!thirdVperson!narrations.!!

Integration!of!Knowledge!and!Ideas!

RL.4.7:*Integrate!information!gained!from!illustrations!and!other!visual!elements!in!a!text!with!the!words!to!demonstrate!understanding!of!how!the!characters,!setting,!and!plot!interact!and!develop.!!

RL.4.9:*Compare!and!contrast!the!treatment!of!similar!themes!and!topics!(e.g.,!opposition!of!good!and!evil)!and!patterns!of!events!(e.g.,!the!quest)!in!stories,!myths,!and!traditional!literature!from!different!cultures.!!

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RI:!Reading!Standards!for!Informational!Text!

Key!Ideas!and!Details!

RI.4.1:*Refer!to!details!and!examples!in!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!!

RI.4.2:*Determine!the!main!idea!of!a!text!and!explain!how!it!is!supported!by!key!details;!summarize!the!text.!!

RI.4.3:*Explain!events,!procedures,!ideas,!or!concepts!in!a!historical,!scientific,!or!technical!text,!including!what!happened!and!why,!based!on!specific!information!in!the!text.!!

Craft!and!Structure!

RI.4.4:*Determine!the!meaning!of!general!academic!and!domainVspecific!words!or!phrases!in!a!text!relevant!to!a!*grade 4 topic or subject area*.!!

RI.4.5:*Describe!the!overall!structure!of!events,!ideas,!concepts,!or!information!(e.g.,!chronology,!comparison,!cause/effect)!in!a!text!or!part!of!a!text.!!

RI.4.6:*Compare!and!contrast!a!firsthand!and!secondhand!account!of!the!same!event!or!topic;!describe!the!differences!in!focus!and!the!information!provided.!!

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Integration!of!Knowledge!and!Ideas!

RI.4.7:*Interpret!factual!information!presented!graphically!or!visually!(e.g.,!in!charts,!graphs,!diagrams,!time!lines,!animations,!or!interactive!elements!on!Web!pages)!and!explain!how!the!information!contributes!to!understanding!the!text!in!which!they!appear.!!

RI.4.8:*Explain!how!an!author!uses!reasons!and!evidence!to!support!particular!points!in!a!text.!!

RI.4.9:*Integrate!information!from!two!texts!on!the!same!topic!in!order!to!write!or!speak!about!the!subject!knowledgeably!!

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Range!of!Reading!and!Level!of!Text!Complexity

RL.4.10:* By!the!end!of!the!year,!read!and!comprehend!!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!needed!at!the!high!end!of!the!range.!!

RI.4.10:* By!the!end!of!year,!read!and!comprehend!informational!texts,!including!historical,!scientific,!and!technical!texts,!in!the!grades!4–5!text!complexity!band!proficiently,!with!scaffolding!as!necessary!at!the!high!end!of!the!range.!

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Fifth Grade California Adoption of the Common Core Standards Literacy Curriculum Map

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!	Aug! Sept!	Oct!	Nov! Dec!	Jan! Feb!	March! April!	May!!!!June!
Community!Meeting!	Community! building!&!get!to! know!you! discussions!!	Book!talks!*(focus on persuasion)*!	Current!events! discussions *(focus on summarizing)*!	Picture!description!	Sentence!puzzles!	Riddles!and! rhymes,! cheers!and! shout!outs!! *(focus on end of Rocketship career)*!
	Suggested!GLAD!strategies:!cognitive!content!dictionary,!picture!file!cards,!exploration!chart!with!picture!file!cards,!pair\share! !					

Guided!Reading! or!Guided!Novel! Discussion!!	Differentiated!based!on!students'!needs! ! ! ! ! ! !

Explicit! Phonics!	Explicit!phonics:!Words!their!Way

!		Aug! Sept!	Oct! Nov!	!!!!!!Dec! Jan!	!!!!!!!!Feb! March!	April! May!!!!June!
Integrated!Science!&!Social!Studies!	Science! and!Social! Studies!	Planets,!moons,!&! meteorology!	Chemistry!and! experimentation! !	Plant!and!animal!systems!!	Science!review!unit!	Extended!Analysis! Projects!!(5th!grade! thesis)!
	Shared!Reading!	Text\based!discussion! skills/language!focus:!! All!reading!standards!for! informational!text;!root! words,!prefixes,!and!suffixes,! syllabication,!text! structure/feature,!main!idea,! GLAD!strategies!	Text\based!discussion! skills/language!focus:! All!reading!standards!for! informational!text;!root! words,!prefixes!and! suffixes,!context!clues,! text!structure/feature,! main!idea,!GLAD! strategies!	Text\based!discussion! skills/language!focus:!All! reading!standards!for! informational!text;!root! words,!prefixes!and!suffixes,! context!clues;!synonyms!and! antonyms,!main!idea,!GLAD! strategies!	Text\based!discussion!skills/language! focus:!All!reading!standards!for! informational!text;!skill!focus!based!on! identified!areas!of!need,!GLAD!strategies!	
		Recommended!GLAD!strategies:!interactive!reading,!focused!reading,!use!of!poetry/songs!for!guided!oral!practice,!singing,!chanting,! and!use!of!hand!motions,!sentence!patterning,!color!coding,!pair\share,!"living!wall"!(charts!as!functional!language!environment)!				

!		Aug! Sept! !!!!!!Oct!	Nov!	Dec! !!Jan!!!!!!!!!!Feb!	!March!	!April!!!!!!!May!!!!June!	
Reading!and!Writing!Workshop!	Unit!focus!	Rituals!and!routines!! ! Genre!study:!Science!fiction! ! ! ! ! Writing!outcome:!opinion!on! ethical!dilemma!in!science! fiction!text!	Integrated!humanities! unit:!! American!Revolution,! forming!a!new!nation! &!the!federal! government!! ! Writing!outcome:! persuasive!letters!	Integrated! humanities!unit:! Biography! ! ! ! ! Writing!outcome:! biographical!sketches! focused!on! summarizing!key! information!	Book!clubs!and! writing!in!response! to!literature!! ! ! ! ! Writing!outcome:! writing!in!response! to!literature!	Poetry!&! drama! ! ! ! ! ! Writing! outcome:! various! poetry!	Extended!Analysis! Projects!presented!in! multimodal!format! and!including!a! written!essay! ! ! Writing!outcome:! extended!analysis! project!
Interactive!Read!Aloud!	Text! focus!	Ender's!Game!	My!Brother!Sam!is! Dead!	Biographical!texts! highlighting!historical! figures!	Roald!Dahl!texts!	Poetry!	None!
	Discussion!focus!	Discussion!focus:!Story! elements,!characterization,! main!idea,! conflict/resolution;!theme,! drawing!inferences,!literary! criticism,!theme!	Discussion!focus:! locating!information! in!literary!and!nonV fiction!passages,!using! evidence!to!support! argument,!drawing!!	Discussion!focus:! making!inferences! and!predictions,! drawing!conclusions,! delivering!oral! presentations,!point! of!view! !	Discussion!focus:! locating! information!in! literary!passages,! using!evidence!to! support!argument,! drawing! conclusions,! literary!criticism,! theme,!mood!	Discussion! focus:!! literary! devices,! including! figurative! language;! author's! viewpoint! !	Discussion!focus:!! How!to!researchers! use!evidence?! Establishing! credibility?!What!is!a! reliable!source?! Compare/contrast,! locating!information,! explaining! relationships!
Recommended!GLAD! Strategies!		Pictorial!input!chart,! cooperative!strip!paragraph,! KW!chart,!mind!map! !	Pictorial!input!chart,! cooperative!strip! paragraph,!KW!chart,! mind!map! !	Color!coding,! Use!of!poetry!to! teach!skills,!singing,! chants,!and!use!of! hand!motions!	Pictorial!input! chart,!cooperative! strip!paragraph,! KW!chart,!mind! map! !	Color! coding,! Use!of! poetry!to! teach! skills,! singing,! chants,! and!use!of! hand! motions!	Pictorial!input!chart,! comparative!input! chart,!cooperative! strip!paragraph,!KW! chart,!mind!map! !

STANDARDS*OVERVIEW*

Italics represent CA additions to the Common Core
Red indicates Rocketship's Top Ten Standards

COMMUNITY*MEETING:*Year*Overview*and*Common*Core*State*Standards*

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!!Through!daily!community!meetings,!the!following!Common!Core!State!Standards!will!be!met:!!

Fifth!grade!community!meeting!focus!1:!Community!building!&!get!to!know!you!discussions!
SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussion.!! b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.! **SL.5.2:*** Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.5.3:*** Summarize!the!points!a!speaker!or!media!source!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence!and!identify!and!analyze!any!logical!fallacies.!! **SL.CA:**!Give!and!follow!three!and!four!step!directions!!

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Fifth!grade!community!meeting!focus!2:!Book!talks!
SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussion.!! b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.!! **SL.5.2:*** Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.5.3:*** Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.!! **SL.5.6:*** Adapt!speech!to!a!variety!of!contexts!and!tasks,!using!formal!English!when!appropriate!to!task!and!situation.! **SL.5.4:*** Report!on!a!topic!or!text,!tell!a!story,!or!recount!an!experience!with!appropriate!facts!and!relevant,!descriptive!details,!speaking!clearly!at!an!understandable!pace.* *a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. (CA)*

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Fifth!grade!community!meeting!focus!3:!Current!events!discussions!
SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(oneVonVone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others! ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information! known!about!the!topic!to!explore!ideas!under!discussion.!! b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.! **SL.5.2:*** Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.5.3:*** Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.! **SL.5.4:*** Report!on!a!topic!or!text!or!present!an!opinion,!sequencing!ideas!logically!and!using!appropriate!facts!and!relevant,!descriptive!details! to!support!main!ideas!or!themes;!speak!clearly!at!an!understandable!pace.! **SL.5.6:*** Adapt!speech!to!a!variety!of!contexts!and!tasks,!using!formal!English!when!appropriate!to!task!and!situation.!!

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Fifth!grade!community!meeting!focus!4:!Picture!description!
SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(oneVonVone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others'! ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information! known!about!the!topic!to!explore!ideas!under!discussion.!! b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.!! **SL.5.2:*** Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!! **SL.5.3:*** Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.!! **SL.5.4:*** Report!on!a!topic!or!text!or!present!an!opinion,!sequencing!ideas!logically!and!using!appropriate!facts!and!relevant,!descriptive!details! to!support!main!ideas!or!themes;!speak!clearly!at!an!understandable!pace.! **SL.5.6:*** Adapt!speech!to!a!variety!of!contexts!and!tasks,!using!formal!English!when!appropriate!to!task!and!situation.! !

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Fifth grade community meeting focus 5: Sentence puzzles
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.2:** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*. **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Fifth grade community meeting focus 6: Riddles and rhymes, cheers and shout-outs
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.2:** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GUIDED READING/GUIDED DISCUSSION & NOVEL DISCUSSION GROUPS FIFTH GRADE

Through guided reading/guided discussion and novel discussion groups, the following standards will be met:

Common Core State standards met through ongoing guided reading lessons that utilize a range of fiction and non-fiction texts throughout the year:
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.2:** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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SHARED READING & WORD STUDY Overview of the year and Common Core State Standards

Through the 5 day shared reading cycle (30 cycles/year) and differentiated word study using Words their Way, the following Common Core State Standards will be met:

Phonics and Word Recognition
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Fluency
RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writer's Craft & Vocabulary
L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases to identify alternate word choices *in all content areas*. **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Reading!standards!for!informational!text!
RI.5.1:* Quote!accurately!from!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!
RI.5.2:* Determine!two!or!more!main!ideas!of!a!text!and!explain!how!they!are!supported!by!key!details;!summarize!the!text.!
RI.5.3:* Explain!the!relationships!or!interactions!between!two!or!more!individuals,!events,!ideas,!or!concepts!in!a!historical,!scientific,!or!technical!text!based!on!specific!information!in!the!text.!
RI.5.4:* Determine!the!meaning!of!general!academic!and!domain!specific!words!and!phrases!in!a!text!relevant!to!a!*grade 5 topic or subject area*.!!
RI.5.5:* Compare!and!contrast!the!organizational!structure!of!events,!ideas,!concepts,!or!information!(e.g.,!chronology,!comparison,!cause/effect,!problem/solution)!in!two!or!more!texts.!
RI.5.6:* Analyze!multiple!accounts!of!the!same!event!or!topic,!noting!important!similarities!and!differences!in!the!point!of!view!they!represent.!!
RI.5.7:* Draw!on!information!from!multiple!print!or!digital!sources,!demonstrating!the!ability!to!locate!an!answer!to!a!question!quickly!or!to!solve!a!problem!efficiently.!!
RI.5.8:* Explain!how!an!author!uses!reasons!and!evidence!to!support!particular!points!in!a!text,!identifying!which!reasons!and!evidence!supports!which!point(s).!!
RI.5.9:!Integrate!information!from!several!texts!on!the!same!topic!in!order!to!write!or!speak!about!the!subject!knowledgeably.!
Speaking!and!listening!
SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!! a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussion.!! b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!! c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!! d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.!!
SL.5.2:* Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!!
SL.5.3:* Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.!

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Science and Social Studies Units of Study: Overview of the year and Common Core State Standards

Fifth grade integrated science and social studies unit 1: Planets, moons, & meteorology
(Review Weather, Rock Cycle, and Astronomy Concepts in the Unit)
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.2:** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **Science Standards:** **3:** 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. | **5:** 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface. b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. e. Students know the origin of the water used by their local communities. | 4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept: a. Students know uneven heating of Earth causes air movements (convection currents). b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.

c. Students!know!the!causes!and!effects!of!different!types!of!severe!weather.!
d. Students!know how!to!use!weather!maps!and!data!to!predict!local!weather!and!know!that!weather!forecasts!depend!on!many!variables.
e. Students!know!that!the!Earth's!atmosphere!exerts!a!pressure!that!decreases!with!distance!above!Earth's!surface!and!that!at!any!point!it! exerts!this!pressure!equally!in!all!directions.!!

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Fifth!grade!integrated!science!and!social!studies!unit!2:!Chemistry!and!experimentation

SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Von!Vone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others!ideas! and!expressing!their!own!clearly.!!

a. Come!to!discussions!prepared!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known! about!the!topic!to!explore!ideas!under!discussion.!!
b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!!
c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others!
d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.!

SL.5.2:* Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!!

SL.5.3:* Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.!

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Science*Standards:*

3:* 1.!Energy!and!matter!have!multiple!forms!and!can!be!changed!from!one!form!to!another.!As!a!basis!for!understanding!this!concept:!

g.!Students!know that!when!two!or!more!substances!are!combined,!a!new!substance!may!be!formed!with!properties!that!are!different! from!those!of!the!original!materials.!
h.!Students!know all!matter!is!made!of!small!particles!called!atoms,!too!small!to!see!with!the!naked!eye.!
i.!Students!know people!once!thought!that!earth,!wind,!fire,!and!water!were!the!basic!elements!that!made!up!all!matter.!Science! experiments!show!that!there!are!more!than!100!different!types!of!atoms,!which!are!presented!on!the!periodic!table!of!the!elements.!

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5:* 1.!Elements!and!their!combinations!account!for!all!the!varied!types!of!matter!in!the!world.!As!a!basis!for!understanding!this!concept:!!

a. Students!know!that!during!chemical!reactions!the!atoms!in!the!reactants!rearrange!to!form!products!with!different!properties.!
b. Students!know!all!matter!is!made!of!atoms,!which!may!combine!to!form!molecules.!!
c. Students!know!metals!have!properties!in!common,!such!as!high!electrical!and!thermal!conductivity.!Some!metals,!such!as!aluminum!(Al),! iron!(Fe),!nickel!(Ni),!copper!(Cu),!silver!(Ag),!and!gold!(Au),!are!pure!elements;!others,!such!as!steel!and!brass,!are!composed!of!a! combination!of!elemental!metals.!!
d. Students!know!that!each!element!is!made!of!one!kind!of!atom!and!that!the!elements!are!organized!in!the!periodic!table!by!their!chemical! properties.!!
e. Students!know!scientists!have!developed!instruments!that!can!create!discrete!images!of!atoms!and!molecules!that!show!that!atoms! and!molecules!often!occur!in!wellVordered!arrays.!!
f. Students!know!differences!in!chemical!and!physical!properties!of!substances!are!used!to!separate!mixtures!and!identify!compounds!

g. Students!know!properties!of!solid,!liquid,!and!gaseous!substances,!such!as!sugar!($C_6H_{12}O_6$),!water!(H_2O),!helium!(He),!oxygen!(O_2),!nitrogen!(N_2),!and!carbon!dioxide!(CO_2).!!
h. Students!know!living!organisms!and!most!materials!are!composed!of!just!a!few!elements.!!
i. Students!know!the!common!properties!of!salts,!such!as!sodium!chloride!(NaCl).!!

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Fifth!grade!integrated!science!and!social!studies!unit!3:!Plant!and!animal!systems

SL.5.1:* Engage!effectively!in!a!range!of!collaborative!discussions!(one!Vone!and!in!groups)!on!*grade 5 topics and texts*,!building!on!others!ideas!and!expressing!their!own!clearly.!!

a. Come!to!discussions!prepared,!having!read!or!studied!required!material;!explicitly!draw!on!that!preparation!and!other!information!known!about!the!topic!to!explore!ideas!under!discussion.!!
b. Follow!agreedVupon!rules!for!discussions!and!carry!out!assigned!roles.!!
c. Pose!and!respond!to!specific!questions!by!making!comments!that!contribute!to!the!discussion!and!elaborate!on!the!remarks!of!others.!!
d. Review!the!key!ideas!expressed!and!draw!conclusions!in!light!of!information!and!knowledge!gained!from!the!discussions.!!

SL.5.2:* Summarize!written!texts!read!aloud!or!information!presented!graphically,!orally,!visually,!or!multimodally.!!

SL.5.3:* Summarize!the!points!a!speaker!makes!and!explain!how!each!claim!is!supported!by!reasons!and!evidence.!

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Science*Standards:*

3:* 3.!Adaptations!in!physical!structure!or!behavior!may!improve!an!organism's!chance!for!survival.!As!a!basis!for!understanding!this!concept:!!

a. Students!know!plants!and!animals!have!structures!that!serve!different!functions!in!growth,!survival,!and!reproduction.!

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5:* 12.!!Plants!and!animals!have!structures!for!respiration,!digestion,!waste!disposal,!and!transport!of!materials.!As!a!basis!for!understanding!this!concept:!!

a. Students!know!many!multicellular!organisms!have!specialized!structures!to!support!the!transport!of!materials.!
b. Students!know!how!blood!circulates!through!the!heart!chambers,!lungs,!and!body!and!how!carbon!dioxide!(CO_2)!and!oxygen!(O_2)!are!exchanged!in!the!lungs!and!tissues.!!
c. Students!know!the!sequential!steps!of!digestion!and!the!roles!of!teeth!and!the!mouth,!esophagus,!stomach,!small!intestine,!large!intestine,!and!colon!in!the!function!of!the!digestive!system.!
d. Students!know!the!role!of!the!kidney!in!removing!cellular!waste!from!blood!and!converting!it!into!urine,!which!is!stored!in!the!bladder.!!
e. Students!know!how!sugar,!water,!and!minerals!are!transported!in!a!vascular!plant.!!
f. Students!know!plants!use!carbon!dioxide!(CO2)!and!energy!from!sunlight!to!build!molecules!of!sugar!and!release!oxygen.!!
g. Students!know!plant!and!animal!cells!break!down!sugar!to!obtain!energy,!a!process!resulting!in!carbon!dioxide!(CO_2)!and!water!(respiration).!

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Fifth!grade!integrated!science!and!social!studies!unit!4:!Science!review!unit!
Content!TBD!

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Fifth!grade!integrated!science!and!social!studies!unit!5:!Extended!analysis!project!
See!reading/writing!workshop!unit!6!

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Across*all*science*units:*Investigation*and*Experimentation**

Scientific!progress!is!made!by!asking!meaningful!questions!and!conducting!careful!investigations.!As!a!basis!for!understanding!this!concept!and!addressing!the!content!in!the!other!three!strands,!students!should!develop!their!own!questions!and!perform!investigations.!Students!will:!!

a. Classify!objects!(e.g.,!rocks,!plants,!leaves)!in!accordance!with!appropriate!criteria.!!
b. Develop!a!testable!question.!!
c. Plan!and!conduct!a!simple!investigation!based!on!a!student!developed!question!and!write!instructions!others!can!follow!to!carry!out!the!procedure.!!
d. Identify!the!dependent!and!controlled!variables!in!an!investigation.!
e. Identify!a!single!independent!variable!in!a!scientific!investigation!and!explain!how!this!variable!can!be!used!to!collect!information!to!answer!a!question!about!the!results!of!the!experiment.!!
f. Select!appropriate!tools!(e.g.,!thermometers,!meter!sticks,!balances,!and!graduated!cylinders)!and!make!quantitative!observations.!!
g. Record!data!by!using!appropriate!graphic!representations!(including!charts,!graphs,!and!labeled!diagrams)!and!make!inferences!based!on!those!data.!!
h. Draw!conclusions!from!scientific!evidence!and!indicate!whether!further!information!is!needed!to!support!a!specific!conclusion.!
i. Write!a!report!of!an!investigation!that!includes!conducting!tests,!collecting!data!or!examining!evidence,!and!drawing!conclusions.!

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READING*AND*WRITING*WORKSHOP:*OVERVIEW*OF*THE*ELA*AND*COMMON*CORE*STATE*STANDARDS*

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Fifth!Grade!Workshop!Unit!1:!Rituals!and!routines!
RL.5.10:* By!the!end!of!the!year!,!read!and!comprehend!literature!,!including!stories!,!dramas!,!and!poetry!,!in!the!grades!4–5!text!complexity!band!independently!and!proficiently.!!
RL.5.1:* Quote!accurately!from!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!!
RL.5.2:* Determine!a!theme!of!a!story!,!drama!,!or!poem!from!details!in!the!text!,!including!how!characters!in!a!story!or!drama!respond!to!challenges!or!how!the!speaker!in!a!poem!reflects!upon!a!topic;!summarize!the!text.!
RL.5.3:* Compare!and!contrast!two!or!more!characters!,!settings!,!or!events!in!a!story!or!drama!,!drawing!on!specific!details!in!the!text!(e.g.,!how!characters!interact).!!
RL.5.4:* Determine!the!meaning!of!words!and!phrases!as!they!are!used!in!a!text!,!including!figurative!language!such!as!metaphors!and!similes.!!
RL.5.5:* Explain!how!a!series!of!chapters!,!scenes!,!or!stanzas!fits!together!to!provide!the!overall!structure!of!a!particular!story!,!drama!,!or!poem.!!
RL.5.6:* Describe!how!a!narrator's!or!speaker's!point!of!view!influences!how!events!are!described.!!
W.5.3:* Write!narratives!to!develop!real!or!imagined!experiences!or!events!using!effective!technique!,!descriptive!details!,!and!clear!event!sequences.!! a. Orient!the!reader!by!establishing!a!situation!and!introducing!the!narrator!and/or!characters;!organize!an!event!sequence!that!unfolds!naturally.!! b. Use!narrative!techniques!,!such!as!dialogue!,!description!,!and!pacing!,!to!develop!experiences!and!events!or!show!the!responses!of!characters!to!situations.!! c. Use!a!variety!of!transitional!words!,!phrases!,!and!clauses!to!manage!the!sequence!of!events.! d. Use!concrete!words!and!phrases!and!sensory!details!to!convey!experiences!and!events!precisely.! e. Provide!a!conclusion!that!follows!from!the!narrated!experiences!or!events.!
W.5.9:* Draw!evidence!from!literary!or!informational!texts!to!support!analysis!,!reflection!,!and!research.!! a. Apply!*grade 5 Reading standards* to!literature!(e.g.,!—Compare!and!contrast!two!or!more!characters!,!settings!,!or!events!in!a!story!or!a!drama!,!drawing!on!specific!details!in!the!text).!!
L.5.3:* Use!language!to!enhance!meaning!,!convey!style!,!and!achieve!particular!effects!when!writing!or!speaking!.! Expand!,!combine!,!and!reduce!sentences!for!meaning!,!reader/listener!interest!,!and!style.!
W.5.10:* Write!routinely!over!extended!time!frames!(time!for!research!,!reflection!,!and!revision)!and!shorter!time!frames!(a!single!sitting!or!a!day or!two)!for!a!range!of!discipline!-specific!tasks!,!purposes!,!and!audiences.!!

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Fifth Grade Workshop Unit 2: Integrated humanities unit American Revolution, forming a new nation & the federal government
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.
RI.5.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
W.5.4: Produce clear and coherent (including multi-paragraph texts) writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 5 Reading standards* to informational texts (e.g. — Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).
L.5.1: Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect. e. Use correlative conjunctions.
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Social Studies Standards:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

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11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle.*
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

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11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political influences, and its impacts regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening,

the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War II on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

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Fifth Grade Workshop Unit 3: Integrated humanities unit: Biography: Historical figures and biographical sketches
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.
RI.5.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4-5 text complexity band level independently and proficiently.
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.5.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 5 Reading standards* to informational texts (e.g., — Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

L.5.1: Observe conventions of grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects.
c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense and aspect.*
e. Use correlative conjunctions.

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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Fifth Grade Workshop Unit 4: Book clubs and writing in response to literature
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.
RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 5 Reading standards* to literature (e.g., — Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text).

L.5.3:* Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

W.5.10:* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Fifth Grade Workshop Unit 5: Poetry & drama
W.5.3:* Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. **W.5.4:*** Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. **W.5.5:*** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **L.5.3:*** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **W.5.10:*** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.* b. *Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. (CA)*

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Fifth Grade Workshop Unit 6: Extended analysis projects
RI.5.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **RI.5.8:*** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.* **RI.5.10:*** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text

complexity!band!level!independently!and!proficiently!!

SL.5.5:* Include!multimedia!components!(e.g.,!graphics,!sound)!and!visual!displays!in!presentations!when!appropriate!to!enhance!the!development!of!main!ideas!or!themes.!!

W.5.2:* Write!informative/explanatory!texts!to!examine!a!topic!and!convey!ideas!and!information!clearly.!

a. Introduce!a!topic!clearly,!provide!a!general!observation!and!focus,!and!group!related!information!logically;!include!formatting!(e.g.,!headings),!illustrations,!and!multimedia!when!useful!to!aiding!comprehension.!!
b. Develop!the!topic!with!facts,!definitions,!concrete!details,!quotations,!or!other!information!and!examples!related!to!the!topic.!!
c. Link!ideas!within!and!across!categories!of!information!using!words,!phrases,!and!clauses!(e.g.,!*in contrast*,!*especially*).!!
d. Use!precise!language!and!domainVspecific!vocabulary!to!inform!about!or!explain!the!topic.!
e. Provide!a!concluding!statement!or!section!related!to!the!information!or!explanation!presented.!

W.5.4:* Produce!clear!and!coherent!writing!(including!multiVparagraph!texts)!in!which!the!development!and!organization!are!appropriate!to!task,!purpose,!and!audience.!!

W.5.5:* With!guidance!and!support!from!peers!and!adults,!develop!and!strengthen!writing!as!needed!by!planning,!revising,!editing,!rewriting,!or!trying!a!new!approach.!!

W.5.6:* With!some!guidance!and!support!from!adults,!use!technology,!including!the!Internet,!to!produce!and!publish!a!minimum!of!two!pages!of!writing!(using!the!keyboard)!as!well!as!to!interact!and!collaborate!with!others.!!

W.5.7:* Conduct!short!research!projects!that!use!several!sources!to!build!knowledge!through!investigation!of!different!aspects!of!a!topic.!!

W.5.8:* Recall!relevant!information!from!experiences!or!gather!relevant!information!from!print!and!digital!sources;!summarize!or!paraphrase!information!in!notes!and!finished!work,!and!provide!a!list!of!sources.!!

W.5.9:* Draw!evidence!from!literary!or!informational!texts!to!support!analysis,!reflection,!and!research.!!

Apply!*grade 5 Reading standards* to!informational!texts!(e.g.,!—Explain!how!an!author!uses!reasons!and!evidence!to!support!particular!points!in!a!text,!identifying!which!reasons!and!evidence!supports!which!point[s]).!

L.5.1:* Observe!conventions!of!grammar!and!usage!when!writing!or!speaking.!!

a. Explain!the!function!of!conjunctions,!prepositions,!and!interjections!in!general!and!their!function!in!particular!sentences.!
b. Form!and!use!the!perfect!(e.g.,!*I had walked*;!*I have walked*;!*I will have walked*)!verb!aspects.!!
c. Use!verb!tense!and!aspect!to!convey!various!times,!sequences,!states,!and!conditions.!
d. Recognize!and!correct!inappropriate!shifts!in!verb!tense!and!aspect.!*!
e. Use!correlative!conjunctions.!

W.5.10:* Write!routinely!over!extended!time!frames!(time!for!research,!reflection,!and!revision)!and!shorter!time!frames!(a!single!sitting!or!a!day!or!two)!for!a!range!of!disciplineVspecific!tasks,!purposes,!and!audiences.!!

W.CA: *Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion (CA)*

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INTERACTIVE*READ*ALOUD*

Common!Core!State!standards!met!through!ongoing!daily!interactive!read!alouds!that!utilize!a!range!of!fiction!and!nonVfiction!texts!!! throughout!the!year.!

RL:!Reading!Standards!for!Literature!

Key!Ideas!and!Details!

RL.5.1:*Quote!accurately!from!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!!

RL.5.2:*Determine!a!theme!of!a!story,!drama,!or!poem!from!details!in!the!text,!including!how!characters!in!a!story!or!drama!respond!to!challenges!or!how!the!speaker!in!a!poem!reflects!upon!a!topic;!summarize!the!text.!!

RL.5.3:*Compare!and!contrast!two!or!more!characters,!settings,!or!events!in!a!story!or!drama,!drawing!on!specific!details!in!the!text!(e.g.,!how!characters!interact).!!

Craft!and!Structure!

RL.5.4:*Determine!the!meaning!of!words!and!phrases!as!they!are!used!in!a!text,!including!figurative!language!such!as!metaphors!and!similes.!!

RL.5.5*Explain!how!a!series!of!chapters,!scenes,!or!stanzas!fits!together!to!provide!the!overall!structure!of!a!particular!story,!drama,!or!poem.!!

RL.5.6:*Describe!how!a!narrator's!or!speaker's!point!of!view!influences!how!events!are!described.!!

!

Integration!of!Knowledge!and!Ideas!

RL.5.7:*Analyze!how!visual!and!multimedia!elements!in!conjunction!with!words!contribute!to!the!meaning,!tone,!or!beauty!of!a!text!(e.g.,!graphic!novel,!multimedia!presentation!of!fiction).!!
!(Not!applicable!to!literature)!!

RL.5.9:*Compare!and!contrast!stories!in!the!same!genre!(e.g.,!mysteries!and!adventure!stories)!on!their!approaches!to!similar!themes!and!topics.!!

!

RI:!Reading!Standards!for!Informational!Text!

Key!Ideas!and!Details!

RI.5.1:*Quote!accurately!from!a!text!when!explaining!what!the!text!says!explicitly!and!when!drawing!inferences!from!the!text.!!

RI.5.2:*Determine!two!or!more!main!ideas!of!a!text!and!explain!how!they!are!supported!by!key!details;!summarize!the!text.!!

RI.5.3:*Explain!the!relationships!or!interactions!between!two!or!more!individuals,!events,!ideas,!or!concepts!in!a!historical,!scientific,!or!technical!text!based!on!specific!information!in!the!text.!!

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Craft!and!Structure!

RI.5.4:*Determine!the!meaning!of!general!academic!and!domainVspecific!words!and!phrases!in!a!text!relevant!to!a!*grade 5 topic or subject area*.!!

RI.5.5:*Compare!and!contrast!the!organizational!structure!of!events,!ideas,!concepts,!or!information!(e.g.,!chronology,!comparison,!cause/effect,!problem/solution)!in!two!or!more!texts.!

RI.5.6:*Analyze!multiple!accounts!of!the!same!event!or!topic,!noting!important!similarities!and!differences!in!the!point!of!view!they!represent.!!

Integration!of!Knowledge!and!Ideas!

RI.5.7:* Draw!on!information!from!multiple!print!or!digital!sources,!demonstrating!the!ability!to!locate!an!answer!to!a!question!quickly!or!to!solve!a!problem!efficiently.!!

RI.5.8:*Explain!how!an!author!uses!reasons!and!evidence!to!support!particular!points!in!a!text,!identifying!which!reasons!and!evidence!supports!which!point(s).!!

RI.5.9:!!Integrate!information!from!several!texts!on!the!same!topic!in!order!to!write!or!speak!about!the!subject!knowledgeably.!!

Range!of!Reading!and!Level!of!Text!Complexity!

RL.5.10:*By!the!end!of!the!year,!read!and!comprehend!literature,!including!stories,!dramas,!and!poetry,!in!the!grades!4–5!text!complexity!band!independently!and!proficiently.!!

RI.5.10:*By!the!end!of!the!year,!read!and!comprehend!informational!text,!including!historical,!scientific,!and!technical!texts,!in!the!grades!4–5!text!complexity!band!level!independently!and!proficiently.!!

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A-5: Sample Math Focus Standards

5th	4th	3rd	2nd	1st	K	TK
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product	4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taing from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Includes groups with up to ten objects.)	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
5.NBT.3A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	

5th	4th	3rd	2nd	1st	K	TK
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and ones, ones and ones; and sometimes it is necessary to compose a ten.	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more thatn one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	

5th	4th	3rd	2nd	1st	K	TK
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	4.NF.3 D Understand a fraction a/b with a > 1 as a sum of fractions 1/b. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	3.NF.2 A&B Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
5.NF.7C Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	3.NF.3 D Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps."	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones - called a "ten" b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	

5th	4th	3rd	2nd	1st	K	TK
5.MD.5C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	3.MD.7 D Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems (See Glossary) using information presented in a bar graph.	1.MD.4 Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	K.G.4 Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., numbers of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
5.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Studetns do not need to learn the formal names such as "right rectangular prism".)	K.MD.2 Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	

A-6: Sample Math Planning Module

Numeracy Planning Guide for Grade 1 (1.G.1)

Grade 1 – Geometry – Standard 1

DOMAIN: Geometry (G)

CLUSTER: Reason with shapes and their attributes.

CCSS.1.G.1:
Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Manipulatives/ Tools:

- Shapes in the form of 2D on paper, 3D models
- Materials to draw shapes & cut
- Rulers to make straight lines

1.G.1 lessons can be found in:
Unit 7: Shapes

Prior Learning:

- Reasoning about attributes of shapes
- Composing shapes
- Decomposing shapes

Math Practices Emphasized:

MP.1. Make sense of problems and persevere in solving them.
MP.3. Construct viable arguments and critique the reasoning of others.
MP.4. Model with mathematics.
MP.7. Look for and make use of structure.

Vocabulary:

- ✓ defining attributes,
- ✓ non-defining attributes,
- ✓ sides,
- ✓ angles,
- ✓ faces

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Numeracy Planning Guide for Grade 1 (1.G.1)

Essential Questions for 1.G.1

- ✓ What's the name of (this) polygon?
- ✓ What's the same about these two polygons?
- ✓ What's different about these two polygons?
- ✓ Where do you see these polygons in the world? In the classroom?
- ✓ Where in the real world can I find shapes?
- ✓ How can objects be represented and compared using geometric attributes?
- ✓ How does geometry better describe objects?

Curriculum Notes for 1.G.1

For **1.G.1**, students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

1.G.1 calls for students to determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that must always be present. Non-defining attributes are attributes that do not always have to be present. The shapes can include triangles, squares, rectangles, and trapezoids.

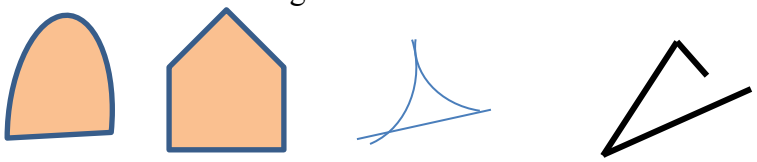
1.G.1. asks students to determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that help to define a particular shape (#angles, # sides, length of sides, etc.). Non-defining attributes are attributes that do not define a particular shape (color, position, location, etc.). The shapes can include triangles, squares, rectangles, and trapezoids. 1.G.2 includes half-circles and quarter-circles.

<u>Example:</u>
All triangles must be closed figures and have 3 sides. These are defining attributes.
Triangles can be different colors, sizes and be turned in different directions, so these are non-defining.

Numeracy Planning Guide for Grade 1 (1.G.1)

Student 1
Which figure is a triangle?
How do you know that it is a triangle?
It has 3 sides. It's also closed.

Attributes refer to any characteristic of a shape. Students use attribute language to describe a given two-dimensional shape: number of sides, number of vertices/points, straight sides, closed. A child might describe a triangle as — "right side up" or "red." These attributes are not defining because they are not relevant to whether a shape is a triangle or not. Students should articulate ideas such as, "A triangle is a triangle because it has three straight sides and is closed." It is important that students are exposed to both regular and irregular shapes so that they can communicate defining attributes. Students should use attribute language to describe why these shapes are not triangles.



Students should also use appropriate language to describe a given three-dimensional shape: number of faces, number of vertices/points, number of edges.

Example:
A cylinder may be described as a solid that has two circular faces connected by a curved surface (which is not considered a face). Students may say, "It looks like a can." Students should compare and contrast two-and three-dimensional figures using defining attributes.

Examples:

- List two things that are the same and two things that are different between a triangle and a cube.
- Given a circle and a sphere, students identify the sphere as being three-dimensional but both are round.
- Given a trapezoid, find another two-dimensional shape that has two things that are the same.

Numeracy Planning Guide for Grade 1 (1.G.1)

Common Misconceptions for 1.G.1

Students may think that a square that has been rotated so that the sides form 45-degree angles with the vertical diagonal is no longer a square but a diamond. They need to have experiences with shapes in different orientations. For example, in *building-shapes*, ask students to orient the smaller shapes in different ways.

Some students may think that the size of the equal shares is directly related to the number of equal shares. For example, they think that fourths are larger than halves because there are four fourths in one whole and only two halves in one whole. Students need to focus on the change in the size of the fractional parts as recommended in the folding shapes strategy. (Focus on Concrete and Representational activities).

Instructional Strategies for 1.G.1

Students can easily form shapes on geoboards using colored rubber bands to represent the sides of a shape. Ask students to create a shape with four sides on their geoboard, then copy the shape on dot paper. Students can share and describe their shapes as a class while the teacher records the different defining attributes mentioned by the students.

Pattern block pieces can be used to model defining attributes for shapes. Ask students to create their own rule for sorting pattern blocks. Students take turns sharing their sorting rules with their classmates and showing examples that support their rule. The classmates then draw a new shape that fits this same rule after it is shared.

Students can use a variety of manipulatives and real-world objects to build larger shapes. The manipulatives can include paper shapes, pattern blocks, color tiles, triangles cut from squares (isosceles right triangles), tangrams, canned food (right circular cylinders) and gift boxes (cubes or right rectangular prisms).

Folding shapes made from paper enables students to physically feel the shape and form the equal shares. Ask students to fold circles and rectangles first into halves and then into fourths. They should observe and then discuss the change in the size of the parts. Students may use interactive whiteboards or computer environments to move shapes into different orientations and to enlarge or decrease the size of a shape still keeping the same shape. They can also move a point/vertex of a triangle and identify that the new

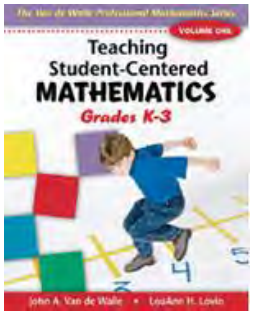
Numeracy Planning Guide for Grade 1 (1.G.1)

shape is still a triangle. When they move one point/vertex of a rectangle they should recognize that the resulting shape is no longer a rectangle.

Performance Tasks for 1.G.1

Hawaii Department of Education:
http://standardstoolkit.k12.hi.us/common-core/mathematics/mathematics-assessments/assessment-listing/?code=1.G

Additional Instructional Resources for 1.G.1



Hidden Labels (Van de Walle, K-3, p 316).
For this activity you will need a set of attribute blocks, two 24 inch loops made of string, and label cards (cards include some defining and some non-defining attributes). The teacher begins to sort pieces according to 2 labels which are turned down so that students cannot see them. As you sort, have students try to determine what the labels are for each of the loops. Let students who think they have guessed the labels try to place a shape in the proper loop but do not let them say the rule out loud. Students who think they know the rule can be asked to "play teacher" and respond to guesses of the others. Point out that one way to test an idea about the labels is to select a piece that you think might go in a particular section. Do not turn over the cards until most students have figured out the rule.

Comparing Polygons- Adapted from Minilessons for Math Practice K-2 (Bresser and Holtzman, 2006)
Directions:
1. Draw or place two different polygons on the board.
2. Underneath the polygons, draw a two-column chart.
3. Ask students to share with a partner how the two figures are the same and how they are different.
4. Lead a class discussion to elicit ideas from students. Record their ideas on the two-column chart.

Numeracy Planning Guide for Grade 1 (1.G.1)

Extension

Distribute two pattern blocks to pairs of students. Have pairs record similarities and differences for their shapes.
Draw items in your room that are (triangular) in shape. *(Lilburn and Ciurak, Investigations, Tasks and Rubrics to Teach and Assess Math,p 34)*

I traced around something in the room and it looked like this:
What might I have traced around?

- ✓ Use geoboards and ask the students to make a four-sided polygon or quadrilateral. Sort the shapes students made into squares, rectangles, rhombi, and trapezoids. Discuss the size and orientation of the various shapes, emphasizing the shapes are not affected by the size and orientation.

Quadrilateral Riddles:

- Have students write riddles about quadrilaterals to use with partners or during center time. For example, I have one set of parallel sides. What quadrilateral am I?
- Have students complete a Frayer Model map about the definition, characteristics, examples, and non-examples of different solid figures.
- Use solid figures to have students compare attributes on a Venn Diagram.

Graphic Organizers in Math:

- Have students web their ideas about quadrilaterals or specific quadrilaterals. This can be used as a pre or post assessment. Use a Venn diagram to compare and contrast different quadrilaterals. Use attribute blocks to sort and classify the figures. Use concrete solid figures and ask students to compare the attributes of two figures. Use a Venn Diagram to record observations.

Numeracy Planning Guide for Grade 1 (1.G.1)

Use concrete solid figures (rectangular prisms, cubes, pyramids, cones, and cylinders) and put the students in groups and ask them to explore and describe the shape they have been given. Ask them to count the number of sides and edges. Use a graphic organizer (Frayer Model) to help them describe their figure. Have the groups share out what they have discovered.

Problem Solving
Ask the students: I see a box-shaped object in our classroom. What object could I see? In a bag, tell the students you feel an object that has flat faces, sharp corners, and straight edges. What might this object be?

Making Connections
Planets such as Earth and Mars are the shape of spheres, like a playground ball. Look around your room and find other objects that are spheres. Ask your teacher for some magazines. Look in the magazines for pictures of objects that are shaped like spheres. Cut out these pictures and glue them on a sheet of paper. (NCTM)

Make the connection between the 2-dimensional shapes that make up the 3-dimensional shape.

It is important for students to sketch, construct, or draw polygons. This gives them time to explore the attributes of different polygons. It also gives the teacher time to observe individual students and assess their understanding of the different types of shapes.

Students could also make other technology connections to programs such as Microsoft Word or PowerPoint. They could use the draw tools to sketch a house and label the shapes.

Journal Prompts:

- Choose 2 different attribute blocks. Draw your shapes. Write about all the ways the two shapes are alike and all the ways they are different.
- Create a picture using less than 15 pattern blocks. Record your picture and the number of each shape used.

Numeracy Planning Guide for Grade 1 (1.G.2)

Grade 1 – Geometry – Standard 2

DOMAIN: Geometry (G)

CLUSTER:
Reason with shapes and their attributes.

CCSS.1.G.2:
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
**Students do not need to learn formal names such as "right rectangular prism."*

Manipulatives/ Tools:

- 2D and 3D shapes

1.G.2 lessons can be found in:
Unit 7: Shapes

Prior Learning:

- Work with decomposing simple shapes (rectangle into two triangles, or 2 squares)

Math Practices Emphasized:

MP.1. Make sense of problems and persevere in solving them.
MP.4. Model with mathematics.
MP.7. Look for and make use of structure.

Vocabulary for teachers to use:

These concepts are not an inclusive list and should not be taught in isolation. The terms below are for teacher reference only and are not to be memorized by the students. Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

- ✓ two-dimensional,
- ✓ three-dimensional,
- ✓ composite,
- ✓ half,
- ✓ circle, half-circle,
- ✓ rectangle, square,
- ✓ triangle,
- ✓ trapezoid,
- ✓ cube,
- ✓ rectangular prism,
- ✓ cone,
- ✓ cylinder

Numeracy Planning Guide for Grade 1 (1.G.2)

Essential Questions for 1.G.2
✓ How can we group certain shapes together? Why do they belong together? ✓ How can I create a shape? ✓ How do shapes fit together and come apart? ✓ Where can we find shapes in the real world? ✓ What is a 2-dimensional shape? ✓ What is a 3-dimensional shape? ✓ How can we divide shapes into equal parts? ✓ How can we be sure that we have equal parts? ✓ Why is it important to divide into equal parts? ✓ How can you show half of something? ✓ How do we know when parts are equal? ✓ How can we divide shapes into equal parts? ✓ What is half of a whole? ✓ What is a fourth of a whole? ✓ How can you divide shapes into halves and fourths? ✓ How can a quantity be shared? ✓ How can things be divided into equal parts?

Numeracy Planning Guide for Grade 1 (1.G.2)

Curriculum Notes for 1.G.2

1.G.2 calls for students to compose (build) a two-dimensional or three-dimensional shape from two shapes. This standard includes shape puzzles in which students use objects (e.g., pattern blocks) to fill a larger region.

The ability to describe, use and visualize the effect of composing and decomposing shapes is an important mathematical skill. It is not only relevant to geometry, but is related to children's ability to compose and decompose numbers.

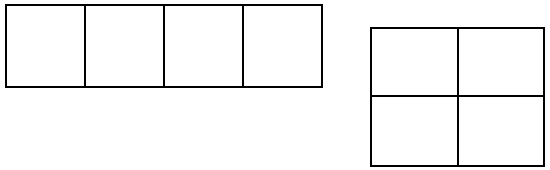
Examples:

- Show the different shapes that you can make by joining a triangle with a square.
- Show the different shapes you can make joining a trapezoid with a half-circle.
- Show the different shapes you can make with a cube and a rectangular prism.

Students may use pattern blocks, plastic shapes, tangrams, or computer environments to make new shapes. The teacher can provide students with cutouts of shapes and ask them to combine them to make a particular shape.

Example:

- What shapes can be made from four squares?



Students can make three-dimensional shapes with clay or dough, slice into two pieces (not necessarily congruent) and describe the two resulting shapes. For example, slicing a cylinder will result in two smaller cylinders.

This standard is about decomposing/composing shapes and identifying certain shapes and figures. Exact mathematics definitions are not necessarily needed at this grade level. Students should be comfortable with general descriptions of circles (no sides), triangles (3 sides, 3 corners), rectangles (4 sides, 4 square corners), and trapezoids (4 sides, less than 4 square corners).

Numeracy Planning Guide for Grade 1 (1.G.2)

In order to develop spatial sense (an intuition about shapes and the relationships among shapes), students need to see how shapes can be composed to make new shapes. Use pattern blocks or attribute blocks and ask students to put together blocks to make new shapes. Students need to discover that two squares can make a rectangle or that two triangles can make a rhombus. Once the students have used concrete materials they can use paper and scissors and cut shapes into other shapes. Students need experiences with 3-D shapes and how they can be put together to make new shapes. Moving both 2-D and 3-D shapes to different orientations lays the foundations for later concepts in translations, rotations, and flips.

Instructional Strategies for 1.G.2

(Same for 1.G.1)

JOURNAL PROMPTS:

- ✓ Meg found two triangles on the floor. How many different shapes can she make if she puts the triangles together? Draw the shapes.
- ✓ A cone is like a cylinder because...
- ✓ "A sphere is like a ball," said Drew. "Is a cube like a box?" asked Ben. What will Drew say?
- ✓ Choose 2 different 3D shapes. Draw your shapes. Write about all the ways the two shapes are alike and all of the ways they are different.
- ✓ Work with a partner. How many different sized squares can you make using color tiles? Record.
- ✓ How many different ways can you cover a hexagon pattern block with other pattern blocks? Record each way you find.
- ✓ I drew a shape with four sides. Draw what my shape might look like.
- ✓ In a bag I feel that an object has flat faces, sharp corners, and a straight edges. What might this object be?
- ✓ I traced around one of the faces of an object. The shape I drew was a circle. What might the object have been?

Numeracy Planning Guide for Grade 1 (1.G.2)

Performance Tasks for 1.G.2

North Carolina Department of Education:
http://commoncoretasks.wikispaces.com/file/view/1+G+Task+2.doc

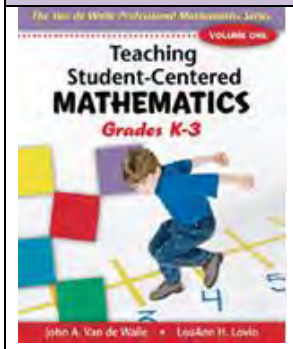
Howard County Public Schools:
https://grade1commoncoremath.wikispaces.hcpss.org/Assessing+1.G.2

INSIDE MATHEMATICS:
http://www.insidemathematics.org/problems-of-the-month/pom-betweenthelines.pdf
http://www.insidemathematics.org/problems-of-the-month/pom-milesoftiles.pdf
http://insidemathematics.org/problems-of-the-month/pom-pieceittogether.pdf
http://www.insidemathematics.org/problems-of-the-month/pom-cubism.pdf
http://www.insidemathematics.org/problems-of-the-month/pom-lylestriangles.pdf

ILLUSTRATIVE MATHEMATICS:
https://www.illustrativemathematics.org/illustrations/901
https://www.illustrativemathematics.org/illustrations/1164
https://www.illustrativemathematics.org/illustrations/756
https://www.illustrativemathematics.org/illustrations/1311

Numeracy Planning Guide for Grade 1 (1.G.2)

Additional Instructional Resources for 1.G.2



Other Instructional Resources: Shapes Masters
Van de Walle, K-3, Activity 7.1 "Shape Sorts" page 194
Van de Walle, K-3, Activity 7.2 "What's My Shape" Page 195

National Library of Manipulatives – interactive attribute blocks:
http://nlvm.usu.edu/en/nav/topic_t_3.html

Illuminations Online Pattern Blocks:
http://illuminations.nctm.org/Activity.aspx?id=3577

Numeracy Planning Guide for Grade 1 (1.G.3)

Grade 1 – Geometry – Standard 3

DOMAIN: Geometry

CLUSTER: Reason with shapes and their attributes.

CCSS.MATH.CONTENT.1.G.A.3
Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Manipulatives/ Tools:

- paper shapes, pattern blocks, color tiles, triangles cut from squares
- tangrams, and gift boxes

1.G.3 - lessons can be found in:
Unit 14: Halves and Fourths

Prior Learning:

- The properties of shapes make them alike or different.
- Some shapes have sides, angles, and faces which can be counted.
- Patterns can be created, extended, and transferred through the use of geometric shapes.
- Location of shapes can be described using positional words.
- Equal means being of the same size, quantity, or value.

Math Practices Emphasized:

MP.2. Reason abstractly and quantitatively.
MP.3. Construct viable arguments and critique the reasoning of others.
MP.6. Attend to precision.
MP.7. Look for and make use of structure.

Vocabulary:

The terms below are for teacher reference only and are not to be memorized by the students:

- ✓ attribute
- ✓ circle
- ✓ fourths
- ✓ fractions
- ✓ halves
- ✓ partition
- ✓ quarters
- ✓ sphere
- ✓ whole

Numeracy Planning Guide for Grade 1 (1.G.3)

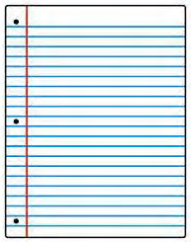
Essential Questions for 1.G.3

- How can we divide shapes into equal parts?
- How can we be sure that we have equal parts?
- Why is it important to divide into equal parts?
- How can you show half of something?
- How do we know when parts are equal?
- How can we divide shapes into equal parts?
- What is half of a whole?
- What is a fourth of a whole?
- How can you divide shapes into halves and fourths?
- How can a quantity be shared?
- How can things be divided into equal parts?

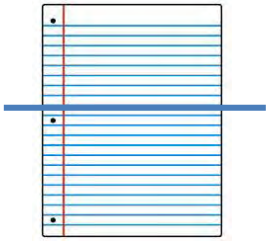
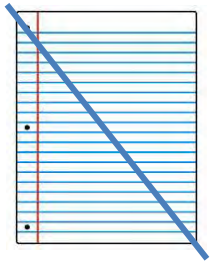
Curriculum Notes for 1.G.3

1.G.3 is the first time students begin partitioning regions into equal shares using a context such as cookies, pies, pizza, etc... This is a foundational building block of fractions, which will be extended in future grades. Students should have ample experiences using the words, *halves, fourths,* and *quarters*, and the phrases *half of, fourth of,* and *quarter of*. Students should also work with the idea of the whole, which is composed of two halves, or four fourths or four quarters.

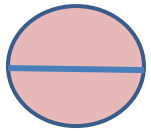
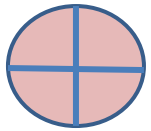
<u>Example:</u>
How can you and a friend share equally (partition) this piece of paper so that you both have the same amount of paper to paint a picture?



Numeracy Planning Guide for Grade 1 (1.G.3)

Student 1: I would split the paper right down the middle. That gives us 2 halves. I have half of the paper and my friend has the other half of the paper. 	Student 2: I would split it from corner to corner (diagonally). She gets half of the paper and I get half of the paper. See, if we cut here (along the Line), the parts are the same size. 

EXAMPLE:

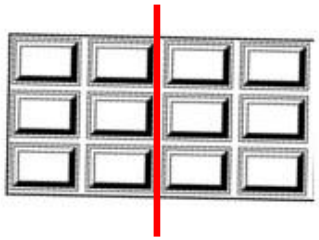
Teacher: *"There is pizza for dinner. What do you notice about the slice of the pizza?"* 	Student: *"There are two slices on the pizza. Each slice is the same size. Those are big slices!"*
Teacher: *"If we cut the same pizza into four slices (fourths) do you think the slices would be the same size, larger, or smaller as the slices on this pizza?"* 	Student: *"When you cut the pizza into fourths, the slices are smaller than the other pizza. More slices mean that the slices get smaller and smaller. I want a slice from the first pizza!"*

Numeracy Planning Guide for Grade 1 (1.G.3)

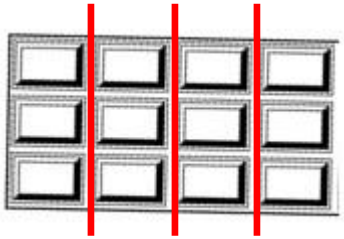
Students need many experiences with different sized circles and rectangles to recognize that when they cut something into two equal pieces, each piece will equal one half of its original whole. Children should recognize that halves of two different wholes are not necessarily the same size. Also they should reason that decomposing equal shares into more equal shares results in smaller equal shares.

More Examples:

Student partitions a rectangular candy bar to share equally with one friend and thinks *"I cut the rectangle into two equal parts. When I put the two parts back together, they equal the whole candy bar. One half of the candy bar is smaller than the whole candy bar."*

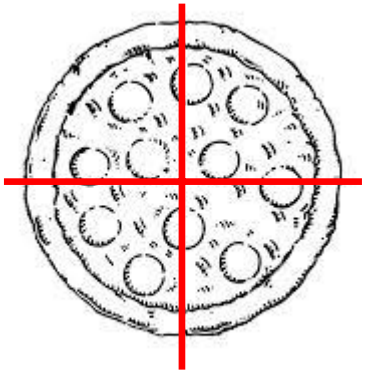


Student partitions an identical rectangular candy bar to share equally with 3 friends and thinks *"I cut the rectangle into four equal parts. Each piece is one fourth of or one quarter of the whole candy bar. When I put the four parts back together, they equal the whole candy bar. I can compare the pieces (one half and one fourth) by placing them side-by-side. One fourth of the candy bar is smaller than one half of the candy bar."*



Numeracy Planning Guide for Grade 1 (1.G.3)

Students partition a pizza to share equally with three friends. They recognize that they now have four equal pieces and each will receive a fourth or quarter of the whole pizza.



Common Misconceptions for 1.G.3

Some students may think that the size of the equal shares is directly related to the number of equal shares. For example, they think that fourths are larger than halves because there are four fourths in one whole and only two halves in one whole. Students need to focus on the change in the size of the fractional parts as recommended in the folding shapes strategy. (Focus on Concrete and Representational activities).

Instructional Strategies for 1.G.3

Students will begin partitioning regions into equal shares using a context such as cookies, pies, pizza, blocks of wood, brownies, construction paper, etc. This is a foundational building block of fractions, which will be extended in future grades. Students should have ample experiences using the words, halves, fourths, and quarters, and the phrases half of, fourth of, and quarter of.
Students should also work with the idea of the whole, which is composed of two halves, or four fourths or four quarters.

Numeracy Planning Guide for Grade 1 (1.G.3)

Students may think that a square that has been rotated so that the sides form 45-degree angles with the vertical diagonal is no longer a square. They need to have experiences with shapes in different orientations. For example, in the building-shapes strategy above, ask students to orient the smaller shapes in different ways.

Some students may think that the size of the equal shares is directly related to the number of equal shares. For example, they think that fourths are larger than halves because there are four fourths in one whole and only two halves in one whole. Students need to focus on the change in the size of the fractional parts as recommended in the folding shapes strategy.

http://mathforum.org/varnelle/knum.html - a link to an interactive manipulative that allows students to divide a circle into the number of equal parts that they choose.

Performance Tasks for 1.G.3

Inside Mathematics:
http://www.insidemathematics.org/common-core-math-tasks/3rd-grade/3-2007%20Which%20Shape.pdf
http://www.insidemathematics.org/problems-of-the-month/pom-whatsyourangle.pdf
http://www.insidemathematics.org/problems-of-the-month/pom-fracturednumbers.pdf

Public Schools of North Carolina:
http://commoncoretasks.ncdpi.wikispaces.net/1.G+Tasks

Hawaii Department of Education:
http://standardstoolkit.k12.hi.us/common-core/mathematics/mathematics-assessments/assessment-listing/?code=1.G

A-7: Example Science, Social Studies and Art units

Science

Investigation and Experimentation Standards should be taught in every grade level. Rocketship schools teach Science content within Humanities and Math/Science/Social-Studies classes. We believe that focusing on a smaller number of topics each year allows students to learn material in greater depth, so several topics are chosen as a focus in each grade level. Students are expected to master standards related to that topic from a variety of grade levels: for example, a third grade student who is studying Animal Adaptations may review material that is part of the first grade Science standards as well as beginning to learn information that would typically be covered in a fifth grade classroom.

Kindergarten Science Units

*Standards to Cover in the **Plants** Unit*

Kindergarten standards: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects).
b. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

1st grade standards:. **2.** Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
b. Students know both plants and animals need water, animals need food, and plants need light.
c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
d. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

2nd grade standards: 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

a. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
b. Students know flowers and fruits are associated with reproduction in plants.

4th grade standards: 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

*Standards to Cover in the **Light** Unit:*

3rd grade standards: 2. Light has a source and travels in a direction. As a basis for understanding this concept:

a. Students know sunlight can be blocked to create shadows.
b. Students know light is reflected from mirrors and other surfaces.
c. Students know the color of light striking an object affects the way the object is seen.
d. Students know an object is seen when light traveling from the object enters the eye.

First Grade Science Units

*Standards to Cover in the **Food Webs** Unit:*

1st grade standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

4th grade standards: 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

*Standards to Cover in the **Weather** Unit:*

Kindergarten standards: 3. Earth is composed of land, air, and water. As a basis for understanding this concept:

a. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

1st grade standards: 3. Weather can be observed, measured, and described. As a basis for understanding this concept:

a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
c. Students know the sun warms the land, air, and water.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know energy comes from the Sun to Earth in the form of light.

*Standards to Cover in the **States of Matter** Unit:*

Kindergarten standards: 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:

a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

1st grade standards: 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

a. Students know solids, liquids, and gases have different properties.
b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know matter has three forms: solid, liquid, and gas.
b. Students know evaporation and melting are changes that occur when the objects are heated.
c. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

5th grade standards: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

a. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.

<u>Second Grade Science Units:</u>

*Standards to Cover in the **Rock Cycle** Unit:*

2nd grade standards: 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
b. Students know smaller rocks come from the breakage and weathering of larger rocks.
c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4th grade standards: 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

4th grade standards: 5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

*Standards to Cover in the **Motion** Unit:*

2nd grade standards: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

a. Students know the position of an object can be described by locating it in relation to another object or to the background.
b. Students know an object's motion can be described by recording the change in position of the object over time.
c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
e. Students know objects fall to the ground unless something holds them up.
f. Students know sound is made by vibrating objects and can be described by its pitch and volume.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know machines and living things convert stored energy to motion and heat.

<u>Third Grade Science Units:</u>

*Standards to be covered in the **Animal Adaptations & Habitats** Unit:*

Kindergarten standards: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

a. Students know stories sometimes give plants and animals attributes they do not really have.

Kindergarten standards: 3. Earth is composed of land, air, and water. As a basis for understanding this concept:

a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

1st grade standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
b. Students know both plants and animals need water, animals need food, and plants need light.
c. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

2nd grade standards: 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
d. Students know there is variation among individuals of one kind within a population.

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
b. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
c. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

4th grade standards: 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. Students know ecosystems can be characterized by their living and nonliving components.
b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
c. Students know that most microorganisms do not cause disease and that many are beneficial.

*Standards to Cover in the **Astronomy** Unit:*
3rd grade standards: 4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

5th grade standards: 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

<u>Fourth Grade Science Units:</u>

*Standards to cover in the **Electricity & Magnetism** Unit:*
2nd grade standards: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

a. Students know magnets can be used to make some objects move without being touched.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know sources of stored energy take many forms, such as food, fuel, and batteries.

b. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

4th grade standards: 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
e. Students know electrically charged objects attract or repel each other.
f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
g. Students know electrical energy can be converted to heat, light, and motion.

<u>Fifth Grade Science Units:</u>

*Standards to be covered in the **Plant & Animal Systems** Unit:*
(Review Plant Standards and Animal Adaptations in this unit)

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

5th grade standards: 2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

a. Students know many multicellular organisms have specialized structures to support the transport of materials.
b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues.
c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
e. Students know how sugar, water, and minerals are transported in a vascular plant.
f. Students know plants use carbon dioxide (CO2) and energy from sunlight to build molecules of sugar and release oxygen.

g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) and water (respiration).

*Standards to cover in the **Meteorology and Conservation of Resources** unit:*
(Review Weather, Rock Cycle, and Astronomy Concepts in the Unit)

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5th grade standards: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
e. Students know the origin of the water used by their local communities.

5.4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

a. Students know uneven heating of Earth causes air movements (convection currents).
b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
c. Students know the causes and effects of different types of severe weather.
d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

*Standards to cover in the **Chemistry & Experimentation** Unit:*
(Review States of Matter and Experimentation Concepts in this Unit)

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
b. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
c. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

5th grade standards: 1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
b. Students know all matter is made of atoms, which may combine to form molecules.
c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
g. Students know properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).
h. Students know living organisms and most materials are composed of just a few elements.
i. Students know the common properties of salts, such as sodium chloride (NaCl).

Science Course Objectives

The chart below gives a comprehensive look at which Science standards are addressed at each grade level within Rocketship.

	K	First	Second	Third	Fourth	Fifth

Life Science	**Plants:** K 2.a,c 1 2. a-c, e 2 2. e-f 4 3. c	**Food Webs:** 1 2. c 4 2. a-c		**Animal Adaptations & Habitats:** K 2. b K 3. a 1 2. a,c,d 2 2. a-d 3 3. b, d, e 4 3. a, b, d		**Plant & Animal Systems:** 3 3. a 5 2. a-g
Earth Science		**Weather:** K 3. b 1 3. a-c 3 1. a	**Rock Cycle:** 2 3. a-e 4 4. a-b 4 5. a-c	**Astronomy:** 3 4. a-e 5 5. a-c		**Meteorology & Conserving Resources:** 3 3. c 5 3. a-e 5 4. a-e
Physical Science	**Light:** 3 2. a-d	**States of Matter**: K1. a-c 1 1. a-b 3 1. e-g 5 3. b	**Motion:** 2 1. a-e, g 3 1. c		**Electricity & Magnetism:** 2 1. f 3 1. b 3 1. d 4 1. a-g	**Chemistry & Experimentation** 3 1. g-i 5 1. a-i

Social Studies

English Language Development through Social Studies

EL Level	**K-2**	**3-5**
Beginning (CELDT 1)	Teachers can use hands-on activities to discuss content topics such as families and communities. Literature based social studies units provide opportunities to integrate language skills and history concepts. Large maps and multimedia tools can serve as visuals. Teachers can present key vocabulary and teach questioning stems to prepare students to respond to simple questions. Flash cards can be used to learn about school personnel and the common names of local places. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and	Students can refer to a bilingual dictionary as needed. Teachers use the textbook and supplementary materials to introduce concepts. Teacher models the use of the textbook through *think aloud* activities. Graphic organizers can be used to organize information. Non-verbal activities can lower students' affective filter (anxiety). Making dioramas, picture books, abc books, and reconstructing artifacts are excellent products to demonstrate concept attainment. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.

	various other strategies.	
Intermediate (CELDT 2-3)	Students can label key concepts presented either in handouts or those created by them. Cooperative learning activities can enhance their initial learning. Students can practice language with peers by having opportunities to think and share before answering whole class questions. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	In small groups students can practice learning through role-playing, hot-seat, cloning the author, and other activities that involve moderate speaking opportunities. Cooperative learning can provide less stressful settings to practice new concepts and language skills. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Students can write as appropriate for their grade level. The teacher can explicitly present written conventions for capitalization and using titles and quotes as they appear in written materials. In cooperative settings these students can serve as reporters and editors. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Students can create brochures to illustrate key ideas about cultures and concepts learned. Teachers can expect students to deliver presentations that have greater detail and length. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.

Social Studies Course Objectives

As with Science, Rocketship has chosen to focus on a smaller number of Social Studies units at each grade level in order to allow students to master concepts at a greater level of depth. The chart below gives a comprehensive look at which Social Studies units are taught at each grade level within Rocketship.

	Major Themes	**Supplemental Themes**	**Possible Important People – 2.2.5. & 3.4.6.**
Kindergarten	Patriotism, Symbols and Citizenship	American Heroes	
First	Geography	Commerce & Trade	
Second	Heritage & Ancestors	Immigration	
Third	Native American Cultures & Traditions	Local Government and History	Sitting Bull, Cesar Chavez, Andrea Ride
Fourth	CA History - Westward Expansion	State Government, Exploration	Lewis & Clarke, Pocahontas
Fifth	Forming a New Nation, The Federal Government	Conflict and Cooperation between settlers and Native Americans	Thomas Jefferson, George Washington, Nelson Mandela

Kindergarten Social Studies Units:

Patriotism, Symbols, and Citizenship
Kindergarten standards. 2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

1st grade standards. 1.2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1st grade standards. 3. 1-3. Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

a. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
b. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

c. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

3rd grade standards. 4. 1-2.Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

a. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
b. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

First Grade Social Studies Units:

Geography

Kindergarten standards. 4. 1-3 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

a. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
b. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
c. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

1st grade standards. 2.1-4 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

a. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
b. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
c. Construct a simple map, using cardinal directions and map symbols.
d. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

2nd grade standards. 2.1-4 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

a. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
b. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges.

Identify the essential map elements: title, legend, directional indicator, scale, and date.

c. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
d. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Second Grade Social Studies Units:

Heritage & Ancestors

Kindergarten standards. 6. 2-3 Students understand that history relates to events, people, and places of other times.

a. Identify the purposes of, and the people and events honored in, commemorative Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
b. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1st grade standards. 4.1-3 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

a. Examine the structure of schools and communities in the past.
b. Study transportation methods of earlier days.
c. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1st grade standards. 5.1-3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

a. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
b. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
c. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

2nd grade standards. 1 Students differentiate between things that happened long ago and things that happened yesterday.

a. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
b. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.

c. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

Third Grade Social Studies Units:

Native American Cultures & Traditions

3rd grade standards. 2. 1-4 Students describe the American Indian nations in their local region long ago and in the recent past.

a. Describe national identities, religious beliefs, customs, and various folklore traditions.
b. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
c. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
d. Discuss the interaction of new settlers with the already established Indians of the region.

4th grade standards. 2.1 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

a. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

5th grade standards. 1.1-3 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

a. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
b. Describe their varied customs and folklore traditions.
c. Explain their varied economies and systems of government.

Fourth Grade Social Studies Units:

California History & Westward Expansion

4th grade standards. 3.1-5 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

a. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.

b. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
c. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
d. Study the lives of women who helped build early California (e.g., Biddy Mason).
e. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4th grade standards. 4.1-9 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

a. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
b. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, Santa Clara County), and economic conflicts between diverse groups of people.
c. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
d. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
e. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
f. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
g. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
h. Describe the history and development of California's public education system, including universities and community colleges.
i. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Fifth Grade Social Studies Units:

Forming a New Nation, The Federal Government

5th grade standards. 4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

a. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
b. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
c. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
d. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
e. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
f. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
g. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5th grade standards. 5 Students explain the causes of the American Revolution.

a. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
b. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
c. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

5th grade standards. 6 Students understand the course and consequences of the American Revolution.

a. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben).

b. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
c. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
d. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
e. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5th grade standards. 7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

a. List the shortcomings of the Articles of Confederation as set forth by their critics.
b. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
c. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
d. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5th Grade Unit Plan: Energy and Matter –

Formative Assessment

Javier Avila, and Adam Nadeau

1) Desired Results

Established Goals: CA Content Standards g

Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
    a. Students know that during chemical reactions, the atoms in the reactants rearrange to form products with different properties.
    b. Students know all matter is made of atoms, which may combine to form molecules.
    c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals

    d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
    e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
    f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
    g. Students know properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).
    h. Students know living organisms and most material are composed of just a few elements.
    i. Students know the common properties of salts, such as sodium chloride (NaCl).

Understandings: *Students will understand that…*	U	**Essential Questions:**	Q
There are various types of energy such as heat,		What is energy and where does it come	

light, sound, and electricity Elements and their combinations account for all the varied types of matter in the world. Chemical and physical properties of an element can be used to determine what it is, or separate it from a mixture.	from? What sources of energy do we use in our everyday life? If everything is made of atoms than why are there differences between things? How and why does matter change? How can we know this for certain when we can't really *see* it?

Knowledge: *Students will know...*	K	**Skills:** *Students will be able to....*	S
• Energy makes things happen. (Ability to work) We can't see it, but we can see what it does. • The sun is the main source of energy, and people use energy in various ways. • There are different forms of energy: Heat, Light, Sound, Electricity, and Chemical • Energy changes from one form to another but the amount always stays the same. • Chemical energy is stored in many ways, in fossil fuels, food and batteries. • Energy in fossil fuels such as oil and coal comes from the sun indirectly, because the fuels come from plants that grew long ago. o Burning fossil fuels causes heat and global warming. • Energy can be kinetic (motion) or potential (stored, gravitational, spring) • Organisms and machines change potential energy to work, motion, and heat. • When matter changes phases from solid, liquid, and gas, energy is involved.		Explain the order and logic behind the periodic table of elements, and will be able to use it as a tool to find more information about a given element. Determine different chemical and physical properties of an unknown substance through experimentation. Describe the events in a chemical reaction using pictures, models and words.	

2) Assessment Evidence Note: Assessments should be aligned with the specified outcomes (understandings, knowledge, and skills), and all specified outcomes should be assessed.			
Performance Tasks & Summative Assessments:	SA	**Pre-Assessment & Formative Assessments:**	FA
Small group project on the famous scientists timeline (people taken from GLAD) Explain the experiments performed and importance of experiment in history, what it showed about the field of study.		**Pre-assessments**: 1. Observation Charts: observations/questions/predictions on these topics: Living Wall of Matter o World Map- Elements That Make up the Earth o Pictorial- Changing States of Matter; Solid, Liquid, Gas o Pictorial- Oxygen w/ Bohr model of atom o Graphic- Periodic Table Close Up; Oxygen 2. Bi-weekly quiz with 1-5 questions that test the daily/weekly knowledge objectives 3.. Learning Logs (both with learning and experiments) 4. Team/Individual Tasks	

3) Learning Activities:

Extended Plan

Week 1: Properties of Matter - Physical

Time	Activities	Materials
Day 1	• Defining Matter input chart • Chemical/Physical Properties • Investigation I & II Physical Properties Vocabulary - molecule	Input chart, baskets of 15 random objects for each table group
Day 2	• Add density and magnetism to the input chart • Coke v. Diet Coke experiment to	Input chart, same objects, magnets for each student, tub of water, can of coke

	show that density cannot always be judged by the eye, review salt v. fresh water • Investigation III – Magnetism • Learn Chemistry Chant Vocabulary - soluble	and diet coke
Day 3	• Add solubility to the input chart • "In the Cracks" Activity to demonstrate solubility • Investigation IV – Solubility • What do you see happening, what can you not see, but KNOW if happening? • Weekly Review – what have we learned? Shared writing Vocabulary - mass	Cornstarch, flour, sugar, salt, containers, water, input chart, chart paper Clear glass, salt, rice, spoon, water, marbles, paper towel, pie tin, paper cups

Week 2: Chemical & Physical Properties

Time	**Activities**	**Materials**
Day 1	• Review Physical properties with "the farmer in the Dells" • Intro. To last physical property – melting/boiling point • Concept 3 Investigation 4 Melting Points • What else is happening at a molecular level (pictorial input chart of states of matter • Chemistry Chant • Learning Logs Vocabulary - endothermic	Beakers, test tubes, thermometers, ice, butter, chocolate, wax, hot plate, cold water
Day 2	• Conductivity – define and give examples from the world • Controlled demonstration of heat & electrical conductivity • Checklist of common objects – do they conduct? How do you know? • Chemistry Chant • Learning Logs Vocabulary – molecular bond	Hot plate, metal pot, extension cord, checklist
Day 3	• Define – chemical change • Heads Together – can you think of some examples? • "Rusty" Experiment	Steel wool, vinegar, water, jars with lids

	• Introduce chemical equations • Input chart • Chemistry Chant • Weekly Learning as shared writing Vocabulary – Acid & Base	

Week 3: Chemical Changes

Time	Activities	Materials
Day 1	• Start with definition of an acid – common acids (on input chart), discuss pH and bases • "Acid or Base?" experiment • Add to input chart what we've learned • Chemistry Chant • Acid or Base Around the world • Learning Log Vocabulary – neutralize	Red cabbage, pan, water, strainer, jars with lids, small paper cups, vinegar, baking soda, orange juice, cream of tartar, ammonia, rubbing alcohol, plastic spoons
Day 2	• Review differences between an acid and a base • What happens when you put these two opposites together? • "Neutralize It" experiment • Discuss learnings • Chant • Learning Logs Vocabulary -	Cabbage juice, lemon juice, ammonia, clear cups, three eyedroppers
Day 3	• Burning marshmallows, oxidized pennies, sodium's reactivity (examples, demonstrations quick video) • Add to input chart • Differentiate between Physical and Chemical properties of matter • Around the World – is it physical or chemical? • Learning Logs • Summary of what was learned this week (shared writing) Vocabulary - nucleus	Safety goggles, oxidized pennies, video clip of sodium Set of examples for properties, white boards for the game

Week 4: Molecular Models

Time	Activities	Materials
Day 1	• What does an atom look like –	Input chart

	brief history of scientific thought • Pictorial input chart – electrons, protons, neutrons • Review the ? - if everything is made of molecules than how can we have so many different looking things? Review theories • Learn the "Atom Chant" • Learning Logs Vocabulary - electron	Atom Chant on chart paper
Day 2	• Intro. To the Periodic Table – explain different elements and their corresponding places on the chart • Reading the table – how many elements are there, how do you think they are different? Why are things on earth different? • Draw models of certain atoms Vocabulary - element	The Periodic Table, drawing paper
Day 3	• Build a model of your given element • Present • Next step – what happens when elements combine? • Summary of the week's learning (shared writing) Vocabulary - Compound	Styrofoam balls and toothpicks

Week 5: Mixtures and Compounds

Time	**Activities**	**Materials**
Day 1	• Define mixtures v. compounds - pictorial input chart • Several examples of each – which is which, how can you be sure? • What is the difference between the two – molecularly speaking – pictorial input chart Vocabulary: Sodium Chloride	Input chart, mixtures and compounds to show as examples
Day 2	• Review the differences between mixtures of compounds – how can we separate each – or can we? • Concept 4 Investigation 1 "All Mixed Up" • Discuss – in what ways can	Goggles, beakers, iron fillings paper clips, table sugar, sand, water, paper cups, magnets, filter paper, funnels, magnifiers

	mixtures be separated? Take guesses about ways not used today, record on input chart • Learning Log Vocabulary: Components	
Day 3	• Using Density to separate a mixture – can you do it? Heads together to discuss and come up with examples • Concept 4 Investigation 2 "Density Differences" • Add to input chart what was learned. (pictorially – densities) • Summary of the week (shared writing) Vocabulary: solute	

Week 6: Mixtures and Compounds

Time	**Activities**	**Materials**
Day 1	• Demo. – Dissolving various solids into liquids – pose the question: if I wanted the solid back would there be a way to separate the two? Heads together & discuss • "Crystal Pictures" experiment • Discuss the implications – is this a physical or chemical change and how can you prove it? Vocabulary - chromatography	Water, baking soda, table salt, Epsom salt, sugar, spoons, paper cups, clean paintbrushes, black construction paper
Day 2	• Pictorial Input Chart – Chromatography • Concept 4 Investigation 3 experiment • How does this relate to separating compounds and mixtures? • Chant • Learning Logs Vocabulary - products	Water soluble markers, coffee filters, scissors, metric rulers, beakers, water
Day 3	• Pictorial Input Chart – chemical compounds: Na + Cl-> NaCl etc. • Review terms, chants, input charts • Look through learning logs and	

	discuss questions • Quiz + Essential Questions essay	

Chemistry Chant

Is this an element? Yes, of course!
Is this an element? Yes, of course!
How do you know? Periodic Table
Periodic Table of what? Of elements
Give me some examples. Silver and Gold
Give me some examples. Oxygen and Nitrogen

Is this a Periodic Table of Elements? Yes, of course!
Is this a Periodic Table of Elements? Yes, of course!
How do you know? It lists elements.
How do you know? Can't see 'em
Give me some examples. Sodium & Chloride
Give me some examples. Nitrogen & helium

Is this matter? Yes, of course!
Is this matter? Yes, of course!
How do you know? It has three forms.
How do you know? Changes with energy
How does it happen? Melting and evaporating
How does it happen? Freezing and condensing
Give me an example. Water and Steam
Give me an example. Ice and Water

Is this chemistry? Yes, of course!
Is this chemistry? Yes, of course!
How do you know? It's science.
How do you know? Matter is studied.
Give some examples. Observations and predictions.
Give some examples. Facts are recorded.
HOW SCIENTIFIC!

Energy Sound Off
(Marine Cadence)

We just know cause we've been told
Energy's worth its weight in gold
People use it everyday
Its sources help us work and play

Sound off- Electricity
Sound off- Light
Sound off- 1, 2, 3, 4, Heat and Sound!

Chemical energy's all around
Some of it lies underground
Once we use it, it is gone
If we don't conserve, it won't be long.

Sound off- Oil
Sound off- Coal
Sound off- 1, 2, 3, 4, Non-renewable!

Other sources do abound
We just need to look around
Water, wind, and yes, the Sun
Generate energy by the ton.

Sound off- Wind turbines
Sound off- Hydropower
Sound off- 1, 2, 3, 4, Renewable!

Kinetic Moving Energy

(Tune: Frere Jacques, Are You Sleeping Brother John?)

Heat is energy, moving energy,
It flows from hot to cold, I've been told.
It radiates through a vacuum, Through solids it's conduction,
Through liquids and the air, Convection here to there.

Heat is energy, moving energy,
The first source is the sun, but it's not the only one.
Machines and body action, Or chemical reactions,
Electricity and friction, And nuclear reactions.

Light is energy, moving energy,
Electromagnetic, radiation we see.
It travels in a straight line, Through space or earth's atmosphere
From the sun to me, As quickly as can be.

Light is energy, visible energy,
Helps us see, colors and trees,
It reflects off mirrors and water, It refracts or bends, it ought-ter.
When passing though, Different materials.

Sound is energy, moving energy,
Vibrations in the air, we can feel and hear,
It travels in a wave, Through solids, liquids, gas
But in a vacuum, It can't pass.

Sound is energy, audible energy,
It helps us hear, music and noise,
We use sound to talk, And when instruments blow,
And sounds we can't hear, When the pitch is high or low.

Electricity is energy, moving energy
Electrons moving, here to there,
They travel in a circuit, Through metal good conductors,
Or statically jump or zap, A shock or lightening is like that.

Kinetic energy, moving energy
Makes things happen, Causes change
There are different forms, like light, and sound, and heat,
Don't forget electricity, and mechanical and nuclear.

Energy, Here There, Everywhere

Energy here, energy there
Energy, energy everywhere

Heat energy jiggling rapidly
Sound energy traveling noisily
Light energy reflecting quickly
And electrical energy zapping shockingly

Solar energy throughout the universe
Geothermal energy deep within the earth
Electrical energy on a kitchen stove
And Chemical energy in a car's gas tank

Energy here, energy there
Energy, energy everywhere
Energy, energy, energy!

We Need (and Want) Energy Chant

(Tune: Mama's Little Baby Loves Shortenen' Bread)

We need energy, lots of energy, We need energy, that's our demand.
Where we gonna get that energy, energy, Where we gonna find the energy supply?

With Fossil fuels, oil and natural gas, we heat our homes and our cars go fast.
We grow our food, and raise animals too, with this chemical energy, work we do.

We need energy, lots of energy, We need energy, that's our demand
Where we gonna get our energy, energy, Where we gonna find the energy supply?

When something is limited, supply is low, and prices very high they go.
Then our demand, is very high, we must conserve, use less or sigh.

We want energy, lots of energy, We want energy, that's another demand
Where we gonna get our energy, energy, Where we gonna find the energy supply?

We drive our cars, and don't ride the bus, because we think it's not worth the fuss,
Vacuums, blenders, do our work, while they're not necessary, they are perks.

We want energy, lots of energy, We want energy, that's another demand
Where we gonna get our electrical energy, Where we gonna find the energy supply?

For work and fun, electricity, powers our computers, toys, and TVs
We use more, than the rest of the earth; our wants are not needs, for what it's worth.

We need energy, lots of energy, We need energy, that's our demand
Where we gonna get our chemical energy, Where we gonna find the energy supply?

When we use, nonrenewable energy, In the future, scarce it will be,
It takes millions of years, to make some more, We need to do things differently.

We need energy, lots of energy, We need energy, that's our demand
Where we gonna get our chemical energy, Where we gonna find the energy supply?

Instead we can, seek what's renewable, Biomass, geothermal, it is doable.
Wind and water give us lots of power, Solar energy will help us and how.

We need energy, lots of energy, We need energy, that's our demand
Where we gonna get our chemical energy, Where we gonna find the energy supply?

Heat Transfer Bugaloo

I'm a physicist and here to say,
I study how heat works everyday.
Sometimes I write a paper, sometimes I read a book,
But usually I go and take a look.

Conduction, convection, radiation, too
Doin' the heat transfer bugaloo.

Conduction is the transfer of heat through solid material,
Like when you use a metal pot to heat up your cereal.
Metal is a good conductor, air is not,
If you leave a spoon in boiling water, it'll get hot.

Conduction, convection, radiation, too.
Doin' the heat transfer bugaloo.

Convection is the transfer of heat through liquid or gas,
Into the colder objects, the warmer will pass.
When you boil a lot of water in a very hot pan,
The hottest part of the water rises as fast as it can.

Conduction, convection, radiation, too.
Doin' the heat transfer bugaloo.

Radiation is the transfer of heat through air and space,
Like when the sun heats the earth, it makes a great place.
You can feel the heat when it reaches your skin,
But no solid, liquid or gas is needed for it to move in.

Please Conserve

I use energy everyday
When I work and sleep and play
From the wind and fuel and sun
I use it ‘til the day is done.

Please conserve, please conserve

I use heat when I’m cold,
To cook my food and wash my clothes.
Heat comes from the sun you see,
Without it where would our world be?

Please conserve, please conserve.

I use light in many ways,
The light comes from the sun in rays.
We use it to see at night,
It reflects, it refracts, it is just right.

Please conserve, please conserve.

I use sound all the time,
When I sing and make a rhyme.
Sounds come from vibrating waves,
It echoes inside gigantic caves.

Please conserve, please conserve.

I use electricity all the days,
When I cook and clean and play.
There’s circuit electricity and static too,
To heat our homes and run appliances too.

Please conserve, please conserve.

I use chemical energy too,
To run my car on fossil fuel.
Plants store energy from the sun,
When I eat it, it helps me play and run.

Please conserve, please conserve.

Potential and Kinetic Energy Yes, Ma'am

Is this kinetic energy? Yes, ma'am!
Is this kinetic energy? Yes, ma'am!
Well, how do you know? It's changing and moving.
Well, how do you know? It lets us work.
Give me some examples. Heat and light.
Give me some examples. Sound and electricity.

Is this kinetic energy? Yes, ma'am!
Is this kinetic energy? Yes, ma'am!
Well, how do you know? Things are wiggli'n 'n jiggli'n
Well, how do you know? Things are a happen'n
Give me some examples Machines and talking
Give me some examples Lasers and playing

Is this potential energy? Yes, ma'am!
Is this potential energy? Yes, ma'am!
Well, how do you know? It's waiting to happen.
Well, how do you know? It has stored energy.
Give me some examples. Wood and food.
Give me some examples. Rubber bands and batteries.

Is this potential energy? Yes, ma'am!
Is this potential energy? Yes, ma'am!
Well, how do you know? It's waiting to be used.
Well, how do you know? It has stored energy.
Give me some examples. Fossil fuels and uranium
Give me some examples. A rock a top a hill.

<u>Now</u> it's kinetic energy? Yes, ma'am!
<u>Now</u> it' kinetic energy? Yes, ma'am!
Well, how do you know? Burning fuel gets moving.
Well, how do you know? Gravity pulls it down.
Give me some examples. Cars move and fire heats.
Give me some examples. A rock falling down.

And are you through? Yes, ma'am!
Did you tell me true? Yes, ma'am!
What did you chant? Energy!
What did you chant? Energy!

Art

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the school day, often when grade level groups are participating in Common Planning Time, on specific days, Rocketeers will participate in purposeful art instruction and will also be integrated at times into Learning Lab as well. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Key standards, listed below, will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

A-8: Rocketship core values, creed and characteristics

Rocketship Core Values, Creed, and Core Characteristics

Rocketship Core Values:

Respect – In order for students to feel safe, we all need to be active participants in creating a respectful environment. This means that students realize the impact they have on the people and places around them. Rocketeers are expected to be respectful to each other, the staff and faculty of Rocketship, and their families and communities.

Responsibility – In order for students to feel empowered they need to take responsibility for their own education. This means they recognize that their actions have consequences and it is within their power to influence events in a positive manner. Rocketeers are expected to be responsible for their homework, their decisions, and their learning. This value ensures that students are responsible learners and participants at their Rocketship school.

Persistence - In order to put our Rocketeers on the path towards college very early on, we teach them what it means to be persistent. This means more than hard work, it means never giving up no matter what. Rocketeers are expected to be persistent in their homework, in class, and with any problem solving they should encounter. There is a long road between Kindergarten and college graduation, but once a Rocketeer knows that we can ALL be excellent with constant effort and persistence, then the barriers begin to fade away.

Empathy - In order to ensure a positive sense of self and a respect for difference, we teach our Rocketeers to be empathetic. This means that students learn to think about the world through another's perspective. Rocketeers are expected to act in a manner showing a great deal of regard for the feelings of those around them. By teaching our Rocketeers to be empathetic to those around them we are ensuring fewer disagreements that take our focus away from where it should be, student achievement.

*The above four are universal to all Rocketship schools. Some schools choose a fifth goal that aligns with their school culture and community needs, such as Healthy Choices.

The Rocketship Rocketeer Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I am respectful of myself, others, and the environment.
I am responsible for my learning, actions, and achievement.
I am empathetic to my world.
I am persistent in attaining excellence.
Together we are all Rocketship Rocketeers!

Rocketship Core Characteristics

These characteristics are required of all adults in the Rocketship family:

Innovation
Pursuit of Excellence
Authenticity
Community
Tenacity

A-9: Rocketship launch photo

A-10: PBIS at Rocketship

Positive Behavior Interventions and Supports (PBIS) at Rocketship

Overview:

Much like RtI, PBIS is a framework, not a program. The fundamental purpose of PBIS is to create learning environments that are more **consistent**, **predictable, positive,** and **safe.** This is accomplished through the following key practices:

- Behavioral expectations that are: clearly defined; taught; and reinforced.
- Systems for recognizing and reinforcing positive behaviors.
- Consequences that are: clearly defined and consistently implemented.
- Data based decision making
- Multi-tiered systems of support (MTSS)

PBIS at Rocketship

Rocketship has adopted a PBIS framework to organize our approach to behavior and social-emotional support for students. The following key practices comprise our approach to school-wide positive behavior supports:

- Site-based PBIS teams, which have a clear action plan, include representation across grade levels and roles, include school leader support, and meet regularly.
- Implementation of school wide behavior expectations, or "core values;" Rocketship core values for students include respect, responsibility, empathy, persistence, and a fifth core value which is chosen by each individual school.
- Implementation of school-wide acknowledgment systems, via "core value rockets" which are distributed to students in order to acknowledge and reinforce positive, expected behaviors in classrooms and in common spaces.
- Use of the School Wide Information System (SWIS) to collect and analyze student behavior data in order to improve school wide and individual supports for students.
- Implementation of Social Emotional Learning (SEL) curricula at all grade levels (see below for more information on our SEL programs).
- A multi-tiered system of support, which includes evidence-based Tier 2 behavior supports (such as small group counseling and Check-in/Check-out) and Tier 3 supports (such as individual counseling and functional behavior assessments).

Core Social-Emotional Learning (SEL) Programs:

A key component of our PBIS approach at Rocketship is the implementation of core SEL programming at all grade levels. Our SEL programming includes the following two programs:

1) Kimochi's (lower grades) "Feelings can be messy< Kimochi's can help!"

   Kimochi's is a social-emotional learning program which helps students identify, communicate, and regulate feelings, as well as develop appropriate social skills. The program teaches skills through five characters: Cloud, Cat, Lovey Dove, Huggatapus, and

Bug. It includes a teacher manual with scripted lessons, as well as a robust intranet with additional resources for educators.

Two of the central components of the Kimochi's program include the Keys to Communication (e;g; "Be brave and redo hurtful moments," and "! ssume the best"), and "kotowazas" (e;g; "It's okay to be mad, but it's not okay to be mean," and "Be brave enough to stand up and speak or brave enough sit down and listen;"

2) The Ruler Approach (upper grades)

The Ruler Approach is a social-emotional learning program which teaches "emotional literacy" to students by teaching them to:

- **Recognize** emotions in oneself and others
- **Understand** the causes and consequences of emotions
- **Label** the full range of emotions using a rich vocabulary
- **Express** emotions appropriately in different contexts
- **Regulate** emotions effectively to foster healthy relationships and achieve goals

The Ruler !p proach utilizes four "! nchors of Emotional Literacy," which include a class charter, The Mood Meter, Meta-Moments, and The Blueprint.

A-11: Research on Kimochi and RULER programs

Kimochis toys with feelings inside

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Theoretical Background and Conceptual Framework: Summary of Research Supporting The Kimochis® Educator's Tool Kit

The Kimochis® Educator's Tool Kit is a universal, school-based, social and emotional learning program designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence. The Kimochis® curriculum incorporates innovative, fun and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character and confidence. This overview summarizes the research that supports the design and lesson components of the Kimochis® program.

Research Findings Related to the Overall Benefits of Social and Emotional Learning

Early Childhood Years:

- Effective interventions that build social, emotional and behavioral skills at a young age can have a positive effect on how children are able to problem-solve and interact with their peers later in life (National Institute for Early Education Research, 2007).
- A convincing body of evidence has been accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk for social-emotional difficulties as adults (Ladd, 2000; Parker & Asher, 1987).
- Strong evidence links social-emotional health in the early childhood years (birth to 6) to:
    - Subsequent school success and health in preteen/teen years
    - Long term health and wellbeing in adulthood
    - Promotion of resilience
    - Prevention of later mental health problems (National Center for Children in Poverty, 2009)
- Research suggests that a child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during early childhood (Hartup & Moore, 1990; Ladd & Profilet, 1996; McClellan & Kinsey, 1999).
- Research underscores the fact that promoting young children's social-emotional competencies significantly enhances school readiness and success (Denham & Weissberg, 2004; Freedman, 2003).

Elementary School:

- Results from three large-scale reviews of research on the impact of social and emotional learning by the Collaborative for Academic, Social and Emotional Learning (CASEL) in 2008 found that SEL programs yielded positive benefits including:

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Kimochis toys with feelings inside !

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- 23% improvement in social and emotional skills
- 9% improvement in attitudes about self, others and school
- 9% improvement in school and classroom behavior
- 10% decrease in emotional distress, such as anxiety and depression
- 11% increase in achievement test scores (Payton, et al. 2008)

- Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008).
- Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004).
- "Mental health is a critical component of children's learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority." (U.S. Public Health Service, 2000, p. 3).

Research Findings Related to the Development of the Kimochis® Curriculum

The Kimochis® curriculum is based on sound theories of child development and social-emotional learning. Scientific, empirically-based research studies were referred to while developing the Kimochis® lessons to ensure that concepts and approaches that have proven to have beneficial effects on the development of social-emotional skills in children were included. A number of theoretical models and conceptual paradigms were studied, including, theories of Emotional Intelligence (Goleman, 1995; Bar-On, 2000), Social-Information Processing Model (Crick & Dodge, 1994), Social Cognitive Theory (Bandura, 1989) and Cognitive Behavioral Therapy (Kendall, 2005).

In addition, research completed by leading experts in the field of Social and Emotional Learning (SEL) was reviewed. Maurice Elias, a renowned SEL researcher, and his colleagues define SEL as "the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (1997).!The goals of an SEL program are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social and Emotional Learning, CASEL, 2003). These five core competencies provide children a foundation for better adjustment and academic achievement as shown by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). As children master these competencies, they can connect with their own beliefs and values, develop concern for others, make good decisions, and take responsibility for their choices and behaviors. Accordingly, Kimochis® lessons were developed around these five core competencies. The Kimochis® lessons and objectives for Early Childhood and Elementary Age students are outlined on pages 7 and 8.

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Research Findings Related to the Five Core Competencies and the Kimochis® Lessons

Self-Awareness

Self-awareness is the ability to recognize and name your own emotions. Self-awareness also involves the ability to understand your values and needs, as well as your strengths and limitations. This awareness of self is crucial to early school success. When a child has an awareness of his/her own emotions, s/he can learn to regulate or modulate them, an essential factor that influences getting along with peers and coping in a school environment. Research by Marsh and colleagues (Marsh, Craven and Debus, 1998; Marsh, Ellis and Craven, 2002) has shown that four-year-olds have an understanding of their psychological selves and of their feelings and intentions. As self understanding develops, it guides moral development and also sets the stage for self control and self regulation. Young children who can identify emotions in themselves are more likely to have success when they transition into kindergarten (Eisenberg and Fabes, 1992). As a child's self-awareness develops, they can label their own emotions and identify the emotions of others. As Daniel Goleman states in his influential book, *Emotional Intelligence*, "Self-awareness, recognizing a feeling as it happens, is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. People with greater certainty about their feelings are better pilots of their lives (Goleman, 1995, p. 43)."

The Kimochis® lessons teach children to identify the nonverbal components (tone of voice, facial expressions, body language) of feelings. Children practice naming situations or experiences that often cause a specific feeling or feelings. Children learn to understand that feelings are messy and that we might have several feelings that occur at the same time! Lessons focus on building emotional literacy, the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Joseph, 2003). When children know a wide range of emotion words (beyond *happy, mad, sad),* it is easier for them to understand their emotional experiences and to communicate with others about their feelings. Children are introduced to the concept of how to redo a social mistake, the first step of which requires an awareness of actually making a mistake. They practice how to *own up* and *come clean* as ways to make amends for mistakes. Children also learn that they need to be aware of how they are *coming across* to others in their nonverbal and verbal communication. Activities focus on heightening awareness of these concepts. Educators are encouraged to guide and prompt children to pay attention to their communication and emotions in social interactions throughout the school day.

Self-Management

Self-management is the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions. Self-management is a complicated, developmental process for young children (Kopp and Wyer, 1994). It requires children to remember and generalize what they have been taught by caregivers, to initiate changes in their behavior, and to constantly monitor their behavior in varying situations. These foundational self-management skills are emerging during the preschool years as the brain develops (Shonkoff &Phillips, 2000). Development in self-management can be seen in the difference between the impulsivity of a toddler and the deliberate

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behavior of a four year-old entering kindergarten in the fall. The relevancy of self-management skills to school success is obvious. When children can control impulses and cope with strong feelings in emotionally charged situations, they will be more successful in school (Raver & Knitzer, 2002). In fact, some studies that have shown that certain aspects of self-regulation predict children's reading and math achievement in the early primary grades (Alexander, Entwisle & Dauber, 1993; Howse, 2003). Additionally, the ability to effectively manage emotions contributes to less aggression and fewer problems with substance abuse (Brady,et al., 1998; Vitaro, 1998). Children with poor regulation skills are likely to have conflict-based relationships with their teachers and peers, which can lead to school problems and possible school dropout (Bandera, 2003). When educators are asked to identify areas of critical importance with regard to school success, they often name competence in cooperation and self-control as highly significant (Lane, Pierson, & Givner, 2003). There is some evidence that emotion regulation is a better predictor of school readiness than IQ (Blair & Razza, 2007). Children can learn strategies to manage their emotions and cope with stressful situations. Research suggests that teaching children strategies such as thinking calming thoughts, deep breathing, doing a calming activity and reframing stressful situations by focusing on positive promotes effective management of feelings such as anger (Nelson and Finch, 2000) and impatience (Metcalfe and Mischel, 1999; Eisenberg, Cumberland, and Spinrad, 1998).

The Kimochis® curriculum emphasizes the importance of teaching children to handle positive (happiness, pride) and negative (mad, frustrated, disappointed) emotions in ways that are productive and socially appropriate. The focus is on helping both educators and children understand that feelings fuel behavior (*Feeling-Behavior Link*). Lessons teach strategies such as taking *Cool Down* breaths, repeating positive self-talk strategies, and reframing upsetting situations in a more positive light. Children learn to regulate their tone of voice, facial expressions, body language, actions and word choice. Lessons help children to recognize how difficult it is to use emotion-management strategies when feelings are high. So, children are given opportunities to practice these strategies "out of the moment" when they can rely on logical reasoning and adult prompting to manage emotions (Metcalfe and Mischel, 1999). Role-plays, puppet enactments and games give children practice in predictable social situations. Educators are provided ideas on how to prompt children to use their emotional regulation strategies when needed in social settings.

Social Awareness

Social awareness is the ability to understand what others are feeling and to be able to take their perspective. This is often described as "theory of mind." Researchers also talk about social awareness as the development of *empathy,* which is the response we have when we are able to recognize and understand another's emotions. Preschoolers who are more socially and emotionally perceptive have greater success in their relationships with peers and adults (Denham, 2003). Young children who are adept at understanding other's feelings tend to have more academic success at the primary level (Izard, 2002; Dowsett & Huston, 2005). Preschoolers progress through a period of development that helps them to understand that people's intentions, desires, feelings, thoughts and beliefs are motivators of behavior. As their ability to identify emotions in others increases, they are able to explain the causes of emotions and their consequences in developmentally more complex ways (Denham, 2006; Lagattuta & Thompson, 2006). Empathy plays an important role in relationship to academic and emotional success. Kaukiainen (1999) found that children who had good perspective-taking skills were less likely to be physically, verbally and

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emotionally aggressive toward their peers. Other researchers have found that empathic children support their peers more frequently, are better liked and have higher academic achievement (Litvack-Miller, McDougall, & Romney, 1997; Izard, Fine, Schultz, Mostow, & Ackerman, 2001).

The Kimochis® program helps children to be aware of others' emotions and intentions by teaching them simple observation and communication strategies. Young children learn the importance of getting the attention of a peer or an adult in way that feels good to all. Children learn to use people's names, gain eye contact before speaking and to use a gentle tap (*communication tap*) on the shoulder. These communication tools send the message that the communication intent is positive and that everyone is prepared for an interaction. Social awareness is learning how to pay attention to what others are doing and feeling. Most children have a desire to be kind and compassionate when they notice others are feeling left out or sad, but they may not know what words to say or actions to take. Kimochis® lesson teach children strategies on how to actively include others and be kind to partners even if that partner may not be their first choice. Through repeated practice in role plays outside of emotional moments, children can learn how to coordinate their own desires, needs, and interests with those of others.

Relationship Skills

To be successful in school, children need to be able to form positive social relationships, work cooperatively in teams and deal effectively with conflict. Research suggests that children can develop positive peer relationships, acceptance and friendships when taught social skills through intentional instruction, practice opportunities, and guidance in teachable moments (Dunn & McGuire, 1992). Children who learn social-emotional skills early in life are more self-confident, trusting, empathic, intellectually inquisitive, competent in using language to communicate, and capable of relating well to others (Cohen, Onunaku, Clothier, & Poppe, 2005). When young children are provided practical social-emotional strategies and modeling by adults, they can develop the ability to initiate and join groups of peers, to cooperatively and spontaneously share with others, to communicate in ways that others understand, and to use strategies (i.e., turn-taking) to avoid conflict (Howes, 1987, 1988; Vandell, Nenide & Van Winkle, 2006). Children who enjoy positive relationships with peers experience higher levels of emotional well-being, and have self-beliefs that are stronger and more adaptive than children without positive peer relationships. They also tend to be engaged in and even excel at academic tasks more than those who have peer relationship problems (Rubin, Bukowski, & Parker, 2006; Wentzel, 2005). Students who have established friendships with classmates are more likely to enjoy a relatively safe school environment and are less likely to be the targets of peer-directed violence and harassment than their counterparts without friends (Schwartz et al., 2000). When children can use effective social problem solving skills, they develop an ability to cope with stress (Dubow & Tisak, 1989; Elias & Clabby, 1988), handle interpersonal situations (Elias & Clabby, 1988), experience more positive social adjustment, improve academically, and show improvements in behavior (Dubow & Tisak, 1989; Gootman, 2001; Nelson et al, 1996).

The development of relationship skills is at the heart of the Kimochis® Way! When children have positive relationships they are happier, healthier and more productive. The combination of modeling (teacher, puppet, and peer), practice, coaching, and positive reinforcement is an established best practice to teach

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social behaviors to children (Elliot and Gresham, 1993).The Kimochis® curriculum provides educators a number of activities and lessons that focus on building the interpersonal skills of children of all ages. Younger children will need intentional instruction and guidance in sharing and taking turns. By using the Kimochis® characters as puppets, young children can learn the communication scripts needed to solve commonly-occurring social problems in preschool (i.e., hitting, grabbing, yelling). Lessons for older children focus on implementing role plays that give children practice in using important skills such as joining groups, apologizing sincerely, forgiving in compassionate and caring ways and standing up for yourself and others. Ideas are provided for additional activities such as reading related children's books, engaging in art activities, asking older children to journal as ways to extend the learning beyond the Kimochis® lessons. Letters and activity pages are available to send home to parents so they can understand the skills and common language practiced in the Kimochis® lessons and the social-emotional learning can be extended into the home setting.

Responsible Decision Making

All educators and parents strive to teach children how to make responsible decisions. Children can learn to make ethical and constructive choices about their personal and social behavior. Focus in the classroom and school community needs to be placed on problem solving, reflection, perceptive thinking, self-direction, and motivation-skills that will contribute to life-long success (Adams and Hamm 1994).!Research shows that students need effective problem-solving skills when making decisions about social situations (Denham & Almeida, 1987). Children also need to know how to make good choices about their own behavior in the classroom and at school. A number of research teams have found that individual differences in children's cooperation capacities are directly associated with children's academic achievement in the early primary grades (Alexander, Entwisle, Dauber 1993; McClelland, Morrison, Holmes 2000). Children can practice making responsible social and behavioral decisions appropriate to their age level and can learn how to make choices that are respectful, realistic and responsible. They also need to think about how their actions will affect themselves and others, what their options actually are and what the outcome of their chosen path is likely to be.

The Kimochis® lessons provide structured opportunities for skill instruction and practice in the areas of self-awareness, self-management, social awareness and relationship skills. Intentional teaching combined with adult prompting, positive reinforcement, peer-to-peer monitoring and student monitoring promotes the use of the learned skills throughout the school day and in settings outside of the school community. This instruction, practice and generalization build the foundation for children to become skilled at social problem-solving and responsible decision making. As children master the skills in the Kimochis® lessons, they are on their way to knowing how to conduct themselves with personal, moral and emotional responsibility.

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Kimochis® Educator's Tool Kit: Curriculum Lessons

CASEL Core Competencies* Children will be able to :	**Early Childhood** Lesson objectives Children will be able to:	**Elementary Age** Lesson objectives Children will be able to:
Self-Awareness • Recognize & name emotions • Understand reasons & circumstances for feelings • Know needs & values • Describe interests & values • Accurately assess strengths & challenges	• Identify & name feelings • Show an understanding of different facial expressions • Describe social situations that can create a feeling • Relate to Kimochis® characters' personalities • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping and hurtful words • Show an understanding of how to act at silly and serious times • Identify how to make a safe choices when curious	• Identify & name feelings • Show an understanding of different facial expressions • Relate to Kimochis® characters' personalities • Describe social situations that can create certain feelings • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping & hurtful words • Identify when a redo is needed • Recognize social cues & be sure that silliness is fun for everyone • Demonstrate an understanding of how you are *coming across* • Demonstrate how to *own up* & *come clean* when mistakes are made
Self-Management • Manage stress & control impulses • Verbalize & cope appropriately with challenging emotions • Persevere in overcoming obstacles • Set & monitor progress toward the achievement of personal & academic goals • Modify performance based on feedback	• Use a taking voice/face/body • Demonstrate how to use *Cool Down* strategies to express upset feelings in a positive way • Use self-soothing strategies to comfort self when sad • Use self-regulation tools to manage scared feelings • Demonstrate words & actions to use when others hit, push, yell • Demonstrate how to use *Stop* hands to resolve conflicts • Demonstrate how to label hurtful words with "Ouch" • Demonstrate how to manage silliness in a safe & friendly way • Redo cranky moments • Take back bossy talk • Demonstrate how to accept a compliment in a positive way	• Demonstrate talking tone of voice, face & body (positive nonverbal communication) • Demonstrate *Cool Down* strategies to cope with upset feelings • Show how to use a talking hand & Stop hands to resolve conflicts • Use positive self-talk scripts to move through upset feelings • Cope with statements that are *Big mean things that aren't true* • Show how to stay focused & not get distracted by others • Use positive self-talk to try new things • Redo a hurtful social moment • Show how to express happy, excited, silly, & curious feelings with safe & wise choices • Show how to give/receive a *knowing look* to help peers redo hurtful moments • Identify ways to warn others when upset • Use self-regulation tools to manage expressions of pride without bragging

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CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
Social Awareness • Understand others' perspectives, feelings & points of view • Show empathy & sensitivity to others' feelings • Recognize & appreciate individual & group similarities & differences • Show respect to others	• Demonstrate how to get a person's attention in an appropriate way • Demonstrate how to use a talking hand to resolve conflicts • Use words & actions when peers cut in line, get in your way or invade your space • Respect others' personal & space boundaries • Demonstrate caring actions toward peers who are feeling sad • Offer encouragement to peers who are frustrated • Demonstrate how to give compliments to peers	• Demonstrate how to get a person's attention in an appropriate way • Include others who are feeling left out • Demonstrate how to accept & work with a partner kindly & respectfully • Show an understanding about the concept of *first impressions* • Show a positive response when peers brag • Demonstrate how to avoid taking peers' negative words personally • Respect others' personal & space boundaries • Recognize & offer support to peers • Respect others' feelings of fear & sadness
! **Relationship Skills!** • Establish & maintain healthy, rewarding relationships based on cooperation • Show sensitivity to social-emotional cues • Prevent, manage, & resolve interpersonal conflicts • Communicate clearly • Engage others in social situations • Seek & provide help when needed	• Demonstrate saying hello & giving *Friendly Signals* to connect with others • Demonstrate sharing & turn-taking • Demonstrate how to get included when left out • Include peers who are left out • Offer comfort to peers who are sad • Use a communication tool to set limits when others are cranky or bossy	• Demonstrate how to use greetings & *Friendly Signals* to connect with others • Demonstrate positive ways to get included in play & conversation • Set boundaries when peers are too silly • Apologize with sincerity & truthfulness • Forgive others who make hurtful mistakes • Let others try again • Listen to why your words &/or actions can create upset feelings • Use communication tools to set limits when others are upset • Demonstrate how to act in kind & caring ways when others are upset • Identify when & how to get adult help • Connect with another's pride positively
Responsible Decision-Making! • Analyze & identify problems ! • Use social decision-making skills • Respond constructively to interpersonal obstacles! • Conduct self with moral & personal responsibility !	• Identify strategies to stay safe when trying new things • Demonstrate how to tell the truth • Name how to solve problems through curiosity	• Stand up for what is right • Stand up for self & others • Demonstrate how to *bounce back* when obstacles arise • Assume the best in social interactions • Demonstrate how to do the right thing when others do the wrong thing • Demonstrate hope & activate optimism that things will work out
* **Collaborative for Social and Emotional Learning** has identified five core competencies that are learned through social and emotional interventions, all crucial to life, learning and work (CASEL, 2003)		

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The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning

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Abstract. This study examined how training, dosage, and implementation quality of a social and emotional learning program, The RULER Approach, were related to students' social and emotional competencies. There were no main effects for any of the variables on student outcomes, but students had more positive outcomes when their teachers (a) attended more trainings and taught more lessons, and (b) were classified as either moderate- or high-quality program implementers. Student outcomes were more negative when their teachers were classified as low-quality implementers who also attended more trainings and taught more lessons. Post hoc analyses revealed that low-quality implementers felt less efficacious about their overall teaching than high-quality implementers. The discussion focuses on the importance of assessing the interaction of training and implementation variables when examining the effect of social and emotional learning programs.

School programs that aim either to prevent maladaptive behaviors (August, Bloomquist, Lee, Realmuto, & Hektner, 2006; Conduct Problems Research Group, 2011) or to promote positive development among youth (Domitrovich, Cortes, & Greenberg, 2007; Jones, Brown, & Aber, 2011) have been flourishing across the United States. These programs generally fall under the umbrella term, *social and emotional learning* (SEL), which refers to the process of acquiring the skills of self- and social awareness, emotion regulation, responsible decision making, problem solving, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004). Accordingly, SEL programs are designed both to enhance these skills and create an emotionally supportive climate to increase the likelihood of school engagement, attendance, and academic success. The effects of these programs on youth outcomes have been positive (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), but most evaluations did not include training or implementation data (Gottfredson & Gottfredson, 2002; Lewis, Battistich, & Schaps, 1990; Tanyu, 2007). The variables surrounding implementation need to be assessed both in research and in practice to better understand the effectiveness of programs in achieving their intended goals (Dane & Schneider, 1998;

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Durlak & DuPre, 2008; Sanetti & Kratochwill, 2009). The relative importance of the quantity of teacher training, the dosage, or number of lessons students receive, and the quality of implementation, including teacher attitudes toward programming and their delivery style, are of particular interest in SEL programming.

In this study, we examined the extent to which these training and implementation variables for an SEL program, The RULER Approach (www.therulerapproach.org), were related to targeted social and emotional outcomes for students during the program's first year of implementation. We begin with a short overview of literature on program implementation followed by a description of SEL programs. We then highlight the important role that teachers play as implementers of SEL programs.

Implementing SEL Programs

Programs introduced into social settings like schools are not always implemented with fidelity (Fixsen, Blase, Naoom, & Wallace, 2009). This makes formative evaluations or the study of the processes underlying program implementation critical. Implementation occurs in six stages (Fixsen, Naoom, Blase, & Wallace, 2007). In the *exploration stage*, schools consider which program to adopt by examining feasibility and fit. In the *installation stage*, key stakeholders decide that the program will be implemented and plan for its proper execution. In the *initial implementation stage*, staff members are hired; participants are recruited; organizational supports are in place; and because all stakeholders are new to the program, problem solving and troubleshooting are frequent. In the *full implementation stage*, the program is fully integrated, with program processes and procedures part of the regular routine. Once the program has been implemented effectively, improvements are generally tested in the *innovation stage*. Sustaining the program both through continuous staff development and funding support comprise the *sustainability stage*.

Program implementation is rarely a perfect process, and a growing body of research shows that the effectiveness of school-based prevention programs is limited by the extent that they are implemented as intended (Dusenbury, Brannigan, Falco, & Hansen, 2003). Schools have wide-ranging priorities, policies, and politics that may interfere with how a program is delivered (e.g., Fagan & Mihalic, 2003; Gager & Elias, 1997). The evidence of SEL program effectiveness is growing; for example, a meta-analysis of over 200 studies shows that SEL programs have the intended positive effect on students' academic performance and their social and emotional skills (Durlak et al., 2011). Thus, schools will be implementing SEL programs in increasing numbers with varying levels of fidelity. Central to the understanding of how these programs are implemented is the role of teachers, who are the primary deliverers or "intervention drivers" (cf. Fixsen et al., 2009) of SEL programs.

Assessing Training and Implementation

Training

Training is the knowledge acquisition component of an SEL program and is the main avenue by which programs are introduced and implemented in schools. Training, which may include both workshops and coaching, is the vehicle by which teachers acquire background information, theory, and philosophy of the SEL program. Program information generally is introduced in initial trainings; then, follow-up coaching develops teacher's implementation skills more fully (Fixsen et al., 2009; Sanetti & Kratochwill, 2009; Strother, 1989). In their review, Joyce and Showers (2002) revealed that when training was combined with coaching, 95% of teachers acquired knowledge and developed skills for applying that knowledge in the classroom. In the absence of coaching, only 5% of teachers applied the skills in the classroom.

Dosage

Dosage refers to the number of lessons that teachers implement for students to receive in the classroom. There is some evidence that

higher doses of program instruction produce more optimal results in certain intervention contexts (e.g., Connell, Turner, & Mason, 1985). For example, the number of lessons taught significantly affected students' healthy eating in one intervention (Story et al., 2000) and students' perceptions of healthy sexual behaviors in another (James, Reddy, Ruiter, McCauley, & van den Borne, 2006). However, an investigation of one school-based alcohol abuse prevention program revealed that dosage (e.g., teacher reports of the number of class periods used to teach program materials) was not systematically related to reductions in drinking behavior (Hopkins, Mauss, Kearney, & Weisheit, 1988). Among SEL programs, where a primary goal is to improve students' social and emotional skills and engagement in learning, the number of SEL lessons delivered was related to slower growth in negative student outcomes (Aber, Jones, Brown, Chaudry, & Samples, 1998) and fewer unexcused absences (an indicator of engagement) among girls but not among boys (Moskowitz, Schaps, & Malvin, 1982). In sum, these findings suggest that higher dosage may lead to better outcomes.

Implementation Quality

Implementation quality refers to the manner in which a program is being executed (Dane & Schneider, 1998). As the deliverers of SEL programs, teachers' style of delivery is as important as the content (Jennings & Greenberg, 2009). Teachers' delivery styles and attitudes toward the program need to be congruent with the program. For example, SEL lessons often involve sharing personal experiences and being sensitive to students' needs. If teachers lack buy-in and motivation to engage with students openly, there may be dissonance between them and the SEL lesson. In this section, we discuss two components of quality that are critical to SEL programming, in particular: (a) delivery, which refers to quality of program execution or teaching effectiveness, and (b) attitudes, which refer to program buy-in or openness to programming.

Delivery style is vital to SEL programs because they require teachers to deliver the lessons in an effective manner, consistent with the program's philosophy and goals (see Fixsen et al., 2009; Waltz, Addis, Koerner, & Jacobson, 1993). For example, the teacher's display of certain emotions is important for many SEL lessons (Brackett et al., 2009; Elbertson, Brackett, & Weissberg, 2009). If a teacher cannot model the social and emotional skills a program is designed to target, that teacher will likely be less effective in imparting these skills to students. In general, teachers' beliefs about their teaching efficacy also influence their delivery of instructional programming (Han & Weiss, 2005).

Related to delivery style are teacher attitudes toward SEL programming, which also are critical to a program's success (see August et al., 2006). One study showed that within the context of a smoking prevention program, classrooms with teachers who had higher ratings on both positive attitudes (toward the program and their students) and preparedness had students with greater knowledge of and better decision-making skills about smoking (Botvin, Dusenbury, Baker, & James-Ortiz, 1989). Resistance to adopting SEL programs is common among teachers within the context of SEL. Some teachers are skeptical of the effect of SEL programs (Elias, Bruene-Butler, Blum, & Schuyler, 2000). They may be uncertain about the relative importance of SEL compared to other curricular efforts (Buchanan, Gueldner, Tran, & Merrell, 2009). Issues of accountability, such as those stemming from the No Child Left Behind Act (2001), also place tremendous pressure on teachers and schools to ensure their students perform well academically. As a result, teachers may be conflicted about the time they allocate for teaching core curricula versus SEL, both of which require dedication and constant practice.

Program quality in terms of delivery style alone is incomplete. It is unlikely that teachers will deliver SEL lessons with high quality if they are resistant to the program. To illustrate, teachers have varying levels of comfort with and commitment to incorporating

SEL lessons into academic curricula (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011), which play into how lessons are taught. Likewise, SEL programs are designed to create emotionally supportive climates for learning (Jennings & Greenberg, 2009); teachers with negative attitudes toward programming may undermine this program objective, rendering the program ineffective (Greenberg, Domitrovich, Graczyk, & Zins, 2005). Even if a teacher is implementing a program according to protocol, as judged by a trained observer, the attitude she or he has is integral to implementation quality.

Gaps in the SEL Literature: The Effect of Training and Implementation

The interaction of training and implementation variables with SEL program outcomes has yet to be studied extensively. For example, a teacher may receive a great amount of training and deliver the recommended number of lessons, but do so with a poor attitude or unsatisfactorily. Moreover, a teacher may be highly competent when delivering the program, yet do so infrequently (cf. Gresham, 2009; Waltz et al., 1993). Most SEL program evaluations have not adequately assessed the relative effect of each of these variables on student outcomes. Past research mostly *describes* how the programs were implemented (Kallestad & Olweus, 2003; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Stead, Stradling, Macneil, Mackintosh, & Minty, 2007; Story et al., 2000), yet few published studies report which variables predict program outcomes, as might be outlined in a theory-of-change model (Rossi, Freeman, & Lipsey, 1999). Moreover, although a few studies examined training and implementation variables simultaneously (for a review see Dusenbury et al., 2003), their interactive effect on outcomes was not analyzed. In one study, the number of program lessons taught and the quality of program delivery independently predicted more positive teacher and observer ratings of student outcomes, but interactive effects were not examined (Conduct Problems Research Group, 1999). The dearth of such studies makes it difficult to determine the critical ingredients of an intervention. For example, which affects student outcomes more: the amount of SEL program training a teacher receives, the number of SEL lessons he or she delivers, the quality with which those lessons are implemented, or some combination of the three?

Assessing Training and Implementation of SEL Programs

One challenge in assessing variables surrounding implementation is in their operationalization. In general, implementation quality is more difficult to operationalize than training or dosage, which can be quantified (Mowbray, Holter, Teague, & Bybee, 2003). To illustrate, training information can be obtained from attendance records or sign-up sheets at trainings, and dosage can be defined as teacher reports of lessons taught. Quality indicators, however, often are more difficult to obtain. Indeed, in a review of over 500 studies from 1976 to 2006 that assessed implementation of prevention and health promotion programs for children and adolescents, assessments of quality rarely were included. When quality was assessed, it was defined and measured in various, often unsystematic ways (Durlak & DuPre, 2008).

How should implementation quality be assessed? Having teachers rate the quality of their delivery of lessons introduces potential biases as teachers tend to overestimate their levels of implementation (Sanetti & Kratochwill, 2009), which often are higher than ratings by trained observers (Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008). Similarly, when trained observers rate teacher quality (e.g., Kam, Greenberg, & Walls, 2003), they may lack thorough knowledge of both the program and the teachers to make accurate assessments. According to Waltz and colleagues (1993), raters of quality should be "sufficiently experienced and sophisticated to understand the implications of the contextual variables described in the [program] manual" (p. 628). Program coaches, who are trained as

experts in the program, may be the most knowledgeable judges of implementation quality because their interactions with teachers are more frequent and more personal (e.g., they have discussed with teachers their apprehensions and helped them to devise strategies to overcome them).

The Present Study

The present study extends previous research by examining associations and interaction effects of training, dosage, and implementation quality on intended student outcomes of social and emotional competence during the initial implementation phase (Fixsen et al., 2007), i.e., within the first year of adopting an SEL program. This study focuses on The RULER Approach (Brackett et al., 2011), which is grounded in a theoretical model that posits that acquiring the knowledge and skills associated with recognizing, understanding, labeling, expressing, and regulating emotion (i.e., the RULER skills) is critical to positive youth development (Brackett et al., 2009; Rivers & Brackett, 2011). RULER is an SEL program endorsed by the Collaborative for Academic, Social and Emotional Learning (www.casel.org), an organization comprised of distinguished educators and researchers that provides national leadership on SEL. The positive effects of RULER on both social and emotional competencies and classroom climate are reported elsewhere (Brackett, Rivers, Reyes, & Salovey, 2010; Rivers, Brackett, Reyes, Elbertson, & Salovey, 2011).

In the present investigation, we hypothesized that training, dosage, and implementation quality (i.e., delivery and attitudes), and their interaction, would relate positively to student social and emotional competencies. Training was assessed with attendance records at training sessions; dosage included number of program lessons delivered; and implementation quality was measured by observer (coaches') ratings of both teacher attitudes toward programming and their delivery of the program. Student outcomes were obtained from student self-reports, performance assessments, and report cards. Data were analyzed using a multilevel approach owing to their nested nature (Raudenbush & Bryk, 2002).

Method

Participants

Participants included sixth-grade students (n = 812) and their teachers (n = 28) from 28 elementary schools in a large, urban Catholic school district located in the northeastern United States. The schools were part of a randomized controlled trial (RCT) and the participating students and teachers were in schools assigned to use RULER (i.e., the program group). The full sample participating in the RCT consisted of 64 schools with 32 schools assigned randomly to the program group and 32 assigned randomly to the control group. (*Note:* Neither the individual participants nor the individual classrooms were assigned to groups. Schools were assigned randomly to either the program or control groups. Participating classrooms, teachers, and students were within these schools.) Four schools closed (two control and two program schools) during the course of the project. There were no differences in the demographic characteristics of the schools, teachers, or students between schools assigned to each group, except that the schools in the control group had larger enrollment numbers than those in the program group, $t(62) = 2.82$, $p = .006$. The current study focused exclusively on participants in the program group in the RCT for whom we had baseline data, which yielded 28 teachers and 812 students. We did not include participants in the control group.

On average, schools included 70% (SD = 33%) minority students (range = 5%–100%), and 24% (SD = 33%) of students received free or reduced-price lunch. Schools ranged in size from 178 to 656 students (M = 293.0, SD = 103.3) with a student–teacher ratio ranging from about 11:1 to 25:1 (M = 17.9, SD = 3.4). Participating schools varied in how they structured the school day for their sixth-grade students, such that at some schools, students received instruction from a single teacher for the entire day, and at others, students rotated through two or more

teachers throughout the day. The percentage of students in a school performing below average was based on the percentage of students with Levels 1 or 2 scores on the TerraNova Achievement Test (CTB/McGraw-Hill, 2002), which ranged from 8% to 86% (M = 32.7%, SD = 17.5%) in reading and from 0% to 67% (M = 22.5%, SD = 16.5%) in math.

Teachers were 84.4% female and identified themselves as 81.1% White/Caucasian, 9.1% Hispanic, and 9.1% Black/African American. These demographics resemble the racial and ethnic breakdown provided in 2010 U.S. census data: 72.4% White/Caucasian, 16.3% Hispanic, and 12.6% Black/African American (U.S. Census Bureau, 2011). Most of the teachers had either received their bachelor's degrees and/or were working toward a master's degrees (59.1%), and 31.8% had earned their master's degree or doctorates (9.1% missing these data). On average, teachers had been teaching for 13.1 year (SD = 10.6), with an average of 10.3 years (SD = 9.4) at their current school.

According to school records, students (48.6% female) were 27.0% White/Caucasian, 30.4% Black/African American, 22.0% Hispanic, 7.5% Asian/Pacific Islander, 3.7% multiracial, and 0.1% other race not mentioned (9.0% missing data). The composition of the student sample in this study was roughly similar to the racial and ethnic composition of the study's locale, although Caucasian students were underrepresented: 47.5% White/Caucasian, 28.4% Black/African American, 27.0% Hispanic, 11.1% Asian/Pacific Islander, and 4.9% multiracial (U.S. Census Bureau, n.d.).

Design and Procedure

RULER targets all students and is designed to be implemented throughout a school district. This study focuses on the training and implementation of RULER within the program group at the end of the first year of programming. This study is embedded into a large RCT in which program schools participated in training and used RULER for 2 years before schools in the control condition received the program.

The present study was divided into three waves of data collection: Wave 1 (March 2008) occurred prior to random assignment to condition and served as a baseline. Wave 2 occurred in the fall (September 2008) of the first programming year, as the program was being introduced; and Wave 3 occurred at the end of the first programming year (April 2009). Each wave of data collection lasted eight weeks. Students completed surveys and a performance test of emotion skills at each wave. Report cards were collected at Wave 3, the end of the first year of implementation, and contained data across all waves.

Curriculum Model and Implementation

RULER is grounded in research showing that a core set of emotion skills, recognizing, understanding, labeling, expressing, and regulating emotion, is essential to positive youth development (Brackett, Rivers et al., 2010; Salovey & Mayer, 1990). First, adult stakeholders (i.e., superintendents, school leaders, teachers, and staff) attend two full-day (6 hr per day) trainings on the role of emotion skills in school success, the theory underlying RULER, and on how to foster an emotionally supportive learning environment through the teaching and personal use of program Anchor tools, including the Charter (a collaborative mission statement for the learning environment) and the Mood Meter (a tool for plotting emotions and mood states), among other tools (Brackett, Caruso, & Patti, 2008; Brackett, Caruso, & Stern, 2008). Teachers then attend a second training, which is one full day focusing on the instruction of the Feeling Words Curriculum (Brackett et al., 2011), a literacy-based SEL program that provides teachers with programmatic units that infuse into and complement existing curriculum, including English language arts. The Feeling Words Curriculum helps children to develop emotion skills through an in-depth exploration of terms like *commitment*, *elation*, and *empathy*. These "feeling word units" are the vehicles by which children learn to identify, evaluate, and under-

stand their own and others' thoughts, feelings, and behavior, understand the emotions and points of view of characters in stories, and develop strategies to manage emotions in real-life situations. In the training, teachers learn how to use the curricular units in alignment with their English language arts teaching. Each unit, which focuses on one feeling word, is comprised of five 10- to 20-min lessons. Teachers teach one unit, with its five lessons, across a 2-week period. For instance, for the unit on alienation, three lessons may be completed during the first week and the remaining two the second week (see Brackett et al., 2011, for a review of the units).

The implementation process involves support through coaching. Each teacher works with a certified coach who visits the classroom, models lessons, reviews lesson plans, provides constructive feedback, and offers solutions and resources to help the teacher deliver quality lessons.

In September of the first year of implementation, English language arts teachers in program schools attended the first 2-day training on using emotional literacy and the Anchor tools to enhance the learning environment. Approximately 1 month later, teachers attended the second full-day training on the Feeling Words Curriculum. Of the two available trainings sessions offered, teachers attended an average of 1.87 sessions ($SD = 0.87$). Teachers in program schools then were paired with a certified RULER coach with whom they met for 45 min after a lesson was observed. Teachers received up to five coaching sessions, with an average of 4.02 sessions ($SD = 0.92$).

In this study, five female coaches each worked with teachers in up to eight schools. Coaches underwent intensive training with the developers of RULER programming before working in schools. A senior RULER trainer supervised all coaches throughout the duration of the project through regular meetings conducted in person and on the phone, as well as through routine reviews of all written documentation about the coaching sessions (e.g., observation checklists and notes). Each week, coaches submitted to the head coach the written documentation completed during and after each coaching session and classroom observation.

Teachers were asked to cover between 10 and 12 word units per year. Throughout the program year, teachers taught, on average, 7.20 word units ($SD = 2.60$, range 0–12 units), which yielded approximately 35 discrete emotional literacy lessons (i.e., 7 units $\times$ 5 lessons).

Measures

Training. Training was measured by the number of training and coaching sessions teachers attended, as obtained from training attendance records. The maximum training value was 7, including two trainings and five coaching sessions.

Dosage. Dosage was assessed by the number of lessons taught (lessons), as obtained from teacher reports, at the end of the first year of programming (Wave 3). The maximum number of lessons a teacher could teach was 60 (12 units with 5 lessons in each).

Implementation quality. To measure implementation quality, each of the five coaches rated (both at the beginning and end of the school year; i.e., Waves 2 and 3) the extent to which teachers (a) demonstrated buy-in or an open attitude toward the program (1 = *very resistant*, 5 = *very open*) and (b) delivered RULER lessons with high quality (1 = *needs a lot of improvement*, 5 = *excellent*). During each coaching session, coaches reviewed forms that teachers completed for each feeling word unit. At Wave 2, coaches had met with teachers for at least two of the five coaching sessions to assess quality delivery. By Wave 3, the remaining coaching sessions (up to three) were completed. The correlations between openness to programming and delivery at the beginning and end of the year (Waves 2 and 3) were r values (26) = 0.63, and 0.62, p values $< .001$, respectively.

Because the measure of implementation quality incorporated two items assessed across two time points, a parsimonious measure of

Table 1
Assessing Implementation Quality: Teacher Quality Clusters at the Beginning and End of the Year (Waves 2 and 3)

	Openness		Delivery	
Cluster	Wave 2	Wave 3	Wave 2	Wave 3
Low	1.79 (0.92)	3.33 (0.75)	1.17 (0.39)	2.58 (0.79)
Moderate	2.67 (0.82)	3.64 (0.70)	2.67 (0.49)	3.89 (0.58)
High	4.07 (0.80)	4.87 (0.23)	3.87 (0.74)	4.67 (0.49)

Notes. Based on the nature of cluster analysis, all clusters are significantly different from each other on all criterion variables.

quality was created by subjecting the indicators (i.e., openness and delivery) to cluster analysis to test whether distinct profiles of program quality existed. To select the optimal number of clusters, we first subjected the variables to an agglomerative hierarchical clustering procedure and then inspected the hierarchical tree diagram (Everitt, Landau, & Leese, 2001). A three-cluster solution proved to be optimal. The centroids from the hierarchical solution were entered as initial cluster centers in the final *k*-means iterative procedure. The three clusters that emerged were labeled: low-quality implementers (i.e., teachers who were initially very resistant to the program and delivered it poorly but became open to the program by the end of the school year; $n = 7$), moderate-quality implementers (i.e., teachers who were moderate in their attitudes toward the program and in their delivery of the program from beginning to end; $n = 12$), and high-quality implementers (i.e., teachers who were consistently open to and delivered the program very well from beginning to end; $n = 9$). There was no evidence to support a profile of teachers who were resistant to programming but high in delivery, nor was there evidence to support a profile of teachers who were open to programming but low in delivery. Table 1 summarizes the means and standard deviations for each cluster.

Social and emotional competence. Multiple methods were used to assess students' social and emotional competence. Table 2 summarizes the means, standard deviations, reliabilities, and intercorrelations among these variables at Wave 3.

First, students' report cards contained three items that reflected social competence (i.e., respects the rights of others, interacts appropriately, and complies with school policies) using a scale where 1 = *unsatisfactory*, 2 = *needs improvement*, 3 = *satisfactory*, 4 = *good*, and 5 = *excellent*. (Grades in these three areas were not necessarily given by the English language arts teachers [those who conducted the RULER lessons], depending on the structure of the students' school day and whether they were instructed by multiple teachers.) A composite score was created for the three items by adding the scores.

Social problem-solving skills were assessed with the Conflict Resolution Skill subscale of the Elementary Student Questionnaire of the Child Development Project (Developmental Studies Center, 2000). This eight-item scale presents students with four peer-conflict scenarios (two items per scenario). For each item, students selected one response from a multiple-choice list. Higher scores reflected the selection of more collaborative and compromise-centered responses to conflict, whereas lower scores reflected more aggressive or evasive responses to conflict. Students receiving a school-based program aimed at promoting their social, ethical, and intellectual

Table 2
Intercorrelations, Means, Standard Deviations, and Reliability Coefficients of Students' End-of-Year (Wave 3) Social and Emotional Competencies (N = 812)

	1	2	3
1. Emotional Literacy	–		
2. Social Problem Solving	.28	–	
3. Social Competence	.24	.32	–
M	105.52	2.71	4.08
SD	12.84	0.97	0.86
Range	56.86–127.26	1.00–4.50	1.00–5.00
Cronbach's α	.87	.79	.96

Note. All variables are significant at $p < .001$.

development had higher scores than a control group of students on this scale (Schaps, Battistich, & Solomon, 2004).

Emotional literacy was measured with the Strategic Emotional Intelligence component of the Mayer-Salovey-Caruso Emotional Intelligence Test—Youth Version (MSCEIT-YV; Mayer, Salovey, & Caruso, in press), which is appropriate for children between 11 and 17 years old. The test assesses the extent to which respondents understand emotional information and use that information for planning and self-management. Scores are calculated by combining two subtest scores: emotion understanding and emotion regulation. There are 23 multiple-choice items on the understanding subtest, which assesses the ability to identify both the definitions and causes of emotions. The regulation branch asks respondents to evaluate the effectiveness of several actions in making an individual feel a certain way. Respondents indicate the extent to which the chosen action would help the target character achieve a specified goal using a 5-point scale (1 = *not at all helpful*, 5 = *very helpful*). This section describes six situations, each of which has three alternatives, for a total of 18 items. Performance on the test is calculated by veridical scoring, which is described extensively in the technical manual (Mayer, Caruso, & Salovey, 2005). To explain briefly: emotion experts consulted the empirical literature to determine independently the best responses to each test item and then agreed on the best responses. Scores on the MSCEIT-YV are interpreted similarly to IQ scores with a mean of 100 and standard deviation of 15. Higher performance scores on understanding and regulation correlate positively with psychosocial functioning (Rivers, Brackett, & Salovey, 2008) and with standardized achievement test scores in reading (Peters, Kranzler, & Rossen, 2009).

Teaching efficacy. Teaching efficacy was assessed with the five-item Adaptive Efficacy Scale (Search Institute, 2006), which measures teachers' beliefs in their ability to modify their teaching methods, when needed, to have a positive effect on students. Teachers rated the extent to which they agreed or disagreed with each statement (e.g., "When a student has trouble learning something new, I try a new strategy"; "I am certain that I am making a positive difference in the lives of students") using a 5-point Likert scale (1 = *strongly disagree*; 5 = *strongly agree*). Cronbach's α values were .75 and.78 for beginning- and end-of-year teaching efficacy, respectively.

Analytic Strategy

The main and interaction effects of training, dosage, and implementation quality

on students' year-end social and emotional competencies were examined, controlling for student demographics and baseline scores.

Missing data. Of the 812 students, 173 had missing data, leaving 639 students with any data on the social problem-solving skills and social competence indicators. Missing data were treated with multiple imputation procedures in NORM (Schafer, 2000), which created five complete data files. Multilevel analyses were conducted for each of the five imputed data files and coefficients. Standard errors resulting from each analysis were averaged to provide estimates of the associations among our variables of interest (Schafer, 1999). Furthermore, return rates were lower for the MSCEIT-YV than the other assessments. Of 812 students, 425 had no MSCEIT data at either Waves 2 or 3, leaving only 387 students with MSCEIT data from Wave 1 and either Wave 2 or 3. Our imputations were based on data from these waves for these 387 students. The lower return rates for the MSCEIT probably could be attributed to the fact that teachers (and not the research team) administered this test. Separate imputations were conducted for emotional literacy scores because of low return rates. Comparable results were obtained from both complete and imputed data sets.

Primary analyses. Because of the nested design, we analyzed data using hierarchical linear modeling with full-information maximum-likelihood estimation with separate models for each student-level outcome. We nested students (Level 1) within teachers (Level 2) because we were interested in teachers' implementation of RULER. A three-level hierarchical model (students nested in teachers nested in schools) was unnecessary because there was a 1:1 correspondence between teachers and schools. To analyze the effect of training and implementation variables on our target outcomes, we ran two models: a main effects model and an interaction effects (Training × Dosage × Implementation Quality) model. The first model examined the direct relationships between training, dosage, and quality with student outcomes (Model 1). The second model tested interaction or moderation effects, crossing training, dosage, and implementation quality indicators (Model 2). To determine whether Model 2 contributed incrementally to the explanation of the outcome variable, we examined the change in R^2 by testing the change in χ^2 ($\Delta\chi^2$).

Finally, we calculated effect sizes using the formula:

$$\delta = \frac{\gamma}{\sqrt{\tau_{00} + \sigma^2}}$$

where γ is the association between the predictor and outcome variables, and the denominator is the *SD* of the outcome variable, where τ_{00} and σ^2 are the between- and within-groups variances, respectively, from the unconditional model. Interpretation of δ is similar to Cohen's (1988) *d*: 0.2 is small, 0.5 is moderate, and 0.8 is large.

Results

There were no main effects of training, dosage, or implementation quality on the student outcome variables at the end of the year, after controlling for baseline status (Model 1); however, numerous interaction effects were detected (Model 2), as Table 3 shows. Because quality indicators were coded as dummy variables, we chose the reference variable to be low-quality implementers. All analyses, therefore, are in comparison to this group. Moreover, all student outcomes pertain to year-end status (Wave 3) after controlling for baseline (Wave 1).

Among high-quality implementers, those who taught more feeling word units had students with higher scores on all three student outcomes: social competence ($t = 3.83$, effect size [ES] = 0.23), social problem solving ($t = 5.96$, ES = 0.19), and emotional literacy ($t = 5.47$, ES = 0.16). High-quality implementers who attended more training also had students who scored higher on the measures of social problem solving ($t = 2.58$, ES = 0.28), emotional literacy ($t = 1.82$, ES = 0.34), and social competence ($t = 1.78$, ES = 0.24);

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Table 3
Training, Dosage, and Implementation Quality: Main and Interaction Effects on Year-End Student Outcomes (Wave 3)

	Students' Social and Emotional Competence Year-End Scores		
	Emotional Literacy (n = 387)	Social Problem-Solving Skills (n = 812)	Social Competence (n = 812)
Model 1: Main Effects			
ICC[a]%	8.62	11.25	35.86
Intercept	107.19 (2.06)***	2.81 (0.18)***	4.60 (0.19)***
Level 1 (Student)			
Black	0.42 (1.19)	−0.24 (0.14)	−0.11 (0.09)
Hispanic	0.36 (1.45)	−0.19 (0.13)	−0.12 (0.06)
Asian	3.27 (2.27)	0.04 (0.16)	−0.04 (0.09)
Other race	−3.21 (5.83)	0.17 (0.28)	0.32 (0.11)**
Male	−2.04 (1.06)	−0.08 (0.08)	−0.23 (0.07)**
Baseline score[b]	0.62 (0.05)***	0.52 (0.04)***	0.46 (0.06)***
Level 2 (Teachers)			
Training	−0.65 (1.28)	0.03 (0.06)	0.09 (0.07)
Dosage	−0.54 (0.48)	−0.01 (0.02)	0.01 (0.03)
Implementation Quality[c]			
Moderate	0.69 (2.50)	0.05 (0.18)	−0.36 (0.23)
High	0.78 (2.70)	0.14 (0.16)	−0.34 (0.20)
Model 2: Interaction Effects[d]			
Intercept	102.71 (1.62)***	2.69 (0.07)***	4.48 (0.10)***
Training × Low	−7.01 (1.47)***	−0.25 (0.07)**	−0.07 (0.11)
Training × Moderate	8.35 (2.50)**	0.18 (0.15)	−0.04 (0.25)
Training × High	4.24 (2.33)	0.27 (0.15)*	0.21 (0.12)
Dosage × Low	−1.37 (0.25)***	−0.13 (0.02)***	−0.18 (0.04)***
Dosage × Moderate	−0.27 (0.41)	0.11 (0.04)**	0.26 (0.05)***
Dosage × High	2.03 (0.37)***	0.19 (0.03)***	0.20 (0.05)**
Model 1 R^2	39.83	50.66	46.72
Model 2 R^2	87.00	86.01	69.75
$\Delta\chi^2(4)$	16.20**	14.93**	12.91*

Note. Estimated means (standard errors) reported.
[a] ICC = Intraclass correlation coefficient; [b] Baseline (Wave 1) score of corresponding outcome variable assessed; [c] Low is the reference group; [d] Truncated output.
* $p < .05$, ** $p < .01$, *** $p < .001$.

however, the latter two findings did not reach conventional levels of statistical significance ($p < .10$).

Among moderate-quality implementers, those who attended more training had students with higher emotional literacy scores (t = 3.34, ES = 0.68). Moderate-quality implementers who taught more feeling word units also had students with higher scores on both the social competence (t = 4.86, ES = 0.29) and social problem-solving (t = 3.11, ES = 0.12) assessments.

A different pattern was found for teachers classified as low-quality implementers. Teachers in this cluster who attended more training had students with lower scores on

both the social problem-solving assessment ($t = -3.47$, ES = 0.25) and emotional literacy test ($t = -4.78$, ES = 0.57). Moreover, low-quality implementers who taught more feeling word units had students with lower scores on all outcomes: social competence ($t = -4.65$, ES = 0.20), social problem solving ($t = -6.03$, ES = 0.13), and emotional literacy ($t = -5.46$, ES = 0.11).

To investigate possible explanations for the disparate findings among low-, moderate-, and high-quality implementers, we ran post hoc analyses to examine whether differences in teaching efficacy existed among teachers in each cluster. The means for low-, moderate-, and high-quality implementers in teaching efficacy at Wave 3 were as follows: 3.84 ($SD = 0.22$), 4.38 ($SD = 0.34$), and 4.49 ($SD = 0.54$), respectively. Differences among the teacher clusters were significant, $F(2, 20) = 4.13$, $p = .034$. Bonferroni-corrected post hoc analyses revealed low-quality implementers scored lower in teaching efficacy than high-quality implementers ($p = .037$).

In summary, there were no main effects of training, dosage, or implementation quality on student outcomes. However, several interaction effects emerged, such that student outcomes were affected by a combination of the number of trainings teachers attended and of lessons they taught and the quality with which these teachers implemented the program.

Discussion

Although SEL programs have positively affected key developmental outcomes among youth (Durlak et al., 2011), the majority of past investigations did not address the relative importance of training and implementation variables on targeted program outcomes. In this study, we examined whether the amount of training teachers received, the number of lessons students received, and the quality of delivery for one SEL program, RULER, were associated with students' social and emotional competencies. Similar to others' investigations (Hopkins et al., 1988; Kam et al., 2003), we found no main effects for our indicators of training and implementation on expected outcomes. However, we did find numerous significant interactions. Higher attendance at trainings and coaching sessions for moderate- and high-quality implementers, but not low-quality implementers, resulted in students with higher scores on indices of social problem-solving skills and emotional literacy. For moderate- and high-quality implementers but not for low-quality implementers, teaching more lessons also resulted in better student outcomes.

The unfavorable effects of more training among low-quality implementers may be partly explained by teaching efficacy. Post hoc analyses revealed that low-quality implementers were less efficacious about their general teaching practices than high-quality implementers. Low-quality implementers may not have been prepared to deliver SEL lessons without first becoming more confident in their general teaching practices (cf. Buchanan et al., 2009). These findings add to the growing research base on factors that may contribute to effective SEL programming (Collaborative for Academic, Social, and Emotional Learning, 2003; Gager & Elias, 1997; Lewis et al., 1990).

Analyzing training as the number of training and coaching sessions attended *and* dosage as the number of program lessons taught (i.e., feeling word units) was highly informative. For example, we found that among moderate- and high-quality implementers, but not low-quality implementers, the number of feeling word units taught had more significant and positive associations with student outcomes than the number of trainings attended, suggesting that active implementation may be more important than mere attendance at training sessions. Certainly, professional development is critical to learning the instructional strategies of RULER or any SEL program, but it may not be sufficient for affecting outcomes. What appeared to matter more was how training and coaching sessions were actualized in the classroom (i.e., through quality instruction). Assessing quality in terms of both attitudes and delivery, which have been associated positively in other investigations (Botvin et al., 1989), sheds light on how

teachers implement the program with varying levels of openness and skill.

Implications for Teacher Training and Professional Development

When new programs are introduced in schools during the installation and initial implementation stages, there usually exists a high degree of variability in terms of buy-in or openness to programming (Fixsen et al., 2007). Implementing SEL programs can be difficult for teachers who are balancing their time between meeting traditional academic requirements and the new demands of SEL programs. Indeed, asking teachers to integrate SEL into their already busy schedules can be physically, mentally, and emotionally taxing (Ransford et al., 2009). Our findings revealed that having teachers with low levels of openness (program buy-in) and delivery, but who either attended more trainings (including coaching sessions) or conducted more program lessons, resulted in lower levels of positive social and emotional outcomes among students. One strategy for addressing this may be for schools and SEL program providers to focus training efforts during initial implementation on teachers with an open attitude toward programming. Once these teachers have been trained and the program is moving toward full implementation, teachers who report high resistance to programming can begin their training, as concerted efforts are made by program providers and school administrators to increase their buy-in to the program.

There are various reasons that teachers may be resistant and lack buy-in to SEL programs. Effective programming approaches will acknowledge these attitudes, devote attention toward addressing them, and incorporate critical feedback from resistant teachers into program content and instructional strategies (Greenberg et al., 2005). Moreover, additional program-related information, support, and resources could be offered to target resistant teachers. For instance, these teachers could be provided with: (1) more empirical rationale for and real-life examples of the program's positive effect on students; (2) emphasis on the match between program goals and the schools' or districts' goals, values, policies, and philosophies; (3) additional instructional support from their principals or from program coaches to improve their program-specific or general teaching efficacy, if necessary; and (4) connections with teachers who have experienced success with the program, in particular those who were resistant at first themselves and whose attitudes toward programming were transformed. Until initially resistant teachers are more supportive of the program, they should be advised to conduct fewer lessons, with close monitoring and support from a coach.

Although RULER, like many SEL programs, is designed to integrate into existing school curricula, without quality training and ongoing support, its sustainability will likely be at risk (Fagan & Mihalic, 2003; Gager & Elias, 1997; Gottfredson & Gottfredson, 2002). In the past, many schools have applied the "train-and-hope" model (Stokes & Baer, 1977) to teacher professional development; some schools rely solely on the purchase of "kits" that require no additional training. Teaching SEL effectively requires ongoing training, coaching, and monitoring, each of which is critical to successful implementation (Fagan & Mihalic, 2003; Fixsen et al., 2009; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Lewis et al., 1990). Coaching, for instance, provides the opportunity to give teachers immediate feedback on all aspects of program delivery (Strother, 1989). Because many schools employ school psychologists, counselors, and social workers who often are asked to coordinate SEL initiatives or cofacilitate the teaching of SEL, our findings have many implications for these stakeholders who play a key consultative role to SEL program providers, school administrators, and teachers.

Strengths, Limitations, and Future Directions

A primary strength of this study was the multimethod assessment of constructs. Training and implementation variables were assessed with self-reports, attendance records,

and ratings from coaches. Student outcomes were assessed with self-ratings, teacher ratings, and a performance assessment tool. The differential interaction effects found between training, dosage, and implementation quality on student outcomes highlight the intricacies of identifying the key ingredients of effective SEL programming.

One area of future research is how to balance capitalizing on available, existing school data with the need to collect additional data. For instance, in the current study, the social competence items from the report card were selected because they were ratings with which teachers were already familiar and which could be gathered for all students across schools without missing data. However, we acknowledge that this measure is not ideal. For one, we do not know the factors that teachers used to assign scores to each student. In the case of preexisting implementation data that schools have on file, missing data often are an issue. The problem here is determining whether implementation data are missing systematically or at random. To illustrate: (1) are program noncompliers more likely to have missing data than program compliers, or (2) are program noncompliers just as likely to have missing data as compliers? How then can researchers obtain the most essential data available from teachers (or even schools) who may be resistant to programming, data collection, or both? Archival records such as attendance sheets, lesson plans, report cards, and classroom observations are important in order to obtain as much complete data as possible. The drawback with working with these types of archival data are that they usually are not standardized and likely are influenced by the perceptions and biases of the staff recording the information. Implementation data are particularly difficult to assess as implementation processes vary considerably. Different schools implement programs at different rates and in different ways. Future research could compare the use of various forms of archival data with that of more standardized assessments in order to identify best practices for collecting data related to implementation and related outcomes.

Another area ripe for investigation is the assessment of coaching quality and style. Although this study employed coaches' ratings of teacher implementation quality, it did not employ systematic assessments of the quality or style of each coach or the potential biases of their observational ratings, which are not unlikely, given they are invested in the positive outcomes of their efforts and have frequent personal interactions with the teachers they rated. Even though coaches received extensive training and were monitored closely, assessing their implementation of the coaching protocol and the objectiveness of their observational assessments is important for future research. The quality of coaching that a teacher receives could affect that teacher's attitudes and approaches to implementation. Similarly, the biases in the coach's observations could influence how the teacher is categorized with regard to implementation quality. Although an investigation of these phenomena was beyond the scope of the current project, it would be a valuable contribution to future implementation research.

Examining teacher learning outcomes achieved during training and coaching sessions also may be important for determining the key ingredients to effective interventions. It is likely that the quality of teacher trainings as well as the differential effect of the same training on individual teacher learning would influence student outcomes. Thus, future research and practice should include some measure of what skills and knowledge teachers gleaned from training and coaching.

The role of teachers' social and emotional competencies in the successful delivery of SEL lessons also was not studied, but offers another area for future investigation. It is likely that these competencies are associated with multiple facets of program implementation, including attitudes and delivery (Brackett et al., 2009; Durlak & DuPre, 2008). For example, once specific competencies are identified to be associated with high-quality implementation, the teaching of such competencies could be integrated into teacher training. Such competencies also may serve as moderators of implementation quality on

student outcomes, or as mediators such that an SEL program may shift the skill set of teachers, making them more effective in the classroom.

Finally, this study focused exclusively on participants assigned to the program group in the RCT; we did not include participants from the control group. Ideally, implementation is analyzed systematically in both program and control groups. For this particular program, the inclusion of a control group would facilitate the building of an evidence base for establishing the effectiveness of the RULER intervention. In general, the inclusion of a control group would allow for a more advanced understanding of the true effect of SEL training and its implementation on student outcomes (see Cordray, 2000). One way to account for this variation is to create implementation measures that capture the essential elements of both SEL programs and related, standard teaching practices, to administer them to both conditions, and then to use these data as potential moderating variables in analyses (O'Donnell & Lynch, 2008). This approach, however, would require careful monitoring of both the program and control conditions, which is an added research cost.

Conclusion

Teachers play an important role in SEL programming, as they are the intermediaries between students and the program. The adoption of SEL programs can be met with either enthusiasm or resistance among teachers. The components of SEL programming framework used in this study, which was composed of training, dosage, and implementation quality (attitudes and delivery), proved useful in evaluating the success of RULER, one of many promising SEL programs. Our findings suggest that mere delivery of SEL lessons is not sufficient for cultivating benefits for students. Lessons must be taught frequently and delivered with quality. Further research is warranted on the many facets of program implementation and their associations with the effectiveness of SEL programs.

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A-12: Transitional K schedule and sample unit

		ELA Teacher			Math/ Sci Teacher		EA
8:00		Launch			Launch		Launch
8:10		Transition			Transition		Transition
8:20		Breakfast			Breakfast		Breakfast
8:30	5	Opening		5	Community Meeting		Math Assessment
	10			10			
8:40	15	Phonemic Awareness		15	Math Meeting		
	20			20			
8:50	25	Writers Workshop	Mini Lesson	25	Group 1 Math	Guided Math Lesson	Mini Lesson
	30			30			
9:00	35		Independent Writing	35			Independent Writing
	40			40	Group 2 math	Independent Practice	
9:10	45		Mid Workshop Teaching	45			Mid Workshop Teaching
	50		Indep. Writing	50			Indep. Writing
9:20	55		Authors Chair	55	Group 3 Math	Math OLPs	Authors Chair
	60	Shared Reading		60			ELA Assessment
9:30	65			65			
	75	Comm. Check In		75	Sci / SS		
9:40	80	Center / Guided Reading Block	Small Group	80			Small Group
	85			85			
9:50	90			90			
	95		Center	95	Group 1 Choice	Choice Center 1	Center
10:00	100			100			
	105			105			
10:10	110		Center	110	Group 2 Choice	ELA OLPs	Center
	115			115			
10:20	120			120			
10:30		Student Recess / CPT					Break
10:40							CPT
10:50		Student Lunch / CPT					
11:00							
	125	Read Aloud		125	Group 3 Choice	Small Group	Small Group
11:10	130			130			
	135			135			
11:20	140	Closing		140	Wrap Up/Closing		Transition Support
	5	Opening		5	Community Meeting		ELA Assessment
11:30	10			10			
	15	Phonemic Awareness		15	Math Meeting		
11:40	20			20			
	25	Writers Workshop	Mini Lesson	25	Group 1 Math	Guided Math Lesson	
11:50	30			30			
	35		Independent Writing	35			Independent Writing
12:00	40			40	Group 2 math	Independent Practice	
	45		Mid Workshop Teaching	45			Mid Workshop Teaching
12:10	50		Indep. Writing	50			Indep. Writing

	55		Authors Chair	55	Group 3 Math	Math OLPs	Authors Chair
12:20	60	Shared Reading		60			ELA Assessment
	65			65			
12:30		Enrichment / Teacher Lunch					Enrich. Support
12:40							EA Lunch
12:50							
1:00							
1:10	75	Comm. Check In		75	Sci / SS		Transition Support
	80	Center / Guided Reading Block	Small Group	80			Small Group
1:20	85			85			
	90			90			
1:30	95		Center	95	Group 1 Choice	Choice Center 1	Center
	100			100			
1:40	105			105			
	110		Center	110	Group 2 Choice	ELA OLPs	Center
1:50	115			115			
	120			120			
2:00	125	Read Aloud		125	Group 3 Choice	Small Group	Small Group
	130			130			
2:10	135			135			
	140	Closing		140	Wrap Up/Closing		Transition Support
2:20		Dismissal			Dismissal		Dismissal
2:30							Break
2:40		Intervention Group			Intervention Group		Intervention Group
2:50							
3:00							
3:10							
3:20							
3:30		Intervention Group			Intervention Group		Intervention Group
3:40							
3:50							

ECE Unit 5 - Transportation

	Morning Message/Interactive Writing	Writing	Writing for Readers (Narrative)	Read Aloud / Comprehension Focus	Shared Reading	SS/Sci	Centers	SEL Integration
Week 24						Travel by Car		
-	President's Day				Little Jack Horner (Week 24)	See Drive for Spin the Shape Art	See Drive for Blocks: Roads and Towers Chapters	
2		Compare and Contrast - How to vs. All About		My Car - Comprehension Focus				
3		Compare and Contrast - How to vs. All About		Cars and How They Go - Comprehension				
4		Writers use graphic organizers		Cars - Compare and Contrast & Main Idea				
5		Writers study the kind of writing they plan to make Writers use graphic organizers		School Bus - Connections				
Week 25						Trucks		
1		Writers emulate features of informational writing using a mentor text		Trucks - Compare and Contrast	Polly Put the Kettle on (Week 25)	See Drive for Map and Car Game		
2		All About books pick one topic and find the right details to describe that topic		Trucks - Wordless Book				
3		Writers label their diagrams to teach even more information		Big Wheels - Compare and Contrast				
4		Guided Practice: Partners can help each other revise for clarity by listening to and acting out each other's books		If I Could Drive a Tow Truck - Compare and Contrast				
5		Writers add details to make their story more interesting for their readers		Freight Train - Details				
Week 26						Travel by Train and Bikes		
-	STEP Assessment	Writing a series or collection of all about books to teach others even more about a topic		Trains - Compare and Contrast	This Little Piggy (Week 26)		Add Pictoral input chart into centers	
2		Writers add captions and a glossary when writing informational texts		Trains on the Move - Using Symbols and Maps				
3		Writers label their diagrams to teach even more information		The Little Engine that Could - Retell; setting; characters				
4		Guided Practice: Partners can help each other revise for clarity by listening to and acting out each other's books		The Little Engine that Could - Retell; setting; characters				
5		Elaboration in all about books		The Little Engine that Could - Retell; setting; characters				
Week 27						Travel in the Water and Sky		
1		Writers choose topics they know a lot about to write all about books		Boats - Compare and Contrast	Jack and Jill (Week 27)			
2		Writers create collections of similar work		Amazing Aircraft - Compare and Contrast				
3		Writers add a table of contents to their collections to help readers access their work		Bikes - Compare and Contrast				
4		Writers publish their work		Duck on a Bike - Retell				
5	Data Day							

Unit 5

Stage 1 - Desired Results	
ELA Standards	Social Studies Standards
Text Type and Purposes W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happeneded. (Introduced) W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduced) RF.K.1 Demonstrateg understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page. B) Recognize that spoken words are represented in written language by specific sequences of letters. C) Understand that words are separated by spaces in print.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

Meaning	
Enduring Understandings...	Essential Questions
Students will understand...	Students will keep considering...
Writers can share their writing with an audience. Writers write for audience to understand their purpose. Writers understand that written words communicate their unique thoughts. Writers pick topics they are experts in.	How do writers determine what is important to include in their books? How do writeres organize all about books? How do writers choose what is important to include in an all about book?

Acquision	
Knowledge	Skills
Students will know...	Students will be skilled at...
that words carry meaning that letters represent sounds authors write through pictures, labels, and words authors write across multiple pages writing is a process - writers constantly cycle through the process Vocabularly: Topic, label, conclusion	writing their name at the top of each paper telling oral stories that match their pictures revising by adding more labels or more detail to pictures working in partnerships to edit and revise.

Performance Tasks and Summative Assessments	Pre-Assessment and Formative Assessments
Summative Assessments	Pre-Assessments
On Demand Informational	On Demand Informational

Unit 5

Performance Tasks	Formative Assessments
	Conferencing Notes
	Writing checklist
	Daily writing samples

Unit Overview
Student will build off their knowledge of informational writing, in this writing unit. Over the course of this writing unit, students will create a collection of "All About" text. They being by comparing "How To" and "All About" mentor texts (real books and sample student writing) in week 1. In week 2...

Click Link for Full Kinder All About Books

https://drive.google.com/a/rsed.org/file/d/0B22CdwOszlq9UGdVS2Y1TW9HTnM/edit?usp=sharing

Mentor Text
What is a Jet?
https://drive.google.com/a/rsed.org/?tab=mo#folders/0B22CdwOszlq9RzV3bXVzNEp0bnc

Week 24

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
No School - President's Day						
2/18/12014	Compare and Contrast All About vs. How To					
	Compare and Contrast All About vs. How To					
	Writers use graphic organizers to brainstorm ideas (pick an "all about" topic and have students list 3-5 details they know about that topic)					
	* Writers study the kind of writing they plan to make * Writers use graphic organizers to brainstorm ideas					

Week 25

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writers emulate features of informational writing using a mentor text	Class all writes same all about book revolving around transit (i.e. cars)				
	All About books pick one topic and find the right details to describe that topic					
	Writers label their diagrams to teach even more information					
	Writers label their diagrams to teach even more information					
	Writers add details to make their story more interesting for their readers	**Note: Collect books for students to make a collection at the end of the unit (do not send home)				

Week 26

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writing a series or collection of all about books to teach others even more about a topic	Students pick which form of transit they want to write an all about book about (which they will later add to their collection)				
	Writers add captions and a glossary when writing informational texts					
	Writers label their diagrams to teach even more information					
	Guided Practice: Partners can help each other revise for clarity by listening to and acting out each other's books					
	Elaboration in all about books					

Week 27

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writers choose topics they know a lot about to write all about books	Students choose all about topic to write about.				
	Writers create collections of similar work					
	Writers add a table of contents to their collections to help readers access their work	Staple transit collection together (and 3rd all about book if it's about transit, otherwise leave out of collection)				
	Writers publish their work					
Data Day No School						

Unit 5

Stage 1 Desired Results	
ELA Standards	Social Studies Standards
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups a) Follow agreed upon rules for discussions SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. RL.K.1 With prompting and support answer questions about details in a text. RL.K.2 With prompting and support, retell familiar stories including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). K.6.3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Meaning	
Enduring Understandings...	Essential Questions
Students will understand...	Students will keep considering...
Retelling a story from beginning to middle to end helps me internalize what has happened in the book. When I listen to a story more than once, it will help me retell it to someone else. Characters are who the story is about; setting is where the story takes place and events are what happen in a story. Identifying all these elements help to retell a story. When I speak audibly and clearly, I can better communicate my ideas.	Why is it important to understand how people used to live and how it is different from how we live now. Why are traffic symbols and map symbols important for our understanding of the world around us? How do text features support comprehension?

Acquision	
Knowledge	Skills
Students will know...	Students will be skilled at...
Characters are who the story is about; the setting is where the story takes place; events are what happened in the story.	reading text from top to bottom and left to right.

Unit 5

Retelling a story is important in understanding what the story is about.	
Including story elements such as characters, setting, and events from beginning to middle to end are important in understanding a text.	identifying and describing the roles of the author and the illustrator of a text.
Every book consists of major and minor text features that serve individual purposes.	identifying the character, setting and events in a story.
Traffic symbols and map symbols are important to understand because they help explain the world around us.	sequencing events in retelling a story.
Understanding how people used to live is important when considering how it is different from how we live today.	distinguishing between main idea and details.

Stage 2 Assessment Evidence	
Performance Tasks and Summative Assessments	Pre-Assessment and Formative Assessments
Summative Assessments	Pre-Assessments
STEP Diagnostic Assessment (Cycle 2)	STEP
Performance Tasks	Formative Assessments
Book handling skills and basics concepts of print in small groups, assessd using CAP checklist.	Record keeping for CAP Guided Reading Noes
Book handling skills and basics concepts of print in small groups, assessd using CAP checklist.	Record keeping for CAP Guided Reading Notes

Unit 5

Stage 1 - Desired Results	
ELA Standards	Social Studies Standards
Text Type and Purposes W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happeneded. (Introduced) W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduced) RF.K.1 Demonstrateg understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page. B) Recognize that spoken words are represented in written language by specific sequences of letters. C) Understand that words are separated by spaces in print.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

Meaning	
Enduring Understandings...	Essential Questions
Students will understand...	Students will keep considering...
Writers can share their writing with an audience. Writers write for audience to understand their purpose. Writers understand that written words communicate their unique thoughts. Writers pick topics they are experts in.	How do writers determine what is important to include in their books? How do writeres organize all about books? How do writers choose what is important to include in an all about book?

Acquision	
Knowledge	Skills
Students will know...	Students will be skilled at...
that words carry meaning that letters represent sounds authors write through pictures, labels, and words authors write across multiple pages writing is a process - writers constantly cycle through the process Vocabularly: Topic, label, conclusion	writing their name at the top of each paper telling oral stories that match their pictures revising by adding more labels or more detail to pictures working in partnerships to edit and revise.

Performance Tasks and Summative Assessments	Pre-Assessment and Formative Assessments
Summative Assessments	Pre-Assessments
On Demand Informational	On Demand Informational

Unit 5

Performance Tasks	Formative Assessments
	Conferencing Notes
	Writing checklist
	Daily writing samples

Unit Overview
Student will build off their knowledge of informational writing, in this writing unit. Over the course of this writing unit, students will create a collection of "All About" text. They being by comparing "How To" and "All About" mentor texts (real books and sample student writing) in week 1. In week 2...

Click Link for Full Kinder All About Books

https://drive.google.com/a/rsed.org/file/d/0B22CdwOszlq9UGdVS2Y1TW9HTnM/edit?usp=sharing

Mentor Text
What is a Jet?
https://drive.google.com/a/rsed.org/?tab=mo#folders/0B22CdwOszlq9RzV3bXVzNEp0bnc

Week 24

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
No School - President's Day						
2/18/12014	Compare and Contrast All About vs. How To					
	Compare and Contrast All About vs. How To					
	Writers use graphic organizers to brainstorm ideas (pick an "all about" topic and have students list 3-5 details they know about that topic)					
	* Writers study the kind of writing they plan to make * Writers use graphic organizers to brainstorm ideas					

Week 25

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writers emulate features of informational writing using a mentor text	Class all writes same all about book revolving around transit (i.e. cars)				
	All About books pick one topic and find the right details to describe that topic					
	Writers label their diagrams to teach even more information					
	Writers label their diagrams to teach even more information					
	Writers add details to make their story more interesting for their readers	**Note: Collect books for students to make a collection at the end of the unit (do not send home)				

Week 26

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writing a series or collection of all about books to teach others even more about a topic	Students pick which form of transit they want to write an all about book about (which they will later add to their collection)				
	Writers add captions and a glossary when writing informational texts					
	Writers label their diagrams to teach even more information					
	Guided Practice: Partners can help each other revise for clarity by listening to and acting out each other's books					
	Elaboration in all about books					

Week 27

Date	Mini-Lesson	Conferring and Small Group Work		Mid-Workshop Teaching Point	Share	
		Teacher	AT		Focus	Students
	Writers choose topics they know a lot about to write all about books	Students choose all about topic to write about.				
	Writers create collections of similar work					
	Writers add a table of contents to their collections to help readers access their work	Staple transit collection together (and 3rd all about book if it's about transit, otherwise leave out of collection)				
	Writers publish their work					
Data Day No School						

A-13: Day in the Life of a Rocketeer

A Day in the Life of a Second Grade Student at Rocketship

The student we are shadowing, Jose, has a typical schedule for a Rocketship second grader. He arrives at school at 7:30 a.m. to see his Rocketship teacher and friends. Jose is greeted by Mrs. Villareal, a Rocketship staff member, who greets each Rocketship student upon their arrival. She opens his car door, ensures that he is ready for the day and has all of his materials, and guides him to the campus. Jose's parents appreciate the daily greeting as well as the security of knowing that their Rocketeer has arrived safely to and on the campus.

At 7:55 am, LAUNCH begins. This is a daily all-school event that gets Rocketeers fired up to learn. After the Pledge of Allegiance, the principal leads the school in a song and a separate dance. The songs and dances change monthly and Jose loves to learn the lyrics and new moves. Following this, daily announcements are made and Jose is reminded of his opportunity to bring his family to Stanford on Saturday for the parent/family meeting. The bus trip is free and all he has to do is come to school that morning and he will get to see Stanford, have a tour with his parents, see a volleyball game, and also have college students speak with his family. His parents are busy this weekend, so he will have his uncle take him on the trip. At the end of Rocketship Launch, Jose joins all of his Rocketeer teammates in reciting the Rocketship Creed, which is a daily promise to the four core values of Rocketship (respect, responsibility, empathy, and persistence). Jose loves reciting the pledge as it reinforces for him that his responsibilities at school are far beyond just learning or Language Arts and Math, but also that he is a critical member of his school and larger local community.

At 8:05 a.m., Jose begins his day in his Humanities Class with Ms. Winters. To begin the day, Jose and all of his classmates eat a nutritious breakfast provided by Revolution Foods and gets off to a great start for his day. As all Rocketship schools participate in the Universal Breakfast program, all Rocketeers receive a free, healthy breakfast daily. While eating, Jose completes his 'Do-Now,' which has an assortment of questions and activities that review the previous day's learnings and objectives. Ms. Winters spends the time checking-in with students and checking their homework for completion and accuracy.

At 8:20 a.m. Humanities class officially kicks off and lasts 3 hours and 30 minutes and includes Science and Social Studies. Ms. Winters organizes her Literacy lessons around Science and Social Studies themes and utilizes Understanding by Design as a framework for designing these units. In addition, Ms. Winters incorporates GLAD strategies throughout these units, which helps her EL students like Jose make rapid gains in vocabulary and language. Ms. Winters attended the 6-day training on GLAD and has been incorporating input charts, graphic organizers, sentence frames, and all sorts of techniques that engage Jose and help him learn. Right now, they are studying the rock cycle. Jose researches various forms of rock and further investigates the rock cycle using books that Ms. Winters provides. Another member of his group is working on writing up the research in a paper and is using a Chromebook in-class to type up the paper. A third

is putting together a presentation for the class using Microsoft PowerPoint. Jose loves learning about volcanoes and how they are part of the rock cycle.

After about a half-hour of research, Ms. Winters gets the whole class together on the carpet to read a book about various types of rocks. She has chosen a book that is a little bit difficult for Jose to understand, but he likes these books because she spends a lot of time making sure that everyone knows what is going on in the book before they start reading and they talk about several big words that they are going to see and what they mean. Each child reads the text to themselves out loud as Ms. Winters walks around the room helping people who get stuck. Ms. Winters writes a few more words on the board that Jose was having a tough time reading. One of the words has an "ou" and Ms. Winters has everyone work on the "ou" sound pronounced "ow." Then, everyone gets back together on the carpet and Ms. Winters asks a lot of questions about what the story meant.

Even though it was pretty difficult for Jose, the way Ms. Winters helps him makes him feel better. In the final hour and a half of class, Ms. Winters breaks the class of 30 students into six groups. Four groups work on centers and one sits with Ms. Winters in a small group. Jose starts at a center working on reading lots of "ou" words and a concentration game matching "ou" words. Then he moves to a center where he practices language activities with another Rocketeer in his group. This group has been leveled at appropriate ELL levels and thus, they are best able to support one another in their language development. Today's center is focused on the proper use of pronouns. At the final center, Jose uses a Chromebook to access Lexia and lessons that are at his specific level. Today's lesson is focused on writing conventions and Jose practices the appropriate placement of periods, commas, and other writing conventions. Finally, Jose spends about 25-30 minutes with Ms. Winters. This is his favorite time, because they read books together that are exactly at his level. There are always a few words in each book that he doesn't understand, but he can read them almost like he is speaking and when Ms. Winters asks questions about the book, he can answer most of them. Ms. Winters says that his reading is really improving. His reading better improve, because reading a new book like this with her every day is a lot of reading!

At 11:25 a.m., Jose eats lunch and goes to Recess. Jose's family qualifies for free/reduced lunch, so he is able to eat lunch daily for free at his Rocketship school. He enjoys a healthy lunch provided by Revolution Foods and heads off to recess and a game of soccer with his fellow Rocketeers!

At 12:15 p.m., Jose goes to Mr. Carman's math class. Dr. Carman is really funny and Jose loves math class as it is not solely focused on math. The thematic unit from Ms. Winter's class continues in his math class, so the math instruction is correlated to the social studies or science content. This purposeful connection between classes and across content really makes the math much more meaningful and fun for Jose! Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when Dr. Carman writes a word problem on the board and everyone works in groups to try to solve it. Jose is good at Math and his group often gets the right answer.

However, Jose knows that in math class, it is not just about the rights answer with Mr. Carman, rather, Mr. Carman is always having students come to the board to show their work and 'Prove it.' It is more important that they understand the process and can think about math, which often helps Jose learn from other students in the class as well.

At 1:50 p.m., Jose goes to Enrichment Center. Jose has thirty minutes to play outside with his friends, but to do so in a manner that he learns a structured game. Coach Jessica is leading a game of basketball today, and she is also coaching on how to dribble the ball. Jose loves learning how to play so many games.

At 2:35 p.m., Jose goes to the Learning Lab. He focuses on two subjects in Learning Lab: Literacy and Math. This is Jose's favorite part of the day. He starts with a Math block and when he logs on to the computer, the system puts him into a program called ST Math. ST Math is an online program that provides instructional activities and lessons in math. Jose's teachers have helped him by selecting target standards and skills that they would like Jose to practice during this time using the ST Math curriculum. Today, ST Math is focused on measurement and the curriculum helps him compare centimeters to inches. Jose is able to click on the words and they are read to him as he listens to the passage through his headphones. This usually helps him to read the passage faster and better as long as the text isn't too hard. Some days, Jose wishes he could stay on the computer all day.

When he finishes his work in Math, it's time for Jose to go with his Literacy tutor, Ms. Gonzalez. Most of Jose's classmates stay on the computer doing Literacy programs during this time. Ms. Gonzalez is one of the school's Individualized Learning Specialists, which means that she spends part of her time coaching students who are working on computer programs as well as spending part of her time tutoring small RtI groups. When Jose works with her, he also gets to work with three other classmates: together, they practice sound-spellings that the group is having trouble with and then read a story and retell the important events. Ms. Gonzalez uses the curricula Phonics Boost to help support her in her creation and instruction of lessons. In addition, the students take weekly assessments that are tracked through a system AIMSWeb. Ms. Gonzalez shares this data with Ms. Winters and Mr. Carman once a week during their daily Common Planning Time (CPT). Today, this is a skill that Jose needs to master in order to move up on the STEP levels and he knows that his teacher wants him to be practicing it -- getting the extra time with Ms. Gonzalez makes it a little bit easier every day. When Jose came to Rocketship he had a very hard time reading, but now after half a year at Rocketship with all of the extra attention in class and in tutoring; his teachers say he is almost done with tutoring.

At 4:00 p.m., it's time for the after school program. As a second grader who qualifies for the RtI tutoring program and is still learning English, Jose needs some extra practice after school. When he went for his tutoring session with Ms. Gonzalez, his classmates were focused on Literacy programs -- after school is Jose's chance to make up that work. He knows he has to read at least one book a day. Jose goes to the leveled books and selects a book that is at his reading level according to the STEP Assessments. Jose selects a book

about lizards and after reading it several times and making sure that he really understands the information in the book; Jose goes to take a test on Raz Kids. Jose is good at logging in to the system and selecting the test he needs to take. Jose answers a few questions about the book and at the conclusion of the test he receives a score of 100%! Jose is excited that he did so well on the assessment. Jose's book was a chapter book, so he was only able to take one test today, but this is typical for the upper grade students. On days when he finishes his book early, he is able to log in to an online program called Lexia. Lexia also focuses on reading, but when he's playing it feels more like a game.

At 4:45 p.m., Jose gets picked up by his mom. These days at Rocketship are long but he loves the teachers and the kids, and there are so many more things going on than at his last school. Jose's mom will be returning to school in the evening to attend a monthly Rocketship Parent Leadership training. Through these workshops, Jose's mom will acquire the knowledge and skills necessary to advocate for community access to quality education so Jose and their neighbors across San Jose have a brighter future.

A-14: Classifying Blended Learning article

INNOSIGHT INSTITUTE

CLASSIFYING K–12 BLENDED LEARNING

By Heather Staker and Michael B. Horn

May 2012

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INTRODUCTION

The growth of online learning in the K–12 sector is occurring both remotely through virtual schools and on campuses through blended learning. In emerging fields, definitions are important because they create a shared language that enables people to talk about the new phenomena. The following blended-learning taxonomy and definitions expand upon and refine our previous work in helping to create a shared language for the K–12 blended-learning sector.

In our report titled, "The rise of K–12 blended learning," we observed that there were six main blended-learning models emerging in the sector from the perspective of the student. This paper introduces a number of changes to that taxonomy based on feedback from the field and the need to update the research to keep pace with new innovations that are occurring in blended learning. Most importantly, the paper eliminates two of the six blended-learning models—Face-to-Face Driver and Online Lab—because they appear to duplicate other models and make the categorization scheme too rigid to accommodate the diversity of blended-learning models in practice. By moving from six to four overarching models, we have created more breathing room in the definitions. We hope these new models will better describe the majority of programs so that nearly all blended-learning programs will fit comfortably within one of the four. **Appendix A** explains the differences between the new four-model taxonomy and the old six-model taxonomy in greater detail.

Two design principles governed the process of updating and expanding upon the blended-learning definitions:

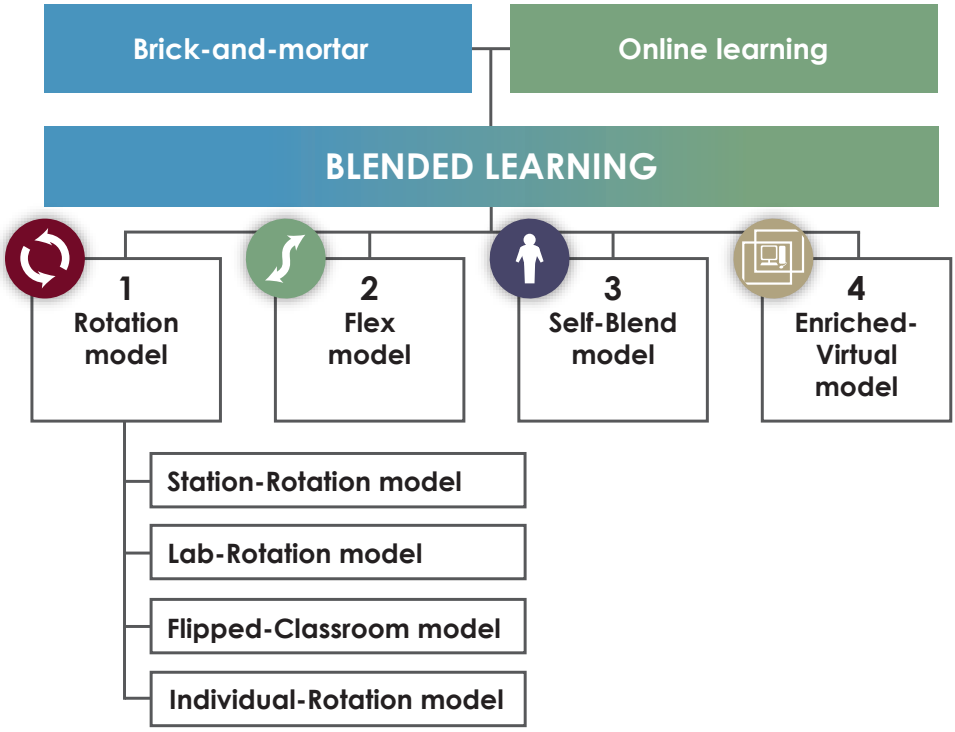
1. **Develop flexible definitions so that they can still be useful even as the field continues to innovate.** The definitions are intentionally broad and open, rather than specific. They set forth basic patterns that are emerging, but avoid setting tight parameters about how a model "has to be."

2. **Exclude normative qualifiers.** This principle is a holdover from the last report. Some blended programs are high in quality and some are not. Some use dynamic content, whereas others have more static content. Some are more expensive than the traditional schooling model; others are less costly. The definitions in this taxonomy leave out such appraisals. Just as a hybrid car can be either efficient or a clunker and still be a hybrid car, blended learning can be both good and bad.

In defining blended learning and identifying its emerging models, we looked at examples of over 80 programs in the K–12 sector.[1] In addition, in November 2011 roughly 100 educators met during a pre-conference at the International Association for K–12 Online Learning's (iNACOL) Virtual School Symposium[2] and critiqued the taxonomy.[3]

The taxonomy in **Figure 1** depicts a preliminary categorization scheme for the blended-learning landscape as it currently exists based upon an analysis of programs that either are preparing to launch or are already in existence. It is important to note that many school operators have implemented more than one blended-learning model for their students. Accordingly, the models represent particular programs within a school, not a typology for whole-school design.

Figure 1. *Blended-learning taxonomy*



Later sections of this paper define each of the elements in **Figure 1** and provide examples. As stated in the first report, we continue to believe that these categories will evolve and expand. We invite others to contribute to this research by offering improvements and additions.

DEFINITION OF BLENDED LEARNING

In 2011 Innosight Institute suggested a preliminary definition of blended learning. This paper introduces a slightly refined definition to incorporate feedback from the field. **Figure 2** depicts the revised definition.

Figure 2. *Definition of blended learning*

Blended learning is…

a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace

and

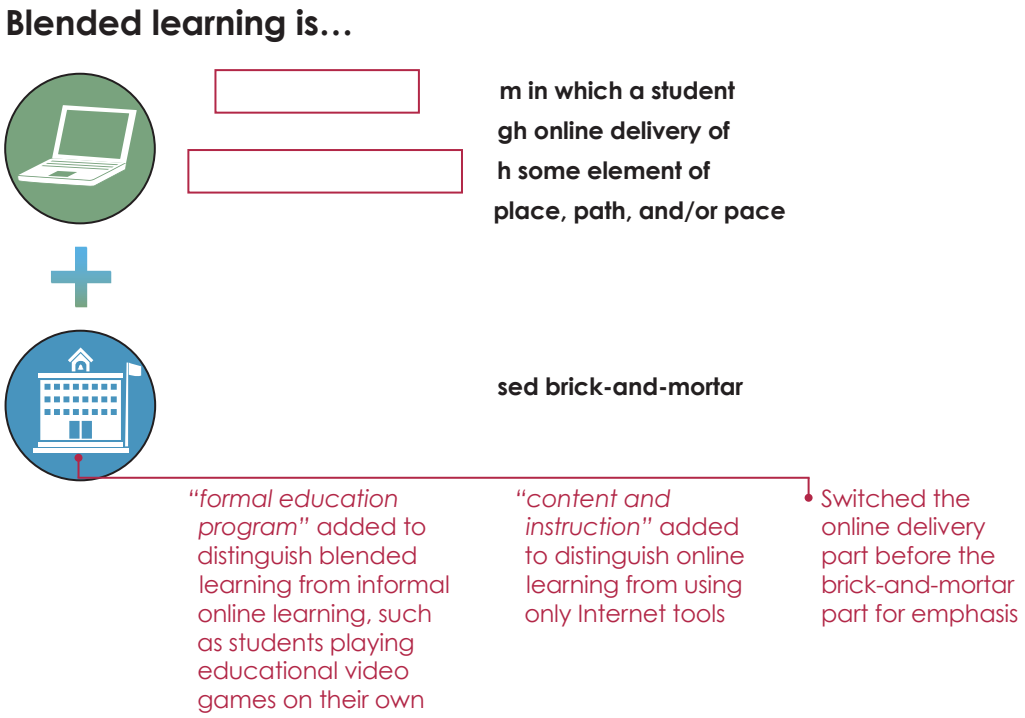
at least in part at a supervised brick-and-mortar location away from home.

The first component of the definition—online delivery of content and instruction with some element of student control over time, place, path, and/or pace—incorporates language from Evergreen Education Group's and iNACOL's definitions of online learning. They define online learning as education where content and instruction are delivered primarily over the Internet.[4] The term online learning is used interchangeably with virtual learning, cyberlearning, and e-learning. We included the phrase "with some element of student control over time, place, path, and/or pace" to distinguish blended learning from technology-rich instruction (see the definition of technology-rich instruction and the text box on page 6).

The second component of the definition specifies that the learning must be "supervised" and take place "away from home." This is to distinguish it from students learning full-time online at a brick-and-mortar location such as a coffee shop, public library, or home. Someone associated with the brick-and-mortar setting provides the supervision, rather than a parent or other adult who is associated primarily with the student.

Figure 3 provides an annotated view of the definition to show the changes from the original definition we proposed in 2011.

***Figure 3**. Annotated definition of blended learning*



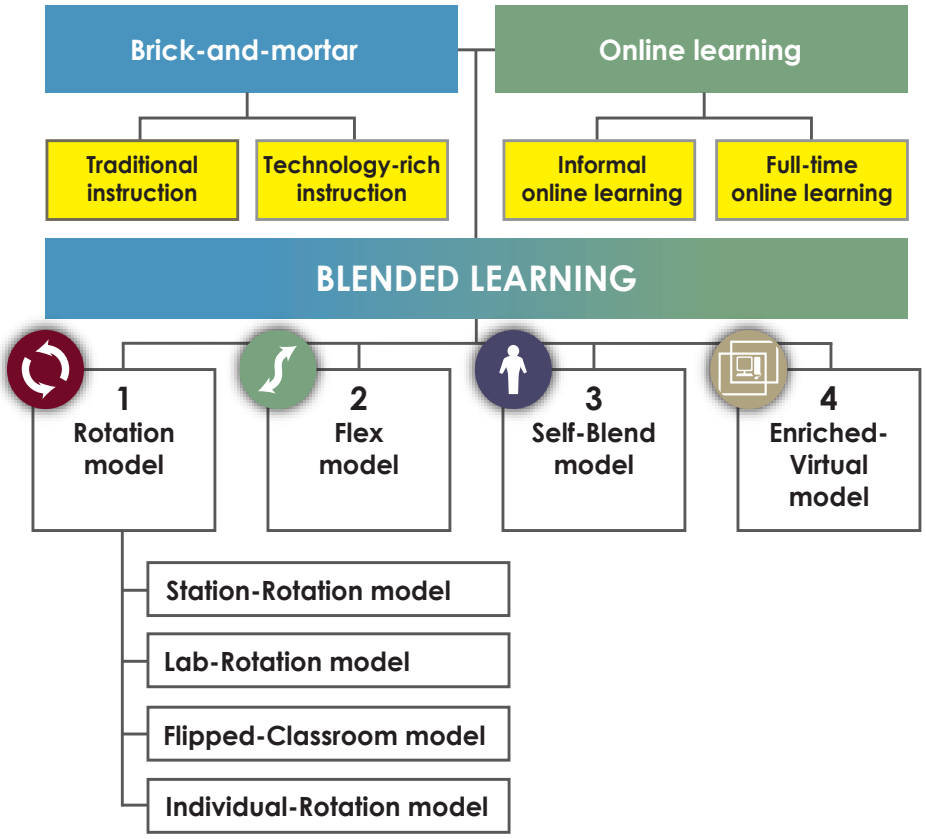
One common feature of blended learning is that when a course takes place partly online and partly through other modalities, the various modalities are usually connected. In other words, what the students learn online informs what they learn face-to-face, and vice versa. Furthermore, if students have control over their pace, this control often extends to the entire subject that is blended, not only to the online-learning portion of the coursework. Some researchers believe this connection between modalities within a course or subject is fundamental to blended learning and should be included in the definition itself. We believe that there are strong reasons for its inclusion as well and note it here as an optional addendum.

The definition is from a student's perspective. Even if the school itself is not offering online or blended courses, students may still experience blended learning if they are engaged in a formal online learning program on their own while also attending a brick-and-mortar school. They are participating in the combination of both experiences, regardless of whether they initiated the convergence or their school did.

The language in the blended-learning definition is intended to distinguish the definition from other common forms of learning that many confuse with blended learning. The confusion arises

because certain education practices—such as traditional instruction, technology-rich instruction, informal online learning, and full-time virtual learning—share some features of blended learning but differ in key ways that exclude them from fitting precisely in the category. **Figure 4** depicts where these practices fit in relation to online and blended learning. The text following this figure provides definitions of each of the highlighted education practices.

***Figure 4**. Blended learning in relation to other education practices**



The following are suggested definitions for traditional instruction and technology-rich instruction. These practices are not in and of themselves forms of blended learning, but they can

* The education practices highlighted in Figure 4 are neither mutually exclusive nor collectively exhaustive. For example, students attending a brick-and-mortar school could be part of a program that has both traditional and technology-rich elements. Furthermore, their program could center on an entirely different education practice, such as project-based learning, which this figure does not include, as project-based learning could occur in all four of these categories. The intent of Figure 4 is to situate blended learning among a few other education practices for the purpose of differentiation.

One critical part of the definition of blended learning is that it involves some element of student control of time, place, path, and/or pace." igital Learning Now! describes each dimension:

- **Time:** Learning is no longer restricted to the school day or the school year.
- **Place:** Learning is no longer restricted to the walls of the classroom.
- **Path:** Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- **Pace:** Learning is no longer restricted to the pace of an entire classroom of students.

Source: Roadmap for Reform,"
http://digitallearningnow.com/wp-content/uploads/2011/10/Roadmap-for-Reform-.pdf

combine with online learning to create a blended-learning experience for students. For example, students could rotate between online learning and traditional instruction, or they could attend a technology-rich classroom for certain subjects and take online courses for others.

- **Traditional instruction** – a structured education program that focuses on face-to-face teacher-centered instruction, including teacher-led discussion and teacher knowledge imparted to students.[5] Students are matched by age, and possibly also ability. Instructional materials are based on textbooks, lectures, and individual written assignments. All students in the classroom generally receive a single, unified curriculum. Subjects are often individual and independent instead of integrated and interdisciplinary, particularly in secondary school.[6]
- **Technology-rich instruction** – a structured education program that shares the features of traditional instruction, but also has digital enhancements such as electronic whiteboards, broad access to Internet devices, document cameras, digital textbooks, Internet tools,* and online lesson plans. The Internet, however, does not deliver the content and instruction, or if it does, the student still lacks control of time, place, path, and/or pace.

---

* Internet tools are software applications and programs available on the Internet that provide students with digital functionality but do not deliver online instruction and content. For example, a student may use an Internet tool like Google Docs for document creation or Edmodo for social networking. These tools help accomplish a task, but do not provide instruction and content as an online course does.

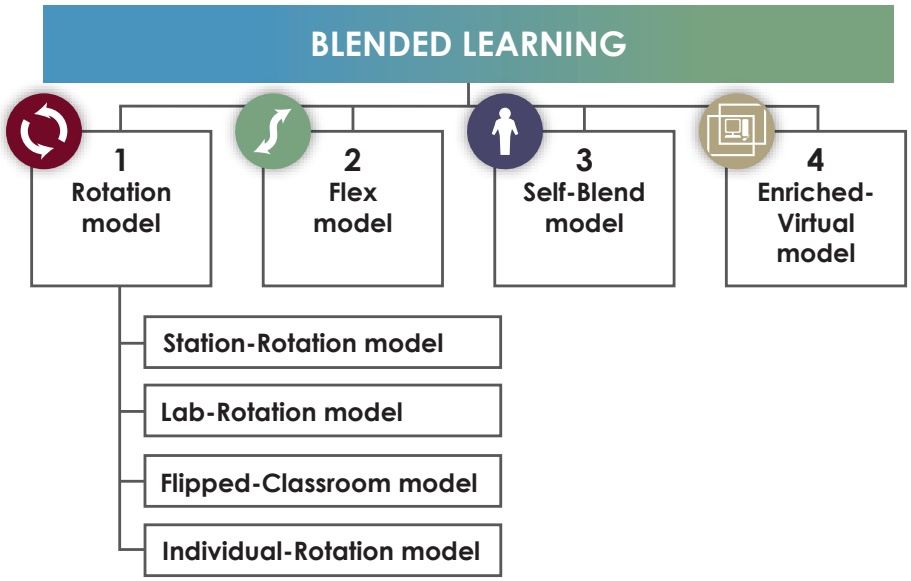
The following are suggested definitions for two types of online learning that are distinct from blended learning. Like blended learning, these practices use the Internet to deliver content and instruction and allow students some element of control of time, place, path, and/or pace. But they fall outside the scope of blended learning in significant ways.

- **Informal online learning –** any time a student uses technology to learn outside of a structured education program. For example, students could play educational video games or watch online lectures on their own outside of any recognized school program.
- **Full-time online learning** – a structured education program in which content and instruction are delivered over the Internet and the students do not attend a supervised brick-and-mortar location away from home, except on a very limited basis in some cases, such as for proctored exams, wet labs, or social events.[7]

FOUR MODELS OF BLENDED LEARNING

The diagram in **Figure 5** depicts four models of blended learning that categorize the majority of blended-learning programs emerging across the K–12 sector today. See **Appendix A** for the rationale behind eliminating two of the six models from our previous report, titled "The rise of K–12 blended learning."

***Figure 5**. Blended-learning models*



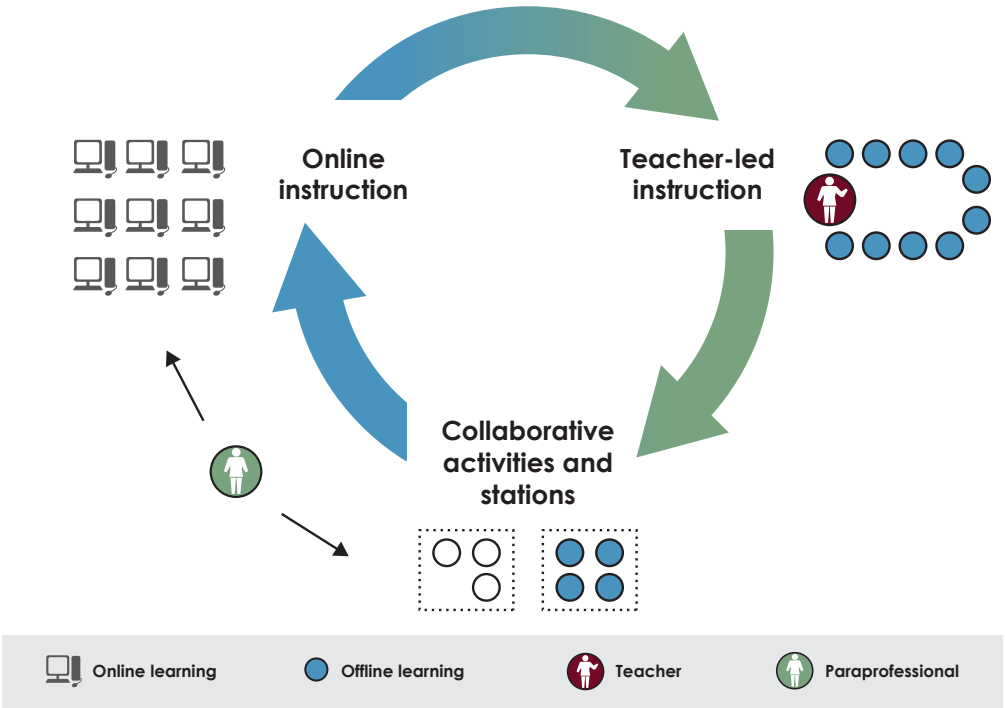
The following are definitions of the models and sub-models from **Figure 5**, as well as an example of each model.

1. **Rotation model** – a program in which within a given course or subject (e.g., math), students rotate *on a fixed schedule or at the teacher's discretion* between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.
    a. **Station Rotation** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate *on a fixed schedule or at the teacher's discretion* among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Some implementations involve the entire class

alternating among activities together, whereas others divide the class into small-group or one-by-one rotations. The Station-Rotation model differs from the Individual-Rotation model because students rotate through all of the stations, not only those on their custom schedules.

Example: The KIPP LA Empower Academy equips each kindergarten classroom with 15 computers. Throughout the day the teacher rotates students among online learning, small-group instruction, and individual assignments.[8] **Figure 6** depicts one of KIPP Empower Academy's station rotations (the rotations differ somewhat based on subject; this figure illustrates one example).

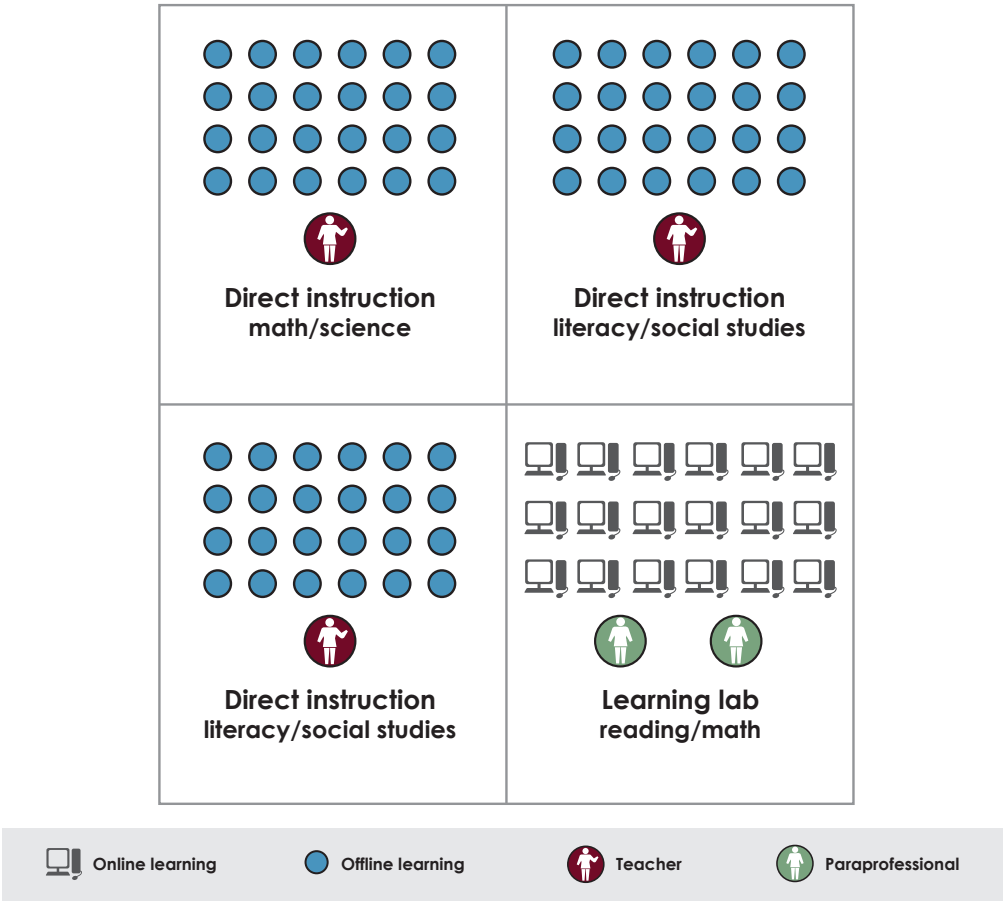
Figure 6. *Station-Rotation model, KIPP LA Empower Academy*



b. Lab Rotation – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate *on a fixed schedule or at the teacher's discretion* among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities. The Lab-Rotation model differs from the Station-Rotation model because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

Example: At Rocketship Education, students rotate out of their classrooms to a learning lab for two hours each day to further their instruction in math and reading through online learning.[9] **Figure 7** illustrates this rotation.

***Figure 7**. Lab-Rotation model, Rocketship Education*

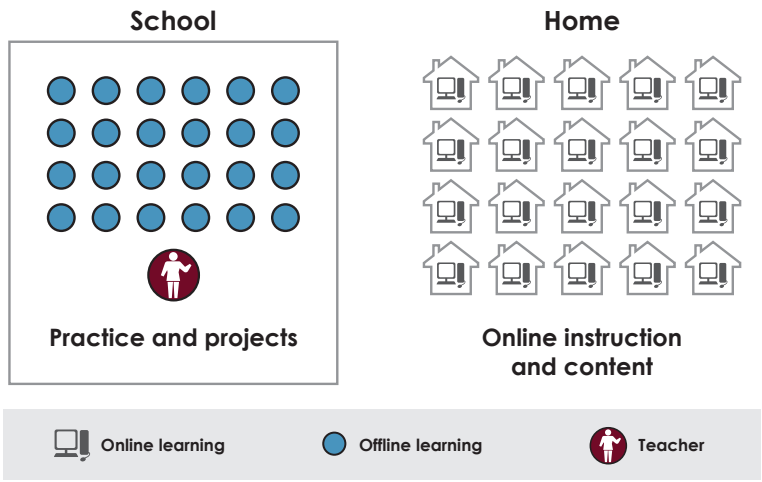


c. **Flipped Classroom** – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate *on a fixed schedule* between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night. The Flipped-Classroom model accords with the idea that blended learning includes some element of student control over time, place, path, and/or pace because the model allows students to choose the location where they receive content

and instruction online and to control the pace at which they move through the online elements.

Example: At Stillwater Area Public Schools along the St. Croix River in Minnesota, students in grades 4–6 math classes use Internet-connected devices after school at the location of their choice to watch 10- to 15-minute asynchronous instruction videos and complete comprehension questions on Moodle. At school they practice and apply their learning with a face-to-face teacher.[10] **Figure 8** illustrates a Flipped-Classroom rotation.

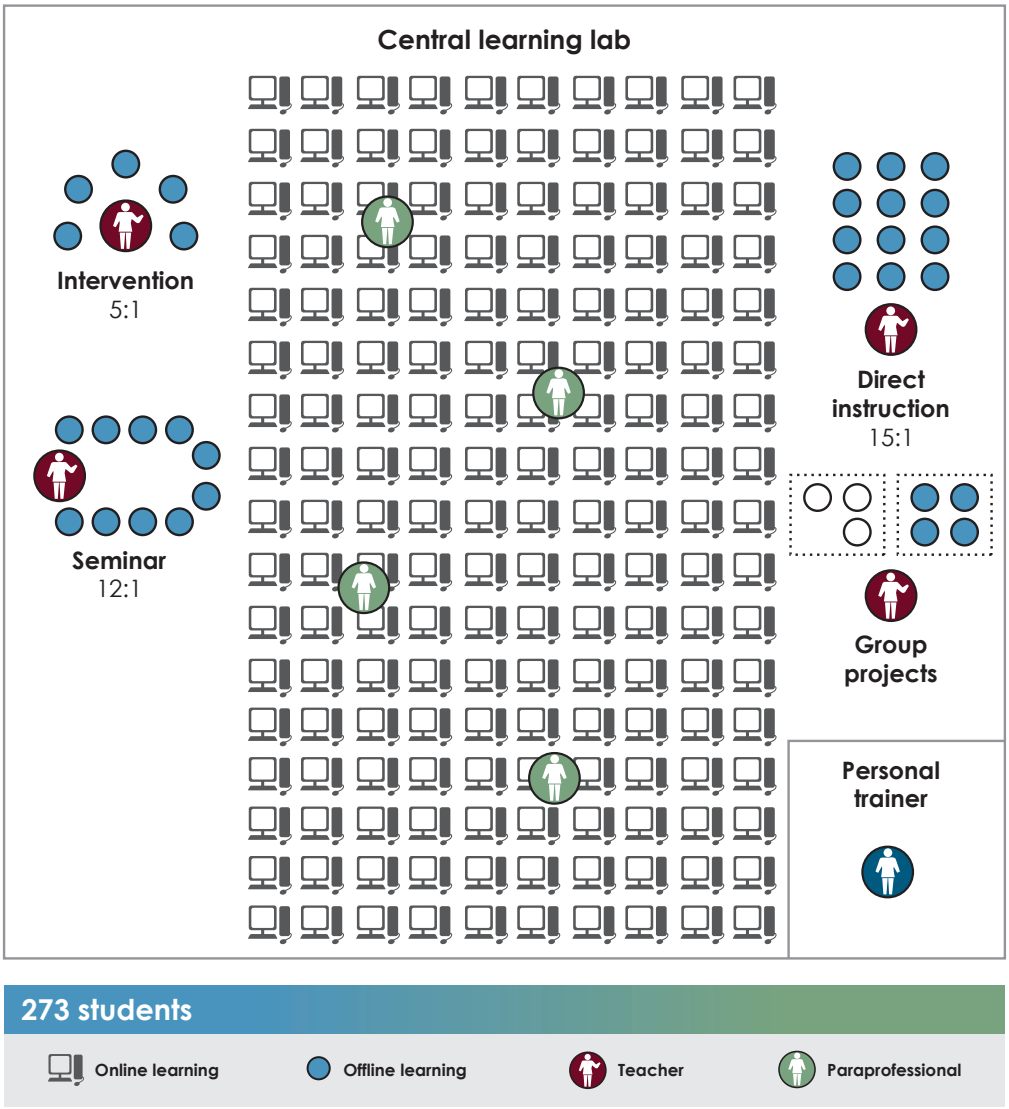
***Figure 8**. Flipped-Classroom model, Stillwater Area Public Schools*



d. Individual Rotation – a Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on an *individually customized, fixed schedule* among learning modalities, at least one of which is online learning. An algorithm or teacher(s) sets individual student schedules. The Individual-Rotation model differs from the other Rotation models because students do not necessarily rotate to each available station or modality.

Example: Carpe Diem Collegiate High School and Middle School assigns each student a specific schedule that rotates them between online learning in the learning center and offline learning. Each rotation lasts 35 minutes.[11] **Figure 9** illustrates the Carpe Diem model.

***Figure 9**. Individual-Rotation model, Carpe Diem Collegiate High School and Middle School*

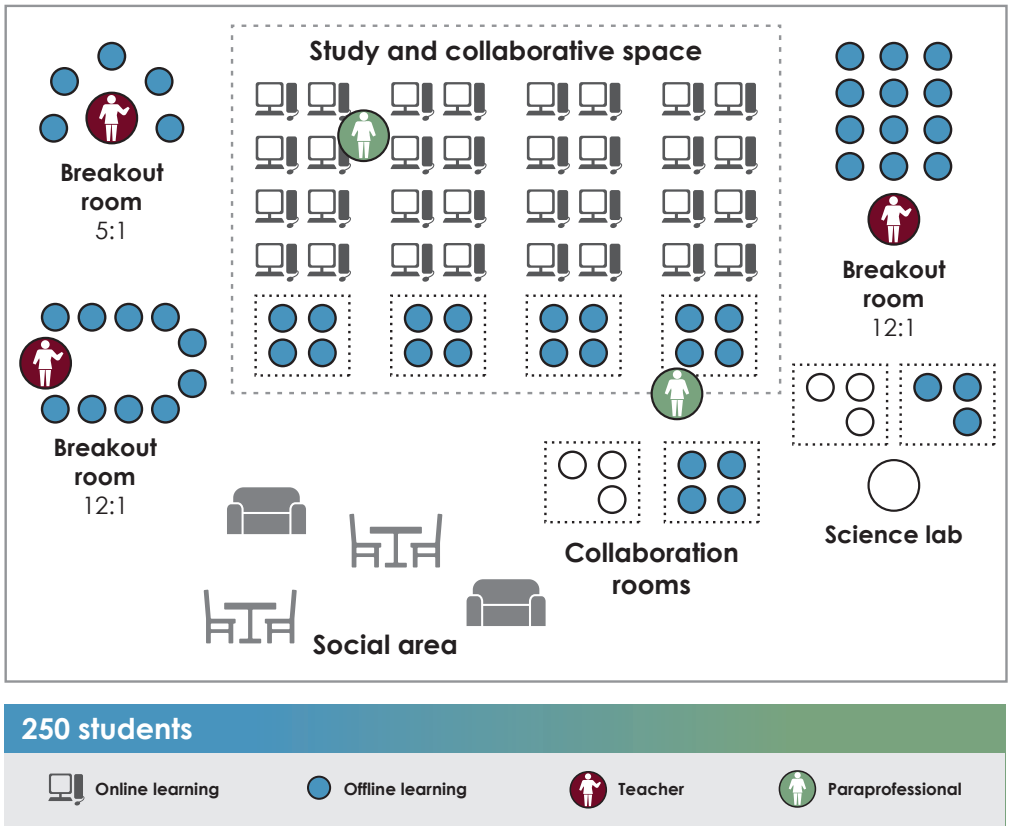


2. **Flex model** – a program in which content and instruction are delivered primarily by the Internet, students move on an *individually customized, fluid schedule* among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, while others have minimal support. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-

face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

Example: At San Francisco Flex Academy, the online-learning provider K12, Inc. delivers the curriculum and instruction, while face-to-face teachers use a data dashboard to offer targeted interventions and supplementation throughout the day for core courses. The teachers-of-record for the core courses are the face-to-face teachers. (Many of the elective courses have online K12, Inc. teachers who serve as the teachers-of-record instead of the face-to-face teachers. These elective courses are part of the Self-Blend model, which the next section of this paper discusses.)[12] **Figure 10** illustrates the San Francisco Flex Academy model.

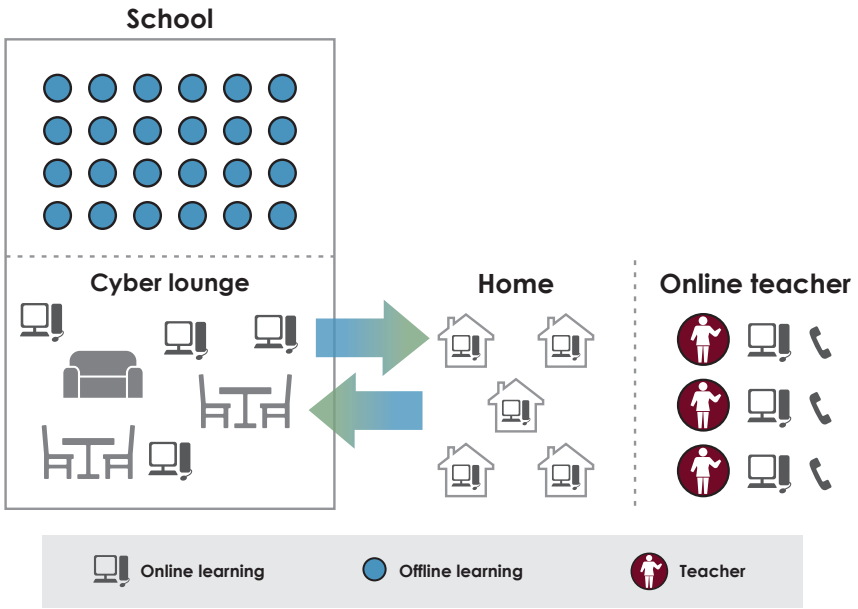
***Figure 10**. Flex model, San Francisco Flex Academy*



3. **Self-Blend model** – describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher. Students may take the online courses either on the brick-and-mortar campus or off-site. This differs from full-time online learning and the Enriched-Virtual model (see the next definition) because it is not a whole-school experience. Students self-blend some individual online courses and take other courses at a brick-and-mortar campus with face-to-face teachers.

   Example: Quakertown Community School District (QCSD) in Pennsylvania offers students in grades 6–12 the option of taking one or more online courses. All students complete a cyber orientation course prior to enrollment. Courses are asynchronous and students can work on them any time during the day. QCSD has created "cyber lounges" where students can work on their online courses at school, but they are also free to complete the courses remotely if they prefer. The teachers-of-record for the courses are the online teachers, most of whom also teach face-to-face courses for QCSD.[13] **Figure 11** illustrates the QCSD model.

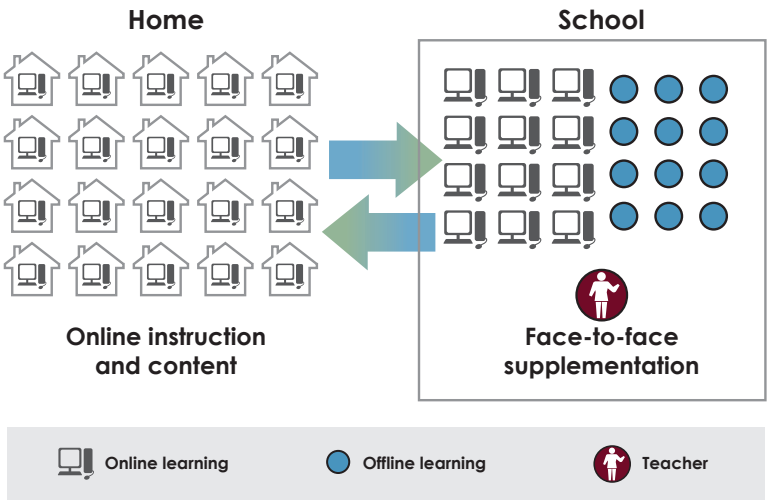
Figure 11. *Self-Blend model, Quakertown Community School District*



4. **Enriched-Virtual model** – a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many Enriched-Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched-Virtual model differs from the Flipped Classroom because in Enriched-Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the Self-Blend model because it is a whole-school experience, not a course-by-course model.

   Example: At the Albuquerque eCADEMY, students in grades 8–12 meet face-to-face with teachers for their first course meeting at a brick-and mortar location. They can complete the rest of their coursework remotely, if they prefer, as long as they maintain at least a "C" grade point average in the program.[14] **Figure 12** illustrates eCADEMY's Enriched-Virtual model.

***Figure 12**. Enriched-Virtual model, Albuquerque eCADEMY*



Appendix A: Notes about how this taxonomy differs from the taxonomy in "The rise of K–12 blended learning," January 2011

This paper revises the preliminary blended-learning taxonomy that we introduced in "The rise of K–12 blended learning," published in January 2011, and its follow-on report, "The rise of K–12 blended learning: Profiles of emerging models," published in May 2011. Its most notable change is the condensing of the six blended-learning models to four. Numerous education experts provided feedback to help us arrive at the four models. The following is a discussion of some of the rationale behind the changes.

First, we eliminated the Face-to-Face Driver model because it was not substantively different from the Flex and Rotation models, except that the students in Face-to-Face-Driver programs often engaged with online content for shorter bursts of time. We also eliminated the Online-Lab model. It was the same as the Self-Blend model, except that it described students who took courses on campus, whereas the Self-Blend described students who took courses off campus. This distinction did not work because too often students did a little of both. We combined the two in Self-Blend to encompass any time students take an online course—either on-site or off-site—to supplement their face-to-face courses.

Second, we changed the definition of the Flex model to allow it to encompass some elements of the excised Online-Lab model. The old definitions of Flex and Online Lab tried to distinguish the two by specifying that Online-Lab implementations involved less face-to-face support for students. That distinction was problematic because the dividing line between the two was hard to pinpoint. The new Flex definition is broader and allows for both types of staffing models. Some implementations have substantial face-to-face support, and others have significantly less. The broader Flex definition makes clear, however, that in all Flex programs the teacher-of-record is on-site, even if that teacher provides little face-to-face enrichment of the online coursework.

Third, we subdivided the Rotation model into four common implementations. The other models will likely develop subcategories also as they mature and researchers deepen their understanding of the phenomena.

Fourth, we changed the name of the Online-Driver model because it was easily confused with aspects of the other models or with full-time virtual learning. Instead, we suggested the newly named "Enriched-Virtual" model, which we think has a more precise and specific definition than did the Online-Driver model.

Notes

[1] Many organizations have submitted profiles of their blended-learning program(s) to Innosight Institute's database at http://www.innosightinstitute.org/media-room/publications/blended-learning/. We invite school operators and others with an eye on blended-learning programs not profiled in our report to add their profiles to this set of case studies, which will in turn appear on our website.

[2] iNACOL hosts the Virtual School Symposium each year. The 2011 pre-conference session that included a review of the blended-learning taxonomy was titled, "Blended/Hybrid Learning 101: From Inception to Implementation."

[3] Special thanks also to suggestions from numerous other experts, including leaders from the Alliance for Excellent Education, California Learning Resource Network, Charter School Growth Fund, Education Elements, Evergreen Education Group, Foundation for Excellence in Education, Getting Smart, iNACOL, Plato, and Public Impact.

[4] See John Watson and Steven Kalmon, "Keeping pace with K–12 online learning: A review of state-level policy and practice," 2005, Learning Point Associates, http://www.learningpt.org/pdfs/tech/Keeping_Pace2.pdf; and iNACOL, "The Online Learning Definitions Project," October 2011, http://www.inacol.org/research/docs/iNACOL_DefinitionsProject.pdf.

[5] Martha Elaine Needham, "Comparison of standardized test scores from traditional classrooms and those using problem-based learning," Dissertation presented to the University of Missouri-Kansas City, 2010, https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/9609/NeedhamComStaTesSco.pdf?sequence=1, accessed April 9, 2012.

[6] Wikipedia, "Traditional Education," http://en.wikipedia.org/wiki/Traditional_education, accessed Apr 9, 2012.

[7] iNACOL does not provide a definition of full-time virtual learning. It does, however, reference Evergreen Education Group's useful definition of a full-time online program: "Full-time online schools, also called cyberschools, work with students who are enrolled primarily (often only) in the online school. Cyberschools typically are responsible for their students' scores on state assessments required by No Child Left Behind, which is the primary way in which student outcomes, and school performance, are measured. In some states most full-time online schools are charter schools." See John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, "Keeping pace with K–12 online learning: A review of state-level policy and practice," Evergreen Education Group, 2010, http://www.kpk12.com/cms/wp-content/uploads/KeepingPaceK12_2010.pdf.

[8] A profile of KIPP Empower Academy is available at "Kipp LA," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/kipp-la/.

[9] A profile of Rocketship Education is available at "Rocketship Education," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/rocketship-education/.

[10] A profile of this district is available at "Stillwater Area Public Schools," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/stillwater-area-public-schools/.

[11] A profile of Carpe Diem is available at "Carpe Diem Collegiate High School and Middle School (CDCHS)," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/carpe-diem-collegiate-high-school-and-middle-school-cdchs/.

[12] A profile of the San Francisco Flex Academy is available at "Flex Public Schools: San Francisco Flex Academy in partnership with K12, Inc.," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/flex-public-schools/.

[13] A profile of QCSD is available at "Quakertown Community School District: Infinity Cyber Academy," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-usersubmissions/quakertown-community-school-district-2/.

[14] A profile of the eCADEMY is available at "eCADEMY," Innosight Institute, http://www.innosightinstitute.org/blended-learning-2/blprofiles-innosight/ecademy/.

About Innosight Institute

Innosight Institute, founded in May 2007, is a 501(c)(3) not-for-profit think tank whose mission is to apply Harvard Business School Professor Clayton Christensen's theories of disruptive innovation to develop and promote solutions to the most vexing problems in the social sector.

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A-15: Dell Foundation case study on Blended Learning at Rocketship

Michael & Susan Dell
FOUNDATION

[redacted]

September 2012

Blended Learning in Practice:

Case Studies from Leading Schools

Brad Bernatek · Jeffrey Cohen · John Hanlon · Matthew Wilka

featuring Rocketship Education

prepared by FSG

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Background

Rocketship Education

Blended Learning at Rocketship Discovery Prep

On a winter morning in San Jose, a class of first-graders pioneers a different vision for the future of education. As the class lines up along a hallway wall, their teacher waits for silence.

Once the students settle down, they file into the Learning Lab, a large rectangular room filled with computers, and each takes his or her place, donning a pair of headphones. Three other classes are already seated at computers, engaged in small group tutoring or reading independently while a fourth class is filing out into the hallway, preparing to move to their next class. One by one, students log in and are transported to a lesson in one of several math and literacy online curricula offered to Rocketship students. Students within the same class may work in different programs or on different lessons within the same program, depending on their needs. Individualized Learning Specialists (ILSes), part of Rocketship Discovery Prep's staff, roam the room, checking on progress and coaching students who appear to be struggling. Two other ILSes work intensively with small groups of students as part of Rocketship's Response to Intervention (RtI) program.

Through online practice, classroom instruction, and intensive supports, these students are experiencing an innovative model of how to individualize learning – a model designed to ensure that students get practice in exactly the areas in which they need help via technology and tutoring, while also allowing teachers to focus on teaching higher-order thinking skills. This model is the brainchild of a technology executive and a school principal, who together saw a way to apply the lessons learned from business model innovation in the technology sector to education, with the goal of closing the achievement gap in our lifetime.

Rocketship Education at a Glance (2011-12 academic year)

CMO

NAME *Rocketship Education*

FOUNDED *2006*

LOCATION *San Jose, CA*

NETWORK *5 schools serving 2,400 K-5 students in San Jose, CA. All schools in the Rocketship network use a blended learning model.*

DEMOGRAPHICS *85% Free/Reduced Lunch, 70% English Language Learners, 4% Special Education*

GROWTH PROJECTION *30 schools serving 15,000 students by 2015.*

CEO *John Danner*

MISSION *To close the achievement gap in our lifetimes by operating clusters of Rocketship schools in the 50 largest US regions by 2025.*

School Profiled

NAME *Rocketship Mateo Sheedy (RMS) and Rocketship Discovery Prep (RDP) (2 separate schools)*

FOUNDED *2007 (RMS); 2011 (RDP)*

LOCATION *San Jose, CA*

STRUCTURE *Each school opens as fully-enrolled K-3 program; expansion at 1 grade/year through 5th grade. In 2011-12, RMS had 507 K-5 students and RDP had 420 K-3 students.*

DEMOGRAPHICS *RMS: 90% Free/Reduced Lunch, 64% English Language Learners, 4% Special Education; RDP: 83% Free/Reduced Lunch, 72% English Language Learners, 6% Special Education*

PRINCIPAL *Maricela Guerrero (RMS), Joya Deutsch (RDP)*

BLENDED LEARNING *"Lab Rotation" model for Math and ELA*[1]

Building a Blended Learning Model

Rocketship Education was founded in 2006 by John Danner, a technology entrepreneur, and Preston Smith, a principal and Teach for America alumnus, to establish a national network of high-performing urban college preparatory elementary charter schools. Its mission is to eliminate the achievement gap in public education by opening K-5 elementary charter schools in high-need neighborhoods throughout the country. Previously, Danner was the founder and CEO of NetGravity, an Internet advertising software company. After he took NetGravity public and sold it to Doubleclick in 1999, Danner began a second career in education, first as a teacher in the Nashville public schools and then as the founding director of KIPP Academy Nashville, a charter middle school. Rocketship was founded to be what one might call a "second-generation" charter school network, designed to address the challenges and learn from the experience of pioneering networks like KIPP. Specifically, Danner and Smith set out to develop a model to address what they see as the two most fundamental barriers to scaling charter school networks – staffing and funding. Their twin goals were to leverage a limited pool of high-quality teachers and to have each school operate solely on district, state and federal tax revenues without the need for ongoing philanthropic support to cover operating expenses.

[1] The 2012 Innosight Institute report, Classifying K-12 Blended Learning, characterized different types of blended learning models; the "lab rotation" model involves students rotating "on a fixed schedule or at the teacher's discretion among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities."

Rocketship's first school, Rocketship Mateo Sheedy Elementary School (RMS), opened in August 2007. In 2009, Rocketship received a $5M grant from Reed Hastings and the Charter School Growth Fund for the creation of six additional elementary schools in San Jose. In the 2012-13 school year, Rocketship will have seven schools open in San Jose, California, serving roughly 3,500 students.[2] Its second school, Rocketship Sí Se Puede Academy, opened in the fall of 2009, and a third school, Rocketship Los Suenos Academy, opened in the fall of 2010. Rocketship opened two additional San Jose schools, Mosaic and Discovery Prep, in the fall of 2011, with two more schools, Brilliant Minds and Alma Academies, following in the fall of 2012. The CMO intends for its network to expand to 30 schools by 2015. Because Rocketship's model is consistent across all its schools, this case study will draw largely from RMS, as it is the longest-established school, though some of the descriptions and quotations come from a site visit to Discovery Prep, a more recently founded school.

Rocketship schools have demonstrated impressive results on the California state assessments.[3] For the 2009-2010 school year, RMS earned an API score of 925 and Rocketship Sí Se Puede Academy earned an 886 in its first year of operation. In 2010-11 Rocketship had an aggregate API of 863 for its three schools compared to an average 803 in nearby districts and 808 for California.[4] Rocketship attributes its success to three core pillars of the Rocketship Public School Model: deep parental involvement in the school and in the community which can enable the community to transform the political system, develop great classroom and school leaders, and individualize instruction with tutors and technology.

Rocketship's Four Values

I. Respect
II. Responsibility
III. Persistence
IV. Empathy

Rocketship focuses on elementary school students based on the evidence that students must be set on a path toward college well before 6th grade.[5] They believe that, while the traditional school model can often adequately serve students performing at grade-level, low-income students, who are traditionally behind academically, need individualized instruction and targeted interventions if they are to catch up with their more affluent peers. Most of Rocketship's current students are English Language Learners from low income families who arrive at a Rocketship school from

[2] In the 2011-12 school year, Rocketship had five schools open in San Jose, California, serving roughly 2,400 students.

[3] SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

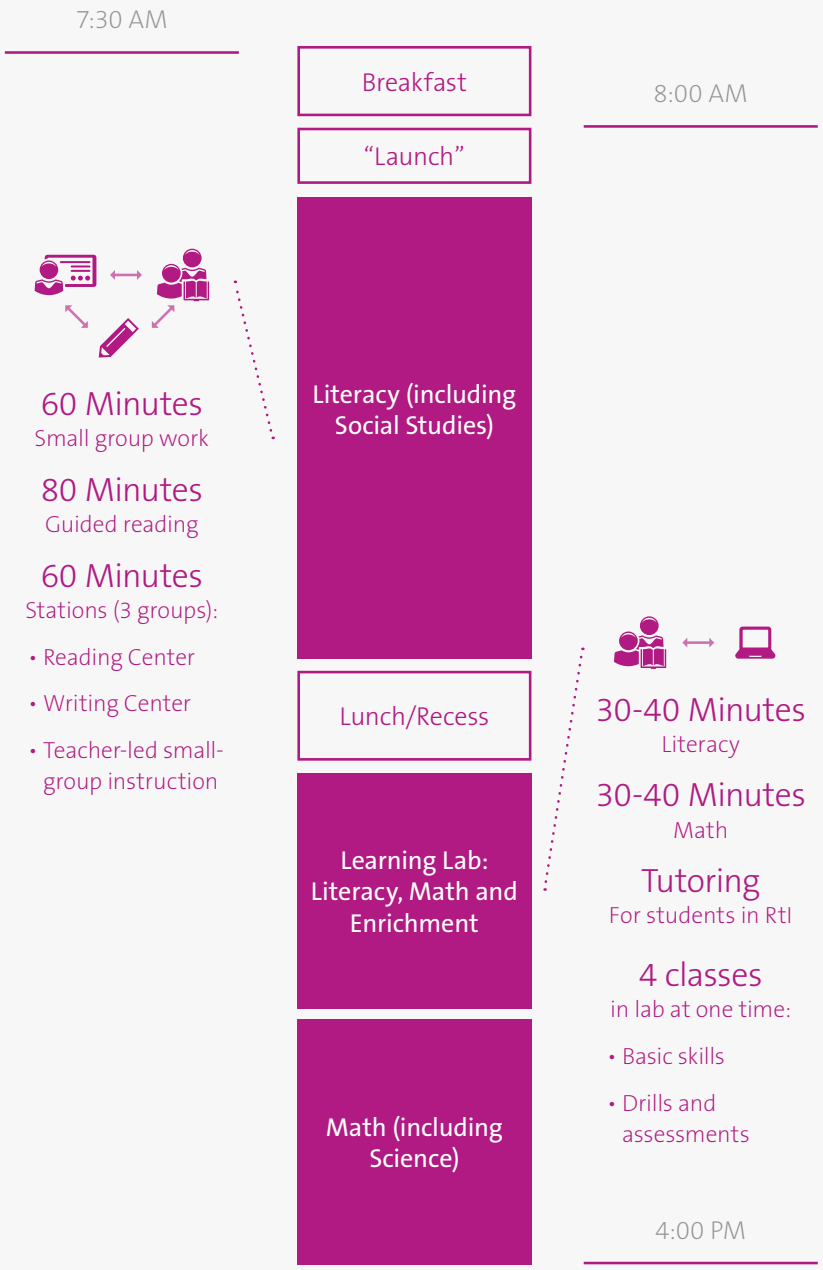
[4] Nearby district average of 803 is an average of the APIs for the elementary schools in Alum Rock Unified, San Jose Unified, and Franklin-McKinley. The California API is for grades 2-6 only.

[5] Snow, C., Burns, S., Griffin, P. (1998) Preventing Reading Difficulties in Young Children. National Research Council.

Fig. 1

Rotational Blended Learning Model at Rocketship

Rotations will be explained in detail in the "Instructional Model" of the case study



half a year to a year and a half behind their peers, as measured by the NWEA MAP and DRA assessments.[6] Rocketship's goal is to prepare these students to score at the "proficient" or "advanced" levels by the time they leave Rocketship, so they are prepared to succeed in middle and high school and to graduate from a four-year college.

Rocketship's day is designed to support this goal. In each grade, students form heterogeneously grouped classes, and may be placed into small 'same level' groups for classroom instruction. Students benefit from an extended, 8:00am-4:00pm school day with a block schedule consisting of two 100-minute blocks of classroom-based literacy instruction (which also includes instruction in social studies and the arts), one 100-minute block of classroom-based math instruction (which also includes instruction in science), and a 100-minute block of Learning Lab. Thirty to forty minutes of that block are spent in structured play which Rocketship calls the Enrichment Center. The remaining sixty to seventy minutes are split between math and literacy activities, which students undertake on the computer. As Preston Smith, Rocketship's co-founder explains,

[6] Rocketship is transitioning to STEP literacy assessment in 2012-13.

the Learning Lab features programs that "can tell within the first few questions if a child knows the material - that way they can move up - or if a child doesn't quite get the concept - they'll move down a little bit. The opportunity to individualize their instruction and then adapt in real time is something we can't do in our classrooms but you can do it with a computer.[7]" Also during this time, students who are placed into Tier II of Rocketship's Reponse to Intervention (RtI) model receive small group tutoring, rather than online instruction.

Rocketship believes that through individualized instruction and blended learning, it can enable students who enter in kindergarten to achieve accelerated growth and perform above grade level by the time they depart Rocketship. That clarity of focus gives a Rocketship school "the ability to have everyone working toward the same goal," as Joya Deutsch, Principal of Discovery Prep, describes it. Rocketship's Learning Lab, RtI model, differentiated staffing approach, and innovative financial structure all contribute to and enable individualized instruction. The subsequent sections of this case study examine the instructional, operational, and financial dimensions of Rocketship Education's blended model.

[7] Preston Smith's comment is based on a video linked from the Rocketship site: http://vimeo.com/30557533

Instructional Model

Rocketship Education

Instructional Model

Rocketship focuses on elementary school students based on research that shows that this age range presents the best opportunity for bringing students to grade level in literacy and math.

Instructional Quick Facts

MODEL *K-5 Lab Rotation model*

PEDAGOGICAL APPROACH *Small group instruction with a strong focus on literacy and reading*

INSTRUCTIONAL TIME *30-40 daily blended minutes for Literacy and 30-40 for Math; 200 daily classroom minutes for Literacy and Social Studies and 100 daily classroom minutes for Math and Science*

STUDENT TO ADULT RATIO *On average, RMS has 24 students: 1 teacher during live instruction, while RDP has 26 students: 1 teacher.*[8] *There are 5 ILSes to approximately 100 students in the Learning Lab.*[9]

INSTRUCTIONAL ROLES *Differentiated staffing model using Teachers and Individualized Learning Specialists supported by an Academic Dean and an Assistant Principal*

The model is designed with the expectation that students will arrive at Rocketship anywhere from half a year to one and a half years below grade level and strives to eliminate that gap by the end of second grade. As Rocketship schools seek to open fully enrolled in grades K-3, Rocketship schools also work with older students who may enter significantly below grade level. Overall, Rocketship endeavors to graduate its students at or above grade level, fulfilling the aspiration that "students graduate from fifth grade at Rocketship on a new trajectory."[10]

To achieve this goal, Rocketship seeks to provide individualized instruction in three ways: in the classroom, online and via small group tutoring for students in their school's Response to Intervention (RtI) program *(See Figure 2 for details)*. To determine how best to meet each student's needs, Rocketship relies on an extensive assessment system *(See Appendix 2 for details)*. At the beginning of the year, students are placed into heterogeneously-grouped homerooms which travel together to daily Literacy/Social Studies and Math/Science periods, as well as to Learning Lab. Rocketship teachers review summative assessment data from the previous year and the results of the norm-referenced NWEA MAP in math and reading to understand their classes'

[8] Because teachers work with more than 1 class per day, to arrive at the average student to adult ratio for live instruction, we divide the total enrollment by the total number of classes.

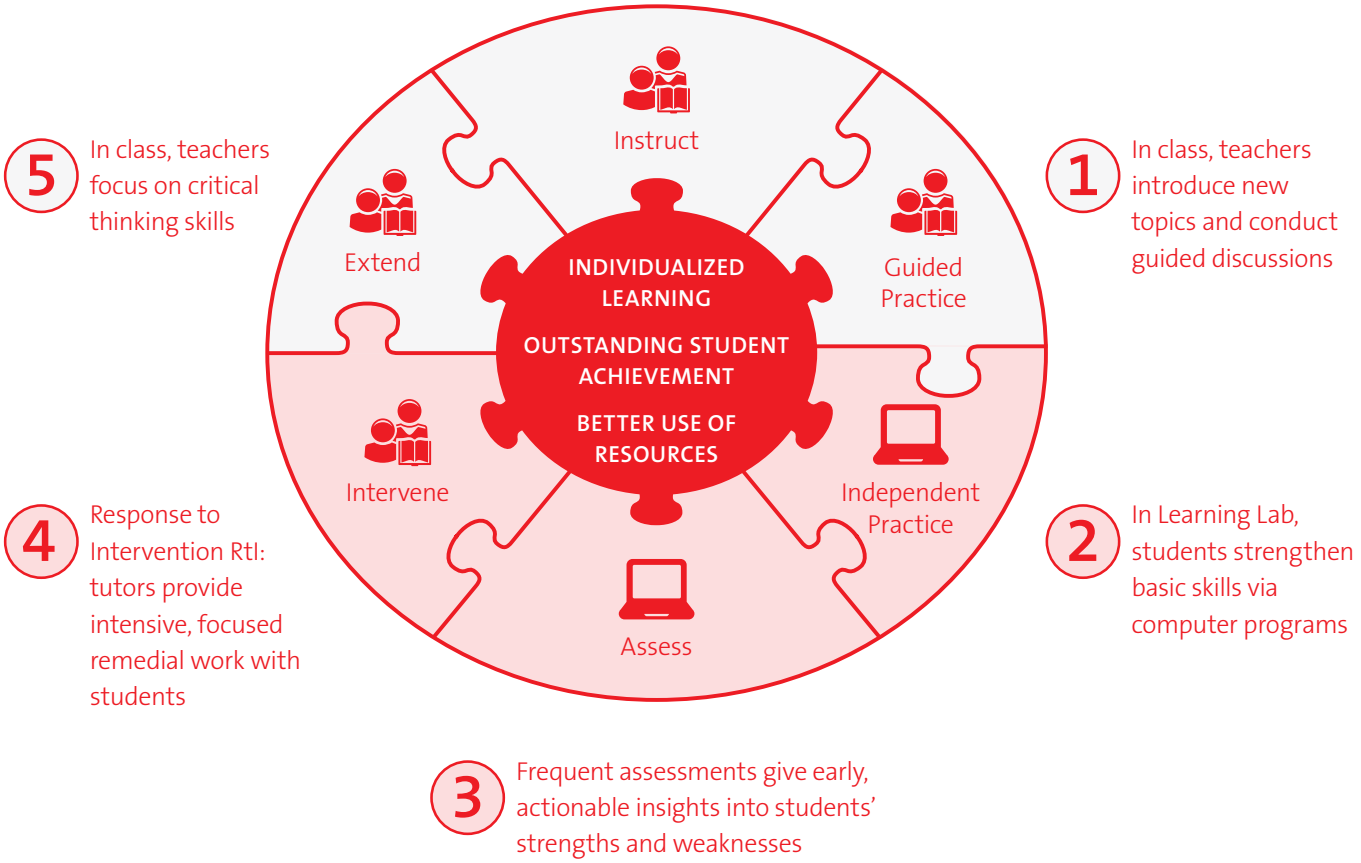
[9] At any given time there are four classes in the Learning Lab and so the actual ratio of ILSes to students will vary based on which classes are in the room.

[10] Rocketship Website: http://www.rsed.org/individualization/Student-Outcomes.cfm

current achievement levels. For more granular information on reading skills, students take the DRA assessment, and for math students take an internally developed math benchmark.[11] Teachers use data from these assessments to understand the baseline achievement of their students as well as specific areas of strength and weakness. Based on this data, teachers may place students into small, homogeneously leveled groups for classroom instruction and may also recommend students for the school's Response to Intervention program. To assess whether students are on track to make targeted gains during the year the NWEA MAP assessment is administered in September, January, and June. Every eight weeks, Rocketship also administers assessments in reading and math.

Fig. 2

Rocketship Blended Learning Model and Individualized Instruction



[11] In 2012-13, Rocketship is transitioning to STEP (Strategic Teaching and Evaluation of Progress) from DRA (Developmental Reading Assessment) and to the Curriculum Associates benchmark from an internally developed math benchmark.

Instructional Delivery:

Extensive Use of Data Facilitates Individualization During Live Instruction

In most elementary schools teachers teach all or most subjects to a single class; in Rocketship schools, teachers focus on instruction of students in a few core subjects, more like secondary school teachers. This means that rather than remaining in one classroom with one teacher, as in the traditional elementary school model, Rocketeers, as the students are known, travel from classroom to classroom throughout the day and it is the teachers who remain in the same classroom. As John Danner, Rocketship's co-founder explains it, having teachers focus on specific subjects means that "...they start to get really good at teaching literacy and really good at teaching math because they are doing it all day long with multiple kids, [and] they start to see the same patterns."[12] Students attend a daily double block of literacy and social studies instruction and a single 100-minute period of math and science instruction. Rocketship schools work hard to ensure that transitions from one class to another are quiet, orderly and quick, requiring students to practice them extensively early in the school year.

Classroom instruction is individualized through 'same level' grouping within the classroom, the preparation of different lessons for each group, and additional small group time for students who are struggling. The standard Rocketship instructional approach is for teachers to plan their lessons for at least three groups of students, who are focusing on different daily goals appropriate for their current level of mastery as they strive to meet the same overall grade-level standards. Sometimes the teacher delivers instruction to the entire class at once and at other points, the class breaks up into three groups, with two groups working on activities at stations and one receiving teacher-led instruction. Student groupings are adjusted at least every eight weeks using the results of bi-monthly assessments.

Approach to Small Group Instruction

Small group instruction is one method used by Rocketship teachers to ensure that all students are working at their current level of mastery in pursuit of the same overall classroom goal. For a first grade lesson on two-digit subtraction, the teacher may choose to introduce the concept to the whole class at once, and then break students into deliberate, pre-determined groups for time at strategically chosen learning centers. Several students may travel to one table where the teacher meets them to review a lesson on simple subtraction with them that they did not master last week. Another group of students, ready for a preview of next week's topic, may move to a cluster of tables by the classroom cabinets for an experiential lesson on measurement. This group may be given the task of measuring objects around the classroom - the desk, the bookshelf, the cabinets, even their pencils – and then recording their findings with the correct unit of measurement, checking each others' work as they go. Across the room, yet another group of students may be given time to practice subtraction and addition by "fishing" for math

[12] Comments from John Danner are based on a video linked from the Rocketship site: http://vimeo.com/30557533

problems. To set the stage, the teacher transforms an area of the classroom carpet into a pond, and students pick up a paper fish with a two digit subtraction or addition problem on it. After they've "fished" for the problem, they solve it together, and throw the fish back so the next student can take her turn. This approach to instruction plays out in different ways in classrooms across the Rocketship network, but the goal is the same: to enable students at Rocketship to spend time in the classroom actively learning at their own developmental level.

To facilitate this adjustment, and to inform the overall instructional approach taken in each classroom, teachers, Individualized Learning Specialists and school leaders review and discuss these bi-monthly assessments during Data Day. This day-long meeting is used for early identification of at-risk and high-performing students. Teachers present their updated assessment walls (a method of visually mapping the progress of each student in the class), and confer with the Academic Dean, the Assistant Principal[13] and the Principal to identify trends, strengths and concerns. Teachers also use the assessment walls to share challenges and successes and collaborate in planning next steps for individual students and classes. Finally, teachers complete their Data Analysis Form which requires each teacher to track the student data from their interim assessments, identify positive trends and challenges, and then identify specific 'bellwether' students and specific 'focus' students. Bellwether students are chosen to reflect different groups of students in the classroom, and their progress will act as an indicator of whether specific approaches or interventions created for similar students in the class are having the desired effect. The teacher may assess these students more frequently in order to understand how the group of students represented by the bellwether student may be progressing. Teachers usually identify 3-4 bellwether students in each class during each Data Day. Focus students are those students who are struggling the most and may be in need of specific additional interventions. For these students, the teacher plans additional support and differentiation that can help accelerate their growth.

The Individualized Learning Specialists look at school-wide and classroom data alongside teachers and also review the growth data of students who were placed in RtI in previous cycles. Students may be moved from one RtI tier to another based on the results of this analysis. In addition to the bi-monthly Data Day, staff has an early dismissal day once a week. Subject area teachers use this time (each Friday from 2 to 5pm) to compare student data, discuss students, and discuss instructional strategies, interventions and enrichment.

Role of Online Instruction:

Technology provides a complementary, and customized, learning experience for each student in the Learning Lab

The Learning Lab is a dedicated multi-purpose room[14] that can accommodate up to four[15] classes of students at once and is staffed by a team of five

[13] These roles are explained more fully in the Operational Model section.

[14] Rocketship constructs its own new school facility for each school that it opens.

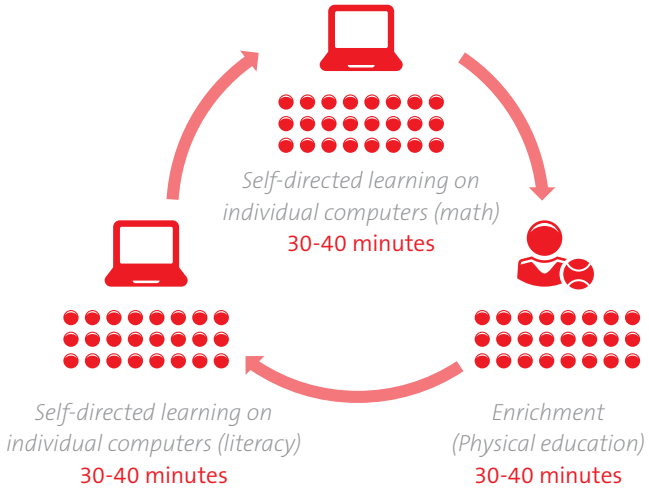
[15] Beginning in 2012-13, Learning Labs will serve up to 130 students at any given time and be staffed by 6 ILSes.

Individualized Learning Specialists (ILSes). Classes of students cycle in and out of the Learning Lab over the course of the day, depending on their block schedule. The schedule is staggered so that classes are coming and going from the Learning Lab in 40-minute intervals. These transitions are well-rehearsed and carefully monitored by staff with each incoming class lining up along the wall near the door to the Learning Lab and entering when the students are quiet and in a straight line.

During each student's 100 minute Learning Lab block, he or she rotates between online instruction, the Enrichment Center (e.g. physical education) and time with small group tutors, for those students who are selected for the Response to Intervention (RtI) program *(See next section for details)*. Figure 3 outlines the flow of student time in the Learning Lab, and demonstrates how the room's physical layout supports the various activities students undertake while in the Learning Lab.

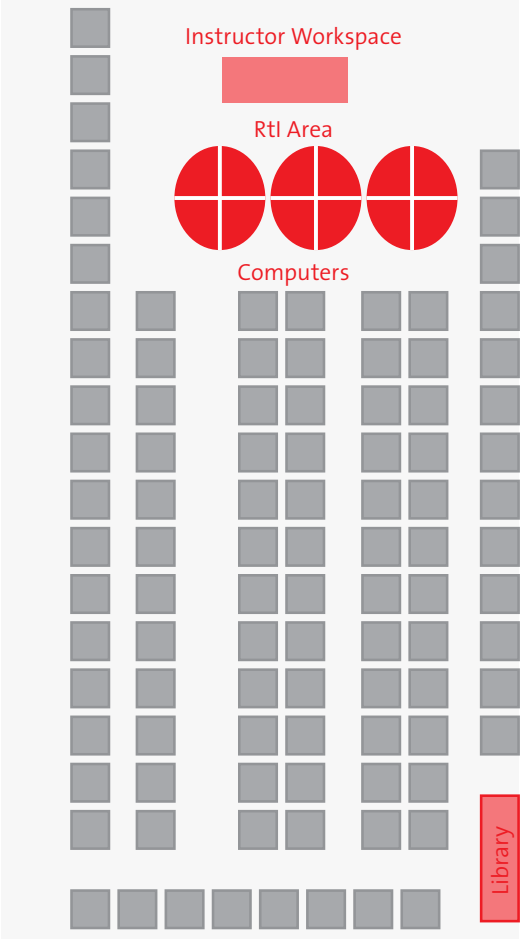
Fig. 3

Blended Learning Rotation



In Rocketship's 100 minute Learning Lab block, multiple classes rotate through online instruction and enrichment. Students in the RtI program will go to small group tutoring in the RtI area instead of online instruction.

Learning Lab Setup, Rocketship Discovery Prep



In the Learning Lab each student[16] has a computer and accesses web-based online curricula focused on building skills in math and literacy. *(See Appendix 2 for a complete list of digital content)*. When students enter the lab, they sit down in front of the computer assigned to them, put on their headphones, and log in. Students progress through a single sign-on process *(See Figure 4)* in which they pick their school, class, name and then an icon which serves as their password. The system then calls up the program to which they are assigned and serves up the first lesson. The extent to which a student's online experience parallels instruction received in the classroom varies. Some programs are entirely adaptive, which means that the program guides the student based on its own scope and sequence and definition of mastery. Others offer more 'assignability', which affords Rocketship somewhat greater control over the particular lessons to which students are assigned at any given time. In these cases, Rocketship works with the vendor to map individual lessons within the online program to units of study in the classroom. The CMO then shares the year's expected pace of classroom instruction so that the online programs cue up lessons roughly related to the goals of the unit teachers are covering at that time. Because students work at their own pace during the online lessons, Rocketship's aspiration is that the online programs will create individualized pathways for each student to support them in mastering the same standards to which they are exposed in the classroom. While some progress was made during the 2011-12 school year, work will continue in the year ahead with the goal of creating an ever more consistent alignment of online and teacher-led instruction over time.

Students will spend about two-thirds of their time in Learning Lab working with online math and literacy instruction. For additional literacy practice, students may spend a portion of their time on independent reading. The Lab contains a leveled reading library, and students may choose a book appropriate for them and complete Renaissance Learning's *Accelerated Reader* reading comprehension quizzes to demonstrate their understanding of what they have read. No matter what they are working on, the goal of time spent in the Learning Lab is for students to have the chance to work on those skills and concepts most applicable to their particular ability level.

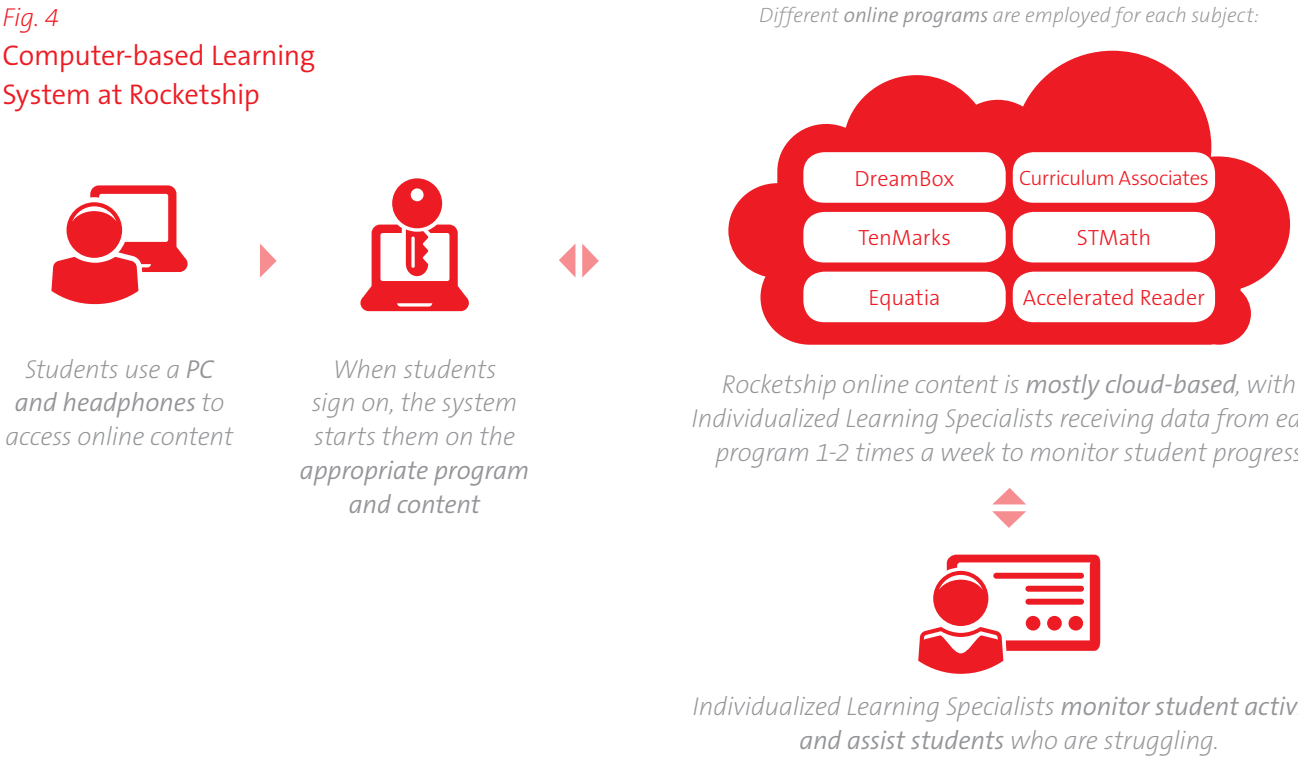
Supporting Special Populations:

Small group tutoring during Learning Lab provides struggling students with additional support

For struggling students – which may be 20-25% of Rocketeers at any given time - Rocketship uses a Response to Intervention (RtI) model, a process for supporting high needs students that uses frequent assessments and early warning signs to identify when students start falling behind in order to provide appropriate supports. Students are placed into RtI and assigned a 'tier', based on teacher analysis of assessment results. While Tier I includes

[16] As noted in the section on Supporting Special Populations, students involved in RtI spend time with their small group tutors instead of online. These students are encouraged to make up their online instruction time either before or after school, although it is not a requirement.

Fig. 4
Computer-based Learning System at Rocketship



all students making adequate progress, Tiers II and III denote those students in need of additional assistance. Tier II students receive moderate supports either in the classroom, which may include assignment to a specific guided reading group or math center during classroom instruction and/or outside the classroom, which may include time with an ILS in small group tutoring during Learning Lab. Tier III students receive intensive supports outside the classroom. If these interventions fail to enable a student to make adequate progress, the student is referred to the special education (SPED) team. The bi-monthly Data Days (described in the Operations section) provide an opportunity to assess students' progress and move them from one tier to another.

Innovative technology supports critical instructional decisions

Once Tier II students are assigned to small group tutoring during Learning Lab, technology works behind the scenes to ensure the optimal use of their time with the ILSes. The RISE online system recommends student groupings based on the most recent literacy and math benchmark data, which is updated every eight weeks. Assistant Principals, who manage the teams of ILSes at each school, may then view these recommended student groupings and modify them based on additional assessment data which is available as they 'hover' over each student's record online. For example, an Assistant Principal (AP) may discover that while all students

in a recommended group share a reading level, some of them struggle more with decoding and others with reading comprehension. The AP may then decide to modify the groupings so that the students are grouped by the particular skill (e.g. decoding) that they need to work on rather than by reading level. Once the groups are set, RISE notifies teachers and ILSes of the new groups, prompting teachers to log in to add any additional qualitative comments to each student's Individual Learning Plan (ILP). When the ILSes log into their portal, they will then see the groups of students assigned to them, detailed information on each student via their ILP, and the curriculum recommended for use with each group. As the ILSes prepare to work with students during the eight week cycle from this largely scripted curriculum, they may reach out directly to teachers to gain additional insights on how best to meet their students' needs. Although small group tutoring is delivered in person and informed by personal interactions among the Rocketship staff, technology supports the process by ensuring that the decisions made along the way are based on the latest data available for each student.

Role of the Instructors:

Teacher specialization and differentiated staff model allow staff to build expertise quickly and recognize issues sooner

While in traditional elementary schools, one teacher typically handles all subjects for a single classroom of students, the Rocketship Public School Model is built on the belief that instruction is most effective when teachers are subject-matter specialists. Literacy instruction is integrated with social studies instruction and math instruction is integrated with science instruction. All of Rocketship's teachers have multiple subject credentials yet teach fewer subjects with the potential to improve their instructional practice more quickly. As Julie Kowal and Dana Brinson note in their report "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers", "teachers who work in literacy and social studies, for example, teach their lessons to two groups of students each day, doubling their exposure to those topics and allowing teachers much more intensive practice each year. Teachers in the math and science content area present their lessons four times each day, quadrupling their exposure and practice in the first year. Teachers—especially those new to the profession—improve their craft and their subject matter knowledge much more quickly as a result of this extra exposure.[17]"

Individualized Learning Specialists (ILSes) play a critical role as well in the Rocketship model. 5 ILSes, who are full-time, non-credentialed, hourly instructional staff, manage each of Rocketship's Learning Labs. The ILSes supervise up to 4 classes at a time, providing support and 1-on-1 coaching for students during online learning based on their own observations as well as student productivity data from the last few days. In addition, ILSes bear primary responsibility for delivering small group tutoring to Tier II students as part of Rocketship's RtI program.

[17] Kowal, J. and Brinson, D., "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers," Center for American Progress, April 2011, p.8

Operational Model

Rocketship Education

Operational Model

Rocketship has developed an approach to individualizing instruction that uses fewer teachers and classrooms than the traditional classroom model. Time in the Learning Lab enables this instructional approach, but there are a number of other elements that are also important.

These include Rocketship's differentiated staffing structure, extensive professional development and coaching, a unique approach to developing school facilities and a cloud-based IT infrastructure. Rocketship's approach to, and experience with, managing the challenges of data integration is also described here.

Human Capital:

Differentiated staffing model enables greater specialization to meet student needs

A critical component of the Rocketship Public School Model is its differentiated staffing approach. There are two distinct staff roles at a Rocketship school: teachers and Individualized Learning Specialists (ILSes). Teachers are certificated and specialize in either math and science or literacy and social studies. Rocketship's teaching staff is composed mostly of teachers early in their careers with less than five years of experience. Of the 16 classroom teachers on staff in each fully enrolled school, Rocketship aims to recruit four incoming Teach

Fig. 5

Differentiated Staffing Model

The FTE count for each position reflect a fully enrolled Rocketship school.

Teacher (16 FTE)

- *Certified teacher*
- *Specialized in either Literacy/Social Studies or Math/Science*
- *Leads full-class or small-group instruction*
- *Can progress on Rocketship career path*

Individualized Learning Specialist (5 FTE)

- *Non-certified, hourly, full-time staff*
- *Provides support and coaching for online learning and delivers small-group tutoring intervention for students in RtI*
- *Reports to Assistant Principal*

For America (TFA) corps members per school each year. This means that Rocketship expects 50% of an established school's classroom teachers to be current TFA corps members. Other teachers are TFA alumni or recruits from regional school districts.

The Learning Lab is staffed by five ILSes, who are non-certificated, full-time, non-exempt, hourly instructional staff. The ILSes play a critical role in Rocketship's instructional model, as they oversee the culture and effectiveness of the daily Learning Lab operation, serve as computer-based learning coaches and provide Tier II RtI instruction directly to students in small groups. In addition to their responsibilities in the lab, ILSes begin their day with the Rocketship students at Launch, the official beginning of the Rocketship day. Launch is a 15 minute all-school session in which Rocketship staff takes care of daily business such as announcements and may also lead the Rocketeers in a song or other activity to focus them on the school's core values. Although not required to do so, some ILSes may take on the additional task of supervising arrival and/or dismissal, which affords them the opportunity to interact directly with students' families.

Rocketship's human capital structure and use of online learning contribute to efficiencies in its financial model *(see Financial Model for details)* which allow the CMO to make what it believes to be critical investments in its people. Each school has a full-time Academic Dean, in addition to an Assistant Principal. Veteran Rocketship teachers receive a base salary roughly 10% higher than comparably experienced teachers in neighboring districts, and all teachers and school leaders are eligible for performance-based bonuses. The Academic Dean and Assistant Principal positions are also part of Rocketship's Leadership Development Program, which provides a career ladder for teachers to grow into roles as Academic Deans, Assistant Principals, and Principals. Due to Rocketship's plans for rapid growth and expansion, they work deliberately to develop a pipeline of exceptional school leaders.

Each member of a school's three-person leadership team plays a very specific role. The Principal is the school leader and is responsible for attaining the school's student achievement goals, instilling the Rocketship culture in students, teachers and parents, developing other leaders and coaching teachers. The Assistant Principal (AP) manages the Learning Lab and all of the hourly staff, including Individualized Learning Specialists and Enrichment Center coordinators, and is responsible for key components of school culture including arrival and dismissal, transitions, lunch and recess. The AP also directly coaches a small number of classroom teachers. The Academic Dean is focused full-time on implementing Rocketship's academic systems and on mentoring teachers to improve their effectiveness. The Academic Dean is responsible for teacher coaching and professional development.

Professional Development:

Robust coaching and collaboration provides support to new teaching staff

Rocketship's early-career teaching staff requires strong supports to achieve the goals that Rocketship has articulated for itself. This support comes in a number of forms, including ongoing coaching by the Academic Dean and other school leaders, summer professional development before the school year commences, and ongoing school-based and network-wide professional development during the school year, including weekly, bi-monthly and annual meetings as well as subject matter professional development based on research and best practices. Over the course of a school year, this adds up to almost three weeks of dedicated staff professional development time. Data analysis and individualized learning are critical parts of teacher professional

Fig. 6

Rocketship's Approach to Professional Development

Rocketship Professional Development

WEEKLY	POST-ASSESSMENT "DATA DAYS"
Every Friday, Rocketship dismisses its students at 2:00 pm, and the full teaching staff meets for three hours of professional development. The Individualized Learning Specialists participate for two hours of this time. The Academic Dean plans and facilitates these meetings, which cover topics ranging from reflection on student data to improving classroom management strategies to planning the next Science unit.	Every eight weeks, after Rocketship students take their interim assessments, the schools have a full day of professional development focused on the analysis of interim assessment data. Teachers review student data and plan for the next cycle in multiple ways including using RISE, an online system which tracks individual student and class level results; the Assessment Wall, which visually charts student and group grade level performance; and the Data Analysis Form, which allows teachers to dig deeper into the causes of specific students' results and plan out solutions. Classroom groupings for guided reading are also modified during these meetings.

development, as detailed in Figure 6.

Facilities:

New, purpose-built school buildings facilitate lab rotation blended learning approach

Rocketship's innovative approach to facilities is guided by the idea that learning is best served when students are in a new building that meets their needs from the first day the school is open. As Rocketship Vice President of Treasury Rich Billings observes, "We don't want to have our schools open in a temporary incubation site, as we think it has the potential to send a message to students about the value of their education. We think underserved students deserve to be educated in buildings that they and their community can be proud of; brand new buildings upon opening, which provide a different kind of signaling effect." Rocketship's affiliate Launchpad Development Company acquires the land and builds each school. Each school then pays Launchpad an annual rent payment that currently represents 16% of each school's revenues, on average. This approach ensures that each school has the large multi-purpose room that is required for the Leaning Lab and gives Rocketship control over many other aspects of the building infrastructure that are critical to blended learning, such as electrical and information technology, and the Rocketship culture, such as an outdoor area for lunch, physical education and recess.

Role of the CMO:

The CMO manages most business operations and develops systems that are implemented at the school level

As a national Charter Management Organization, Rocketship will operate seven elementary schools in San Jose in 2012-13 with a staff of about 38. During the development phase of a school, the CMO creates the charter document and handles the charter application process. As discussed above, Launchpad, an affiliate of the CMO, manages the task of securing adequate and affordable facilities.

Once a school is launched, the Rocketship National Office provides ongoing assistance in the following areas:[18]

- Training and mentoring for the Principal, Assistant Principal, and Academic Dean
- Operational training and support for the school Office Manager
- Support for real estate, finance, IT, Special Education, compliance, and legal issues
- Research and development around the instructional model
- Systematic coaching of teachers and school leaders
- Support for parent empowerment

[18] In 2012-13 a formal regional structure, the Regional Support Office, is in place and will provide some of these supports.

Rocketship's National Office plays a large role in the selection and development of curricula. The Learning Lab curriculum is selected and supported by the Individualization Team at the national level. Decisions about assessments are also made at the national level. The National Office also provides each school with a set of critical systems and trains school staff on how to use them. These systems include reporting and compliance, budgeting and financial management, operations management, teacher recruiting, and teacher professional development, among others. To sustain its work, the CMO charges each school a fee of 15% of revenues.

As Rocketship grows, the role of the CMO is evolving. According to Carolyn Davies, Rocketship's Director of Operations, "When I first joined, we were thinking of taking everything beside instruction off the schools' plates. But that's not efficient. There should be a balance of operations on the ground and at the CMO level." With planned expansion to other regions, Rocketship is working to build a regional layer of operations between the national office and the schools. The schools will, as now, maintain a minimum level of operations functions, the Regional Support Office will provide most of the on-the-ground support that the National Office currently provides and the National Office will focus on systems design and quality control and assurance to ensure that schools are financially sound, legally compliant and academically outstanding.

Technology:

Cloud infrastructure requires little in the way of in-building IT support

Rocketship has opted to locate all of its online learning programs in the cloud, enabling it to operate with less IT infrastructure in each school building. Servers are still required to house data from certain student information systems (e.g., meals data), but all of the online curricula is web-based. Rocketship made a decision early on to use cloud-based services whenever they were available to minimize both infrastructure and staff costs. IT staff consists of one part-time, hourly IT support person for each school (a local college student who works about 10 hours a week). The upfront investment required to set up a Learning Lab is in the $70,000 range, including approximately $35,000 for PCs, $20,000 for a leveled library, and $15,000 for furniture.

Data Integration:

Data portability from Learning Lab to classroom is a challenge

Rocketship collects very detailed data about each student's academic progress from two main sources: its system of classroom assessments, and online programs in use in the Learning Lab. The classroom data include formative and summative assessments, quizzes and benchmarks, while the available online learning data varies by program.

The classroom assessment data is the focus of the professional development activities noted earlier, and is the main source of information for determining placements into and out of the RtI program and for creating small groups in the classroom.

Creating a relevant and easily accessible flow of online data that may be routinely used in making instructional decisions is more difficult. This is due in part to a lack of standards alignment across programs, and in part to the lack of commonly agreed upon methods for exchanging data. Online learning providers have also not had systems in place to report out some important usage data, like time spent on standards. Finally, there is no common definition of mastery across online programs. This means, for example, that when one program reports that a student has mastered fractions, this conclusion may not be shared by other online programs or by Rocketship's own system of classroom assessments. Taken together, these issues mean that it has been difficult for Rocketship teachers to access the sort of consistent and reliable data on student progress towards the mastery of standards that they would use to directly drive classroom instruction. Instead, the data that teachers currently access is most useful for showing which students are on task, which can be helpful in motivating students and managing student behavior.

In addition, the data streams from the classroom and online programs are not automatically integrated, requiring a manual data entry process and collaborative conversations between teachers and Individualized Learning Specialists to find the connections at the student level. As Kate Coxon, Director of the Individualization team, notes, "The big challenge is making sure that the data coming from multiple sources is aligned and easy to access: not all programs report student mastery in the same way and our ILSs, teachers, and school leaders are eager for tools that make it easy to combine data from multiple sources in order to use it to plan for instruction." The net effect is that instruction in the classroom and in the Learning Lab operates largely independently from one another. According to Discovery Prep principal Joya Deutsch, "The Learning Lab data feels like an intrinsically useful but still separate track from the classroom instruction. It reinforces skills and provides acceleration for the top and bottom quintiles."

Rocketship believes that solving this challenge and creating a tight integration between the classroom and Learning Lab is essential for maximizing the potential of its blended learning model. Thus, Rocketship began work in 2011-12 to create a technical infrastructure that could truly unify the classroom and the Learning Lab and help demonstrate the importance of technical integration for effective blended learning models. The team initially determined that custom development with an external vendor, rather than the purchase of an existing product, would be the most effective means to achieve this goal and so worked to build the Rocketship Individualized

Scheduling Engine (RISE). RISE was designed to work with the Blended Learning Infrastructure (BLI) developed by the Gates Foundation, allowing the addition of a single sign on (SSO) for students, as well as the automation of account provisioning and creation. This eliminated two historical logistic hurdles of managing student logins and manually enrolling and editing student accounts.

Key pieces of functionality for the 2011-12 school year included five main elements:

- a student portal, to allow students to sign into each of their online learning programs
- an assessment/assignment engine, to gather important data for student placement within programs
- a teacher/leader portal, to display classroom assessment data
- a small group tutor scheduling engine, which proposes small groups for tutoring based on students' assessment results
- an ILS portal, to display academic data and curricula used for tutoring lessons.

Even with the improvements made to the RISE technical infrastructure throughout 2011-12, Rocketship feels that data integration and scheduling capabilities are still far from the their ultimate vision. Going forward, RISE's role will be less prominent, as Rocketship enters into a partnership with Junyo, an external provider which will provide the technical infrastructure and data integration between Rocketship's various systems and online programs.

Financial Model

Rocketship Education

Financial Model

Rocketship schools are sustainable on public revenues in the first year of operation.

Rocketship built its model with an eye towards academic achievement and rapid expansion. In order to meet these twin goals, Rocketship creates schools that enable individualized learning, deliver strong student outcomes[19] and are sustainable without philanthropic dollars from their first year of operation in California, the state with the fourth-lowest per-student funding in the nation.[20] One critical enabler of the model from a financial perspective is the Learning Lab, which allows up to students from up to four classes to be supported by non-credentialed staff for the 100 minute period each day. Rocketship can therefore reduce its credentialed teaching staff from 21 to 16 per school and build each school with five fewer classrooms than it would otherwise require.

Financial Impact of Blended Learning

per pupil

FINANCIAL BENEFIT

+ $778 *Reduction in size of teaching staff by 5 FTEs*
+ $616 *Reduction in average teacher salary due to tenure mix*
+ $165 *Reduction in number of classrooms from 21 to 16*

ADDED COST

- $241 *Teacher salary premium*
- $169 *Academic Dean (salary and benefits)*
- $299 *Individualized Learning Specialists*
- $100 *Online learning and other software*

POTENTIAL REINVESTMENT

= $750 *Per pupil saving 2011-12*

Does not include upfront investments

Fig. 6

Upfront Investments

(Year 0)

Learning Lab

2011 – 12 Ongoing Financial Benefit and Added Costs

(per pupil, based on figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation.)

[19] SRI International is currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report is expected to be published in late 2012.

[20] *Quality Counts 2012*, Education Week, January 2012

Rocketship reallocates the efficiencies gained from the Rocketship Public School Model into attracting and retaining talented staff and individualizing instruction in the following ways:

- higher salaries and performance bonuses for the teaching staff
- support systems for teachers, including an Academic Dean, Assistant Principal, and professional development
- an extensive Response to Intervention program
- Individualized Learning Specialists
- digital content and online curricula
- brand new facilities

Figure 6 illustrates Rocketship's financial model using figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation.[21]

Upfront Investments in Blended Learning

As all Rocketship schools open on its blended learning model, it is difficult to separate the upfront investments for blended learning from those required to open the school. Perhaps the costs most unique to the blended model are those required to set up the Learning Lab. Each school's lab requires an investment of $70,000, including approximately $35,000 for PCs, $20,000 for a leveled library, and $15,000 for furniture. Since each school opened to date has been new construction, the facility can be designed to the exact needs of the Rocketship model (e.g., with a multi-purpose room of the appropriate size to house the Learning Lab, and with the necessary electrical and IT systems), so there are no additional costs to update facilities to accommodate blended learning. This would potentially be a significant source of upfront costs for schools that are implementing a similar model in existing facilities. Additional pre-opening expenses include fees to the Rocketship National and Regional offices.

Ongoing Additional Costs due to Blended Learning

Beyond the upfront investments required to implement a blended learning model, Rocketship invests heavily in teacher and staff compensation and bonuses, in teacher support in the form of an Academic Dean and ongoing professional development, and in individualization, which includes online content as well as additional staff (Individualized Learning Specialists). Rocketship seeks to compensate its veteran teachers at an approximately 10% premium relative to neighboring

[21] A hypothetical school's financial structure is used to here to illustrate the Rocketship model. As schools have the financial flexibility to make allocations between budget categories to map to their annual plans, any one school will vary from this model. With respect to RMS specifically, the school is smaller than the model K-5 school due to capacity constraints at the facility, and has access to revenue streams unique to its particular situation. Therefore, using its financials here would not give a representative picture of Rocketship overall. The projected student enrollment for a Year 3, fully enrolled school in 2011-12 is also used here, which is 546 students. For purposes of comparison, RMS' enrollment last year was 507 students and Rocketship Si Se Puede (RSSP), the other K-5, fully enrolled school, had 558 students.

school districts[22], and all teachers and school leaders are eligible for additional compensation in the form of performance-based bonuses[23]. The Academic Dean is an additional position whose primary role is to provide coaching and professional development to the teaching staff. This role adds an additional school leader relative to a traditional K-5 school, which may only have a principal and assistant principal. Finally, Rocketship must buy online content for the Learning Lab and incurs an additional expense for the Individualized Learning Specialists, who are needed to run the Learning Lab.

Ongoing Financial Benefit Due to Blended Learning

There are three main sources of financial benefit from the Rocketship model: reduced credentialed teaching staff, a relatively junior teaching staff and fewer classrooms. As the Rocketship model operates with five fewer teachers than a comparable district school, the CMO is able to save about $425,000[24] per year per school. Having five fewer classrooms results in a savings of about $90,000[25] per year per school. Finally, Rocketship's goal that 50% of an established school's classroom teachers be TFA corps members may result in a staff that is more junior, and thus less expensive, than that of a typical school. Rocketship calculates the potential financial benefit of its staffing mix to be approximately $336,000 per school per year.[26]

As Rocketship expands, it must consider how this school level model translates into a regional model. Rocketship requires $3.5 million dollars in philanthropic funding to start up each new region. This funds regional start-up activities (both national and regional support), including the cost of starting the schools in that region. Once Rocketship has eight schools operating in a region, the regional support organization is sustainable on management fees from the schools and can open additional schools without further fundraising.

[22] The cost of this goal to Rocketship is estimated by taking 10% of average Rocketship veteran teacher salary plus 7% payroll benefits as projected by the school model.

[23] The estimate of teacher performance bonuses in this analysis is derived by computing a 10% premium plus 7% payroll taxes against the average Rocketship TFA Corps Member base salary and an average Rocketship veteran teacher base salary as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members. School leader bonuses are not included here due to the difficulty of comparing principal compensation to traditional district schools.

[24] Rocketship estimates that an average district teacher is compensated at $85,000 per year.

[25] Rocketship estimates that an average classroom costs $18,000 per year in incremental rent.

[26] This estimate assumes an average district teacher compensation of $85,000 per year, and compares it to an average Rocketship TFA Corps Member total compensation and an average Rocketship veteran teacher total compensation as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members.

Lessons Learned

Rocketship Education

Lessons Learned

With its longest-established school now in its fifth year of operation and having opened four additional schools subsequently, Rocketship has fine-tuned the Rocketship Public School Model and has shown strong results for its students on the California state assessments. In the 2010-2011 school year, Rocketship Mateo Sheedy earned an API score of 892, the highest of any low-income elementary school in Santa Clara County. Rocketship Si Se Puede earned an API score of 859, the third highest of all low-income elementary schools in Santa Clara County. Rocketship Los Suenos earned an API score of 839 in its first year of operation, the eighth highest of all low-income elementary schools in Santa Clara County.[27]

Success Factors for Blended Learning at Rocketship Education: While there are many elements of Rocketship's program that have contributed to these results, Rocketship leadership and staff point to several success factors that are related to Rocketship's approach to individualized education:

1. **Online learning is one enabling element in a rigorously conceived approach to individualized learning:** Technology has a direct impact on individualization in Rocketship's model, but equally important is the human element. Teachers, with strong coaching, are expected and able to differentiate instruction in the classroom on a daily basis. In literacy block this is often in the form of guided reading groups and in math block with centers and math review board. In Learning Lab, Individualized Learning Specialists provide individual or small group support to students who are struggling the most. While online learning is a key piece in an intricately assembled mechanism whose overall goal is individualization, it is not expected to bear the burden of individualizing education alone.

2. **Intense focus on hiring and developing excellent teachers and school leaders:** Given Rocketship's intention that teachers focus more on higher-order thinking skills and less basic skills, it is critical that Rocketship teachers be effective in the classroom. Increased compensation and performance bonuses are one way that Rocketship attracts talent. In requiring fewer teachers, Rocketship can be more selective in hiring new teachers. Finally, a clear career path and extensive professional development helps Rocketship retain teachers (and school leaders) once they are hired. The position of Academic Dean is devoted solely to teacher development. School leaders also receive a significant amount of parallel support and professional development from the Regional and National offices.

[27] SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

3. **Cloud-based infrastructure greatly simplifies management of the Learning Lab:** Multiple Rocketship staff members highlighted the importance of Rocketship's decision, after initial struggles with a server-based approach, to use cloud computing rather than servers to house its software. This is a decision that must be made early in the planning process, but it has several advantages. Cloud computing requires minimal on-site IT staff, usually just a part-time local college student. Cloud computing makes software updates much less labor intensive. Finally, it allows for the use of inexpensive and easy-to-maintain PCs that only require an internet connection rather than more complicated and expensive laptops or desktops. This "asset-light" strategy has enabled Rocketship to avoid costs and they encourage others to consider a similar approach.

Lessons Learned for Blended Learning at Rocketship Education Rocketship staff have a firm belief in the power of their model to transform education for underserved students, but also recognize several lessons learned and ongoing challenges from their first five years of operations. These include:

1. **Available software is still limited, especially with respect to data reporting:** The software programs used in Learning Lab each provide program-specific reports, but Rocketship staff have found that the reports are not granular enough and that it is difficult to integrate data from multiple programs if it is not reported in a central place. Even at this point, the software generally does not provide the level of reporting that is needed, especially on the literacy side, or in ways that are aligned with what is being taught in the classroom.

2. **Data integration remains a challenge:** Despite ongoing development work on RISE, Rocketship has still struggled to integrate its online data with classroom instruction. While there is currently some information flow in both directions, online data is still not fully utilized to inform instruction or student grouping on a regular basis. Rocketship is devoting significant resources to addressing this issue, both through continued work with software vendors and through its partnership with Junyo, a new learning analytics company. Through this partnership, Rocketship aspires to provide fully integrated online data reports as well as greater ability to assign and influence the content that students receive in each of their online learning programs.

3. **RtI capacity bottlenecks due to incoming students' level of preparation:** In order to be sustainable solely on public funding in its first year of operation, Rocketship schools generally open as a K-3 school. If Rocketship were building schools one grade at a time, there would be very little demand for RtI after second grade, as the program is designed to catch up students who have fallen substantially behind. Since Rocketship is admitting second- and third-graders directly, however, those students have large deficits that must be made up quickly and

there is large demand for RtI services among these older students who have not had the benefit of the Rocketship program since Kindergarten. This problem is also exacerbated by the fact that students can only be pulled for RtI during their Learning Lab blocks, which is out only a quarter of the day. The capacity bottleneck eases in individual schools as they mature and more of the upper grades are composed of students who started their education at Rocketship, but it remains a challenge for new Rocketship schools, given that they will continue to need to admit four grades upon opening.

Blended Learning and the Future of Rocketship Education Rocketship has aggressive plans for expanding the Rocketship Public School Model, while at the same time addressing some of the challenges that have emerged. Rocketship's new partnership with Junyo will help fully integrate the classroom and the Learning Lab. In this way, Rocketship believes, the integrated, daily data produced by Learning Lab will help teachers be even more effective in the classroom, and the content alignment with the classroom will help further improve students' rapid mastery of basic skills in the Learning Lab.

Rocketship continues to expand in the Bay Area, where it has opened two additional schools in August 2012 and is planning to open 4 additional schools in 2013-14, bringing its total in the region to 11. Rocketship is also preparing for further national expansion. It plans to open 8 schools in Milwaukee starting in Fall 2013, and is actively identifying and securing other cities for expansion in subsequent years. Expansion is projected to proceed rapidly with the goal of having 250 schools serving over 150,000 students by 2020.

Rocketship is well aware of the challenges associated with any plans for scale, let alone plans of this magnitude. At the same time, the team believes there is good reason to be hopeful about the potential for success. Aylon Samouha, Rocketship's Chief Schools Officer, explains that "you have to have both a good model and the culture and energy to evolve it in response to lessons learned and to take advantage of new, emerging technologies and research. We believe that we have both, and that makes us optimistic as we look ahead." In addition, Samouha notes that the organization has a strong asset base to leverage as it scales, including a solid relationship with Teach for America (a critical source of talent as explained earlier), a commitment to continue to improve the integration between online and classroom learning, and a solid approach to engaging parents both in the daily life of its schools and in the community, which has been critical to the success of Rocketship's expansion in San Jose to date. At the same time, Samouha continues, Rocketship is mindful that while its model for parent engagement has been successful in San Jose, new communities on the expansion roadmap with different community dynamics may require alternative approaches approaches to the same ambitious goals of high levels of parent engagement and community advocacy. Rocketship is also

conscious that as it expands to other regions, staff training will play an ever increasing role in replicating the Rocketship culture, expectations and systems to new schools. In addition, Rocketship is planning carefully to take on the challenges of building and financing both new and existing facilities. Finally, in keeping with its mission, above all else, Rocketship has its eye on student achievement. Samouha explains that Rocketship is focused both on the results that can be measured by traditional means (e.g. standardized tests) and on those skills such as higher order thinking and issues such as student motivation which it believes are critical to student success in school and beyond.

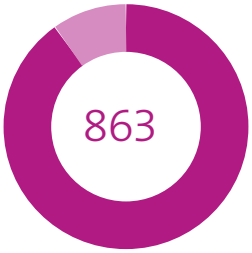
Appendix

Rocketship Education

Note: Many of the appendices in the following have been provided by Rocketship Education

Appendix 1:
Historical Results of Rocketship Education

Rocketship Education API Results (2010-11)



863 out of 1000 on the California Academic Performance Index (API) growth score (vs. 759 for schools serving low-income students in grades 2-6 and 798 for San Jose Unified)

Rocketship's three longest-established schools are among the top 10 schools serving low-income students in Santa Clara County:

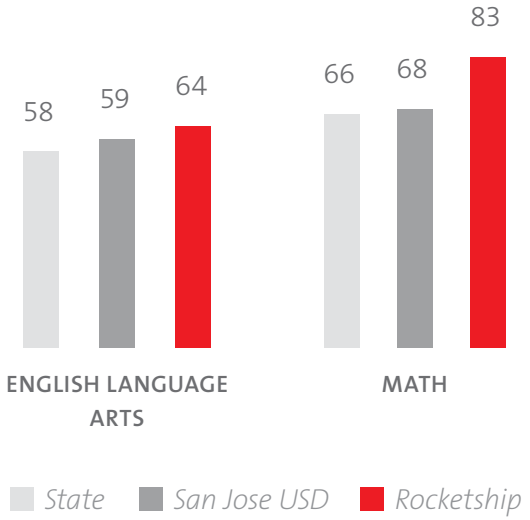
Rocketship Mateo Sheedy Elementary
API of 892

Rocketship Sì Se Puede Academy
API of 859

Rocketship Los Sueños Academy
API of 839

Rocketship 2nd Grade CST Results (2010-11)

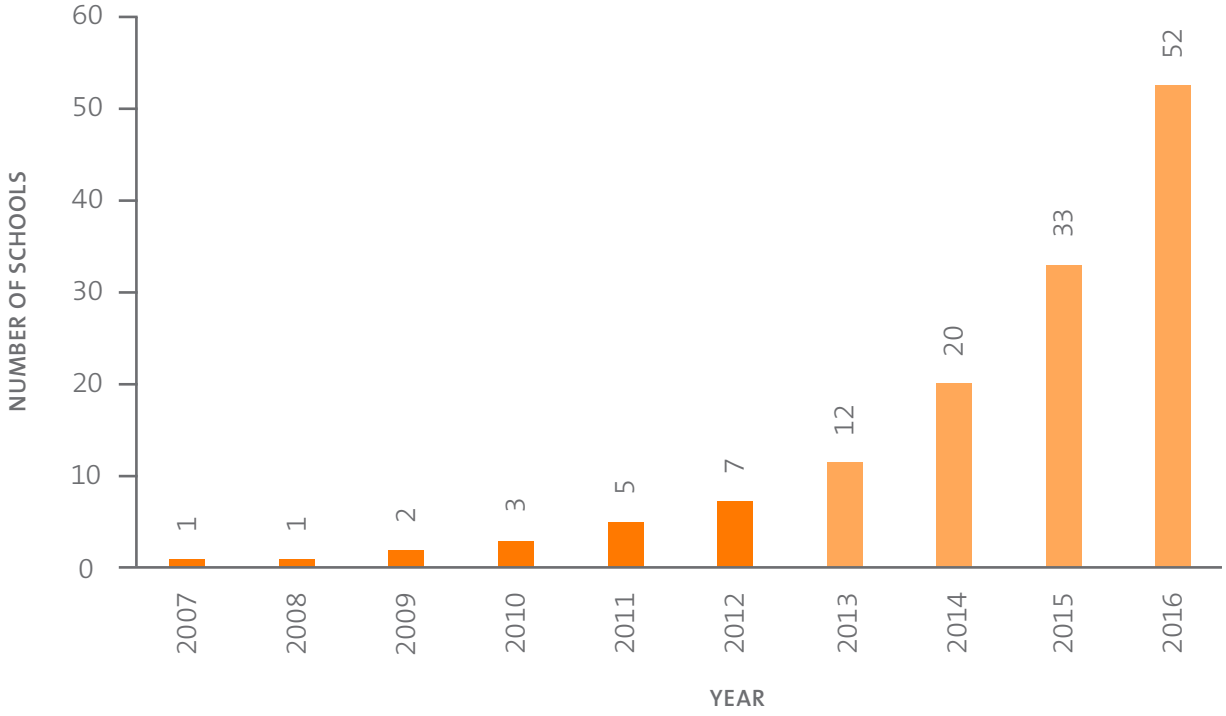
(% proficient or advanced)



The Rocketship CST results include Mateo Sheedy Elementary, Sì Se Puede Academy, and Los Sueños Academy

Appendix 1:
Planned Future Growth of the Rocketship Network

Planned Future Growth of the Rocketship Network



3,500 *current student enrollment (2012-13)*

30,000 *students when all 52 schools open by 2016*

150,000 *students served by 250 schools in 2020*

all *Rocketship schools follow the same blended learning model; growth plan is based on opening clusters of 8 Rochetship schools in new regions*

Appendix 2:
Instructional Model – Detail on Instructional Materials and Assessments

Criteria for Selection (Online)

SIX A S:

- Alignment to Common Core
- API for SSO/account provisioning/data integration
- Assignability
- Adaptivity
- Assessment
- Affordability

Instructional Materials

	ONLINE
READING / WRITING	· Curriculum Associates · Accelerated Reader
MATH	· DreamBox · ST Math/MIND Research · TenMarks · Equatia

System of Assessments

ASSESSMENTS	FREQUENCY
ASSESSMENTS EMBEDDED IN ONLINE PROGRAMS	Ongoing
ACCELERATED READER	Ongoing
INFORMAL CLASSROOM-BASED ASSESSMENTS	Ongoing
INTERNALLY DEVELOPED ASSESSMENTS IN WRITING	5x/year (Sept, Nov, Jan, March, May)
INTERNALLY DEVELOPED MATH BENCHMARK; DRA ASSESSMENT FOR LITERACY	5x/year (Sept, Nov, Jan, March, May)
NWEA MAP	3x/year (Sept, Jan, June)
CALIFORNIA STANDARDS TEST (CST)	1x/year (May)
CEDLT	1x/year (Fall)

Effect on Instruction

Online assessments do not regularly inform classroom instruction but are used for behavior management and student motivation

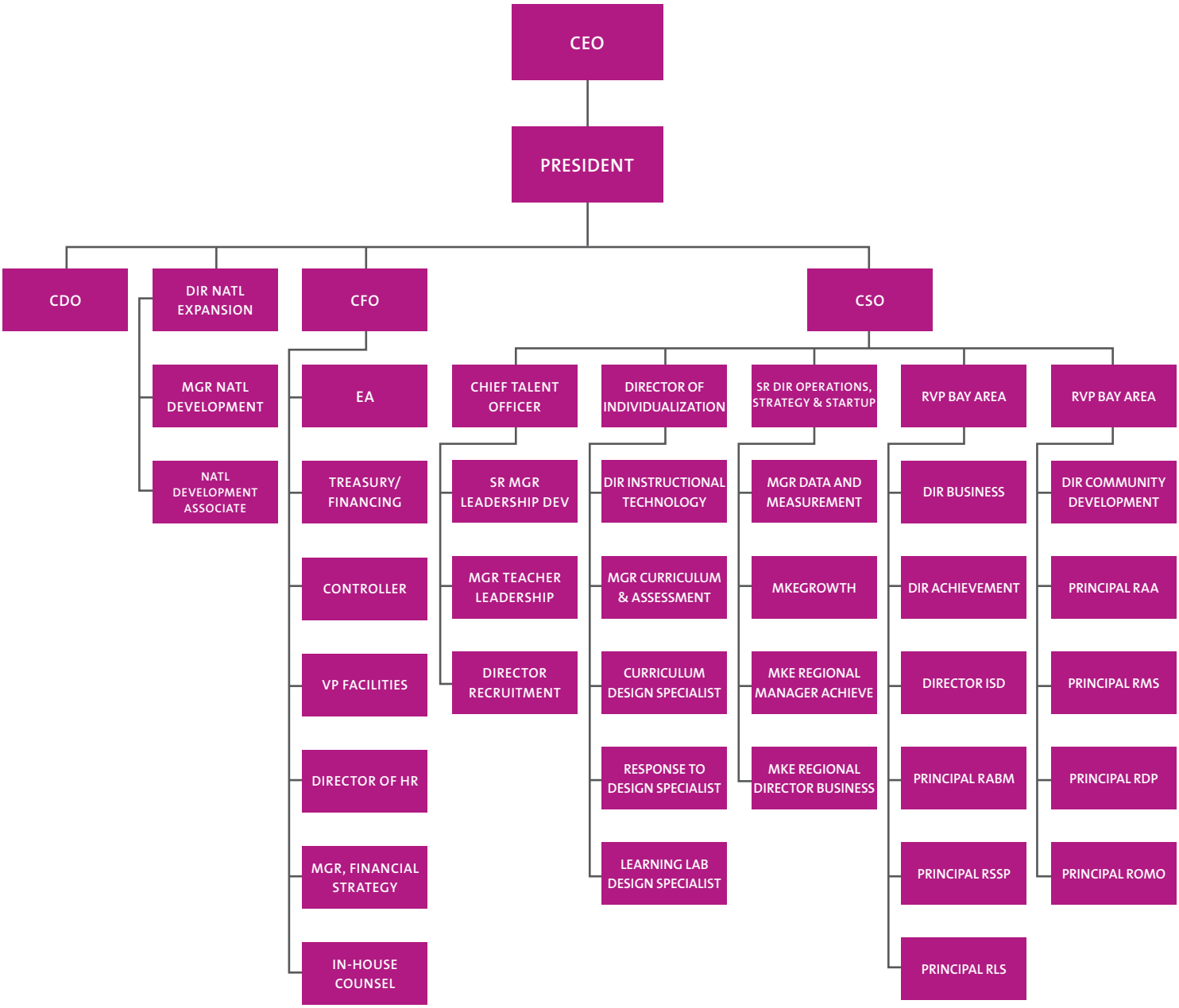
Results of interim assessments (every 8 weeks) used to adjust classroom instruction, set classroom instructional groups, and identify students in need of more focused support

MAP and CST used to gauge student progress and school performance

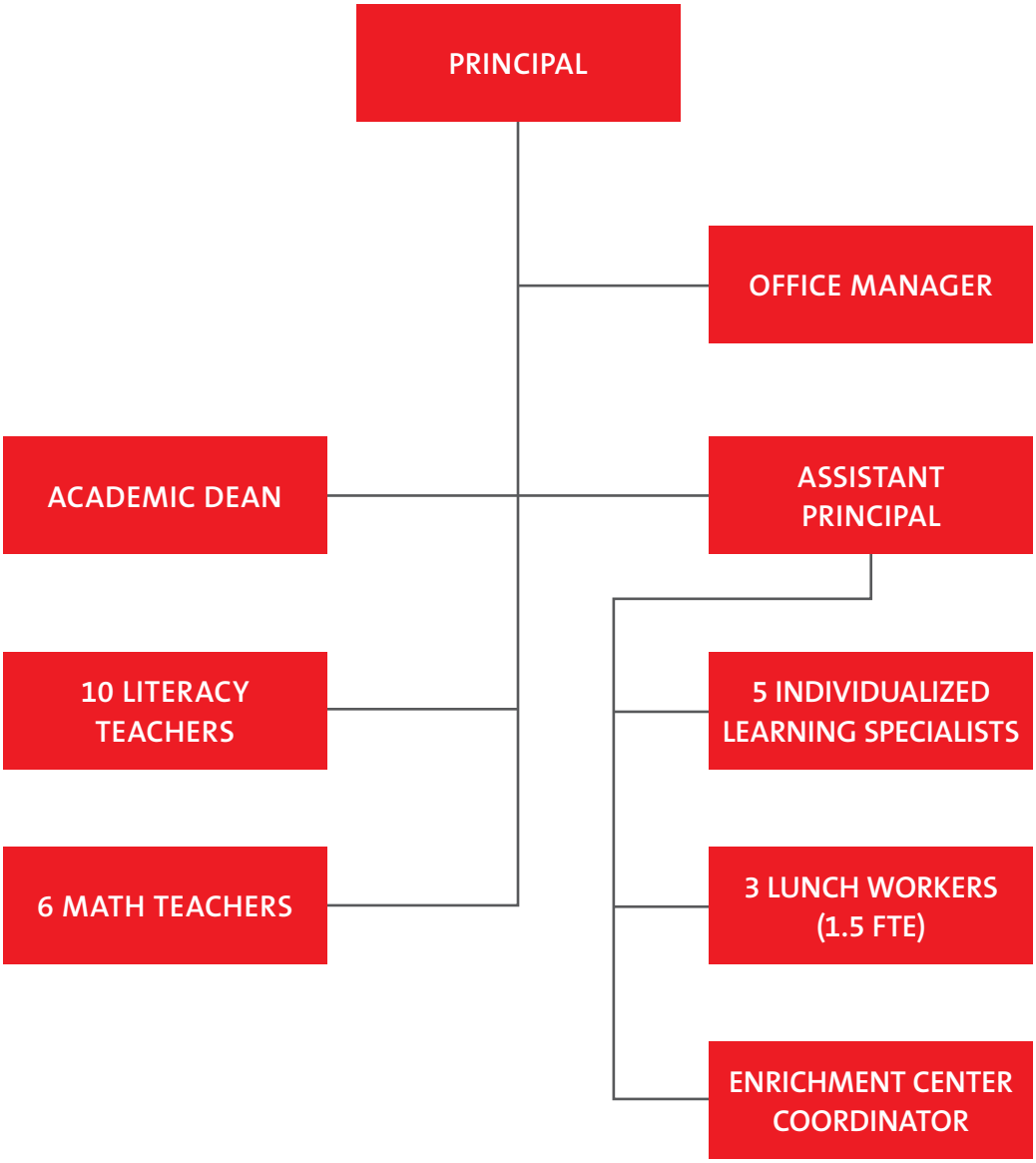
Rocketship has correlated NWEA MAP and its internal math and writing assessments with end of year CST and CEDLT testing to correctly measure progress and give teachers detailed data about areas for student improvement

Appendix 3:
Rocketship Education Organizational Structure

RSED National and Regional Organizational Structure (July 2012)



Appendix 4:
Rocketship School Organizational Structure (2011-12)



In the 2012-13 academic year, each Rocketship school will have 6 Individualized Learning Specialists and will add the new position of Assistant Teacher.

Appendix 5:
Rocketship Sample 1st Grade Schedule

TIME	ACTIVITY
7:30 AM	Breakfast
8:00 AM	Launch
8:10 AM	Literacy/Social Studies
11:50 AM	Lunch/recess
12:30 PM	Mathematics/Science
2:20 PM	Learning Lab (online instruction)
3:30 PM	Learning Lab Enrichment (PE)
4:00 PM	Dismissal

One day is a shortened day and instruction ends at 2pm

Rocketship uses a block schedule with a double block for Literacy/Social Studies, a block for Math/Science and a block for Learning Lab

In addition to the daily schedule, some students arrive early or stay late to spend additional time on the online programs.

Appendix 6:
Support for Blended Learning

Professional Development

- Four weeks of professional development time in August, prior to the start of school
- Ongoing coaching by Academic Dean, Principal and Assistant Principal
- 180 minute staff PD time on Wednesday, planned and facilitated by Academic Dean
- Full day of professional development every night weeks focused on analysis of interim assessments ("Data Days")
- Every teacher has an individualized Professional Growth Plan to guide their PD

Teaching & Planning Time

- 400 instructional minutes per teacher Monday – Thursday
- 180 minute staff PD time on Friday, which is often used for planning
- Other planning takes place on teachers' own time before or after school hours

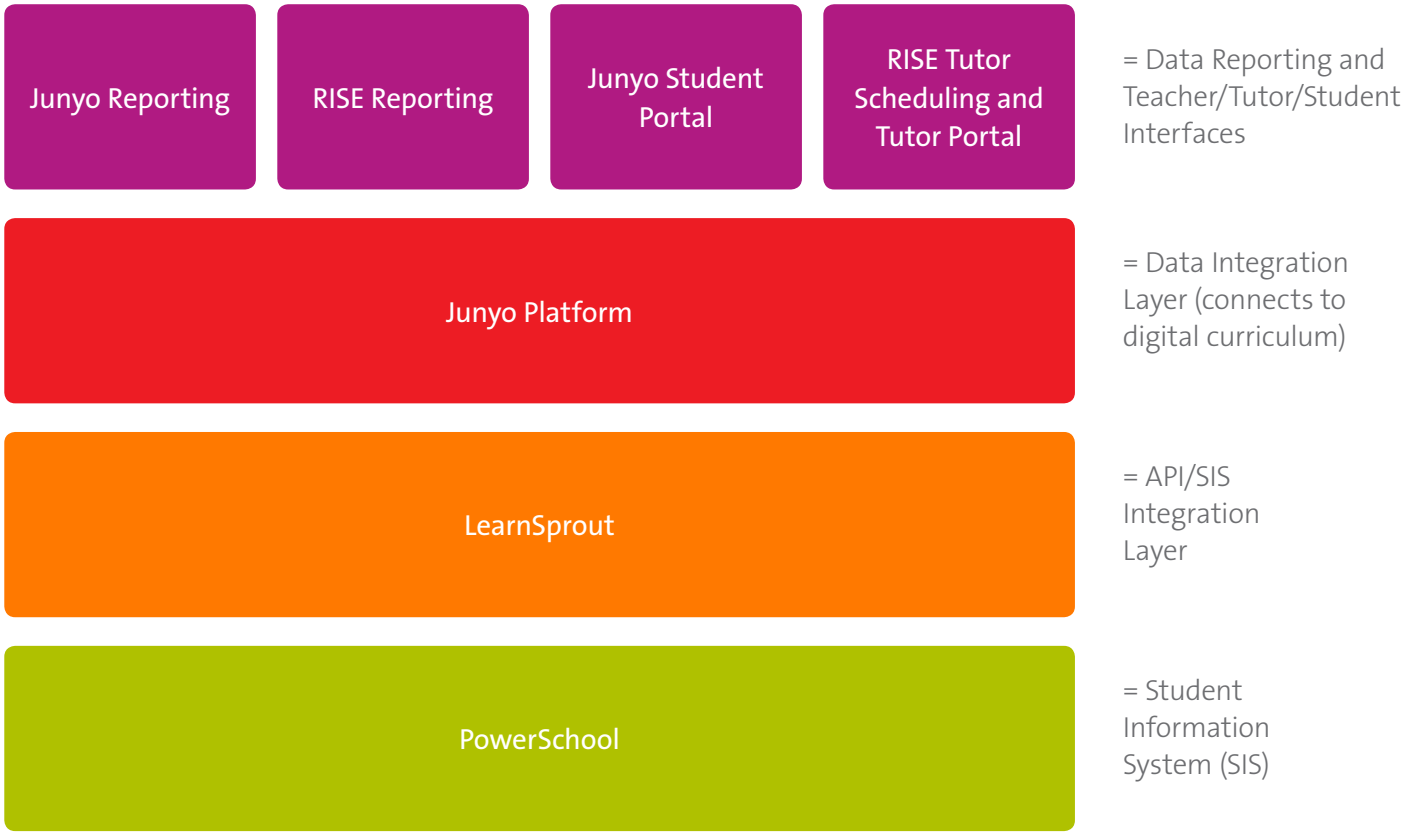
CMO Supports

- "Critical Systems" support and training, including:
  - Toolkit for streamlining reporting and compliance
  - Budgeting and financial management systems
  - Training and mentoring for the Principal, Assistant Principal and Academic Dean
  - Leadership development program
  - Full scope and sequence for core subject areas
- Real Estate
- Training and mentoring for the Principal, Assistant Principal and Academic Dean
- Provision of Special Education

Best Practices from Other Schools

- Rocketship has adopted Lemov's Taxonomy from Uncommon Schools
- Strong culture and common school practices (e.g., Morning Launch, Rocketeer Creed) derived from KIPP
- Leadership development program builds teachers into assistant principals, academic deans and founding principals at other Rocketship schools, ensuring fidelity to model
- Rocketship has begun to plan closer collaboration with KIPP and other blended elementary schools around sharing best practices, data, and lessons learned

Appendix 7:
Technology Stack (Intended Function)



Appendix 8: Financial Details

2010 – 11 Revenue

Rocketship Mateo Sheedy
For the Year Ended June 30, 2011

REVENUE	
Total Unrestricted Revenue	4,072,576
Total Federal Revenue	648,076
State Revenue	
Apportionment Revenue	286,151
Categorical Grant Revenue	448,772
Other State Revenue	682,877
TOTAL STATE REVENUE	**1,417,800**
Local Revenue	
Property Taxes	1,990,975
Other Local Revenue	12,801
TOTAL LOCAL REVENUE	**2,003,776**
Contributions	2,924
TOTAL REVENUE	**4,072,576**

2010 – 11 Expenses

Rocketship Mateo Sheedy
For the Year Ended June 30, 2011

EXPENSES	
Total Certificated Salaries	1,087,778
Total Classified Salaries	213,394
Total Employee Benefits	245,976
Supplies & Materials	
Curriculum, class sets, library books	50,000
Non-textbook Instructional Resources	15,000
Instructional materials and supplies	35,000
Non-instructional supplies and materials	15,000
Classroom technology and software	55,000
Classroom furniture, staff software, technology	13,000
Food service	197,639
SUBTOTAL SUPPLIES & MATERIALS	**380,639**
Operating Services	
Teacher Recruitment and Certification	28,000
Professional Development	16,000
District Oversight Fees	34,088
Budget Contingency	33,705
Facilities Maintenance, Custodial and Utilities	65,000
Physical Education	25,000
Assessment team	20,000
Copy Machine	30,000
Field Trips	6,000
Substitute Teachers	32,000
RSED Management Fees	481,352
RSED Facilities Fees	665,251
TOTAL OPERATING SERVICES	**1,436,396**
Additional Expenses	
Depreciation	1,498
Interest Expense	4,784
TOTAL ADDITIONAL EXPENSES	**6,282**
TOTAL EXPENSE	**3,370,465**
NET OPERATING INCOME	**702,111**

About Michael & Susan Dell Foundation and FSG

Inspired by their passion for children and by a shared desire to improve the lives of children living in urban poverty, Michael and Susan Dell established their Austin, Texas-based foundation in 1999. In its early years, the foundation's work focused on improving education and children's health in Central Texas. But within a few short years, our reach expanded, first nationally and then globally. To date, the Michael & Susan Dell Foundation has committed more than $700 million to assist nonprofit organizations working in major urban communities in the United States, South Africa and India. We focus on opportunities with the greatest potential to directly and measurably transform the lifelong outcomes of impoverished urban children around the globe.

LEARN MORE ABOUT OUR PROGRAMS: WWW.MSDF.ORG

FSG is a nonprofit consulting firm specializing in strategy, evaluation, and research, founded in 2000 as Foundation Strategy Group and celebrating a decade of global social impact. Today, FSG works across sectors in every region of the world, partnering with foundations, corporations, nonprofits, and governments to develop more effective solutions to the world's most challenging issues.

LEARN MORE ABOUT FSG: WWW.FSG.ORG

For questions or comments on this case study, please contact:
Matt Wilka of FSG at matthew.wilka@fsg.org

A-16: Description of Online Programs used at Rocketship

Online Learning Programs (Software) – Rocketship Schools

MATH:

ST Math: Spatial-Temporal (ST) Math® is the leader in visual math instruction and represents the highest quality and most effective ***blended learning math solution*** in K-12 education.

Created by MIND Research Institute, ST Math is game-based instructional software for K-5 and secondary intervention and is designed to boost math comprehension and proficiency through visual learning. ***Integrated with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding***. The ST Math software games use interactive, graphically rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

What is Spatial-Temporal Reasoning? Born out of neuroscience research at the University of California, Irvine, MIND's unique approach accesses the brain's innate "spatial-temporal" reasoning ability. This ability, which lies at the core of innovative thinking and sophisticated problem-solving, allows the brain to hold visual, mental representations in short-term memory and to evolve them in both space and time, thinking multiple steps ahead. MIND's approach consists of ***language-independent, animated representations of math concepts*** delivered via the Spatial-Temporal (ST) Math® software games.

To transform math education, a radically different approach is required. The ST Math® instructional software program is that approach. But ST Math is not just unique because of its research-based, visual approach to teaching and learning math. It sets the industry standard for an ***effective, interactive and 1:1 blended learning solution***. ST Math ***enables teachers to reach all students at their level***, and provides students with the opportunity to be successful learners.

DreamBox - The DreamBox ***curriculum has alignments and reporting to show progress against CCSS***, TEKS, SOL, WNCP, and Ontario Curriculum. To deepen student understanding, the DreamBox curriculum aligns with the Standards for Mathematical Practice.

DreamBox Learning Math empowers students to master key concepts, increase achievement, accelerate student learning, and boost long-lasting confidence in math. With DreamBox Learning, ***all kids—even struggling learners—can become mathematicians.***

DreamBox combines three essential elements that accelerate student learning including our industry-leading intelligent adaptive learning technology that delivers ***millions of individualized learning paths for personalized learning*** at the highest level, a ***rigorous Pre-K to Grade 5 math curriculum*** using industry-best virtual manipulative tools for deep conceptual understanding and a ***highly engaging, student directed and game-like learning environment that motivates kids to persist and excel.***

Intelligent Adaptive Learning technology is the key to accelerate student learning. With the power to deliver millions of individualized learning paths, DreamBox can tailor every math lesson to meet a student's unique need. The DreamBox adaptive online learning environment ensures that ***students work in their optimal learning zone***. It

recognizes more than just their 'yes' or 'no' answers—with every click of the mouse, it ***evaluates student strategies and immediately adjusts the lesson***. DreamBox can adapt the level of difficulty, scaffolding, sequencing, and the number of hints, the pacing—all in real-time—allowing students of all levels to progress at a pace that suits them.

When DreamBox was being developed, the creators knew that they wanted to create an experience that captured a student's imagination and attention. They built two immersive environments (primary and intermediate) that ***personalize learning with games and themes that turn lessons into adventures***. In addition, students show their work with unique virtual manipulatives, ***encouraging them to explain, discuss, and defend their mathematical thinking.***

MATH AND READING:

i-Ready for Math and Reading: These two programs are capable of precisely pinpointing student needs and accelerating learning with a powerful online program customized for each individual student. The all-new **i-Ready Diagnostic & Instruction** is an ***effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and instant reporting.***

i-Ready® Diagnostic & Instruction

i-Ready® answers "why?" and delivers "what's next?"

Built for the Common Core, i-Ready Diagnostic & Instruction combines a valid and reliable growth measure and ***individualized instruction in a single online product that saves teachers time*** at a fraction of the cost of similar products. A cross-grade-level assessment ***pinpoints needs down to the sub-skill level and gives teachers an action plan***.

Students get ***explicit online instruction*** that fits them like a glove. i-Ready for Math and Reading helps students learn more and learn faster with progress monitoring.

i-Ready for Math and Reading supports blended learning: teachers get recommendations for instantly downloadable and easy-to-use print resources. Teachers and school leaders get progress monitoring for each student, class, grade, school, and district.

READING

myON Reader:

myON provides students and teachers with an online digital library of ~7000 texts that can be searched, sorted, and categorized in a multitude of ways to meet students at their independent reading level. myON is of equal value in the Learning Lab and in the classroom due to the multitude of resources and ways it can be used strategically to boost students' reading levels. myON provides digital texts to students in four ways:

- The Recommended Books tab has students take interest inventories and diagnostic reading assessments to determine their Lexile band, and then they are given texts that are targeted within that band.
- The All Books tab allows students access to the entire digital library.
- Teacher's List allows teachers to create book sets that can be shared with the entire class, a group of students, or a particular student and are targeted toward specific Lexile ranges, genres/topics, Guided Reading alignment, etc.

- My List allows students to “pin” books that they are interested in reading later.

Additionally, students also take comprehension quizzes after each book read and are given the option of writing a book review that can be published to the entire class.

Teachers are provided multiple sources of data, including time spent reading, books read, Lexile gain, and aggregated quiz scores.

Lexia Core5: Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students’ year-end performance, and provides teachers data-driven action plans to help differentiate instruction.

Lexia Reading Core5 provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher.

Students work independently to develop reading skills in a structured, sequential manner with a focus on:

- Foundational skills to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

Each student follows a **personalized learning path**, with adaptive placement and pacing in activities designed specifically for the Common Core and the most rigorous state standards.

Teachers are provided **data-driven action plans** - unique to each student - that are simple to interpret and drive differentiated instruction.

Within the first month of use, teachers will know each student's probability of meeting end-of-year, grade-level benchmarks, and will receive the recommended resources and intensity of instruction necessary to change the trajectory for at-risk students.

Teachers can focus on instruction - without having to stop to administer a test - by using the program's norm-referenced, embedded assessment and Common Core progress monitoring.

A-17: Research study on the efficacy of Dreambox Learning

SRI International

Evaluation of Rocketship Education's Use of DreamBox Learning's Online Mathematics Program

Haiwen Wang
Katrina Woodworth

Center for Education Policy
SRI International
August 2011

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Introduction

Rocketship Education is a charter management organization at the forefront of the small but growing movement to expand the use of blended and hybrid learning in K–12 schools. Distinct from distance learning, blended and hybrid systems have a combination of online and offline learning in which students engage in adult-supervised online instruction for a part of their school day (Horn & Staker, 2011; U.S. Department of Education, Office of Educational Technology, 2010). Rocketship seeks to transform public education by developing an instructional model that supplements traditional face-to-face instruction with instruction provided via computer-based programs and tutoring. At Rocketship schools, the online instruction happens in the Learning Labs and focuses on developing students' reading and mathematics skills.

Enthusiasm for blended and hybrid learning stems from its potential to increase personalization and boost productivity. As noted in the U.S. Department of Education's National Educational Technology Plan (2010, p. 4), "Contemporary technology offers unprecedented performance, adaptability, and cost-effectiveness." While blended and hybrid learning systems are still in the early stages of development, significant growth is expected over the next decade (Horn & Staker, 2011). For its part, Rocketship has ambitious expansion plans. Opening its first school in 2007, Rocketship was operating three schools in San Jose, California, in 2010–11. By 2030, it intends "to expand into 50 different cities across the U.S., bringing the unique Rocketship Hybrid Model to millions of students" (Rocketship Education, 2011).

To help inform the ongoing development of Rocketship's hybrid model, SRI International researchers conducted an independent evaluation of the impact of supplemental online instruction on student learning. We applied a randomized controlled trial (RCT) to examine the short-term effects of online mathematics curricula on elementary school students. This report focuses on the DreamBox program, as currently implemented in Rocketship's Learning Lab with kindergarten and first-grade students.

The primary research questions were as follows:

1. What impact does supplemental online mathematics instruction (DreamBox Learning) have on students' mathematics learning by the end of one semester?
2. Do effects differ for students with different characteristics (i.e., English learner status, grade level, pretest scores, participation in Response to Intervention [RtI])?

We begin with a summary of the research literature on the effects of online instruction in K–12 schools, then describe our methods, and finally present our findings. We conclude with a discussion of the implications of this research.

Literature Review

Although online learning is becoming increasingly popular in U.S schools, few rigorous studies have been conducted on the effect of online learning programs, including blended learning systems, on student outcomes in K–12 education. In a meta-analysis of research on online learning, Means et al. (2009) found only five experimental or quasi-experimental studies that compared online and blended programs with face-to-face instruction and met the criteria for inclusion in the meta-

analysis (all five compared blended learning with face-to-face instruction).[1] Four of the five studies found positive effects of blended programs on student achievement on researcher-developed assessments in algebra, history, and science (Long & Jennings, 2005; O'Dwyer, Carey, & Kleiman, 2007; Sun, Lin, & Yu, 2008). These findings, however, should be interpreted with caution because researcher-developed assessments tend to overalign with the interventions of interest and therefore may overestimate their effects. The review for the meta-analysis did not uncover any studies of online learning programs in K–12 education that relied on standardized external outcome measures.

Experimental studies of other computer-based programs that were not delivered online (i.e., not web based) but were designed to support instruction using technology failed to detect positive effects on standardized tests. Rouse and Krueger (2004) found a small positive effect for the Fast ForWord reading program on a computer-based measure of language skills but no effect on reading achievement on the Clinical Evaluation of Language Fundamentals (CELF-3) or on state standardized reading assessments. Similarly, Borman, Benson, and Overman (2009) found that Fast ForWord did not have an effect on eighth-grade students' language and reading comprehension on the Comprehensive Test of Basic Skills (CTBS/5). Likewise, Dynarski et al. (2007) and Campuzano et al. (2009) evaluated the effects of multiple reading and mathematics software programs and did not find significant effects of these programs on Stanford Achievement Test (SAT-9 and SAT-10) scores.

None of these studies included kindergarten or first-grade students. This highlights the lack of knowledge about the effect of technology-supported learning in the early grades—the focus of this study. There have been no prior experimental or quasi-experimental studies on the effects of DreamBox Learning.

Research Design

We conducted an RCT involving all students in kindergarten and first grade in each of the three Rocketship schools in operation in 2010–11. Students were randomly assigned to one of two conditions: (1) online mathematics instruction supplementing face-to-face mathematics instruction (treatment) or (2) face-to-face mathematics instruction only (control). We randomly assigned individual students, separately within and by grade level (K and 1), at a 4 to 1 ratio to the treatment and control groups.

The experiment spanned 4 months (mid-October through mid-February), including 70 days of instruction. Students in treatment and control groups were scheduled to receive 100 to 110 minutes per day of face-to-face mathematics instruction in their classrooms. Students in the treatment group were scheduled to receive an additional 20 to 40 minutes per day of online mathematics instruction, with most sessions lasting 40 minutes, while the control students from the same class received online literacy instruction. In all three schools, some low-achieving students, regardless of their treatment assignment, participated in an RtI program in which they were scheduled to receive literacy tutoring as well as about 45 minutes of DreamBox each day. (See Exhibit 1 for an overview of a typical daily schedule for a Rocketship student.)

[1] The criteria included applying an experimental or quasi-experimental study and providing sufficient information to support computation of an effect size.

Exhibit 1
Sample Daily Schedule for a Second-Grade Student, Fall 2010

Time	Activity
7:30 AM	Breakfast
8:00 AM	Literacy, science, and social studies
11:20 AM	Lunch/recess
12:00 PM	Mathematics
1:40 PM	Learning Lab (online instruction)
3:20 PM	PE/outside play
4:00 PM	Dismissal or afterschool program for students in RtI (online instruction and small group tutoring)
6:00 PM	Dismissal for students in RtI

With this design, the evaluation essentially estimated the effect of supplemental online mathematics instruction versus the online literacy program on students' mathematics outcomes. A result of this design is that the estimated DreamBox effect is confounded with the effect of receiving additional mathematics instruction. In other words, because we are not comparing DreamBox instruction with another form of mathematics instruction, we cannot isolate the effect of DreamBox from the effect of additional instructional time.

Rocketship administered the Northwest Evaluation Association's (NWEA) mathematics tests in September 2010 (pretest) and January/February 2011 (posttest) to students included in the experiment. In the primary grades, NWEA's Measures of Academic Progress (MAP) assessment in mathematics is aligned with national mathematics standards (e.g., those developed by the National Council of Teachers of Mathematics). Our analysis included both the general NWEA mathematics scores and subtest scores for problem solving, number sense, computation, measurement and geometry, and statistics and probability. All the scores are in the RIT scale,[2] which is scaled using the Item Response Theory (IRT) and has the same meaning regardless of the grade of the student.

The Intervention

Here, we describe the DreamBox Learning program and its alignment with the NWEA assessment and provide information about its implementation at Rocketship schools.

DreamBox Learning provides an adaptive learning environment that tailors instruction to student needs and provides feedback to teachers to facilitate student learning. DreamBox generates information on program use (e.g., notifications of students who are struggling with a concept or unit or working inefficiently in the program) and student progress (proficiency and growth), but does not prescribe a specific role for teachers. DreamBox Learning recommends students spend a minimum of 90 minutes per week on the program.

The DreamBox Learning curriculum is based on the National Council of Teachers of Mathematics standards and has been aligned with Common Core State Standards. It focuses on learning numbers

[2] The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. For more information, see http://www.nwea.org/support/article/532/rit-scale

and operations, place value, and number sense. The number-related activities often make use of the open number line, thereby touching upon measurement and geometry. Exhibit 2 lists the NWEA subtest strands and indicates where DreamBox instruction is aligned with them. Because at Rocketship so much instruction is provided face to face with teachers, the alignment between the face-to-face instruction provided over the course of the experiment and the NWEA subtests is also indicated.

Exhibit 2
Alignment of DreamBox and Face-to-Face Instruction with NWEA Subtest Strands

NWEA Subtests	DreamBox Instruction		Face to Face Instruction	
	Kindergarten	First Grade	Kindergarten	First Grade
Problem solving			Partial	Partial
Number sense	✓	✓	✓	✓
Computation	✓	✓	✓	✓
Measurement and geometry	Partial	Partial	✓	✓
Statistics and probability			✓	✓

Over the course of this experiment, treatment students (kindergarteners and first-graders) accessed DreamBox in the Rocketship schools' Learning Labs, and control students from the same homeroom accessed an online literacy program in the same lab. The labs are run by lab coordinators, who are noncredentialed hourly staff and play a minimal role in instruction. Finally, while the DreamBox Learning program does generate information for teachers, it was not used by Rocketship's classroom teachers to modify instruction for students in either the treatment or control group.

Data Collection

Rocketship provided student demographic information, pre- and posttest scores on the NWEA mathematics test, and program usage data, including the actual hours students spent on the program during the experiment. In addition, we collected school calendars and computer lab schedules for each school, which we used to calculate scheduled participation time.

The Sample: Student Characteristics and Achievement

A total of 583 students were in the study sample—all students in grades K–1 in the three schools. Among students included in the experiment, 87% were Hispanic students, 81% were English learners, 88% were eligible for the FRPM program, and 4% had been identified for special education (Exhibit 3). Of these students, 10% participated in RtI during the experiment. The treatment and control groups were balanced in terms of these background characteristics; almost all differences were less than 5% and none were statistically significant at a .05 significance level.

Exhibit 3
Student Characteristics by Treatment and Control Condition

	Overall	Treatment	Control
N	583	466	117
Female (%)	53.3	52.4	57.3
Hispanic (%)	87.3	86.7	89.7
English learner (%)	80.6	82.4	73.5
FRPM (%)	87.7	87.8	87.2
Special education (%)	4.1	4.7	1.7
RtI participation (%)	9.6	9.7	9.4

Exhibit 4 presents the means and standard deviations of the pre- and posttest scores (NWEA mathematics test scores in September 2010 and in January/February 2011) for the treatment and control students. The differences in pretest scores were in general less than 3 points, all within .2 standard deviations of the scores for the entire sample, and none of the differences were statistically significant at a .05 significance level, meeting the What Works Clearinghouse (WWC) standards for a balanced sample.

Exhibit 4
Pre and Post NWEA Math Test Scores by Treatment and Control Condition

	Treatment					Control				
	Pretest			Posttest		Pretest			Posttest	
	N	Mean	*SD*	Mean	*SD*	*N*	Mean	*SD*	Mean	*SD*
Math overall	446	146.0	18.0	159.0	16.6	111	144.7	15.0	156.2	15.1
Problem solving	444	147.0	19.3	161.4	16.3	109	144.7	17.1	159.8	15.2
Number sense	444	146.9	20.0	159.6	18.9	109	143.4	16.6	157.0	17.2
Computation	438	147.5	22.4	163.0	20.7	108	147.0	19.8	158.8	19.5
Measurement and geometry	441	144.5	18.9	155.5	18.3	109	144.8	18.4	151.8	18.1
Statistics and probability	443	145.5	19.3	156.3	18.9	109	145.1	15.6	154.1	17.6

Fewer students are reported in Exhibit 4 than Exhibit 3 because it includes only those students for whom we had both pre- and posttest data. As discussed below, 26 students were excluded from the impact analysis because of missing pretest and/or posttest scores.

Data Analysis

To understand the DreamBox usage patterns among treatment and control students, we conducted initial descriptive analyses. We then identified the student characteristics associated with greater usage time using ordinary least squares (OLS) regression to predict usage hours for students assigned to the treatment group.

We conducted two types of analysis to examine the effects of DreamBox. One was an intent-to-treat (ITT) analysis in which we studied the effect of being assigned to the treatment group regardless of

each student's actual time spent on DreamBox. We estimated the ITT effect on posttest achievement adjusting for students' demographic background, pretest scores, RtI status, grade level, and school fixed effects.[3] We also examined the interaction between treatment and pretest score, gender, eligibility for the FRPM program, RtI status, grade level, and school fixed effects to examine whether DreamBox has differential effects on student subgroups.

The ITT analysis offers an unbiased estimate of the effect between the treatment and control groups, but it may underestimate the effect of the treatment because some control students received the treatment while some treatment students did not. Therefore, we also conducted a treatment-on-the-treated (TOT) analysis to study the effect of usage hours on student outcomes. The most straightforward approach to the TOT analysis is to use the usage hours to predict the outcomes and therefore estimate the effect of usage hours on these outcomes. However, because students who spent more time accessing DreamBox may be more motivated to learn mathematics than those who had fewer usage hours, their outcomes might have improved more even if they had not used the programs more (because they may also learn more through other sources). Therefore, the estimated effect of actual usage hours on student achievement may be biased since it may be confounded with the effect of unmeasured motivation factors.

To address this selection bias issue, we used an instrumental variable (IV) approach, where we applied a two-stage least squares regression, using treatment assignment as the instrument to model the actual hours a student participated in the program and then estimating the effect of the predicted program hours from this model on the outcomes. The effect of predicted participation hours, unlike actual hours students spent on the program, is not subject to selection bias; thus, we could obtain an unbiased estimate of the effect of participation.

Summary of Findings

To summarize the findings, we first present information about students' DreamBox usage and factors related to usage. We then turn to the ITT and TOT results for the effects of using DreamBox on student performance on NWEA mathematics test scores.

Program Usage

The usage data revealed considerable treatment crossover (control students using DreamBox) and significant variation in dosage among treatment students. On average, students in the treatment group logged 21 hours on DreamBox over the 4-month experiment (Exhibit 5); with approximately 16 instructional weeks, this translates to just under 80 minutes a week.

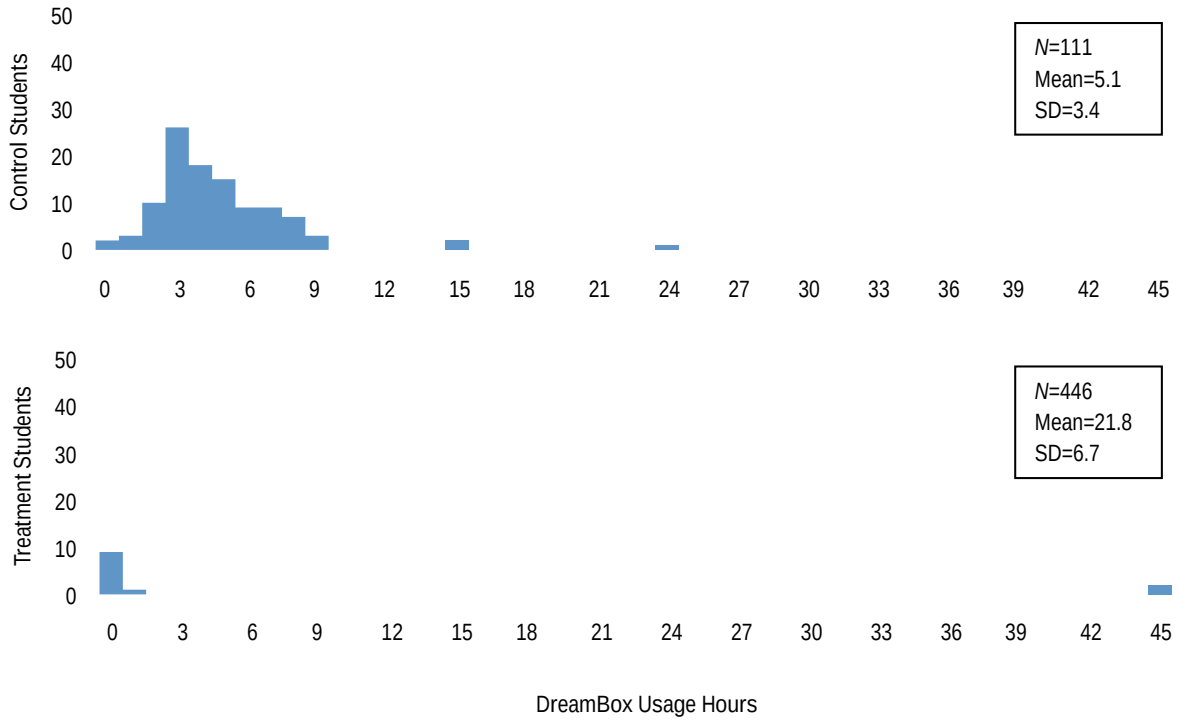
[3] We also posited a hierarchical model with classroom and student levels, with treatment condition at the student level. The results are very similar to those from the OLS regression and are not presented in this summary.

Exhibit 5
Participation Hours by Treatment Condition and RtI Status

		N	Mean	*SD*
Treatment				
	Overall	446	21.8	6.7
	Non-RtI	404	21.3	6.3
	RtI	42	26.5	8.2
Control				
	Overall	111	5.1	3.4
	Non-RtI	100	4.8	3.2
	RtI	11	8.0	4.1

Some control students obtained a significant number of DreamBox usage hours, and only two control group students had zero hours of usage (Exhibit 6). The primary reason for this is that the control students who participated in RtI had access to DreamBox. The effect of RtI is evident in the higher average usage hours for RtI students in both the treatment and control groups (Exhibit 5). The participation of non-RtI control students in DreamBox, however, was not anticipated. Students may have accessed the treatment by logging in to the program while the lab coordinator was out of the Learning Lab (the substitute supporting staff may not have been as vigilant as the coordinators in ensuring students logged in to the correct program). In one school, a lab coordinator was on leave for about a month during the experiment, and the average DreamBox usage hours for control students in that school was higher than in the other schools.

Exhibit 6
Distribution of Usage Hours by Treatment Condition



The variation in usage hours within the treatment group was also substantial. Again, some of the variation can be attributed to some students accessing DreamBox also through RtI. Another reason is that students receiving special education services were pulled out from the Learning Lab. While we do not know all the reasons for the variation in usage or the discrepancy between scheduled and actual hours, it is not unexpected: These are young children traveling to a computer lab, and time is undoubtedly spent on transitioning to a different learning environment and logging in for instruction. Yet of some concern is the fact that a small number of treatment students (9 of 446) had zero usage hours. This could have been some kind of mistake on the lab coordinator's part, or it may be that some students just did not log in to the program in the Learning Lab.

Predictors of Program Usage

In light of the substantial variation in usage hours for treatment students, we posited a regression model to predict usage hours using student characteristics, achievement on the pretest, and scheduled online program hours. We found that among students assigned to the treatment group, being assigned to RtI, being eligible for FRPM, being a first-grader versus a kindergartener, and being in one school versus another were related to more usage hours. This indicates variations in usage hours among student subgroups and between schools. (For detailed regression results, please see the appendix.)

Results for ITT and TOT Analysis

A total of 583 students were in the DreamBox experiment. As mentioned, 26 were excluded from the impact analysis because of missing pretest and/or posttest scores. We compared demographic, background, and achievement information between students who were included in the analysis and students who were not. Students in the two groups were similar on all characteristics except that those who were in the analytic sample were more likely to be eligible for FRPM. We did not look at differential attrition between treatment and control groups because very few control students were excluded from the analytic sample. For both the ITT and TOT analyses, we used Cook's D distance statistic to identify outliers for each outcome. Depending on the outcome, two to five students were excluded from the models. We present the results without the outliers in the models.

We found statistically significant ITT effects of DreamBox on NWEA's overall mathematics test score as well as on the measurement and geometry subtest but not on the problem solving, number sense, computation, and statistics and probability subtests (Exhibit 7). (For detailed regression results, please see the appendix.)

Exhibit 7
Summary of Regression Results for the ITT Effects on NWEA Mathematics Scores

	Math Overall	Problem Solving	Number Sense	Computation	Measurement and Geometry	Statistics and Probability
Effect on RIT scale score	2.30**	1.02	1.53	2.68	2.91*	2.20
SE.	(0.83)	(1.11)	(1.23)	(1.41)	(1.23)	(1.36)
Effect size	0.14	0.06	0.08	0.13	0.16	0.12

*$p < .05$

Students in the DreamBox treatment group scored an average of 2.3 points higher on the NWEA overall mathematics test than similar students in the control group; this difference translates into an effect size of .14. This difference also translates to an improvement index of 5.5 percentile points, which suggests that being assigned to the treatment group would have led to a 5.5 point increase in the percentile rank for the average (50th percentile) student in the control group. Students in the treatment group scored an average of 2.9 points higher on the measurement and geometry subtest than their peers in the control group; this difference translates into an effect size of .16. This difference also translates to an improvement index of 6.4 percentile points, suggesting that being assigned to the treatment group would have led to a 6.4 point increase in the percentile rank for the average (50th percentile) student in the control group. Although we found no statistically significant effects on the problem solving, number sense, computation, or statistics and probability subtests, the effects all have a positive sign, suggesting that DreamBox improved student math achievement in a comprehensive way. We did not find statistically significant differential effects for student subgroups (see the appendix for the model interacting DreamBox effects with student characteristics).

Consistent with the ITT findings, we found significant TOT effects of DreamBox usage hours on the NWEA overall mathematics test score as well as on the measurement and geometry subtest. (For detailed regression results, please see the appendix.) The results are robust with the different methods used (ordinary least squares regression; hierarchical modeling with student and classroom levels, with fixed or random treatment effects).

Discussion

Given the expected growth of blended and hybrid learning systems, rigorous research on both the efficacy and effectiveness of technology-based instruction is essential. To date, the research has been limited, especially when it comes to the use of technology with our youngest students.

This study's positive findings about the effects of DreamBox instruction are likely to fuel the sense of optimism about the promise of online learning, especially in light of the relatively modest treatment. In interpreting these findings, we urge educators and policymakers to keep in mind a basic principle of scientific research—that research findings contribute to the ongoing refinement of hypotheses but do not represent a conclusion. Positive results merit continued and even expanded use, but ongoing evaluation is needed to build a body of evidence, especially as interventions are implemented in varied ways in diverse settings.

Moreover, this study examined the effects of using the DreamBox program for only a short period of time. Using the program for a longer time may have different effects. Further, because we only examined the short-term effects of the program, we do not know how long the estimated positive DreamBox effect would persist. Follow-up of the experiment would be needed to address these questions.

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Appendix

Model Estimation for Usage Hours Prediction and ITT and TOT Effects

Exhibit A-1
Regression Results for Factors Related to Usage Hours for Students in the Treatment Condition

	Hours on DreamBox (*N* 456)	
Intercept	16.69	
	(4.51)	
Pretest math overall	-0.02	
	(0.03)	
Female	0.43	
	(0.66)	
Hispanic	-0.78	
	(1.03)	
English learner	-0.51	
	(0.89)	
FRPM	3.19	**
	(1.02)	
Special education	-2.46	
	(1.52)	
RtI	2.45	*
	(1.18)	
Grade 1	3.30	**
	(1.01)	
School A	0.23	
	(0.85)	
School B	2.71	***
	(0.81)	
Scheduled lab hours	0.08	
	(0.06)	
R^2	0.13	

*p < .05, **p < .01, ***p < .001

Exhibit A-2
Regression Results for the ITT Effects of DreamBox on NWEA Math Scores

	Math Overall (*N* = 552)		Problem Solving (*N* = 549)		Number Sense (*N* = 549)		Computation (*N* = 543)		Measurement and Geometry (*N* = 546)		Statistics and Probability (*N* = 550)	
Intercept	59.07		81.98		64.78		72.81		48.60		49.94	
	(4.26)		(5.63)		(6.25)		(7.25)		(6.24)		(6.92)	
Pretest math overall	0.68	***	0.54	***	0.73	***	0.61	***	0.71	***	0.60	***
	(0.03)		(0.06)		(0.07)		(0.07)		(0.07)		(0.07)	
Pretest to outcome			0.01		-0.06		-0.04		0.04		0.11	
			(0.04)		(0.05)		(0.06)		(0.06)		(0.06)	
Treatment	2.30	**	1.02		1.53		2.68		2.91	*	2.20	
	(0.83)		(1.11)		(1.23)		(1.41)		(1.23)		(1.36)	
Female	0.34		1.29		-0.44		0.64		0.54		-0.09	
	(0.67)		(0.89)		(0.98)		(1.14)		(0.99)		(1.09)	
Hispanic	-2.58	*	-3.83	**	-4.22	**	-5.59	**	-2.52		1.79	
	(1.06)		(1.41)		(1.55)		(1.80)		(1.57)		(1.73)	
English learner	0.59		-2.22		1.56		2.43		0.13		0.10	
	(0.89)		(1.18)		(1.30)		(1.50)		(1.31)		(1.43)	
FRPM	-2.52	*	0.15		-2.91		-3.52		-3.38	*	-1.91	
	(1.14)		(1.51)		(1.65)		(1.92)		(1.67)		(1.83)	
Special education	-2.24		-0.82		-1.52		-2.73		-2.24		-3.05	
	(1.64)		(2.17)		(2.44)		(2.82)		(2.40)		(2.66)	
RtI	-4.51	***	-2.82		-6.33	****	-3.00		-5.20	**	-5.42	**
	(1.23)		(1.62)		(1.79)		(2.08)		(1.79)		(1.99)	
Grade 1	6.12	***	6.50	***	7.71	***	14.16	***	1.35		3.14	
	(1.03)		(1.36)		(1.52)		(1.84)		(1.53)		(1.68)	
School A	-0.16		-0.70		-2.21		3.72	*	0.00		-1.17	
	(0.87)		(1.15)		(1.27)		(1.48)		(1.28)		(1.41)	
School B	-0.73		-0.78		-3.14	**	4.74	***	-2.33	*	-0.78	
	(0.80)		(1.06)		(1.17)		(1.36)		(1.18)		(1.29)	
R^2	0.78		0.60		0.63		0.60		0.61		0.55	

*$p < .05$, **$p < .01$, ***$p < .001$

Exhibit A-3

Regression Results for the ITT Effects of DreamBox on NWEA Math Scores with Subgroup Interactions

	Math Overall (*N* = 552)		Problem Solving (*N* = 551)		Number Sense (*N* = 550)		Computation (*N* = 543)		Measurement and Geometry (*N* = 549)		Statistics and Probability (*N* = 549)	
Intercept	57.40	***	78.65	***	80.34	***	57.70	**	67.75	***	57.24	***
	(10.77)		(14.32)		(15.68)		(18.08)		(15.92)		(17.10)	
Pretest math overall	0.70	***	0.56	***	0.62	***	0.71	***	0.56	***	0.58	***
	(0.07)		(0.10)		(0.13)		(0.14)		(0.13)		(0.13)	
Pretest to outcome			0.00		-0.06		-0.04		0.07		0.10	
			(0.05)		(0.05)		(0.06)		(0.06)		(0.06)	
Treatment	3.82		5.13		-15.50		20.09		-19.97		-7.67	
	(11.60)		(15.47)		(16.91)		(19.53)		(17.22)		(18.47)	
Female	-0.28		-1.21		-1.74		-1.21		0.48		-1.78	
	(1.52)		(2.03)		(2.23)		(2.54)		(2.28)		(2.45)	
Hispanic	-2.60	*	-3.74	**	-3.94	**	-5.44	**	-2.99		1.97	
	(1.07)		(1.45)		(1.58)		(1.80)		(1.62)		(1.74)	
English learner	-1.88		-3.41		-2.87		-2.95		1.25		-1.03	
	(1.95)		(2.59)		(2.83)		(3.28)		(2.93)		(3.14)	
FRPM	-2.42		1.87		-0.71		2.22		-7.51		-4.64	
	(2.61)		(3.49)		(3.81)		(4.35)		(3.91)		(4.21)	
Special education	-2.30		-1.03		-1.65		-2.90		-2.25		-3.29	
	(1.64)		(2.21)		(2.46)		(2.80)		(2.47)		(2.66)	
RtI	-0.94		-0.07		-2.35		1.69		-3.33		-7.64	
	(2.81)		(3.77)		(4.15)		(4.72)		(4.22)		(4.52)	
Grade 1	6.50	**	8.33	**	10.90	**	14.80	***	4.81		4.00	
	(2.37)		(3.14)		(3.50)		(3.93)		(3.51)		(3.75)	
School A	2.01		0.98		0.88		4.60		1.36		1.86	
	(1.96)		(2.63)		(2.87)		(3.30)		(2.96)		(3.17)	
School B	0.23		-0.03		-2.48		5.73		-5.46	*	1.58	
	(1.82)		(2.46)		(2.72)		(3.06)		(2.77)		(2.95)	
Treatment*Pretest math overall	-0.02		-0.01		0.12		-0.11		0.13		0.05	
	(0.08)		(0.11)		(0.12)		(0.14)		(0.12)		(0.13)	
Treatment*Female	0.77		3.43		1.39		2.15		-0.45		2.31	
	(1.69)		(2.27)		(2.49)		(2.83)		(2.54)		(2.74)	
Treatment*Eng lrnr	3.19		0.87		5.16		6.89		(0.56)		1.46	
	(2.19)		(2.92)		(3.18)		(3.67)		(3.29)		(3.53)	
Treatment*FRPM	-0.09		-1.99		-2.57		-7.03		5.75		3.51	
	(2.89)		(3.89)		(4.23)		(4.83)		(4.34)		(4.66)	
Treatment*RtI	-4.51		-3.24		-5.28		-5.96		-2.76		2.85	
	(3.12)		(4.19)		(4.61)		(5.25)		(4.69)		(5.02)	
Treatment*Grade 1	-0.57		-2.48		-3.83		-1.20		-3.25		-1.43	
	(2.61)		(3.50)		(3.85)		(4.31)		(3.86)		(4.16)	
Treatment*Sch A	-2.71		-2.45		-3.67		-1.09		-1.28		-4.09	
	(2.19)		(2.94)		(3.21)		(3.69)		(3.29)		(3.54)	
Treatment*Sch B	-1.09		-1.36		-0.76		-0.64		4.01		-3.17	
	(2.03)		(2.74)		(3.03)		(3.42)		(3.07)		(3.30)	
R^2	0.781		0.594		0.633		0.612		0.606		0.558	

*$p < .05$, **$p < .01$, ***$p < .001$

Exhibit A-4

Results for Two-Stage Least Squares Regression of the TOT Effects of DreamBox Participation on NWEA Math Scores

	Math Overall (*N* = 552)		Problem Solving (*N* =549)		Number Sense (*N* =549)		Computation (*N* = 543)		Measurement and Geometry (*N* =546)		Statistics and Probability (*N* = 550)	
Intercept	57.96		81.49		64.11		71.59		47.22		49.06	
	(4.27)		(5.69)		(6.34)		(7.29)		(6.30)		(6.99)	
DreamBox participation hours	0.14	**	0.06		0.09		0.16		0.17	*	0.13	
	(0.05)		(0.07)		(0.07)		(0.08)		(0.07)		(0.08)	
Pretest math overall	0.69	***	0.55	***	0.73	***	0.61		0.72	***	0.62	***
	(0.05)		(0.06)		(0.07)		(0.07)		(0.07)		(0.07)	
Pretest of outcome			0.01		-0.06		-0.04		0.03		0.10	
			(0.04)		(0.05)		(0.06)		(0.06)		(0.06)	
Female	0.33		1.29		-0.43		0.65		0.55		-0.09	
	(0.66)		(0.89)		(0.98)		(1.13)		(0.98)		(1.08)	
Hispanic	-2.62	*	-3.85	**	-4.25	**	-5.64	**	-2.59		1.73	
	(1.05)		(1.40)		(1.55)		(1.77)		(1.56)		(1.72)	
English learner	0.62		-2.20		1.58		2.46		0.18		0.12	
	(0.87)		(1.17)		(1.29)		(1.49)		(1.30)		(1.43)	
FRPM	-2.47	*	0.16		-2.87		-3.44		-3.26	*	-1.83	
	(1.13)		(1.51)		(1.65)		(1.91)		(1.66)		(1.83)	
Special education	-1.91		-0.67		-1.29		-2.43		-1.82		-2.76	
	(1.61)		(2.15)		(2.43)		(2.78)		(2.38)		(2.65)	
RtI	-4.95	***	-3.02		-6.62	***	-3.55		-5.75	***	-5.85	**
	(1.22)		(1.62)		(1.80)		(2.08)		(1.80)		(1.99)	
Grade 1	5.62	***	6.29	***	7.40	***	13.56	***	0.74		2.68	
	(1.03)		(1.38)		(1.54)		(1.85)		(1.54)		(1.69)	
School A	-0.23		-0.74		-2.26		3.66	*	-0.08		-1.26	
	(0.85)		(1.15)		(1.27)		(1.47)		(1.27)		(1.41)	
School B	-1.12		-0.96		-3.40	**	4.27	**	-2.84	**	-1.15	
	(0.79)		(1.07)		(1.18)		(1.36)		(1.19)		(1.31)	
R^2	0.78		0.59		0.63		0.60		0.61		0.54	

*$p < .05$, **$p < .01$, ***$p < .001$

A-18: Sample Understanding by Design Units (First Grade)

Grade:	Subject(s):	Unit:	Dates:
1st	Science	Food Webs & Ecosystems	August – mid-October

COMMON CORE STATE STANDARDS	**Reading Foundations** **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing** **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Speaking and Listening** **SL.1.1:** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARDS	**Next Generation Science Standards** **K-2-ETS1-1** ~~1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.~~ ~~2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function needed to solve a given problem.~~ ~~3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.~~ **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. **1-LS1-2.** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. ~~**1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.~~

	Science Standards: Students will demonstrate understanding of the following earth science standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
OPEN LITERACY UNIT CONNECTION	Shared Reading Cycles 4, 5, 6, 7, 8, 9 loosely connect.
GLAD STRATEGIES	
ENDURING UNDERSTANDINGS/KEY CONCEPTS: Students will understand that…	All living things need food, air, water and space/shelter to survive and energy to grow. Energy comes in different forms for plants, animals, and humans. All living things inhabit different environments, and these differences are integral to the plants/animals that they support. Living things have many internal and external features that help them to survive (e.g. teeth, roots, green leaves). Humans can mimic plants' or animals' use of their external features for survival. All living things (plants and animals) play a specific role in an ecosystem and depend on one another to survive. Human and animal parents care for offspring to help them survive. Food chains are linked and create larger food webs. An ecosystem is larger than a food chain and shows how multiple chains connect. An ecosystem provides the same essential needs to all living things. Human actions affect ecosystems, with reactions affecting food chains.
ESSENTIAL QUESTIONS: Rigor – embed questions aligned to Hess's Cognitive Rigor Matrix (Webb's Depth of Knowledge and Bloom's Cognitive Process Dimensions)	How are ecosystems (rainforest, ocean, desert, etc.) similar and different? How do ecosystems support the plants and animals that live there? How do humans, plants, and animals gain and use energy? How do plants, animals, and humans use their internal external parts to help them survive? Could a plant or animal mimic the external part of a different plant or animal to survive? How? How do plants and animals affect/interact with each other in ecosystems and food chains? What specific behaviors do human and animal parents display towards offspring to help them survive? How do humans affect ecosystems and food chains?

	How!would!a!food!chain!change!if!_____!? How!would!a!food!web!change!if!_____!? How!do!animals!interact!with!each!other!within!an!ecosystem?!! How!would!_____!(animal's)!life!be!different!if!it!lived!in!_____!(ecosystem)?!
ACADEMIC'VOCABULARY'	ECOSYSTEM,!ENVIRONMENT,!HERBIVORE,!OMNIVORE,!CARNIVORE,!PRODUCER,!DECOMPOSERS,!HABITAT,!ENERGY,!OFFSPRING,!FOOD!WEB,!FOOD!CHAIN!
LEARNING'OBJECTIVES!Scholars!will!be!able!to…! SWBAT! SWBAT! SWBAT! '	'
FORMATIVE'ASSESSMENT(S)'	!
SUMMATIVE'ASSESSMENT' (end!of!unit)!! (How!will!you!know!your!students!understand!the!Common!Core!State!Standards!of!this!unit?)! ! '	!
INSTRUCTIONAL'PLAN/'ACTIVITIES'	!

Grade:	**Subject(s):**	**Unit:**	**Dates:**
1st	Science	Food Webs & Ecosystems	August – mid-October

COMMON CORE STATE STANDARDS	**Reading Foundations** **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. d. Read on-level text with purpose and understanding. e. Read on-level text orally with accuracy, appropriate rate, and expression. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing** **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Speaking and Listening** **SL.1.1:** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. d. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). e. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. f. Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARDS	**Next Generation Science Standards** **K-2-ETS1-1** ~~4. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.~~ ~~5. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function needed to solve a given problem.~~ ~~6. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.~~ **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. **1-LS1-2.** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. ~~**1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.~~

	' **Science'Standards:'** Students!will!demonstrate!understanding!of!the!following!earth!science!standards!:! 3. Plants!and!animals!meet!their!needs!in!different!ways.!As!a!basis!for!understanding!this!concept!:! a. Students!know!different!plants!and!animals!inhabit!different!kinds!of!environments!and!have!external!features!that!help!them!thrive!in!different!kinds!of!places!.! b. Students!know!both!plants!and!animals!need!water!,!animals!need!food!,!and!plants!need!light!.!! c. Students!know!animals!eat!plants!or!other!animals!for!food!and!may!also!use!plants!or!even!other!animals!for!shelter!and!nesting.!! d. Students!know!how!to!infer!what!animals!eat!from!the!shapes!of!their!teeth!(e.g.!,!sharp!teeth:!eats!meat;!flat!teeth:!eats!plants).!! e. Students!know!roots!are!associated!with!the!intake!of!water!and!soil!nutrients!and!green!leaves!are!associated!with!making!food!from!sunlight.!
OPEN'LITERACY'UNIT' CONNECTION'	Shared!Reading!Cycles!4!,!5,!6,!7,!8,!9!loosely!connect.!
GLAD'STRATEGIES''	!
ENDURING' UNDERSTANDINGS/KEY' CONCEPTS:'''Students!will!understand!that…!! ! !	7All!living!things!need!food!,!air,!water!and!space/shelter!to!survive!and!energy!to!grow.! 7Energy!comes!in!different!forms!for!plants,!animals,!and!humans.! 7All!living!things!inhabit!different!environments,!and!these!differences!are!integral!to!the!plants/animals!that!they!support.!! 7Living!things!have!many!internal!and!external!features!that!help!them!to!survive!(e.g.!teeth,!roots,!green!leaves).! 7Humans!can!mimic!plants'!or!animals'!use!of!their!external!features!for!survival.! 7All!living!things!(plants!and!animals)!play!a!specific!role!in!an!ecosystem!and!depend!on!one!another!to!survive.!! 7Human!and!animal!parents!care!for!offspring!to!help!them!survive.! 7Food!chains!are!linked!and!create!larger!food!webs!! 7An!ecosystem!is!larger!than!a!food!chain!and!shows!how!multiple!chains!connect.! 7An!ecosystem!provides!the!same!essential!needs!to!all!living!things.!! 7Human!actions!affect!ecosystems!,!with!reactions!affecting!food!chains.!
ESSENTIAL'QUESTIONS:'Rigor!–!embed!questions!aligned!to!Hess's!Cognitive!Rigor!Matrix!(Webb's!Depth!of!Knowledge!and!Bloom's!Cognitive!Process!Dimensions)!	How!are!ecosystems!(rainforest!,!ocean,!desert,!etc.)!similar!and!different?! How!do!ecosystems!support!the!plants!and!animals!that!live!there?! How!do!humans!,!plants,!and!animals!gain!and!use!energy?! How!do!plants!,!animals,!and!humans!use!their!internal!external!parts!to!help!them!survive?!Could!a!plant!or!animal!mimic!the!external!part!of!a!different!plant!or!animal!to!survive?!How?! How!do!plants!and!animals!affect/interact!with!each!other!in!ecosystems!and!food!chains?! What!specific!behaviors!do!human!and!animal!parents!display!towards!offspring!to!help!them!survive?!

	How!do!humans!affect!ecosystems!and!food!chains?! How!would!a!food!chain!change!if!_____!? How!would!a!food!web!change!if!_____!? How!do!animals!interact!with!each!other!within!an!ecosystem?!! How!would!_____!(animal's)!life!be!different!if!it!lived!in!_____!(ecosystem)?!
ACADEMIC'VOCABULARY'	ECOSYSTEM,!ENVIRONMENT,!HERBIVORE,!OMNIVORE,!CARNIVORE,!PRODUCER,!DECOMPOSERS,!HABITAT,!ENERGY,!OFFSPRING,!FOOD!WEB,!FOOD!CHAIN!
LEARNING'OBJECTIVES!Scholars!will!be!able!to…! SWBAT! SWBAT! SWBAT! '	'
FORMATIVE'ASSESSMENT(S)'	!
SUMMATIVE'ASSESSMENT' (end!of!unit)!! (How!will!you!know!your!students!understand!the!Common!Core!State!Standards!of!this!unit?)! ! '	!
INSTRUCTIONAL'PLAN/'ACTIVITIES'	!

Grade:	**Subject(s):**	**Unit:**	**Dates:**
1st	Science	Weather	Mid-October-December

COMMON CORE STATE STANDARDS	**Reading Foundations** **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing** **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **SL.1.1:** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. g. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). h. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. i. Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARDS	**Next Generation Science Standards** **1-ESS1-1:** Use observations of the sun, moon, and stars to describe patterns that can be predicted. **1-ESS1-2:** Make observations at different times of year to relate the amount of daylight to the time of year. **K-2-ETS1-1:** 7. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. 8. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function needed to solve a given problem. 9. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. **Science Standards:** 4. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or

	snow)!tend!to!be!predictable!during!a!season.!! c. Students!know!the!sun!warms!the!land,!air,!and!water.! Grade!3.!!!!1.!Energy!and!matter!have!multiple!forms!and!can!be!changed!from!one!form!to!another.!As!a!basis!for!understanding!this!concept:!! d. Students!know!energy!comes!from!the!Sun!to!Earth!in!the!form!of!light.!
OPEN'LITERACY'UNIT' CONNECTION'	Weeks!10,!11,!12,!13,!14,!15,!16!loosely!connect!
GLAD'STRATEGIES''	!
ENDURING' UNDERSTANDINGS/KEY' CONCEPTS:'''Students!will! understand!that…!! ! !	7 Energy!has!multiple!forms!and!can!change!from!one!form!to!another.! 7 Light!comes!to!the!Earth!from!the!Sun!as!energy.! 7 The!sun!warms!the!earth!and!is!necessary!for!plants!to!grow!(Connect!to!Unit!1).! 7 The!sun,!moon,!and!stars!move!in!predictable!patterns.! 7 Observing!the!sun,!moon,!and!stars!and!their!patterns!will!give!us!information!about!weather!and/or!seasons.! 7 Weather!conditions!(e.g.!sunlight,!clouds,!rain,!wind,!snow)!change!daily.! 7 Weather!conditions!can!be!predicted!across!seasons!and!by!observing!the!sun,!moon,!and!stars.! 7 Several!instruments!(e.g.!thermometer,!wind!vane)!can!be!used!to!measure!weather!conditions!and!map!patterns across!days!and!seasons.!
ESSENTIAL'QUESTIONS:'Rigor!–!embed!questions!aligned!to!Hess's!Cognitive!Rigor!Matrix!(Webb's!Depth!of!Knowledge!and!Bloom's!Cognitive!Process!Dimensions)!	7 What!is!energy!and!how!does!it!change?! 7 How!does!weather!(sunlight,!rain,!wind,!clouds,!etc.)!affect!all!living!things?! 7 How!does!the!movement!of!the!sun,!moon,!and!stars!help!predict!weather!patterns?! 7 How!do!seasons!change!throughout!the!year?!How!can!they!be!predicted?!Why!is!the!predictability!of!seasons!important?! 7 How!do!seasons!affect!ecosystems?!Food!webs?!(Connect!to!Unit!1)!Why!is!seasonal!change!important?! 7 How!do!plants/animals!adapt!to!seasons?!(Connect!to!Unit!1)! 7 What!characteristics!do!certain!plants/animals/humans!need!to!have!to!thrive!in!certain!seasons?!(Connect!to!Unit 1)! 7 What!is!the!best!way!to!measure!different!weather!(sunlight,!rain,!wind,!clouds,!etc.)?! 7 Is!there!a!better!way!to!measure!weather!that!has!not!been!designed!yet?! 7 Why!is!the!predictability!of!weather!important?!What!would!happen!if!we!couldn't!predict!weather?!How!would!that!affect!all!living!things?! 7 What!would!happen!if!seasons/weather!were!the!same!all!the!time?!! 7 '
ACADEMIC'VOCABULARY'	**WEATHER,'WIND,'RAINFALL,'SUNLIGHT,'CLOUD,'TEMPERATURE,'THERMOMETER,'RAIN'GAUGE,'PRECIPITATION'WIND'VANE,'SEASON,' PATTERN'**

LEARNING'OBJECTIVES!Scholars! will!be!able!to…! SWBAT! SWBAT! SWBAT! '	'
FORMATIVE'ASSESSMENT(S)'	!
SUMMATIVE'ASSESSMENT' (end!of!unit)!! (How!will!you!know!your!students! understand!the!Common!Core! State!Standards!of!this!unit?)! ! '	!
'	!
INSTRUCTIONAL'PLAN/' ACTIVITIES'	!

Grade:	**Subject(s):**	**Unit:**	**Dates:**
1st	Social Studies	Then and Now	March 7 – June

COMMON CORE STATE STANDARDS	**Phonics and Word Recognition** **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension. d. Read on-level text with purpose and understanding. e. Read on-level text orally with accuracy, appropriate rate, and expression. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writer's Craft and Vocabulary** **L.1.1:** Observe conventions of grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). c. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). d. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). e. Use frequently occurring adjectives. **L.1.2:** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. **SL.1.1:** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. j. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). k. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. l. Ask questions to clear up any confusion about the topics and texts under discussion. '
CA CONTENT STANDARDS	**Social Studies Standards:** **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.** 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

	3. Construct!a!simple!map!using!cardinal!directions!and!map!symbols.!! 4. Describe!how!location,!weather,!and!physical!environment!affect!the!way!people!live!including!the!effects!on!their!food,!clothing,!shelter,!transportation,!and!recreation.!! ! **1.4'Students'compare'and'contrast'everyday'life'in'different'times'and'places'around'the'world'and'recognize'that' some'aspects'of'people,'places,'and'things'change'over'time'while'others'stay'the'same."** 1. Examine!the!structure!of!schools!and!communities!in!the!past.! 2. Study!transportation!methods!of!earlier!days.!! 3. Recognize!similarities!and!differences!of!earlier!generations!in!such!areas!as!work!(inside!and!outside!the!home),!dress,!manners,!stories,!games,!and!festivals,!drawing!from!biographies!oral!histories,!and!folklore.!! ! **1.5'Students'describe'the'human'characteristics'of'familiar'places'and'the'varied'backgrounds'of'American'citizens' and'residents'in'those'places."** 1. Recognize!the!ways!in!which!they!are!all!part!of!the!same!community,!sharing!principles,!goals,!and!traditions!despite!their!varied!ancestry;!the!forms!of!diversity!in!their!school!and!community;!and!the!benefits!and!challenges!of!a!diverse!population.!! ~~2. Understand!the!ways!in!which!American!Indians!and!immigrants!have!helped!define!Californian!and!American culture.~~!! ~~3. Compare!the!beliefs,!customs,!ceremonies,!traditions,!and!social!practices!of!the!varied!cultures,!drawing!from!folklore.~~!! !
OPEN'LITERACY'UNIT' CONNECTION'	Weeks!10716,!24,!25,!26,!29,!30!loosely!connect!
GLAD'STRATEGIES"	!
ENDURING' UNDERSTANDINGS/KEY' CONCEPTS:""Students!will! understand!that…!! ! !	1. Communities!have!existed!throughout!history.! 2. Modern!communities!include!many!differences!from!communities!long!ago,!such!as!dress,!manners,!stories,!games,!festivals,!and!work.! 3. Peoples'!differences!bring!value!to!a!community,!and!inhabitants!share!certain!principles,!goals,!and!traditions!even!though!community!members!are!different.! 4. The!location!of!and!weather!around!a!community!affect!its!inhabitants'!food,!shelter,!clothing,!recreation,!and!transportation.! 5. Our!community!is!part!of!larger!communities!that!are!located!in!different!places!in!the!world.! 6. Our!world!includes!seven!continents!and!four!oceans.! 7. We!gain!different!information!from!a!map!of!a!community,!from!a!picture!of!a!community,!and!from!a!three!dimensional!model!of!a!community.!

ESSENTIAL'QUESTIONS:'Rigor!–! embed!questions!aligned!to!Hess's! Cognitive!Rigor!Matrix!(Webb's! Depth!of!Knowledge!and!Bloom's! Cognitive!Process!Dimensions)!	1. Why!are!communities!important!for!modern!Californians?!For!people!long!ago?! 2. What!are!the!similarities!and!differences!between!our!community!and!communities!in!California!long!ago?! 3. What!are!the!similarities!and!differences!between!our!community!and!a!community!in!a!different!state?!On!a! different!continent?!On!an!island!in!the!ocean?! 4. What!are!the!similarities!and!differences!between!our!community!and!a!community!long!ago!in!a!different!state? On!a!different!continent?!On!an!island!in!the!ocean?! 5. How!does!a!community's!location!affect!food,!shelter,!clothing,!recreation,!and!transportation?! 6. What!must!change!in!a!community!when!its!location!changes?!When!the!time!period!in!which!its!inhabitants!live changes?! 7. Name!the!seven!continents!and!four!oceans.! 8. How!do!peoples'!differences!make!a!community!better?!What!would!a!community!be!like!if!everyone!was!the! same?! 9. What!is!the!best!way!to!view!a!community:!in!a!two7dimensional!map,!in!a!two7dimensional!picture,!or!in!a!three7 dimensional!model?!Which!gives!you!an!accurate!representation!of!the!dress,!manners,!stories,!games,!festivals,! and!work!in!the!community?!Which!allows!you!to!see!whether!the!community!exists!or!existed!long!ago?!What! the!advantages!and!disadvantages!of!each?!
ACADEMIC'VOCABULARY'	**COMMUNITY,'MODERN,'LOCATION,'FOOD,'SHELTER,'CLOTHING,'RECREATION,'TRANSPORTATION,'TWOK DIMENSIONAL,'THREEK DIMENSIONAL,'TRADITION,'PRINCIPLE,'GOAL,'CONTINENT,'OCEAN'**
LEARNING'OBJECTIVES!Scholars! will!be!able!to…! SWBAT! SWBAT! SWBAT! '	'
FORMATIVE'ASSESSMENT(S)'	!
SUMMATIVE'ASSESSMENT' (end!of!unit)!! (How!will!you!know!your!students! understand!the!Common!Core! State!Standards!of!this!unit?)! ! '	!
'	!
INSTRUCTIONAL'PLAN/' ACTIVITIES'	!

A-19: Sample Extended Analysis project

Andrea Amador

June 11, 2013

The Amazing Life of Foxes

Foxes are amazing animals. My research revealed many facts about where foxes live, eat, their cubs, why they are endangered and other interesting facts about them. Foxes are beautiful and interesting animals.

Foxes are found in different countries. Foxes live in North America, Eurasia, Australia, Japan, Canada, Tasmina, Adelaide, Brisbane, Canberra, Melbourne, Perth and Sydney. Foxes have not been found in Colombia, Venezuela, Argentina and Chile. Foxes are mostly found in Australia. They have been living there since the 1800's. Foxes are well populated animals in the entire world.

There is a curious relationship between people and foxes. People have caused foxes to be endangered. People do hunt foxes because of their meat and their fur. Another reason they are endangered is because their predators hunt them. Foxes and people don't always get along. Foxes don't get along with us because they can attack us. Although some people keep foxes as pets. From my research, it appears that it is not a good idea to have wild animals as pets!

Foxes are omnivores because they will eat almost anything. Foxes are omnivores because they eat meat like birds and snakes. They eat plants like berries and grasses. Foxes also eat small animals such as scorpions, amphbians, and pigeons. In winter they eat seals because other animals are hybernating. Foxes eat many different things to survive.

The Fox family is very nurturing. The male rarely abandon his families. However,

if one does then another hunts food for both of the families and take care of the babies. Cubs eat when they are ready. Cubs drink their mother's milk for about four weeks. Then they develop their teeth and that is when they can start eating. Foxes have complex family structures.

Foxes have several interesting abilities. Foxes have a great sense of smell. They can smell food even if it is sealed in a bag and even if it is underground. Foxes need sharp teeth.They need them because they need to eat meat and plants. Foxes are known for having interesting abilities.

In conclusion, foxes are very interesting. Even though they are endangered, they still try their best to be alive. Now you know where they are found, what they eat, and some interesting things about foxes.

Bibliography

Cavendish, Marshall. Encyclopedia of Mammals. New york, Tarry Town. 1997.

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Shirky, Clay. ¨Foxes¨.May 16.2013. <Wikipedia.com>

A-20: Quarterly Data Day materials

Data-Driven Instruction at Rocketship: Playbook (2014-2015 Edition)

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The 3 Foundations of the Rocketship Data-Driven Instructional Model

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How do the 4 Habits work within the 3 Foundations?

How can I make sure that I am being truly and effectively data-driven?

When will I engage in this practice across the school year?

There are so many different ways to slice the data. What exactly do Rocketship educators need to be able to do in analyzing their data?

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READ ME: About Data Day

Overview of Major Shifts in 14-15

Checklist for Excellence

Structuring the Data Cycle

Matrix of Suggested Data to Analyze + When

Index of Resources

Gather Evidence

Analyze

Collaborate

Act

Frequently Asked Questions

What is the purpose of Data Day?

Who attends CPT? Who leads it?

When and where does Data Day happen?

What happens during Data Day?

Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time;

Unit Planning Kick-Off

Mid-Unit Step-Back

Pre-Data Day 1:1s

CHAPTER 2: Weekly Common Planning Time

READ ME: About Weekly Common Planning Time

Overview of Major Shifts in 14-15

Checklist for Excellence

Structuring Common Planning Time Across the Week

Matrix of Suggested Data to Analyze + When

Index of Resources

Gather Evidence

Analyze

Collaborate

Act

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

Who attends CPT? Who leads it?

When and where does CPT happen?

What happens during CPT?

But is CPT exactly the same from school to school?

Example Common Planning Time Schedule Across the Week

CHAPTER 3: The Intersection of DDI and Coaching

READ ME: About the Intersection of DDI and Coaching

Overview of Major Shifts in 14-15

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Analyze

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Act

Frequently Asked Questions

What does coaching look like at Rocketship?

How does the Coaching Cycle intersect with DDI?

Introduction

The 4 Habits of Data-Driven Educators

The 3 Foundations of the Rocketship Data-Driven Instructional Model

How do the 4 Habits work together?

How do the 4 Habits work within the 3 Foundations?

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When will I engage in this practice across the school year?

There are so many different ways to slice the data. What exactly do Rocketship educators need to be able to do in analyzing their data?

The 4 Habits of Data-Driven Educators

Rocketship Schools will be able to<	Because of<
DDI HABIT #1: *Gather* EVIDENCE • accurately and efficiently gather quantitative and qualitative forms of data on what students are getting right or wrong and how they are progressing toward the big goal • regularly gather diagnostic, formative, and summative data (i.e., before, during, and after a unit, or ~1x a week) to gauge mastery and growth • regularly and sufficiently (i.e., ~1x a week) track and analyze data so that it can inform short- and long-term planning and differentiation	**RESOURCES** • Disaggregated formative data reports on SchoolZilla • Student work portfolio guidelines and templates • Streamlined, user-friendly SchoolZilla workbooks • Sample formative assessment trackers for quantitative and qualitative data **TRAINING** • PD for teachers on our suite of assessments • PD for teachers on how to gather more varied, frequent formative data • PD for school leaders on conducting data-driven coaching observations **STRUCTURES** • Weekly/biweekly coaching observations • Suite of high-quality, centralized assessments • Expanded formative assessment network recommendations
DDI HABIT #2: REFLECT *on Data* • triangulate more than one source of data to consider a wide, varied range of causal teacher student actions behind the trends in data • accurately identify multiple trends in data against the big goal within student subgroups against the big goals, AND appropriately prioritize focus areas by weighing the urgency and feasibility of addressing them o Read more about the Top 5 Metrics • regularly analyze data (e.g., prior to weekly CPT and Data Day).	**RESOURCES** • Wide variety of analysis forms for both quantitative and qualitative data • Data analysis "scope and sequence" for across the year **TRAINING** • Integrated data platform and data analysis PD for instructional staff • PD for school leaders on identifying coaching focus areas using observational and assessment data **STRUCTURES** • Mid-unit step-back routines • Pre-Data Day coaching conversations • School leaders and teacher leaders prepared to provide support on data analysis

(Cont.)

Rocketship Schools will be able to<	Because of<
DDI HABIT #3: *Meaningfully* COLLABORATE ● pull meaningful, goal-oriented data and pieces of evidence around which to collaborate ● actively participate in opportunities for goal-aligned collaboration (e.g., common planning time) and engage others for feedback and suggestions ● convene at regular formal interactions (e.g., grade level meetings, common planning time, coaching conversations, staff PD, etc.)	**RESOURCES** ● PD for school leaders on identifying coaching focus areas based on observational and assessment data **TRAINING** ● School leader and teacher leader PD on facilitating data conversations **STRUCTURES** ● Weekly Common Planning Time data conversations with the grade team and/or content team

DDI HABIT #4: ACT
● use data analysis to identify action steps to address fundamental student gaps while maintaining their strengths
● use data analysis to identify effective action steps
  o to tackle the prioritized focus area at varied levels (e.g., small group instruction, whole group instruction, instructional routines, etc.) within his/her own instruction, and
  o to maintain the bright spots.
● tie clear anticipated outcomes and feasible timelines to all action steps.
● regularly adjust instruction in response to data (i.e., from lesson to lesson)
	RESOURCES
	● Data Day action planning templates for whole group instruction, small group instruction, instructional routines, tutoring groups, and learning lab
	● Lesson and unit planning templates
	TRAINING
	● Ongoing content-specific professional development to build schools' knowledge of pedagogical best practices
	● Ongoing individualized coaching conversations
	STRUCTURES
	● Data Day conversations
	● School leaders and teacher leaders prepared to support staff with action plan execution

The 3 Foundations of the Rocketship Data-Driven Instructional Model

Foundation	*Objective*	*Data Analyzed*	*Timing and Structure*
Data Day	• To identify wider-reaching trends in data in order to inform long-term and short-term planning	• Interim assessment data (i.e., STEP, benchmarks, mastery assessments, NWEA)* • Culminating student performance tasks (e.g., writing final drafts)* • The past cycle's weekly CPT notes and takeaways* • Any anecdotal notes collected by the teacher as they observed students take the interim assessment*	*Pre-Work: Teachers administer interim assessments and analyze the data, either individually or in a Pre-Data Day 1:1 with their coach* • Data Days occur at the end of every data cycle (~every 6-10 weeks) and take up one full work day. • Begins with a State of the School address by the principal • Throughout the day, instructional staff a) meets with coach for 1:1 data conversations and b) meets with grade team to revise the upcoming unit, incorporating next steps from the data conversation
Weekly Common Planning Time	• Generally, to capture more frequent, ongoing snapshots of student learning within a grade level and/or content area in order to inform short-term planning	• Weekly formative assessment data* • Student work samples ** • Daily lesson assessment data and/or notes from each individual instructional staff member • *Optional:* Data from SWIS, tutoring, ISE, OLP** (CPT leaders should refer to Table for further suggestions)	*Pre-Work: Teachers administer weekly formative assessments and analyze the data* • Teachers in a particular grade level meet 1x a week during the day to identify short-term next steps • Data conversation led by a coach or teacher leader • Occasional attendees include the grade level ILS, any ISE staff who service students in the grade, other school leaders at the school site and at other school sites, and Network Support Team members
Coaching 1:1s	• To identify the direct impact of an individual teacher's specific instructional actions on student outcomes within a lesson	• Coaching observation data • Daily lesson assessment data and notes • Student work samples **	*Pre-Work: Instructional staff ensure their daily lesson assessment data/notes are accurate and updated; teachers attempt to pull out trends and identify hypotheses behind the trends* • The grade level coach observes an instructional staff member ~1-2 times a week (more or less frequently depending on need), capturing data on teacher actions and student learning outcomes • The grade level coach shares feedback with the instructional staff member in a weekly coaching conversation (or "1:1"), held about 1x a week (more

less frequently depending on need)

*REQUIREMENTS SET BY NETWORK
**REQUIREMENTS SET BY GRADE LEVEL COACH

Data-Driven Instruction at Rocketship

How do the 4 Habits work together?

Closing the achievement gap is monumental work for which there is never enough time. To ensure that we are being as strategic and efficient as possible in helping our students achieve at the same levels as their more privileged peers, we must don our scientist hats and dive into data (ROCKETSHIP CORE VALUE #4: DISCIPLINED THOUGHT). Much like scientists, who employ the scientific method to direct their work, Rocketship educators make use of the following 4 Habits to ensure that the data is alive in instruction.

Rocketship instructors gather pre-determined ***Evidence*** of student learning, upon which they ***Reflect*** to pull out trends and formulate hypotheses around root causes. They ***Collaborate*** with their coach and their peers to further vet these hypotheses and design a plan to move forward with new pieces of evidence to monitor moving forward. They ***Act*** upon this plan, and begin the whole cycle anew.

How do the 4 Habits work within the 3 Foundations?

The cycle of these 4 Habits can – and should – be applied within the structure of Data Days, Weekly Common Planning Time, and individual Coaching 1:1s in order for them to be successful.

Each of the chapters of the DDI Playbook go into further depth around what the 4 Habits look like within each structure.

How can I make sure that I am being truly and effectively data-driven?

This rubric provides a vision for the habits of data-driven educator at varied developmental levels. We encourage our staff to use it in setting goals for their professional development.

When will I engage in this practice across the school year?

The DDI Implementation Calendar gives you Data Day and assessment dates, as well as some key milestones related to data-driven instruction.

There are so many different ways to slice the data. What *exactly* do Rocketship educators need to be able to do in analyzing their data?

Instructional staff should always consider the following **Top 5 metrics** when reviewing formative assessment data prior to the data conversation at weekly CPT:

- **Cohort's overall average score** *(How are students generally performing? Are there some teachers who are seeing more success than others?)*
- **Cohort's overall average growth** (when applicable) *(How are students generally progressing? Are there some teachers who are seeing more progress than others?)*
- **Standards showing high level of mastery v. standards showing low level of mastery** *(What skills/material are students grasping? What are they struggling with?)*
    - Within these key standards, instructional staff should also pay attention to assessment items of note *(What items did students really struggle on? What was the most common answer? What does this say about what students understand and what they don't?)*
- **Average performance of student subgroups** (e.g., Grade Level, Borderline, and Below Grade Level) *(Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)*
    - Instructional staff should pay attention to individual students who continually appear in the Borderline and Below Grade Level groups, even with changes in assessed content.
- **Average growth of student subgroups** (e.g., Grade Level, Borderline, and Below Grade Level) *(Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)*

Instructional staff should pay attention to student subgroups which remain stagnant in size for the same assessed content over time or display an otherwise negative trend (e.g., the amount of students who are Below Grade Level for X standard should ideally decrease over time; the amount in Grade Level should increase).

DDI Foundation #1: Data Day

- READ ME: About Data Day
  - Overview of Major Shifts in 14-15
  - Checklist for Excellence
  - Structuring the Data Cycle
  - Matrix of Suggested Data to Analyze + When
- Index of Resources
  - Gather Evidence
  - Analyze
  - Collaborate
  - Act
- Frequently Asked Questions
  - What is the purpose of Data Day?
  - Who attends CPT? Who leads it?
  - When and where does Data Day happen?
  - What happens during Data Day?
  - Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time;
    - Unit Planning Kick-Off
    - Mid-Unit Step-Back

Pre-Data Day 1:1s

READ ME: About Data Day

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - There are 2 major shifts for Data Day in 14-15:
    - When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well ***(REFLECT)***
    - Because formative data analysis will be happening regularly throughout the cycle, Data Day can be used for planning instead ***(ACT)***

    These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.

- **Checklist for Excellence**
  - How should a team prepare for Data Day in order for it to be successful? What should be happening during this day? What does follow-up look like? Who's responsible for what? This document answers all those questions and more;

- **Structuring the Data Cycle**
  - Each Data Cycle concludes with Data Day (in some cycles, two Data Days); Since we're aiming for this Day to be prioritized for planning - specifically, instructional staff revising already drafted unit and lesson plans based on the latest student data - we suggest blocking out some staff time in the weeks leading up to Data Day to prepare. This link from the FAQ can give you more ideas around how the Data Cycle can be strategically used to further instructor efficiency and effectiveness.

- **Matrix of Suggested Data to Analyze + When**
  - With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience

SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers
Mid-Unit Step-Back protocol	N/A	Teachers
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General
Data Day Analysis Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General
Using Your MAP Data to Plan	Training series for teachers on the NWEA MAP test.	Teachers

Collaborate

Resource	Description	Intended Audience
Data Day Protocols and Conversations	Collected data day protocols and question probes to use in conducting data conversations with your teachers.	School Leaders
Sample Data Day Emails	Sample emails to send your staff. Good for new school leaders who would like to see examples of Data Day communications.	New school leaders
Data Day Agenda Samples:	The only requirements for Data Day are that they a) provide a bulk of time for planning and	School Leaders

Data Day September 2014 Agendas	implementing data-driven revisions and b) provide an opportunity for teams to co-plan with each other. The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements; Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	

Act

Resource	Description	Intended Audience
Unit Planning Kick-off Protocol	Protocol to get your teachers started in unit planning	Teachers
ELA Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Math Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Data Day Planning Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General

Frequently Asked Questions

What is the purpose of Data Day?

During Data Day, instructional staff have an extended amount of student-free time to:

- discuss that data cycle's trends in student learning
- revise their upcoming instructional plans based on these trends
- share best practices
- participate in professional development sessions at their school
- collaboratively co-plan for the upcoming unit/data cycle
- seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader)

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does Data Day happen?

Data Day happens at the close of every Data Cycle (usually every 8-12 weeks); Particularly long data cycles are broken up with an "Interim Data Day", which functions like a typical Data Day with the exception that school is still in session. On these days, instructional may meet after school or get released by a sub for a half-day in order to congregate with their team.

Data Day - interim or otherwise - always happens at the school site. The first Data Day in September is unique in that it is two days long. This provides teachers with more time to plan at the beginning of the year.

What happens during Data Day?

Three main things happen during Data Day at every school, generally in this order:

- **STATE OF THE SCHOOL ADDRESS (SotS):** Data Day generally begins with a State of the School address delivered by the principal to the staff. This is a short presentation which drills down major trends - both highlights and focus areas - at a school level.
- **DATA DAY CONVERSATION:** This is usually between just the school leader and an individual instructor. During this time, they partner to dive into trends in data, hypothesize about potential causal teacher actions behind the trends, and ideas for next steps. These conversations last anywhere from 30 min to an hour.
- **PLANNING TIME:** A bulk of the Data Day is reserved for planning time. This usually falls in the latter half of the day. Staff members have the opportunity to collaborate during this time.

Other activities which might happen during Data Day include, but are not restricted to staff meetings, staff professional development opportunities, and staff culture-building events.

Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time.

If schools are canny about using their time in the preceding weeks, instructional staff can have a lot of time reserved for just planning. Here are some items that schools should consider programming into their upcoming data cycle:

EVENT	WHEN?	DESCRIPTION

Unit Planning Kick-Off	• A few weeks before the next unit/data cycle begins • Recommend reserving an unbroken 2 hours after school (Thursday Minimum Day is ideal)	• Teachers preview any available assessments, instructional materials, and scope and sequence maps for the upcoming unit/data cycle to internalize level of rigor • Teachers begin drafting upcoming unit plans either during this session or immediately afterward. They should aim to be finished with these plans by the time Data Day starts, so that they can use that time to revise their plans based on data vs. starting from scratch.
Mid-Unit Step-Back	• About halfway through a unit or data cycle • Reserve about 60-90 minutes; can happen during Thursday Minimum Day, during a CPT block, or during an extended coaching 1:1	• Teachers assess their students progress so far, evaluate how far they are from their data cycle interim goals, and make predictions on student performance for the upcoming assessments • Teachers identify any new priorities and/or confirm existing ones, and adjust current unit plans and upcoming lesson plans accordingly

Pre-Data Day 1:1s	• During the week leading up to Data Day
	• Should happen during the regular 1:1 time
		• School leaders check in with each individual report to assist them in preparing for Data Day. This will look different depending on each teacher's individual need; Examples of what could happen during this time:
		  • Coach assists a novice teacher in analyzing data
		  • Coach guides a teacher toward identifying causal teacher actions behind the data trends
		  • Coach helps a teacher in prioritizing focus areas pulled from the data

Here is an example of how a school could program this into their Data Cycle:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg • 60 min CPT: PBIS/SWIS Review	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• 30 min: Staff Mtg • 60 min CPT: OLP/Tier II Review	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg • 90 min: Staff PD • 60 min CPT: ISE/Tier III Review	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• 30 min: Staff Mtg • **120 min: Mid-Unit Step-Back**	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg • **90 min: Unit Plan Kick-Off** • **90 min unit planning time**	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• 30 min: Staff Mtg • 60 min CPT: PBIS/SWIS Review • **90 min unit planning time**	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg	• CPT: Formative Data Conversations

			• 60 min CPT: OLP/Tier II Review	**INTERIM DATA DUE**
• CPT • **Pre-Data Day 1:1s**	• CPT: Review CELDT/ELL Data • **Pre-Data Day 1:1s**	• CPT • **Pre-Data Day 1:1s**	• 30 min: Staff Mtg • 60 min CPT: ISE/Tier III Review • **90 min: Pre-Data Day 1:1s**	**DATA DAY**

Check out the Resource Index in this document for supporting documents on Unit Plan Kick-Off, Mid-Unit Step-Backs, and Pre-Data Day 1:1s.

DDI Foundation #2: Common Planning Time

- Required Reading for All
  - Overview of Major Shifts in 14-15
  - Checklist for Excellence
  - Matrix of Suggested Data to Analyze + When
- Index of Resources
  - Gather Evidence
  - Analyze
  - Collaborate
  - Act
- Frequently Asked Questions
  - What is the purpose of Common Planning Time (CPT)?
  - Who attends CPT? Who leads it?
  - When and where does CPT happen?
  - What happens during CPT?
    - But is CPT exactly the same from school to school?
    - Example Common Planning Time Schedule Across the Week

READ ME: About Weekly Common Planning Time

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - There are 2 major shifts for Weekly CPT in 14-15:
    - At least once a week, the teachers within a particular grade level will meet during CPT to collaborate around next steps based on formative data analysis
    - During this weekly conversation about data, teachers will look at more than one type of data (quantitative *and* qualitative)

    These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.

- **Checklist for Excellence**
  - How should a team prepare for CPT in order for it to be successful? What should be happening during this block? What does follow-up look like? Who's responsible for what? This document answers all those questions and more;

- **Structuring Common Planning Time Across the Week**
  - CPT occurs every week on Monday, Tuesday, Wednesday, and Friday. At least one of those instances should be used for grade levels to convene around formative assessment data, but that doesn't mean that every block needs to be used for that purpose. This section of the playbook will mostly focus on resources to support the data conversation, but this link from the FAQ can give you more ideas around how CPT can be used to further professional development.

- **Matrix of Suggested Data to Analyze + When**
  - With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Examples of formative lesson assessments (from Teach For America)	N/A	Teachers; ILSs
Examples of performance tasks by content area and grade level band (from Teach For America)	N/A	Teachers
Sample tracking system (from Teach For America)	N/A	Teachers; ILSs
Sample grading system (from Teach For America)	N/A	Teachers; ILSs
Considerations for Assessment Question Types (from Teach For America)	N/A	Teachers; ILSs
Tips for Making an Assessment Efficient (from Teach For America)	N/A	Teachers; ILSs

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
CPT Pre-work analysis templates	Templates for teachers to use in analyzing their data prior to CPT	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers

Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Resource	Description	Intended Audience
Common Planning Time Agenda Samples	The only requirements for Common Planning Time data conversations are that they a) are goal-oriented, b) ensure each meeting participant actively engages throughout, c) result in measurable, manageable instructional next steps for each participant, and d) remain relatively stable from week to week. The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements;; Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	School Leaders; teacher leaders (or anyone else leading Common Planning Time)
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample CPT overview one-pager from Rocketship Mosaic	Document outlines the schoolwide day-by-day breakdown of CPT and after-school meeting focus topics for grade level teams. Can be shared with teachers prior to rolling out CPT at the beginning of the year, or prior to rolling out a new structure.	Teachers

Act

Resource	Description	Audience
CELDT levels breakdown (from UC Santa Cruz)	Resource on how to translate CELDT data into instructional implications	General

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

During Common Planning Time, instructional staff collaborate in small groups to discuss that week's trends in student learning, share best practices, co-plan for the upcoming week, and/or seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader).

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does CPT happen?

Teachers have a block in their schedule for CPT every day except for Minimum Days (Thursday). CPT happens at the school site.

What happens during CPT?

!t least once a week, the grade level uses CPT to have a data conversation centered on the quantitative data from that week's formative assessment and whatever aligned qualitative data the teachers may have (e.g., student work samples, anecdotal teacher notes from the lesson, exit slip data, running records). This data conversation follows a structured protocol and culminates in specific, measurable, and concrete instructional next steps for each attendee.

But is CPT exactly the same from school to school?

This data conversation has an elastic structure – it is flexible enough to accommodate the unique needs of every grade team. The school leader coach will play a key role in capitalizing on this flexibility to set parameters, and may solicit input from the rest of the team in making decisions:

Variable factors in CPT:

- Instructional content/ standards that the team chooses to focus on in a particular CPT
- Student outcome data that the team chooses to analyze as pre-work and/or bring to the table during CPT
- How often the team chooses to engage in a data conversation throughout the week, and what they are doing during the times when they are not engaged in a data conversation
- Who else outside the grade level might attend CPT, and how frequently
- Team norms for CPT (especially around communication and engagement)
- When to discuss more operational agenda items that are not strictly instructional in nature (e.g., Exhibition Night, Parent Conferences, an upcoming field trip, grade level culture). We recommend that these items be contained within a weekly Grade Level Meeting (GLM), the timing of which can

be determined by the grade level team in conjunction with their coach. A school team may decide to use substitute one CPT a week for a GLM, although these should not be confused.

Universal network requirements for CPT:

- CPT must be used for teachers to collaborate around their instruction. This might take the form of co-planning, discussion protocols, lesson rehearsal, video co-watching, peer review of lesson plans or materials, discussing students of concern, SST/SAT/IEP status updates, etc. The content of CPT should follow a loosely routinized structure from week to week to allow teachers some level of consistency and predictability, thus enabling them to better prepare and utilize this time.
- !t least once a week, CPT must be used for the team to engage in a data conversation about that week's student learning. This conversation must be facilitated by a school leader coach or a teacher leader.
- Other recommendations for data that must be reviewed periodically, if not weekly, can be found here.
- CPT is *not* a prep period – staff members will have other times in the week to tackle things like running copies, contacting families, straightening up or redecorating their classroom, etc.

Example Common Planning Time Schedule Across the Week

Monday	Tuesday	Wednesday	Friday
• Rehearsal protocol + peer feedback for upcoming lessons	• Grade Level Meeting	• Co-planning next week's lessons	• Formative data conversation + lesson revision

Common Planning Time may also include additional formative data conversations to touch base on other sources of data which inform instruction. Click here for recommendations.

DDI Foundation #3: How Coaching Supports DDI

READ ME: About the Intersection of DDI and Coaching

- Overview of Major Shifts in 14-15
- DDI Intersections Within the Coaching Cycle

Index of Resources

- Gather Evidence
- Analyze
- Collaborate
- Act

Frequently Asked Questions

- What does coaching look like at Rocketship?
- How does the Coaching Cycle intersect with DDI?

READ ME: About the Intersection of DDI and Coaching

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - In the 14-15 school year, we want our instructional staff to become better at two things: 1) gathering and analyzing qualitative evidence of student learning as well as quantitative and 2) identifying the causal teacher actions behind the trends in student data. Therefore, we've identified two ways that coaching can support staff members in making these shifts:
    - When we collect data in coaching observations, we're modeling for our teachers the types of data that they should be collecting on their own. Therefore, we want to aim to gather more qualitative evidence of student outcomes during our coaching observations. ***(EVIDENCE)***
    - Through our coaching interactions, we want to build our staff's capacity to identify causal teacher actions; ***(REFLECT)***

    These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously.

- **DDI Intersections Within the Coaching Cycle**
  - The coaching cycle at Rocketship mimics the Data-Driven Instructional Cycle
    - School leaders review plans and observe lesson ***(GATHER EVIDENCE)***
    - School leaders review this information, and prior to a coaching 1:1 or in the moment, formulate a hypothesis around what the staff member's next steps should be ***(REFLECT)***
    - School leaders meet with staff members to give feedback, norm on next steps, and practice ***(COLLABORATE)***
    - School leaders follow up on next steps through more lesson plan review and observation ***(ACT)***, thus kicking off the cycle once again

    Since there are specific shifts we want our instructional staff to make this year in becoming more data-driven, and since what we do in coaching models what we want our staff members to do independently, it's important for coaches to step back and consider how they may adjust their coaching to further develop their staff. This link from the FAQ can give you more ideas around how the coaching cycle can be strategically used to develop staff members into becoming data-driven educators.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Coaching Observation Forms	Sampling of coaching observation templates to use which will help you gather more streamlined data on teacher actions and resulting student outcomes	School Leaders

Analyze

Resource	Description	Intended Audience
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Resource	Description	Intended Audience
Coaching 1:1	One to ones are weekly or bi-weekly meetings between instructional staff and a coach in which goals and progress are reflected on, a new goal is set, and a new skill is practiced.	School Leaders
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders

Frequently Asked Questions

What does coaching look like at Rocketship?

The RSED Coaching Playbook is your best resource for what this looks like.

How does the Coaching Cycle intersect with DDI?

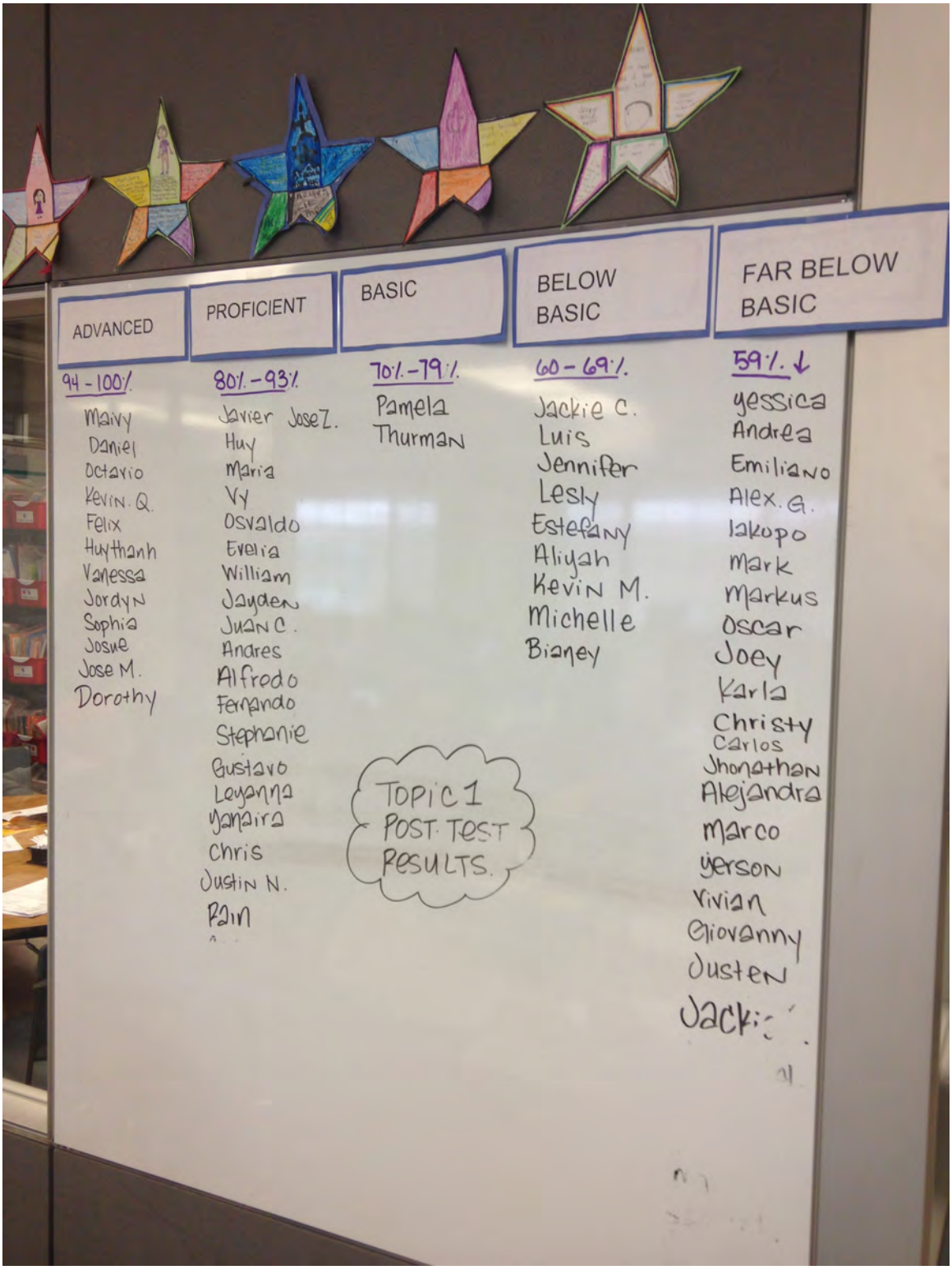
To make the identified big DDI shifts occur, we need to be mindful about how our coaching must also shift to support these changes. Below, some coaching actions to take into consideration:

DDI Habit	Shifts in DDI for 14-15	What Should I Do In My Coaching?
GATHER EVIDENCE	Across these weekly data conversations, grade level teams will look at multiple types of data (quantitative *and* qualitative)	In coaching observations, be sure to gather qualitative *and* quantitative data on student outcomes. These data points can be shared with instructional staff when giving feedback *(e.g., "I noticed that 2 out of the 5 students that I surveyed were unable to identify the correct supporting quote - let's look at the difference between the close reading annotations of the students who were mastering the material and the ones who weren't").*
REFLECT	When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well	In giving feedback - whether it is written or delivered verbally, face-to-face - coaches should aim to make the connection between the data gathered on student outcomes and the data gathered on teacher actions. This can be differentiated depending on the teacher. E.g, ● *Low skill, high will:* The coach can take a directive approach, explicitly identifying the link between student outcomes and teacher actions for the staff member being coached. ● *High skill, low will:* The coach can take a facilitative approach, using conversation probes to draw the staff member's eye to specific points in data; ● *High skill, high will:* The coach can take a more collaborative approach, presenting the staff member with the data and asking them to identify links on his/her own.
COLLABORATE	At least once a week, teachers will meet during CPT (following established routines and following structured protocols) to collaborate around next steps based on formative data analysis	● If an individual teacher is exhibiting difficulties or challenges during CPT, coaches may consider addressing it with the staff member 1:1; e.g., if a teacher is struggling to analyze their formative data prior to CPT each week, a coach may strategically schedule their 1:1 so that part of that block could be used for data analysis. ● Likewise, a coach may consider the CPT routine as an another avenue to extend an individual teacher's coaching focus; e.g., a coaching action step could be to co-plan with particular lead teacher during CPT once a week.

ACT	Because formative data analysis will be happening regularly throughout the cycle, Data Day can be used for planning instead	See section on Pre-Data Day 1:1s for how coaches can maximize the 1:1 structure to support Data Day.

A-21: Classroom Goal Tracker Photo

ROCKETSHIP WALL TRACKER



A-22: Example OLP goals

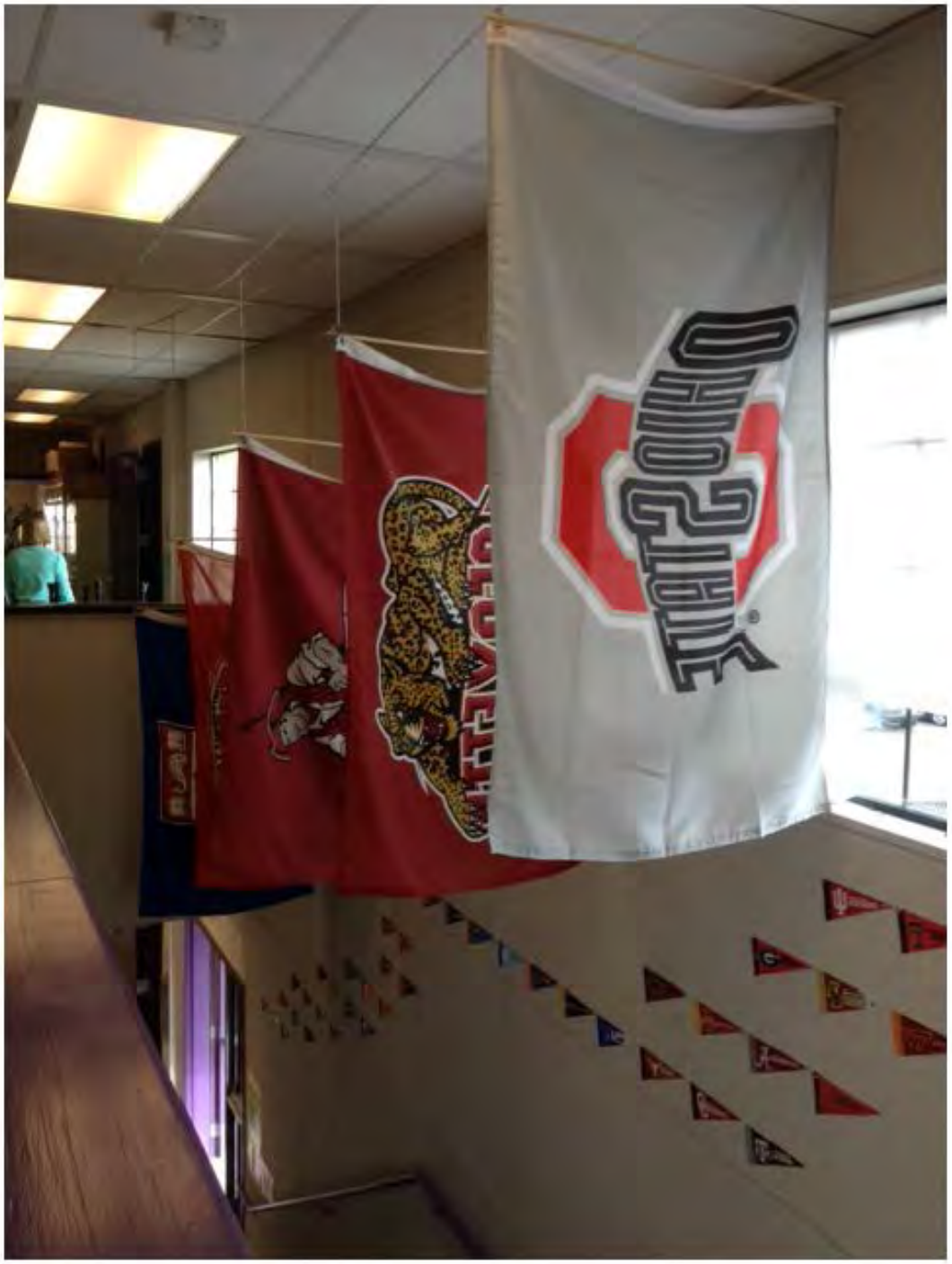
	Program	Minutes Per Week	Recommended Sequencing	Academic Target (joule)	Life Work/ Homework Minutes (Recommended)	Rationale
MATH	Dreambox	60 minutes	M, T, W	K-3: 6 unique lessons/week mastered 4-5: 1 unit/week mastered		Of the three math programs, Dreambox is most similar to EnVision and Singapore in the approach to teaching conceptual math. Students in K-3 should be able to complete 2 lessons for every 20 minutes they are on Dreambox which equates to 6 lesson per week if 60 minutes are completed. Grades 4-5 should aim for completing 1 unit per week when they complete an average of 60 minutes as well.
	ST Math	40 minutes	Th, F	3% syllabus progress/week		ST Math provides opportunities for students to strengthen their foundational understanding of math and develop fluency in math. Achieving 3% growth towards completion of the syllabus is a reasonable target if students are spending 40 minutes on ST Math each week. The recommendation is spending at least 20 minutes in one sitting on the program.
	iReady	100 minutes*	at home	85% pass rate	100 minutes recommended*	iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program. The homework minutes are a suggestion and are not required.
	Total	100 minutes				The math goal each week is any combination of the 3 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
READING	Lexia	60 minutes	M, T, W	1 unit mastered/week		Students who complete 60 minutes on Lexia each week should gain 1 unit. This is a reasonable expectation. it is recommended that they spend at least 20 minutes on Lexia when they are on the program.
	iReady	40 minutes	Th, F	85% pass rate	iReady is the recommended reading program to use at home to supplement homework.	Three lessons per week is a reasonable expectation if students are spending an average of 40 minutes on iReady in a given week. The recommendation is to spend at least 20 minutes in one sitting on the program. iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program.
	Total	100 minutes				The reading goal each week is any combination of these 2 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
INDEPENDENT READING	Accelerated Reader	100 minutes of independent reading (not AR time)	Independent reading of 20 minutes per day and testing when books have been read *Best Practice Tip: Picture books and books less than 20 pages should be read 3 times prior to taking an AR quiz. It is recommended that students complete a reading log/reading comprehension activity/character sketch/plot map/story retell/etc. prior to taking an AR quiz.	1 AR point gained/week	Students should be reading at home, but quizzes will need to be taken at school during the school day.	While 100 minutes of independent reading are recommended on a weekly basis, this data will not be tracked. AR points will be tracked. Students earn a very small number of AR points (0.5 - 2) for reading short, simple books. Students earn a high number of points for reading more complex books (5+). Knowing this, not all students will take an AR quiz weekly. The average for each student should come out to 1 point per week which means that students who read the smaller, simpler books should be testing more frequently and students reading longer, more complex books should be testing less frequently but they will receive more points. 1 point per student per week on average is a very reasonable expectation.

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned workstream	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Dreambox	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.	Cannot cue up specific content but excellent access to manipulatives to demo for students' concepts	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.		Parents are typically not able to support and help at home. The program requires the use of headphones for the auditory components which can be complicated.	Not assignable
ST Math	ST Math provides grade level math practice		ST Math is only on grade level and does not adapt to lower grade levels.		This program can be tracked by staff to see if students logged in at night and used it. The program does not require headphones or support from parents.	
iReady	Completely adaptive if the diagnostic placed them correctly.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Reading OLPs						

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned workstream	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Lexia	Completely adaptive	Not assignable	Completely adaptive	Not assignable	Completely adaptive	Not assignable
iReady	Completely adaptive if the diagnostic placed them correctly. Diagnostic is lengthy.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Accelerated Reader	Independent Reading	Students may take AR tests off of read alouds and shared reading in class.		Independent Reading	Students should be reading at home but quizzing at school.	

Weekly		Daily
School leaders can use the data to coach ILSes and teachers.		Students and ILSes can track student progress and hold themselves accountable daily.
School leaders will receive a data tracker every Monday reporting school progress on OLPs the week prior		Students can maintain their own tracker and keep track of their minutes/lessons completed every day.
Begins 9/30		Students can reflect on how well they are progressing toward their own goals.
Compiled by Maggie		ILSes in the Learning Lab can track by class and by student and post/record student minutes and lessons completed.

A-23: College Pennant Picture


OHIO STATE

A-24: Rocketship report card

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ROCKETEER
Report Card

Name:
ELA Teacher:
Math Teacher:
College:

Assessment	Aug/ Sep	Oct	MAP Goal
Math MAP			
Math Benchmark			
ELA MAP			
ELA Benchmark			

Math Strand Name	Fall	Winter	Spring

ELA Strand Name	Fall	Winter	Spring

STEP & HFW	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Goal
STEP						
HFW						

Parent Expectations	Fall	Winter	Spring
Tardies			
Absences			
Homework			
Parent Hours			

Core Values	Fall	Winter	Spring
Responsibility			
Persistence			
Empathy			
Respect			

Comments:

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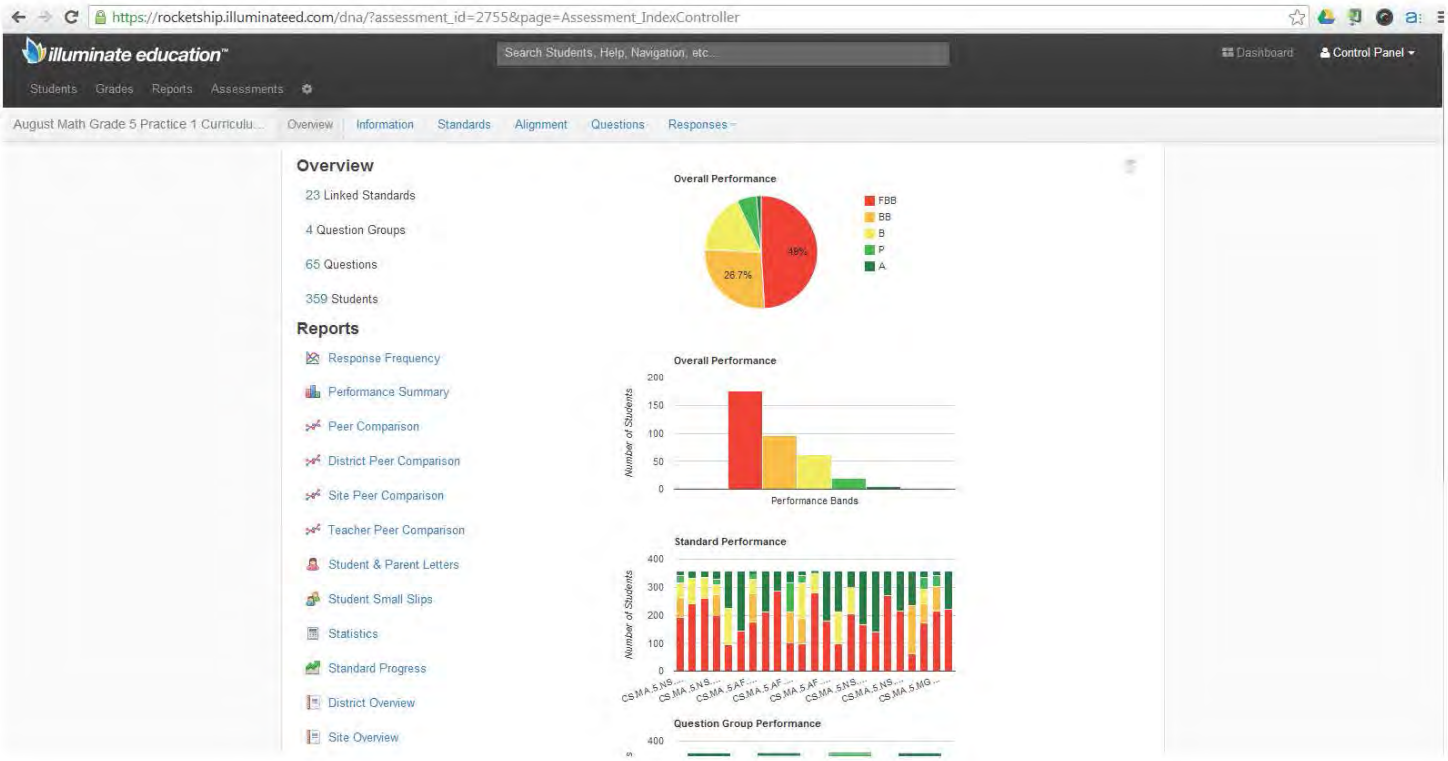
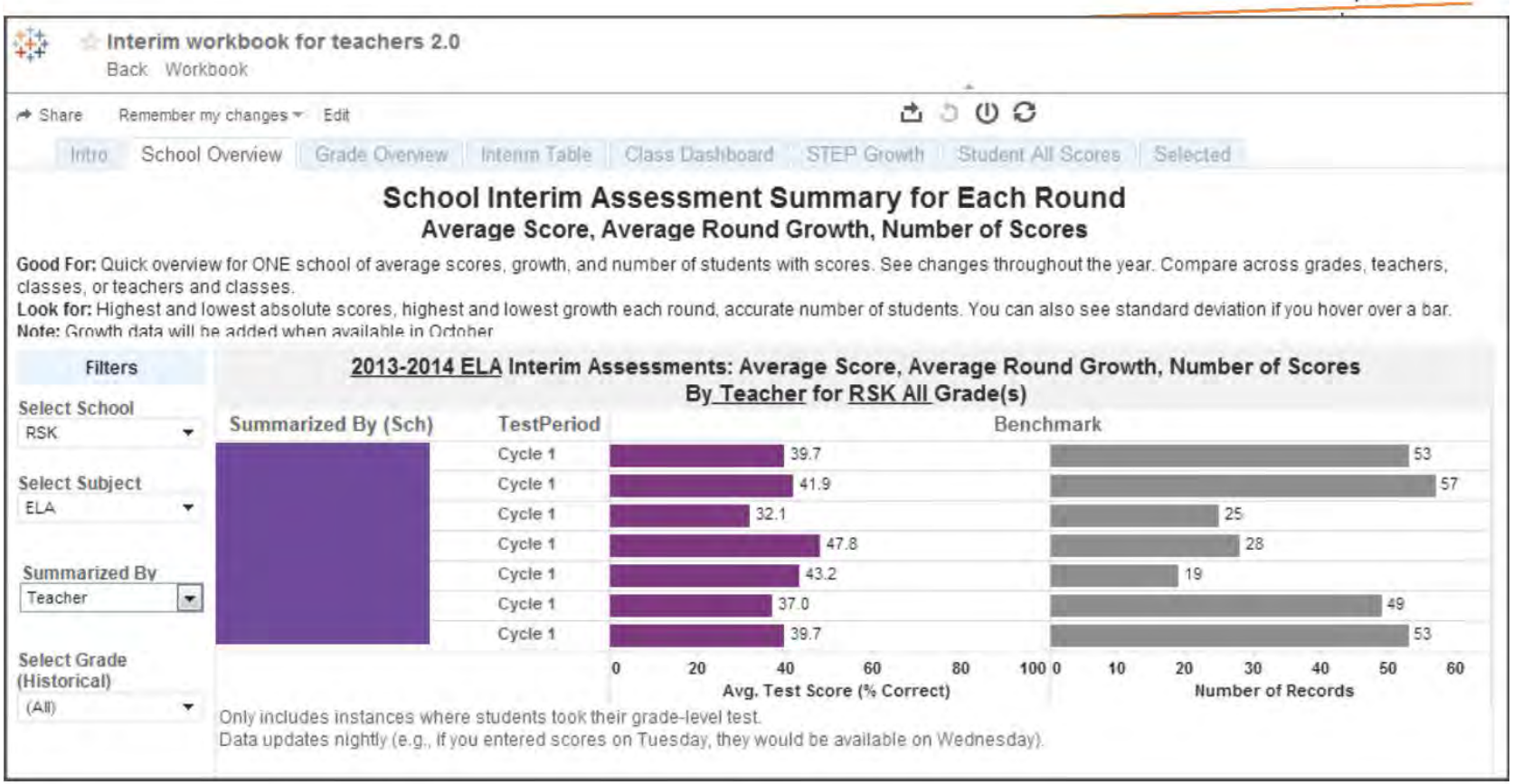
A-25: Illuminate Screen Shot


https://rocketship.illuminateed.com/dna/?assessment_id=2755&page=Assessment_IndexController
illuminate education
Search Students, Help, Navigation, etc...
Dashboard
Control Panel
Students
Grades
Reports
Assessments
August Math Grade 5 Practice 1 Curriculu...
Overview
Information
Standards
Alignment
Questions
Responses
Overview
23 Linked Standards
4 Question Groups
65 Questions
359 Students
Reports
Response Frequency
Performance Summary
Peer Comparison
District Peer Comparison
Site Peer Comparison
Teacher Peer Comparison
Student & Parent Letters
Student Small Slips
Statistics
Standard Progress
District Overview
Site Overview
Overall Performance
FBB
BB
B
P
A
49%
26.7%
Overall Performance
Number of Students
Performance Bands
Standard Performance
Number of Students
Question Group Performance

A-26: Schoolzilla screen shots

Interim School Overview



Interim – Student All Scores

Interim workbook for teachers 2.0
Back Workbook

Help ▾ Jenny Zhou ▾

Share Remember my changes Edit Download

Intro | School Overview | Grade Overview | Interim Table | Class Dashboard | STEP Growth | Student All Scores | Selected

Filters

Set filters to view current and past scores for students on all assessments. Note that most students do not have benchmark data from 2012-13 in Schoolzilla.

Select School: RSSP

Select Current Grade: 3rd

Select Class(es): Ducks

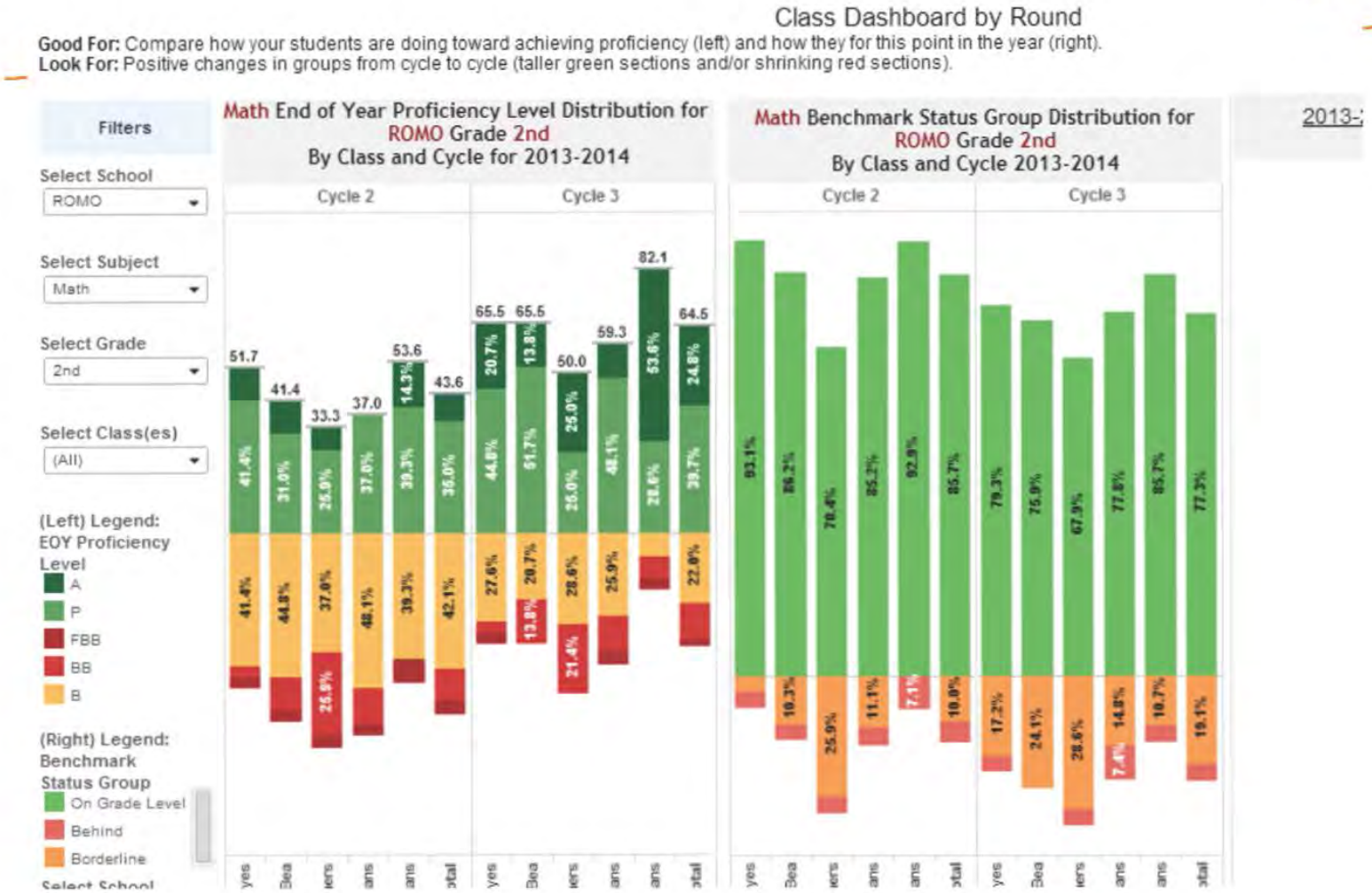
Select Student(s): (All)

Legend: Proficiency Levels
- A
- P
- B
- BB
- FBB
- Null

Current and Historical Scores for 2013-14 RSSP 3rd Grade Students

				2013-2014		2012-2013					
				Benchmark	STAR	MAP			STEP		
Grade Level	Enrollment _Classroom	FullName	Subject	Cycle 1	End of Year	Fall	Winter	Spring	Cycle 1	Cycle 2	Cycle
3rd	Ducks	[redacted]	ELA	50.8	4.0	153.0	172.0	193.0	4.0		
			Math	56.9	5.0	161.0	182.0	193.0			
			ELA	38.5	4.0	156.0	176.0	203.0	3.0	4.0	
			Math	47.7	5.0	171.0	191.0	206.0			
			ELA	32.3	3.0	155.0	162.0	169.0	2.0		
			Math	43.1	4.0	159.0	176.0	187.0			
			ELA	35.4	3.0	172.0	175.0	194.0	5.0		
			Math	43.1	4.0	172.0	183.0	199.0			
			ELA	49.2	5.0	175.0	192.0		5.0		
			Math		5.0	199.0		205.0			
			ELA	38.5	3.0	151.0	156.0	170.0	0.0		
			Math		5.0	161.0	173.0	197.0			
			ELA	84.6	5.0	191.0	202.0	212.0	6.0		
			Math	86.2	5.0	210.0	215.0	220.0			
			ELA	27.7	3.0	156.0	163.0	167.0	2.0		
			Math		4.0	167.0	176.0	201.0			
			ELA	55.4	4.0	165.0	199.0	193.0	5.0		
			Math		5.0	195.0	196.0	204.0			
			ELA	41.5	4.0	183.0	193.0	199.0	5.0		
			Math		5.0	188.0	198.0	208.0			

Interim – Class Dashboard



Breakdown - Standard

Standard Breakdown

Good For: Identify strengths and weaknesses in standards and improvement over time. Then, investigate specific questions that students are having trouble answering.
Actions: Click on a standard score percentage from the bottom left table to view how students scored on the relevant questions. **Question Performance:** Displays percentage of students who got the question correct. **Student Answers:** Displays which letter choice each student selected (green is the correct answer).

Filters

SchoolYear: 2013-2014
School: RSSP
TestSubject: Math
GradeLevel: 2nd
Class: Broncos
Avg. PercentCorrect: 40% – 100%

Strand Scores RSSP Math 2nd Grade - Class Broncos

StrandName	TestPeriod Cycle 1
Algebra & Functions	30%
Measurement & Geometry	54%
Number Sense	52%
Statistics, Data, Probabilities	36%
Grand Total	49%

Click on a percentage in the **Standard Scores** table to view the relevant Question Numbers and Student Responses for those questions.

Question Performance MA.2.MG.2.2 - Cycle 1 - RSSP 2nd Grade - Class Broncos

QuestionNum..	StandardName / TestPeriod MA.2.MG.2.2 Cycle 1
50	52%
53	33%
58	74%
Grand Total	53%

Standard Scores for RSSP Math Grade 2nd Class Broncos

StrandName	StandardName	TestPeriod Cycle 1
	MA.2.MG.1.4	[illegible]
	MA.2.MG.1.5	[illegible]
	MA.2.MG.2.1	[illegible]
	MA.2.MG.2.2	53%
Number Sense	MA.2.NS.1.1	[illegible]
	MA.2.NS.1.2	[illegible]
	MA.2.NS.1.3	[illegible]
	MA.2.NS.2.1	[illegible]
	MA.2.NS.2.2	[illegible]
	MA.2.NS.3.1	[illegible]
	MA.2.NS.3.2	[illegible]
	MA.2.NS.3.2, MA.2..	[illegible]

Student Answers

TestPeriod / QuestionNumber

FullName	Cycle 1 50	53	58
[illegible]	D	B	D
	D	D	D
	---	D	D
	A	A	C
	C	D	C
	A	C	A
	D	B	D
	D	B	D
	C	C	D
	D	B	D
	D	C	D
	C	B	D

Breakdown - Item

Item Breakdown

Good For: Identify which questions/items students struggled to answer correctly. Action: Click on any item in the left-most table to view how each student answered it.
Item Answers: For each item, view the distribution of student answers (green indicates correct). **Question:** Lists each student's answer choice for the selected item. **Display Correct Answer?:** Select "Y" to filter the students list down to those who answered correctly; Select "N" for incorrect.

Click on a question from the "Item % Correct" table to see student-level answers to the far right.

Filters

SchoolYear: 2013-2014
School: RSSP
TestSubject: Math
Grade Level: 2nd
Class: Elephants
TestPeriod:
StrandName:
- (All)
- Algebra & Functions
- Measurement & Geo...
- Number Sense
- Statistics, Data, Pro...

Item % Correct for **RSSP Math Cycle 1 2nd Grade, Class Elephants**

Questi...	StrandName	StandardName	TestPeriod Cycle 1
1	Number Sense	MA.2.NS.1.3	34%
2	Number Sense	MA.2.NS.5.2	55%
3	Number Sense	MA.2.NS.1.3	7%
4	Number Sense	MA.2.NS.2.2	62%
5	Number Sense	MA.2.NS.1.1	79%
6	Number Sense	MA.2.NS.6.1	48%
7	Number Sense	MA.2.NS.3.2	28%
8	Number Sense	MA.2.NS.4.2	83%
9	Number Sense	MA.2.NS.4.1	100%
10	Number Sense	MA.2.NS.1.1	38%
11	Number Sense	MA.2.NS.4.3	34%
12	Number Sense	MA.2.NS.2.1	62%
13	Number Sense	MA.2.NS.3.1	97%
14	Number Sense	MA.2.NS.1.3	72%
15	Number Sense	MA.2.NS.5.1	69%
16	Number Sense	MA.2.NS.3.2	62%
17	Number Sense	MA.2.NS.3.3	7%
18	Number Sense	MA.2.NS.2.2	55%
19	Number Sense	MA.2.NS.4.2	66%
20	Number Sense	MA.2.NS.4.3	17%
21	Number Sense	MA.2.NS.2.2	21%
22	Number Sense	MA.2.NS.3.1	76%
23	Number Sense	MA.2.NS.3.2	21%

Item Answers for **RSSP Math Cycle 1 2nd Grade, Class Elephants**

Quest...	StandardName	Answer A	B	C	D	-----
1	MA.2.NS.1.3	7%	28%	34%	31%	7%
2	MA.2.NS.5.2	7%	55%	28%	7%	
3	MA.2.NS.1.3	21%	7%	7%	62%	
4	MA.2.NS.2.2		48%	38%	14%	
5	MA.2.NS.1.1	7%	79%	14%	7%	
6	MA.2.NS.6.1	14%	24%	48%	14%	
7	MA.2.NS.3.2	7%	28%	17%	48%	
8	MA.2.NS.4.2		14%	83%		
9	MA.2.NS.4.1		100%			
10	MA.2.NS.1.1	7%	38%	7%	48%	
11	MA.2.NS.4.3	59%	7%	7%	34%	
12	MA.2.NS.2.1	62%	14%	14%	7%	
13	MA.2.NS.3.1		7%	97%		
14	MA.2.NS.1.3	14%	72%	14%	7%	7%
15	MA.2.NS.5.1	7%	7%	17%	69%	7%
16	MA.2.NS.3.2	14%	7%	17%	62%	
17	MA.2.NS.3.3	7%	14%	72%	7%	
18	MA.2.NS.2.2	55%	24%	14%	7%	
19	MA.2.NS.4.2	17%	66%	7%	10%	
20	MA.2.NS.4.3	17%	14%	24%	45%	
21	MA.2.NS.2.2	21%	14%	24%	41%	7%
22	MA.2.NS.3.1	14%	7%	69%	10%	
23	MA.2.NS.3.2	24%	41%	7%	24%	

Question 7

FullName	7
	B
	D
	B
	C
	D
	D
	D
	D
	C
	B
	B
	D
	C
	B
	D
	A
	A
	D
	D
	B
	C
	D
	D
	D
	C

Standard Mastery

Directions: Select one or more standards to track mastery over time. All formative assessments that contain at least one question associated to that standard will show up in the data. Note: Make sure Formative Assessments are named alphabetically to ensure the correct chronological order.

Filters

Select School: RSA

Select Grade: 3rd

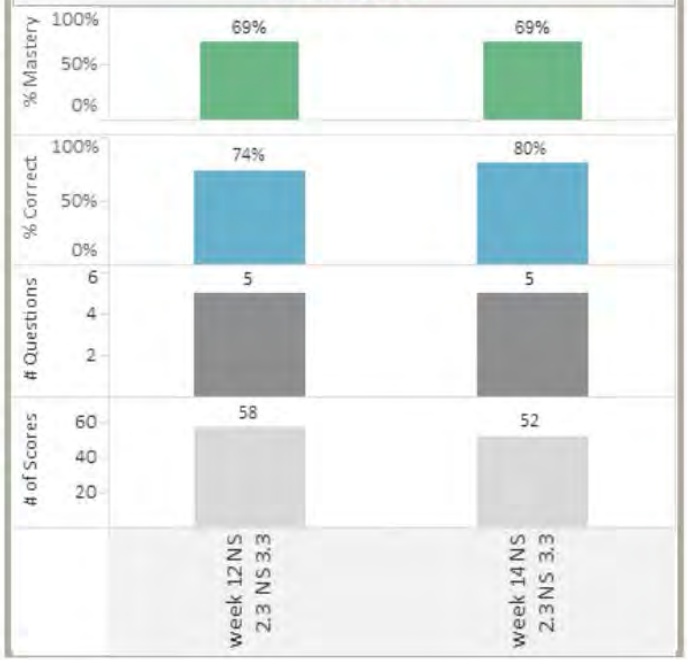
Enrollment_Classroom
- (All)
- Bruins
- Buffaloes

Select Subject: Math

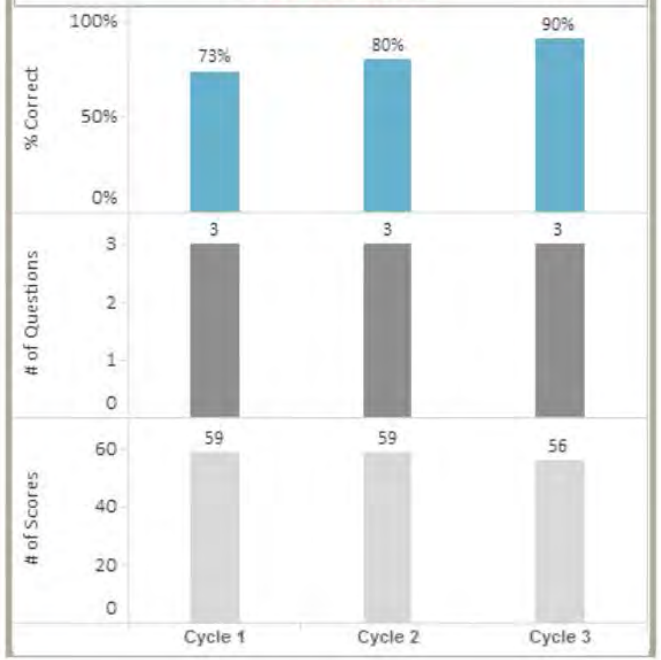
Select Standards: CS.MA.3.NS.2.3

Select Date Range: 7/10/2013 – 12/20/2013

Formative Results



Benchmark Results

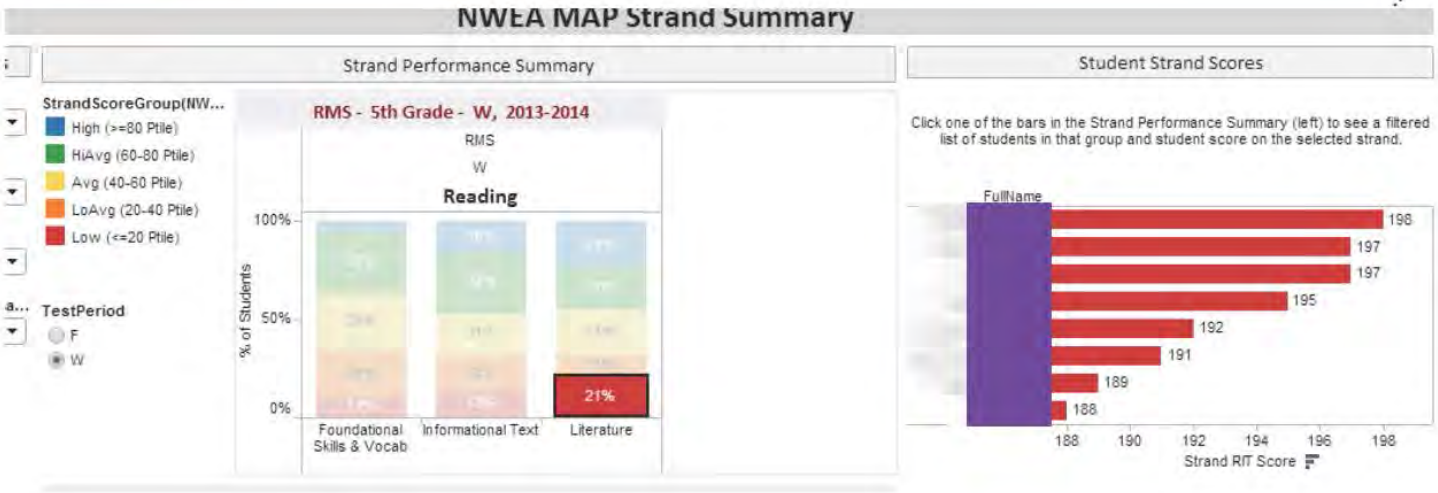


RSA 3rd Grade Standards Mastery by Student

CS.MA.3.NS.2.3

How have students performed on questions aligned to these standards across various assessments?

	Formative		Benchmark		
ne	week 12 NS 2.3 NS 3.3	week 14 NS 2.3 NS 3.3	Cycle 1	Cycle 2	Cycle 3
	20%	100%	100%	100%	100%
	60%	100%	33%	67%	100%
	100%	100%	100%	100%	100%
	60%	40%	100%	100%	100%
	100%	80%	100%	100%	100%
	100%	100%	67%	100%	100%
	100%	100%	100%	100%	100%
	80%	60%	100%	100%	100%
	100%		100%	100%	100%


NWEA MAP Strand Summary
Strand Performance Summary
Student Strand Scores
StrandScoreGroup(NW...
High (>=80 Ptile)
HiAvg (60-80 Ptile)
Avg (40-60 Ptile)
LoAvg (20-40 Ptile)
Low (<=20 Ptile)
TestPeriod
F
W
RMS - 5th Grade - W, 2013-2014
RMS
W
Reading
100%
50%
0%
% of Students
21%
Foundational Skills & Vocab
Informational Text
Literature
Click one of the bars in the Strand Performance Summary (left) to see a filtered list of students in that group and student score on the selected strand.
FullName
198
197
197
195
192
191
189
188
188
190
192
194
196
198
Strand RIT Score

MAP$Workbook$for$School$Leaders$–$Percen6le$Ranks$

NWEA MAP: Performance Trends in Percentile Rankings by Grade

Good For: Comparing performance by grade throughout the year or to other years. Identify strengths and weaknesses, in terms of grade level performance, across the network or at your individual school

Data Filters

Select School Year: 2013-2014

Select Subject: Reading

Select School(s): RMS

Select Test Period(s): (All)

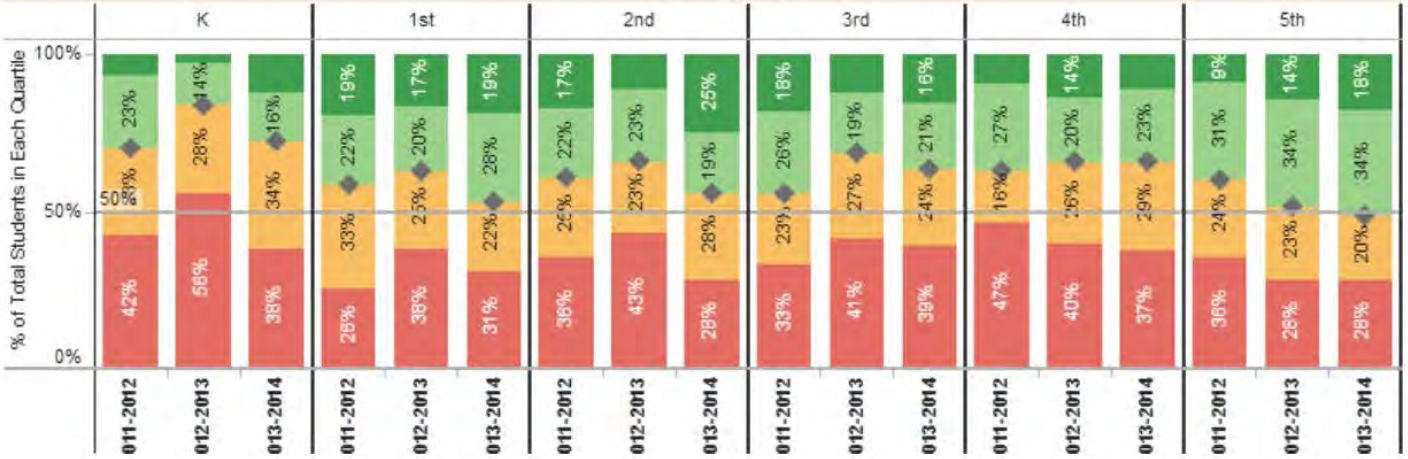
a) Click on a test round in top graph to see that round compared to performance in other years.
b) Hover over a bar to see number of scores included.
c) Hover over the diamond

Quartile Legend
- 4th Quartile
- 3rd Quartile
- 2nd Quartile
- 1st Quartile

Select School Year: (Multiple values)

Reading 2013-2014: Distribution of Students by Grade and Round
Schools: RMS

Reading YOY: Distribution of Students by Grade in Fall
Schools: RMS



A-27: Rocketeers guide to RtI

Rocketship Response to Intervention (RtI) Playbook 14-15

Overview of RtI at Rocketship + 7 Essentials

At Rocketship Education, we use a Response to Intervention framework to organize our academic intervention efforts. The RtI framework ensures that our struggling students get the intervention they need to access and excel in grade-level curriculum. RtI is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year.

There is no prescribed 'right' way to implement RtI. There are, however, seven guiding principles or 'essentials' that aid schools in building out effective frameworks, systems, and structures.

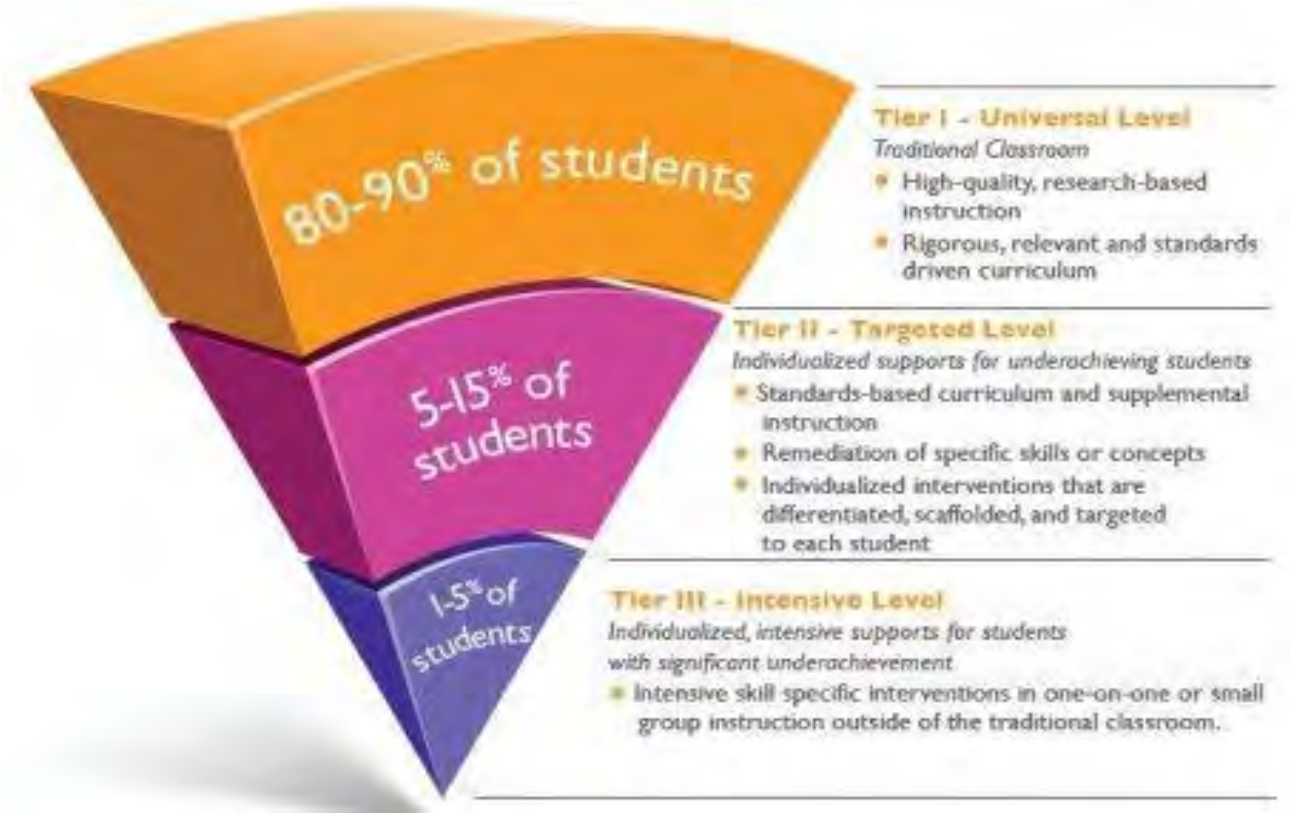
They are:

- Multiple Tiers of Support and Intervention
- Universal Screening
- Data-Based Decision Making
- Evidence-Based Interventions
- Progress Monitoring
- Treatment Integrity
- Problem Solving Teams

The seven essentials provide the backbone of this guide and Rocketship's Response to Intervention approach. As you read through each essential component, spend time reflecting on what your site is doing well and what you might identify as an area of growth for the coming school year.

1. Multiple Tiers of Support and Intervention

In Response to Intervention frameworks, there are three tiers of instruction and intervention to target the varied needs of students. While each tier consists of its own curriculum and assessments to address these needs, curriculum can be interchangeable throughout the tiers, depending on the implementation model. Most often the three tiers of instruction are represented by an image of a triangle with corresponding percentages.



Tier I is called the *Universal Tier* and *all students* receive instruction, accommodations and assessments at this tier. In the Universal Tier, instruction is tied to Common Core State Standards. Teachers deliver Tier I instruction and provide appropriate accommodations and differentiation, such as GLAD strategies, for all students regardless of whether or not they receive additional Tier II or III interventions. In successful RtI frameworks, the target is to have 80% of students performing on grade-level with appropriate accommodations and differentiation.

Students who are not performing on grade level with appropriate accommodations and differentiation or who score in the bottom 25th percentile on Universal Screens are considered to be “at risk” and in need of interventions that address foundational skills. These students are flagged for Tier II and Tier III interventions.

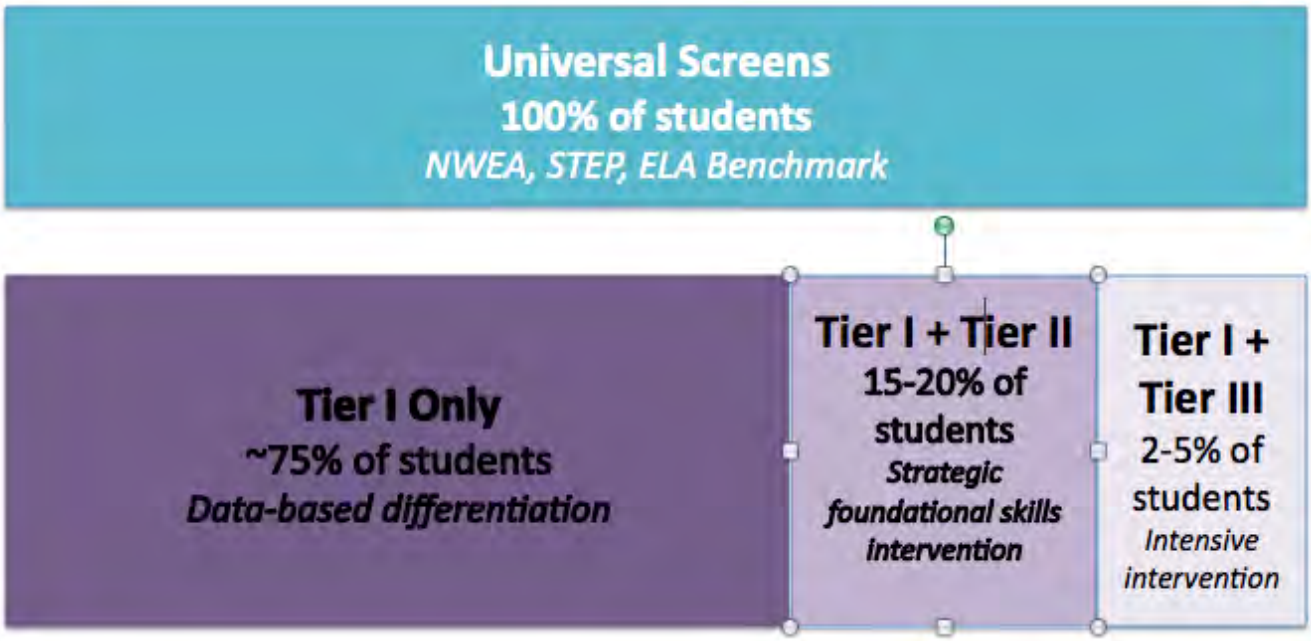
Tier II students often have knowledge gaps that can be filled by targeted instruction in their area of need. Instruction at these tiers is not tied to specific standards; rather, it addresses more universal foundational knowledge gaps. Tier II interventions are not simply ‘more guided reading’ or increased exposure to the

standard addressing commas in a series. Those instructional actions are for teachers to make in their Tier I instruction. Tier II and Tier III interventions target gaps in Phonics, Phonemic Awareness, and Fluency that are holding these students back from being able to access Tier I instruction successfully.

Tier III students, traditionally, are selected because they are in the bottom 2-5% of Universal Screen test takers or because they have not responded to Tier I or II instruction. Often they have either more significant gaps (performing 2+ grade levels below) or a specific learning disability preventing them from succeeding in Tier I and Tier II instruction.

There are several pathways that students can follow through the interventions. The image below may be helpful in understanding decision points for student movement into and out of tiers.

Placement within Tiers



To help schools measure the success of their instruction and interventions, the framework provides target cutoff percentages of 80%, 15% and 5%. Refer to the chart below to understand the important target percentages and what they mean.

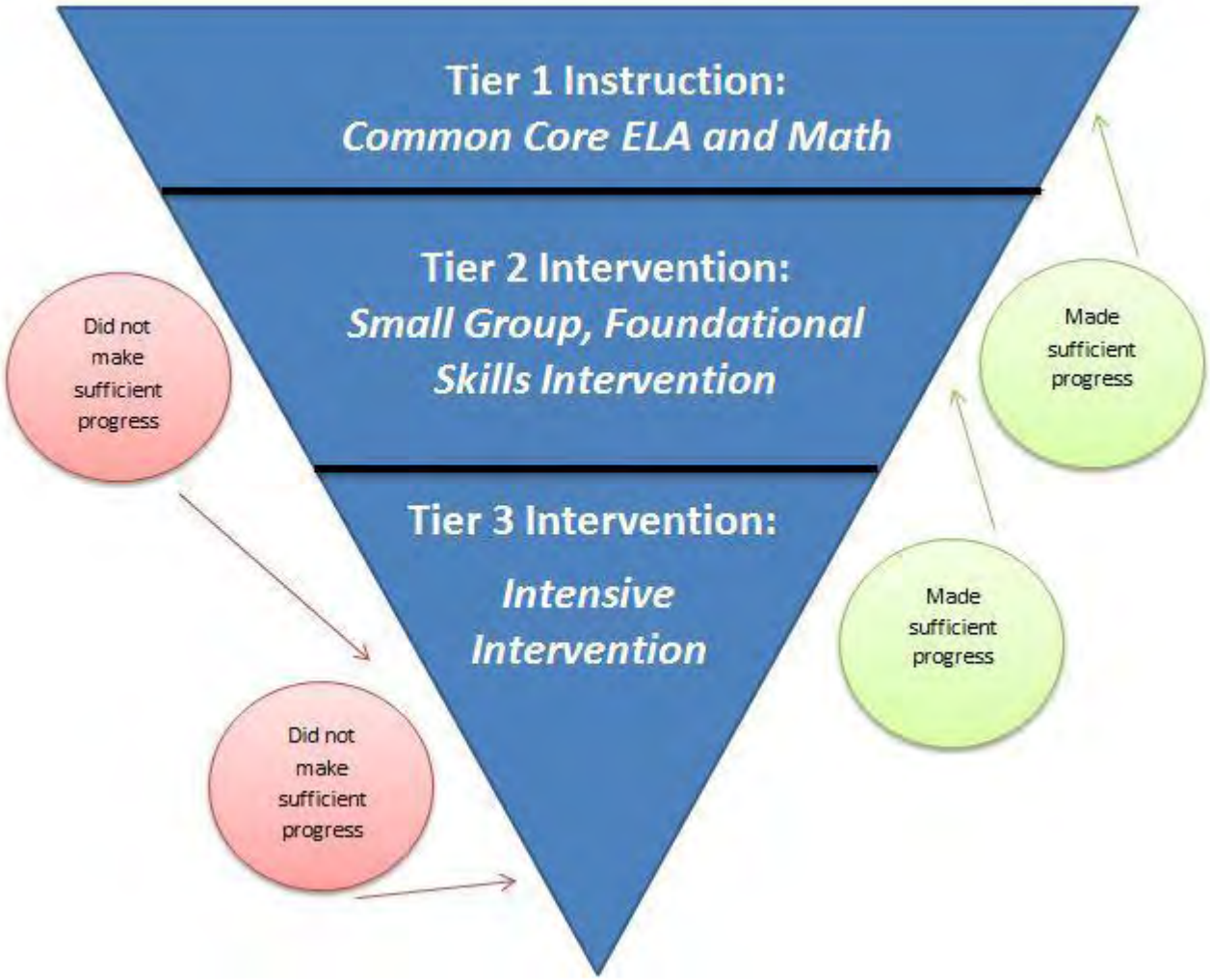
100%	Percentage of students in RtI. There is a misconception that only students receiving tutoring are “in RtI”. Percentage of students who receive Tier I instruction with accommodations and differentiation.
80%	Percentage of students who are successful in Tier I with accommodations and differentiation.

20%	Percentage of students who are unsuccessful in Tier I and are in need of Tier II or Tier III interventions. Thus, no more than 20% of a grade-level and/or school population should be receiving Tier II or Tier III instruction at a time.
15%	Percentage of students receiving Tier II interventions.
2-5%	Percentage of students receiving Tier III Interventions

Because we recognize that each student population is different and represents a diverse array of needs, the above percentages represent aspirational goals, but are useful as guiding principles to ensure that your school's RtI program serves the needs of your students as it was intended.

Movement within Tiers

In general terms, students move between tiers based on their responsiveness to intervention, as evidenced by their progress monitoring data. For example, a student who shows insufficient responsiveness to small group, foundational intervention (e.g. SIPPS) at Tier 2, as evidenced by failing to make progress towards his AIMSweb goal, may be referred for more intensive, individualized intervention (e.g. 1-on-1 SIPPS) at the Tier 3 level. The graphic below depicts how movement between tiers may occur, but bear in mind that each student's circumstances will be slightly different, and decisions regarding movement for individual students will be made by the team at that student's school .



2. Evidence Based Curriculum and Interventions

In each tier of instruction and intervention, there are specific curricula implemented by teachers and tutors. The chart below illustrates the current curricula to be used throughout the tiers. The programs at Tier II and III have been vetted by the Regional Achievement and ISE teams and were selected with feedback from teachers, school leaders, and an analysis of our intervention throughout the years. There are one-pagers available in the appendix that will give you a snapshot of what each program does and contains.

	ELA	Math
Universal Curricula **TIER I** ***Classroom Teacher***	● Thematic units (Schoolwide) ● Jolly Phonics ● Words Their Way	● Singapore
Intervention Curricula **TIERs II and III** ***ILSs*** ***ISE Specialists*** ***Paras***	Phonics ● Sound Partners (K) ● SIPPS (1-5) ● Sound Partners ● Seeing Stars (ISE) ● ELSB (ISE - SIP) Comprehension: ● Ready Common Core (2-5) ● Building with Stories (ISE-SIP) Writing: ● Step up to Writing (ISE)	Intervention within the classroom: ● Ready Common Core (K-5) ● On Cloud 9 (ISE) ● Touch Math (ISE)

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3. Universal Screening

In order to determine which students are performing on grade level and which are "at risk," Rocketship uses a suite of Universal Screens. Universal Screens are tests that all students take at scheduled intervals throughout the school year. These include, NWEA Map, STEP, and ELA Benchmark. The data from these screens are used to differentiate instruction at Tier I, determine student growth and select students in need of intervention.

The following chart briefly outlines the flow of Universal Screen administration throughout the year.

Cycle 1 (September): NWEA MAP, STEP **Midpoint Cycle 1:** ELA Benchmark
Cycle 2 (January): ELA/Math Benchmark, STEP **Midpoint Cycle 2:** NWEA MAP
Cycle 3 (March): ELA/Math Benchmark, STEP

Student Selection

At the beginning of each cycle, school leaders will use data from two universal screens to determine who will be placed in intervention: 1) NWEA Map from the previous spring and 2) the grade-level AIMSWeb benchmark. This is called multiple gating. Multiple gating is an important practice because there are some students who may underperform on one test but actually score as proficient on another due to investment, testing circumstances, social-emotional factors, or other factors. By looking at more than one set of data, School Leaders are more likely to select the students truly in need of intervention because they will have scored beneath their peers on both assessments.

The whole student selection process is outlined in the appendix. The following is a high level explanation of selection throughout the year. For the first cycle, school leaders use a Schoolzilla report with the Universal Screen data from the beginning of the year. Then they will compare eligible students with the Learning Lab bell schedule to assign tutoring groups.

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4. Progress Monitoring

AIMSWeb is the online system we use for universal screening, progress monitoring, and data management/reporting. AIMSWeb provides us with curriculum based measurements which test foundational academic skills (oral reading fluency/accuracy, letter name/sound, nonsense word decoding) that are indicative of overall ability to access grade level curriculum successfully. Because AIMSWEB provides us with national norms, much like NWEA MAP/MPG, it will allow us to compare where students are relative to others in their grade and to track student progress across the year and year over year. Based on 30+ years of research, AIMSWEB is used by many schools with a fully developed RtI framework.

	Progress Monitoring (*ELA Only)
Tier I	● Bi-weekly formative assessments
Tier II	● **Biweekly** curriculum based measure (AIMSWEB 1-minute ELA probes) ○ Weekly at beginning of cycle to create progress trendline
Tier III	● **Weekly** curriculum based measure (AIMSWEB 1-minute ELA probes)
All Tiers	● Daily observational notes on student performance

Explicit, detailed "How to…" guides for exactly how to use AIMSWeb can be found in the appendix.

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5. Data Based Decision Making

AIMSWeb Data Analysis Protocol

The table below outlines the data-based decision making processes through the tiers.

	Data-based Decision Making Through the Tiers
Tier I **Universal, Class level analysis**	Teachers and coaches engage in weekly, grade-level data meetings to discuss standards to focus on, reteach groups, accommodations and modifications that will help students successfully access content in tier I. Emphasis on identifying root causes of student struggles and high quality teaching strategies to address them.
Tier II **Small group and Individual Analysis**	Each cycle, interventionists and coaches look at Universal Screen data (supported by Schoolzilla report) as well as grade-level teams to determine which students are candidates for Tier II intervention. Coaches have regular data discussions (based on AIMSWEB progress) with tutor and grade-level teams about individual and groups of students who are/aren't making progress.
Tier III **Individual Analysis**	SST responds to students in intervention who are not responding/making adequate progress.

Data Based Decision Making for Tier II Eligibility

The following data charts are intended to assist in determining student eligibility for Tier II and III intervention groups. The STEP cutoffs correlate with where students should be at the beginning, middle and end of the year. These STEP cutoff charts are intended to be utilized if your site has an overwhelming amount of students eligible for Tier II services. If AIMSWeb benchmarks reveal that your site has students eligible for Tier II services that you cannot accommodate due to insufficient service providers or logistics, use these charts to determine which students to prioritize by cross-referencing their STEP scores.

Cycle 1

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading		STEP 1 – 3
Grade 1	Bef. STEP-Pre-Reading	STEP 1	STEP 2	STEP 4 – 6
Grade 2	Bef. STEP-STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9
Grade 3	Bef. STEP-STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP - STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP-STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 2

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP-Pre-Reading	STEP 1 -2	STEP 3	STEP 3 – 6
Grade 2	Bef. STEP-STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9
Grade 3	Bef. STEP-STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP - STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP-STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 3

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP-STEP 1	STEP 2	STEP 3	STEP 5 – 6
Grade 2	Bef. STEP-STEP 2	STEP 3 – STEP 5	STEP 6 – 7	STEP 8 – 9
Grade 3	Bef. STEP- 4	STEP 5- STEP 7	STEP 8 – 10	STEP 11 – 12
Grade 4	Bef. STEP- 7	STEP 8 – 10	STEP 11 - 13	STEP 14 – 15
Grade 5	Bef. STEP- 10	STEP 11 – 13	STEP 14 – 16	STEP 17 – 18

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6. Treatment Integrity

In order to understand the efficacy of our interventions and interventionists, School Leaders will conduct treatment integrity walkthroughs using the checklists found in Appendix K. The interventions selected work most effectively when the scope and sequence is followed because the lesson and routines are cumulative. Treatment integrity is also vital for our SST process and student eligibility because the ISE team depends on data from interventions when making eligibility determinations. If evidence based interventions are not being delivered with integrity, the data from the progress monitors will not be a valid measure of student achievement.

In addition to the treatment integrity checklists, it is recommended that SLs film their tutors delivering interventions in order to calibrate the quality within their school and across the network. This should occur by the end of the first data cycle and will be scheduled into the AP meeting sequence. This calibration will allow us to determine next steps in centralized professional development for tutors.

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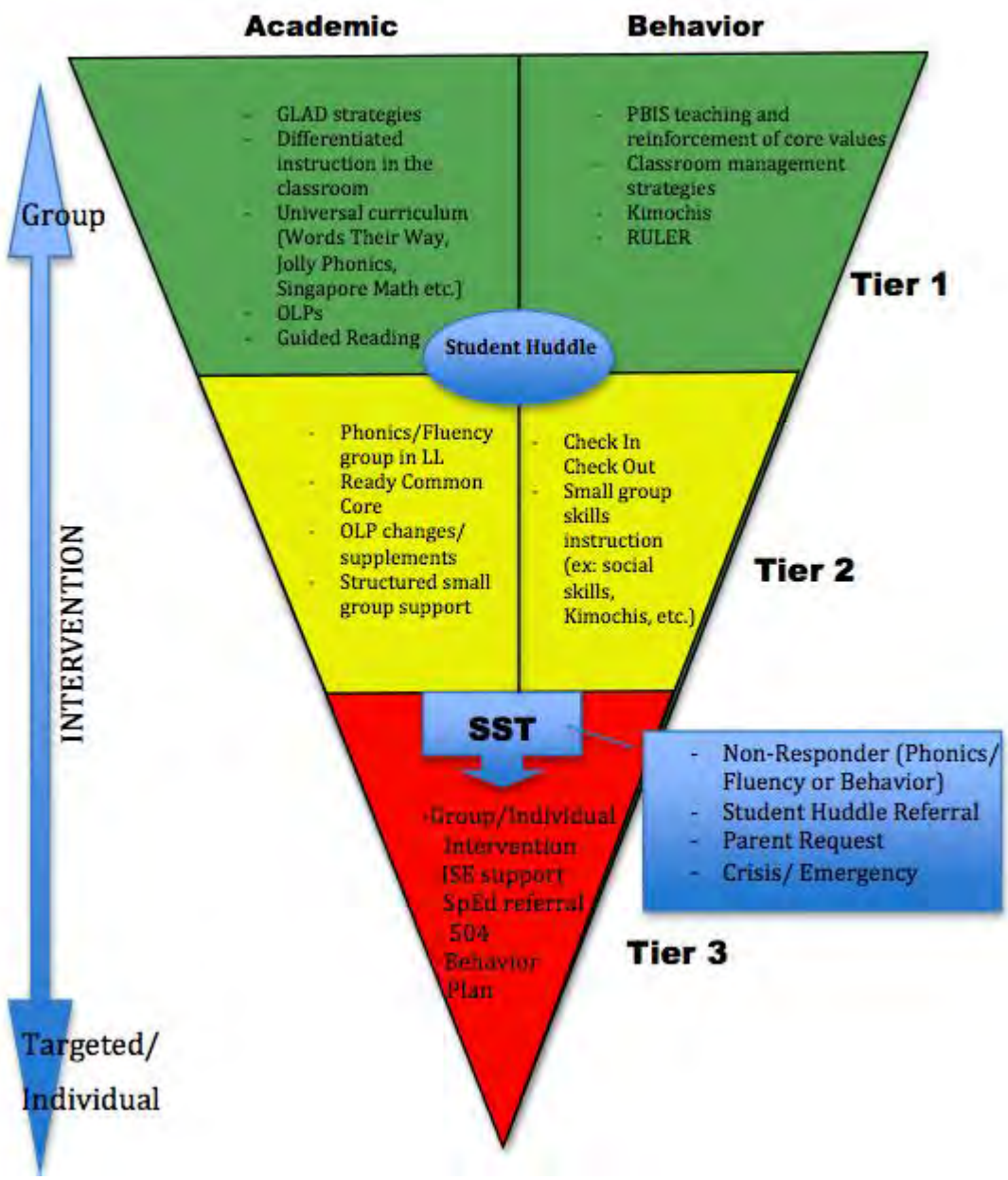
7. Problem Solving

The SST process is Rocketship's formal structure for engaging in team-based and data-based problem solving for individual students. Students can be referred to the SST process through several avenues, including non-responsiveness to Tier 2 interventions, the Student Huddle process, or a parent request for special education assessment. Please see Appendix for more detailed explanations of the SST process, including the SST forms.



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General Overview

Roles and Responsibilities

	ILS	TK Teacher / AT	RtI Lead	ISE Staff
Planning	• Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	• Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	• Develop a system to hold interventionists accountable for scope and sequence and efficient pacing of lessons by developing a pacing tracker	• Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier III /ISE students on a both a weekly and daily basis
Intervention	• Deliver Tier II/III curriculum with fidelity to each Tier II group four times per week (except Thursday) • Use progress monitoring data to identify students that could use supplemental intervention on Thursdays	• Deliver SIPPS and/or Sound Partners curriculum with fidelity to each Tier II/III group four times per week (except Thursday)	• Support Tier II /III intervention fidelity by conducting four fidelity walk-throughs on a quarterly basis • Connect with ILSes in 1:1 after each walk-through to debrief and give targeted feedback • Facilitate professional development for ILSes covering a variety of topics, depending on time of year	• Deliver Tier III curriculum with fidelity to each Tier III /ISE group
Progress Monitoring	• Administer AIMSWeb benchmark to bottom 35th percentile of students (on MAP) in a particular grade-level at BOY • Enter all AIMSWeb benchmark data in AIMSWeb and use data to determine which students are eligible for Tier II/III intervention	• Support administration of AIMSWeb benchmark to bottom 35th percentile of students in a particular grade-level at BOY • Support subsequent administrations of AIMSWeb benchmark in winter and spring to current Tier II/III students • Enter all	• Create the list of bottom 35th percentile (clearly indicate bottom 20th percentile) of students that ILSes need to benchmark in GL in BOY • Check in with ILSes on a daily basis during benchmarking & diagnostic periods to	• Administer AIMSWeb benchmark all caseload students (ISE and non-ISE Tier III) - weekly on Thursdays • Enter all AIMSWeb benchmark data in AIMSWeb • Create Tier III/ISE groups and create rigorous, but realistic progress monitoring goals

	• Administer SIPPS diagnostic to place students in Tier II/III curriculum three times per year • Create Tier II groups and create rigorous, but realistic progress monitoring goals for each student in Tier II/III • Administer AIMSWeb progress monitoring probes on a bi-weekly basis on Thursdays (weekly at beginning of cycle)	AIMSWeb benchmark data in AIMSWeb and use data to determine which students are eligible for Tier II /III intervention • Create Tier II /III groups and create rigorous, but realistic progress monitoring goals for each student in Tier II/III • Administer SIPPS diagnostic to place students in Tier II /III curriculum three times per year • Administer AIMSWeb progress monitoring probes on a bi-weekly basis by end of week	ensure they have the support they need to finish by deadline • Facilitate Data Day professional development and GL collaboration • Provide structured support around creation of groups, setting progress monitoring goals, and managing AIMSWeb caseload • Create TK intervention groups during Data Day since TK teachers will be analyzing their own classroom data	for each student • Analyze progress monitoring data on an ongoing basis to determine if students are on track towards goals
Commun ication	• Communicate intervention status on report cards • Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis	• Communicate intervention status on report cards • Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis	• Manage ILSes to indicate intervention status on report cards • Ensure that ILSes meet with teachers at CPT and share AIMSWeb data at a minimum of a monthly basis • Track overall schoolwide RtI progress on a quarterly basis (coinciding with Data Days) and communicate to School Leadership team	• Communicate intervention status on report cards • Share AIMSWeb data with grade-level teachers at CPT at a minimum of a bi-monthly basis

RtI Calendar 14-15

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Designing Tier II Interventions

Monthly Timeline by Role: *ILS, ISE and RtI Lead*

This timeline was designed to help us avoid pitfalls of our RtI program in previous years: 1) kicking off intervention groups too late (after October PD Week) and 2) varying levels of accountability, both across school sites and within school sites at different grade levels. By clearly delineating Tier II milestones, we hope to be able to increase the percentage of students that achieve their EOY AIMSWeb goals.

	ILS	RtI Lead
August	● **8.11-8.15:** In the last week of Summer PD, administer AIMSWeb benchmark to at least 50% of students in the bottom 35th percentile of students (as determined by NWEA MAP from spring 13/14). ● **8.18-8.22:** Continue to administer AIMSWeb grade-level appropriate benchmark to the remaining students in the bottom 35th percentile of students (as determined by NWEA MAP from spring 13/14).	● **By 8.1:** Create the list of bottom 35th percentile (clearly indicate bottom 20th percentile so they can prioritize) of students that ILSes need to benchmark in GL. Pull out names of ISE students as they will be benchmarked by ISE Specialists. ● **By 8.8:** Consider coordinating with families of students in the bottom 35th percentile who live nearby and can come during week of 8/11-8/15 to be given AIMSWeb benchmark. ● **8.18-8.22:** Check in with ILSes at the end of each day to see if they will need support staff to help finish benchmarking bottom 35th percentile by 8.22. If needed, conduct brief training with support staff on completing benchmarks.
September	● **9.4-9.17:** Give SIPPS diagnostic to any students below the 25th percentile of their grade-level (as determined by AIMSWeb). ● **9.4-9.17:** Give AIMSweb Survey-Level Assessment (SLA) to any students who fell below the 10th percentile on AIMSWeb benchmark. ● **9.18-9.19**: Use Data Day to do the following: ○ 1) Use Data Day #1 to create ability-based groups across GLs and determine tutoring logistics using the sample .	● **9.4-9.17:** Check in with ILSes on a regular basis to see if they will need support staff to finish benchmarking bottom 35th percentile by 9.17. ● **9.18-9.19**: Use Data Day to meet with ILSes to do the following: ○ 1) Model how to group students according to SIPPS diagnostic and cross-check with LL bell schedule to create Tier II intervention groups. ○ 2) Demonstrate how to cross-check lowest 25th percentile student names with lowest 25th percentile on ELA benchmark and add any outlier students to the list of students eligible for RCC comprehension

	○ 2) Use Data Day #2 to enter students names in AIMSWeb caseload and create progress monitoring goals. ○ *In Grades 2-5, cross-check lowest 25th percentile student names with lowest 25th percentile on ELA benchmark: anyone who does not qualify for phonics according to AIMSWeb is eligible for RCC comprehension intervention. ○ *In Grades 2-5, sit down with GL SL and GL ELA teacher to group comprehension students and use ELA benchmark to create a logical scope and sequence of RCC lessons. ● **9.22**: Kick off SIPPS Tier II groups. ● **9.29**: TK begins Tier II intervention.	intervention. ○ 3) Facilitate GL ILS/ELA conversations re: RCC scope and sequence. ● **9.22-9.26**: Tier II Lead uses weekly 1:1s to check alignment of AIMSWeb benchmark score with SIPPS level and progress monitoring goal. ● **9.25-9.26:** Have ILSes submit final Tier II groups by EOD 9.25 and vet them by 9.26. ● **9.22:** Conduct a walkthrough of 1 tutoring group for each ILS using the SIPPS fidelity checklist. ● **9.22-9.26:** Conduct follow-up observations with ILSes who struggled according to the fidelity checklist. ● **9.29**: Conduct a walkthrough of 1 tutoring group for each TK teacher/para using Sound Partners/SIPPS fidelity checklist.
October	● **10.2:** Progress Monitor #1 (*For first three weeks, progress monitor on a weekly basis so we have data on student performance by October Data Day.) ● **10.9:** Progress Monitor #2 ● **10.16:** Progress Monitor #3 ● **10.20-10.24**: Use October PD Week to do the following: ○ 1) Problem solve around SIPPS instruction and materials management, behavior management, and organizational systems. ○ 2) Grade 2-5 ILSes use Data Day to create RCC comprehension groups: 1) in bottom 25th	● **10.2:** By EOD, ensure that every ILS has entered their first progress monitoring data. Follow up if it has not. ● **10.9:** By EOD, ensure that progress monitoring data #2 has been entered. Follow up if it has not. ● **10.16:** By EOD, ensure that progress monitoring data #3 has been entered. Follow up if it has not. ● **By 10.17:** Fidelity Check #1. Ensure that you have conducted at least 1-2 (depending on need) full 30 minute observations for each ILS in order to provide targeted feedback during October PD Week. ● **10.27:** Conduct a walkthrough of 1 tutoring group for each ILS in Grades 2-5 implementing Ready Common Core using the RCC fidelity checklist.

	percentile on AIMSWeb, but test out of SIPPS, 2) bottom 35th percentile according to MAP and 2 years behind on STEP.	● **10.27-11.7:** Conduct follow-up observations for ILSes who did not pass the fidelity check with 80% fidelity or higher for both SIPPS and RCC and meet 1:1 to debrief specific feedback.
November	● **11.6:** Progress Monitor #4 ● **11.20:** Progress Monitor #5	● **11.6:** By EOD, ensure that progress monitoring data #4 has been entered. Follow up if it has not. ● **11.20:** By EOD, ensure that progress monitoring data #5 has been entered. Follow up if it has not.
December	● **12.11:** Progress Monitor #6 ● **12.15-12.19**: AIMSWeb benchmark all Tier II students and enter in AIMSWeb	● **12.1-12.12:** Conduct Fidelity check #2 for all ILSes in order to have follow-up data from Fidelity Check #1 in October. ● **12.11:** By EOD, ensure that progress monitoring dae44 ta #6 has been entered. Follow up if it has not. ● **12.11:** Use Thursday minimum-day PD to ensure ILSes understand Tier II benchmark schedule and practice administering benchmark and entering data in AIMSWeb. Talk through scheduling logistics (ie. how you might benchmark 2-3 students after finishing a group rather than foregoing SGI in order to benchmark the entire day.) ● **12.18:** Use Thursday minimum-day PD to ensure ILSes understand how to conduct the data analysis they will need to do on 1.5-1.6: 1) how to exit students from AIMSWeb, 2) how to cross-reference STEP data to determine whether exited students should be moved into comprehension, 3) how to determine if Tier II students are not making adequate progress and should be referred to Tier III through SST process, and 4) how to use STEP data from December to add additional students to Tier II.
January	● **1.5-1.6:** Use Data Day to do the following: ○ 1) Use Data Day #1 to: a) exit from intervention students who have already met AIMSWeb goal OR move into	● **1.5-1.6**: Use Data Day to meet with ILSes to do the following: ○ 1) Model how to exit students from AIMSWeb. ○ 2) Model how to cross-reference STEP data to analyze whether graduated students should be

	comprehension, b) use STEP Data to add any students who are 2 years or more below GL to intervention, and c) refer students not making adequate progress to Tier III through SST process. ○ 2) Use Data Day #2 to plan SIPPS and RCC lessons for the upcoming Data cycle. ● **1.8:** Progress Monitor #7 ● **1.7-1.12**: Give AIMSWeb benchmark and SIPPS Diagnostic to any new Tier II students, place in current groups, enter name and progress monitoring goal in AIMSWeb. ● **1.20:** Initial re-start SIPPS and RCC intervention groups (if testing schedule allows.) ● **1.26**: Final re-start SIPPS and RCC intervention groups (if testing schedule did not allow previous week.)	moved into comprehension (2 years or more below GL). ○ Model how to determine if Tier II students are not making adequate progress and should be referred to Tier III through SST process. ○ Model how to use STEP data from December to add any additional students to Tier II (2 years or more below GL). ● **1.8:** By EOD, ensure that progress monitoring data #7 has been entered. Follow up if it has not. ● **By 1.12**: Ensure that AIMSWeb benchmarks and SIPPS diagnostics have been given to all new Tier II students. Also ensure that they have been placed in the appropriate groups and entered into AIMSWeb with a progress monitoring goal. ● **1.20 or 1.26** (*depending on testing schedule)**:** Conduct a walk-through of 1 SIPPS group and 1 RCC group for each ILS using the fidelity checklists.
February	● **2.5:** Progress Monitor #8 ● **2.19:** Progress Monitor #9	● **2.5:** By EOD, ensure that progress monitoring data #8 has been entered. Follow up if it has not. ● **2.19:** By EOD, ensure that progress monitoring data #9 has been entered. Follow up if it has not.
March	● **3.12:** Progress Monitor #10 ● **3.13:** Use Data Day to exit from intervention any students who have already met AIMSWeb goal OR move into comprehension (*do NOT add new students).	● **3.12:** By EOD, ensure that progress monitoring data #10 has been entered. Follow up if it has not. ● **3.13:** Provide support for ILSes to use Data Day to exit from intervention any students who have already met AIMSWeb goal OR move into comprehension (*do NOT add new students). Have them submit decisions by EOD and vet before fully exiting students from Tier II.
April	● **4.12:** Progress Monitor #11	● **4.12:** By EOD, ensure that progress

	● **4.23:** Progress Monitor #12	monitoring data #11 has been entered. Follow up if it has not. ● **4.23:** By EOD, ensure that progress monitoring data #12 has been entered. Follow up if it has not.
May	● **5.7:** Progress Monitor #13 (*last Progress Monitor) ● **5.11-5.15:** AIMSWeb benchmark all Tier II students and enter scores in AIMSWeb. ● **5.15:** LAST DAY OF TIER II FOR 14-15 SCHOOL YEAR. Think through celebratory routines to culminate RtI with each intervention group.	● **5.7:** By EOD, ensure that progress monitoring data #13 has been entered. Follow up if it has not. ● **5.11-5.15:** Check in with ILSes at the end of each day to ensure they will be able to AIMSWeb benchmark all Tier II students and enter scores in AIMSWeb by 5.15. ● **5.15:** LAST DAY OF TIER II FOR 14-15 SCHOOL YEAR. ● **5.18-6.12:** Spend time analyzing schoolwide RtI results and share with both ILS/ISE team and school leadership team in order to identify next steps for the 15-16 school year.

	ISE
August	● **8.18-8.22:** Administer AIMSWeb grade-level appropriate benchmark to the entire ISE ca ● **8.18-8.22:** Enter student names in AIMSweb and create progress monitoring goals. ● **8.25:** Tier III/ISE groups begin ● **8.28**: Weekly progress monitoring begins for entire caseload
October	● **10.20-10.24**: Use October PD Week to do the following: ○ 1) Problem solve around Tier III/ISE instruction and materials management, beh organizational systems. Adjust schedule as deemed appropriate.
December	● **12.15-12.19**: AIMSWeb benchmark all Tier III/ISE students and enter in AIMSWeb.
January	● **1.5-1.6:** Use Data Day to do the following: ○ 1) Use Data Day to exit from Tier III intervention students who have already met plan lessons for the upcoming Data cycle. ● **1.7-1.12**: Give AIMSWeb benchmark to any new Tier III students recommended by scho enter name and progress monitoring goal in AIMSWeb.
March	● **3.13:** Use Data Day to exit Tier III students who have already met AIMSWeb goal from i meeting to determine best next nexts for student(s).
May	● **5.7:** Last Progress Monitoring day for Tier III students ● **5.11-5.15:** AIMSWeb benchmark all Tier III/ISE students and enter scores in AIMSWeb. ● **5.15:** LAST DAY OF TIER III FOR 14-15 SCHOOL YEAR. Think through celebratory ro

	intervention group.

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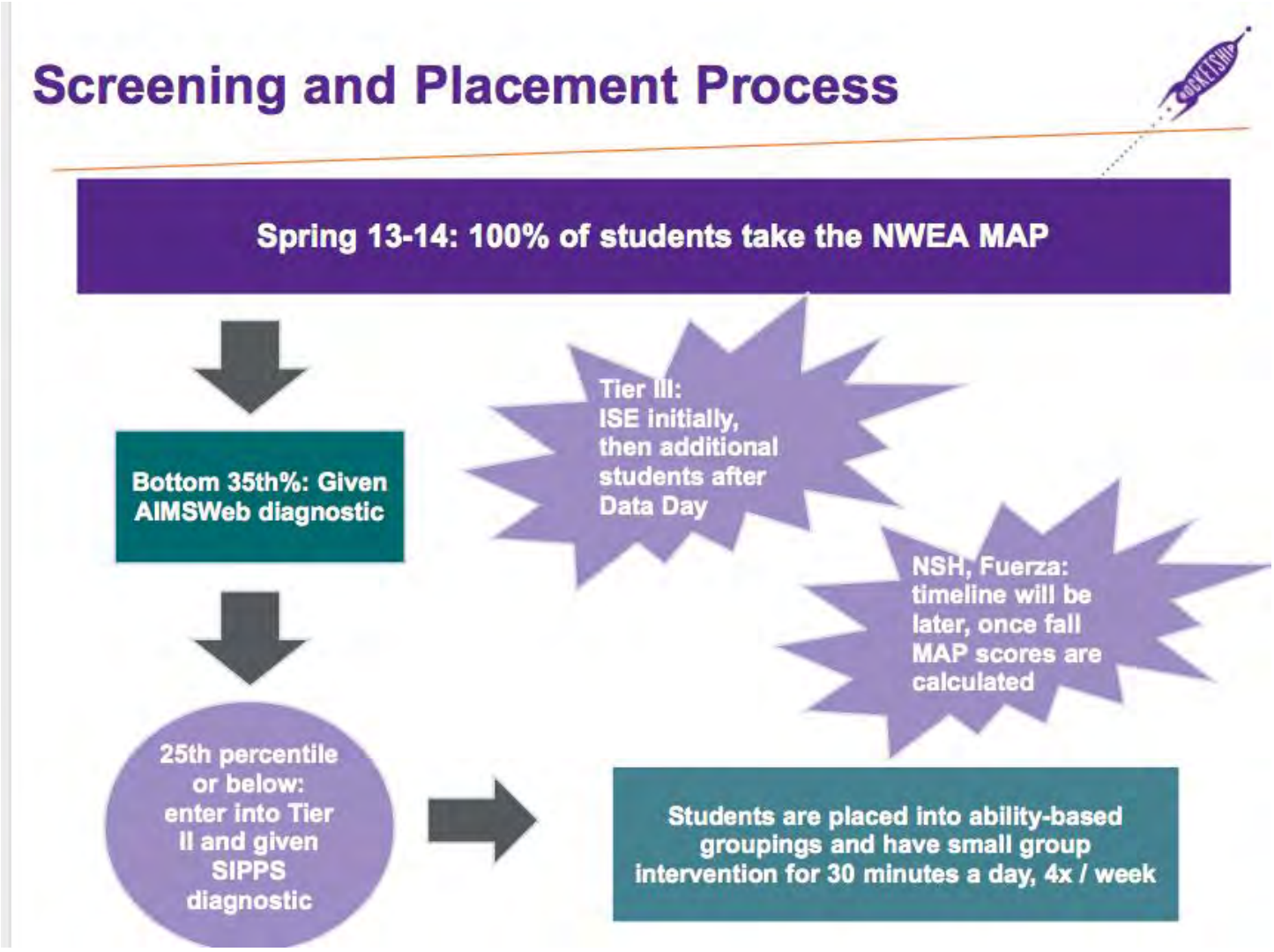
Timeline by Role: *Principal and VP of Schools*

Although the RtI lead is ultimately responsible for the successful implementation of your site's RtI program, the Principal oversees the overall achievement of his/her site, so it is incumbent on the Principal and VP of Schools to be both aware of and check in on critical Tier II milestones. Thus, the timeline was designed to clearly illustrate critical Tier II milestones so that Principals and the VP of Schools know what to look for and how to follow up.

	Principal	VP of Schools
Data Cycle 1 (8.18-10.16)	● **8.19-8.22**: Check with RtI Lead to ensure they will be able to finish benchmarking all students by 8.22 and that the ILS team knows how to administer SIPPS diagnostic ● **9.15-9.17:** Check with RtI Lead to ensure they have all materials they need for Data Day (completed AIMSWeb benchmarks, completed SIPPS diagnostics, LL bell schedule) ● **9.19**: Check in on status of Tier II groups (groups are created and assigned in AIMSWeb) ● **9.22-9.26**: Conduct a walk-through of LL with VP of Schools to ensure that groups are happening and that SGI reflects the quality and rigor we want ○ Should also conduct individual walk-through	● **9.22-9.26:** Conduct a walk-through with Principals to answer following questions: ○ Are groups happening when they should be happening? ○ Does the SGI reflect the quality and rigor we want?
Data Cycle 2 (10.20-12.19)	● **12.15-12.19:** Check in with RtI Lead to ensure that AIMSWeb mid-year benchmarks will be complete by 12.19 and that ILSes are set up for success to complete Data Analysis on 1.5 and 1.6	
Data Cycle 3 (1.5.15-3.11)	● **1.6.15**: Check in with RtI Lead to ensure that students who reached their goals have been exited from AIMSWeb, new student names added to groups, and relevant students have been transferred to comprehension ● **1.20-1.23:** Conduct a walk-through of LL with VP of Schools to ensure that groups are happening and that SGI reflects the quality and rigor we want ○ Should also conduct individual walk-through	● **1.20-1.23:** Conduct a walk-through with Principals to answer following questions: ○ Are groups happening when they should be happening? ○ Re-visit quality and rigor from previous visit
Data Cycle 4 (3.16-5.15)	● **3.16**: Check in with RtI Lead to ensure that students who met their goals have been exited from Tier II (no new students added at this point_ ● **5.7:** Check in with RtI Lead to make sure ILSes are set up for success to finish benchmarking by 5.15	

RtI Screening and Placement Process for 14-15



Existing Schools

Date	Number	Action
Spring 14	100%	**MAP:** 100% of Rocketship students take the NWEA MAP Assessment.
Summer 14	35%	**Bottom 35th percentile:** Data Team identifies bottom 35th percentile of each grade level according to MAP (RtI Leads and School Leaders will refine bottom 35th percentile based on new/returning students status).
Fall 14	35%	**AIMSWeb Benchmark:** ILS Team gives the grade-level appropriate AIMSWeb benchmark to the bottom 35th percentile of each grade level and enters scores in AIMSWeb.
Fall 14	25th percentile or below	**SIPPS Diagnostic:** Any student who falls below the 25th percentile according to AIMSWeb will be given the SIPPS diagnostic.

Fall 14		**Ability-based groupings:** The RtI Lead, ILS Team, and ELA Teachers will collaborate to create ability-based groupings of 4-6 students that will receive intervention 4x/ week for 30minutes/ day.

New Schools

Date	Number	Action
Fall 14 (*rather than Spring 14 for existing schools)	100%	**MAP:** 100% of Rocketship students take the NWEA MAP Assessment.
Fall 14 (*rather than S 14 for existing schools)	35%	**Bottom 35th percentile:** Data Team/School Leadership Team identify bottom 35th percentile of each grade level according to MAP.
Fall 14	35%	**AIMSWeb Benchmark:** ILS Team gives the grade-level appropriate AIMSWeb benchmark to the bottom 35th percentile of each grade level and enters scores in AIMSWeb.
Fall 14	25th percentile or below	**SIPPS Diagnostic:** Any student who falls below the 25th percentile according to AIMSWeb will be given the SIPPS diagnostic.
Fall 14		**Ability-based groupings:** The RtI Lead, ILS Team, and ELA Teachers will collaborate to create ability-based groupings of 4-6 students that will receive intervention 4x/ week for 30minutes/ day.

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Tier II Goal-Setting Process for 14-15

Since the 2013-2014 school year was our first year using AIMSWeb as our online progress monitoring and data management system, we decided to use their recommendation of setting all Tier II EOY goals at the 25th percentile, regardless of BOY percentile. Thus, a student starting the year at the 23rd percentile had the same end-of-year goal as a student starting the year at the 11th percentile. End of year data revealed that this was ineffective in terms of setting students up for success in achieving their EOY goal. Our revised goal-setting process for 2014-2015 accounts for diagnostic starting point both in terms of timeline and the percentile they are expected to achieve at the end of the year. On average, we have set the goal growth percentile around the 75th percentile.

Goal-Setting Assumptions:

- **Students who are at or above 25th percentile:** Students who are at or above the 25th percentile according to AIMSWeb benchmarks should *not* be in Tier II or Tier III
- **Students who are between the 10th and 25th percentile:** Students who are between the 10th and 25th percentile should be progress monitored ON grade level
- **Students who are below the 10th percentile:** Students who are below the 10th percentile according to AIMSWeb benchmarks should be progress monitored below grade level until they demonstrate they are above the 10th percentile according to AIMSWeb benchmarks
- **Re-evaluation cycle:** Students in Tier II or Tier III will be assessed and reevaluated around Data Days in December/January, March, and May
- **Higher BOY AIMSWeb percentile:** The higher a student's BOY AIMSWeb percentile, the earlier in the school year the student should be expected to reach the 25th percentile

How to Set Tier II Progress Monitoring Goals (Grades 2-5)

BOY AIMSWeb Percentile	Assessment and Goal Percentile	End Date
<25th - 20th percentile	OR (formerly R-CBM) 25th percentile (*Use grade level probes)	December 19, 2014
<20th - 15th percentile	OR (formerly R-CBM) 25th percentile (*Use grade level probes)	March 12, 2015
<15th - 10th percentile	OR (formerly R-CBM) 20th percentile (*Use grade level probes)	May 15, 2015
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level (*Use out-of-grade level probes)	May 15, 2015

How to Set Tier II Progress Monitoring Goals (Grade 1)

BOY AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	NWF - 25th percentile, switch to OR in December	December 19, 2014
<20th - 15th percentile	NWF - 25th percentile, switch to OR in December	December 19, 2014
<15th - 10th percentile	NWF - 20th percentile, switch to OR in March	March 12, 2015
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 15, 2015

Background Context:

In order to modify the progress monitoring goal-setting process from 13-14 to ensure that it was both ambitious and realistic, Rocketship's Achievement and Data & Analytics Teams partnered to analyze the goal growth percentile for each percentile bandwidth of students in Tier II during 2013-2014. We discovered that, on average, students who started the year in the 20-24th percentile were being asked to achieve a growth percentile of 55, whereas students who started the year in the 15-19th percentile were being asked to achieve a growth percentile, on average, of 70, and students in the 10-14th percentile were being asked to achieve a growth percentile, on average, of 85. Because having such different expectations of students in different percentile ranges was not realistic and either overly ambitious or insufficiently ambitious, depending on the percentile group, we decided to toggle either the timeline or the EOY percentile so that students would be expected to achieve an average growth percentile of 75, regardless of their starting point. We chose 75 because it is in line with the 1.8 years growth we expect of teachers for MAP and other assessments.

The screen shot below illustrates the goal growth percentile for Tier II students in 2013-2014.

grade	measure	fall ptile	goal	goaldate	goal ROI	goal growth ptile
1	NWF	10-14	25	spring	1.02	55
1	NWF	15-19	25	march	0.99	40
1	NWF	20+	25	winter	1.07	35
2	R-CBM	10-14	25	spring	1.75	85
2	R-CBM	15-19	25	march	1.75	70
2	R-CBM	20+	25	winter	1.83	55
3	R-CBM	10-14	25	spring	1.58	85
3	R-CBM	15-19	25	march	1.53	65
3	R-CBM	20+	25	winter	1.63	55
4	R-CBM	10-14	25	spring	1.31	85
4	R-CBM	15-19	25	march	1.19	70
4	R-CBM	20+	25	winter	1.14	55
5	R-CBM	10-14	25	spring	1.27	85
5	R-CBM	15-19	25	march	1.16	70
5	R-CBM	20+	25	winter	1.17	65

The screen shot below illustrates how this goal growth percentile changes for Tier II students with the new goal-setting protocol in 2014-2015. Notice that the goal growth percentile is an average of 75 for Grades 2-5. The goal growth percentile looks slightly different for Grade 1 because students in Grade 1 who start the year in the 15th-24th percentile are expected to transfer from NWF (Nonsense Word Fluency) to OR (Oral Reading), which will increase the goal growth percentile since they will be transitioning from reading discrete sounds to reading fluency passages.

grade	measure	fall ptile	goal	goaldate	goal ROI	goal growth ptile
1	NWF	10-14	25	march	1.13	60
1	NWF	15-19	25	winter	1.22	55
1	NWF	20+	25	winter	1.07	35
2	R-CBM	10-14	20	spring	1.56	70
3	R-CBM	10-14	20	spring	1.39	75
4	R-CBM	10-14	20	spring	1.14	75
5	R-CBM	10-14	20	spring	1.08	75

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Data Day Scope and Sequence

Data Day	Prior to...	During...
September	**Step 1:** Give AIMSWeb benchmark to bottom 35th percentile of students and any new students in GL (as determined by Spring MAP results) **Step 2:** Enter all results in AIMSWeb **Step 3:** Give SIPPS diagnostic to any student who falls in the bottom 25th percentile according to AIMSWeb	**9.18:** Use Data Day #1 to create ability-based groups across GLs and determine tutoring logistics ● Link to "How to create groups" ● Phonics Criteria: ○ in bottom 25th percentile on AIMSWeb ● Comprehension Criteria: ○ in bottom 25th percentile on AIMSWeb, but place out of SIPPS ○ above 25th percentile on AIMSWeb, but 2 years or more below GL on STEP ○ group students by i-Ready diagnostic starting point ○ *won't start RCC groups until after October PD Week ● Prioritize phonics/fluency needs ○ if you have high phonics/fluency needs, don't leave room for comprehension groups ○ if you have room, leave space for RCC groups to add in October **9.19:** Use Data Day #2 to enter students names in caseload and create progress monitoring goals ● How to set progress monitoring goals
January	**Step 1:** Give AIMSWeb benchmark to ALL Tier II and III students	**Step 1:** Exit from intervention anyone who has already met their AIMSWeb goal (*for SLA students, move them to the next grade level) ● Cross reference STEP score: anyone 2 years or more below GL on STEP should be moved into RCC comprehension ● Anyone NOT 2 years or more below GL should be exited **Step 2:** Utilize the AIMSWeb Data Analysis Protocol to review progress monitoring status of students participating in intervention to determine next steps. **Step 3:** Use STEP data from December to add any additional students to Tier II (2 years or more below GL) ● Use same diagnostic and placement

		process from September after Data Day (*refer to RtI Calendar.)
March	**Step 1:** Give AIMSWeb benchmark to ALL Tier II and III students	**Step 1:** Exit from intervention anyone who has already met their AIMSWeb goal ● Cross reference STEP score: anyone 2 years or more below GL should be moved into RCC comprehension, *comprehension students do NOT receive AIMSWeb benchmark ● Anyone NOT 2 years or more below GL should be exited **Step 2:** DO NOT add any additional Tier II students; ONLY exiting or moving students from phonics to comprehension

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PD Scope and Sequence

The PD scope and sequence below reflects *suggested* PD topics that the RtI Lead and/or Lead ILS will want to revisit with your ILS team. The topics are closely tied to the RtI Calendar and Monthly Timeline so that all parties involved in Tier II have the clarity they need to follow through with next steps. Feel free to use the hyperlinked PPT presentations as a jumping off point and adapt them as you see fit for the particular RtI needs of your site.

Refer below to the sessions various sites are conducting during Summer PD 14-15; feel free to create cross-site PD or steal brilliant ideas from other sites.

- ILS Summer PD 14-15 (site-based sessions)

Month	PD Topic
August	• How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb
September	• How to Administer SIPPS Diagnostic • How to Create Ability-Based Groups (Using AIMSWeb Benchmark and SIPPS Diagnostic) • How to Set Progress Monitoring Goals
October	• How to create RCC groups using iReady Diagnostic • How to Create Effective, Engaging Lesson Plans for RCC (Hooks, Close Reading)
November	*N/A*
December	• Quick reminder about "How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb"
January	• How to Exit Students from Intervention • How to Determine if Students Exited from Phonics Should be Placed in Comprehension
February	*N/A*

March	• Quick reminders about the following:
	  ○ "How to Exit Students from Intervention"
	  ○ "How to Determine if Students Exited from Phonics Should be Placed in Comprehension"

April	*N/A*

May	• Quick reminders about the following:
	  ○ "How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb"
	  ○ "How to Exit Students from Intervention"
	  ○ How to Continue the Learning Over the Summer

June	*N/A*

Beginning of Year RtI Checklist

The RtI Checklist below is designed to provide the foundations for what you will need to brainstorm/plan/do/implement in order to launch a highly effective RtI program at your site.

Roles/Responsibilities

	Suggested Due Date	Action Item	Owner
	7/25/14 (by end of SLL)	Clarify and distinguish coaching and data management responsibilities of the RtI Lead and grade-level coach	Leadership Team
	7/25/14 (by end of SLL)	Sit down with the rest of Leadership Team to share key points about RtI curriculum and AIMSWeb that School Leaders will need to know to support their particular grade-level	RtI Lead
	7/25/14 (by end of SLL)	*If your site will have a Lead ILS role, clarify expectations for how RtI Lead/Lead ILS will divvy up responsibilities most effectively	Leadership Team
	7/25/14 (by end of SLL)	Clarify backwards planning scope and sequence expectations for each data cycle for interventionists; create scope and sequence/pacing trackers for interventionists	RtI Lead
	7/25/14 (by end of SLL)	Clarify weekly/daily lesson planning expectations/feedback cycle for interventionists	RtI Lead

Coaching Tools

	Suggested Due Date	Action Item	Owner
	7/25/14 (by end of SLL)	Create a PD scope and sequence for ILS Summer PD that involves suggested management, AIMSWeb, and curricular topics	RtI Lead
	8/29/14 (by end of first month of school)	Create a PD scope and sequences for year-long ILS PLC that involves suggested management, AIMSWeb, and curricular topics (*refer to Suggested PD Scope and Sequence)	
	8/1/14 (by end of PD Week 1)	Create a backwards planning scope and sequence template for interventionists to use to plan scope and sequence of each group between data cycles	RtI Lead
	8/1/14 (by end of PD Week 1)	Create a lesson planning template for interventionists to use for both weekly/daily lesson planning	RtI Lead
	8/1/14 (by end of PD Week 1)	Create an observation tool that allows you to record observation notes/next steps for each interventionist	RtI Lead

Communication

	Suggested Due Date	Action Item	Owner
	8/8/14 (by end of PD Week 2)	Review the RtI calendar for 14-15 and create calendar notifications as reminders for critical due dates	Leadership Team
	8/8/14 (by end of PD Week 2)	Sit down with the Interventionist Team to review RtI calendar and expectations for each critical due date, share coaching expectations, and share all templates created	RtI Lead
	9/17/14 (before first Data Day)	Communicate intervention status of each student selected to be in Tier II/III to ELA teacher and SL coach to get anecdotal feedback	RtI Lead
	9/17/14 (before first Data Day)	Communicate intervention status of each student selected for Tier II/III to family	RtI Lead

Curriculum/AIMSWeb

	Suggested Due Date	Action Item	Owner
	8/8/14 (by end of PD Week 2)	Ensure that the ILS Team knows how to administer AIMSWeb benchmarks, how to enter data in AIMSWeb, and how to administer SIPPS diagnostic	RtI Lead
	9/19/14 (by the end of Data Day)	Ensure that every SL is familiar both with the critical components of each curriculum used for RtI (Seeing Stars, Sound Partners, SIPPS, Ready Common Core) and with the coaching resources available to support each curriculum	RtI Lead
	9/19/14 (by the end of Data Day)	Ensure that every SL is familiar with how to do the following in AIMSWeb: log on, where to find AIMSWeb benchmark and administration guides, how to set progress monitoring goals, where to find individual student reports, where to find schoolwide reports, how to exit students from Tier II	RtI Lead
	9/17/14 (before first Data Day)	Ensure that the Intervention Team knows how to use SIPPS diagnostic information and LL bell schedule to create ability-based groupings	RtI Lead
	By 9/19/14 (by end of Data Day 2)	Guide the Intervention Team through a feedback-oriented rehearsal of a SIPPS lesson	RtI Lead

*Learning Lab Checklist

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Designing Tier III Interventions

Within the RtI framework, interventions at the Tier 3 level are not defined by a specific curriculum, or a particular service provider. Rather, they are differentiated from Tier 2 in that they are more ***intensive*** and more ***individualized***. This is an important concept for schools because it allows you to use your resources more flexibly in order to meet the needs of all students. For example, if the only Tier 3 intervention you have available at your site is a Seeing Stars group with your ISE Specialist, there will likely be much more limited capacity to serve students at that level than if you consider Tier 3 intervention as any intensive, targeted, and individualized intervention provided by any qualified service provider on your campus.

Step 1: Selecting an Instructional Platform

The first step in designing a Tier 3 intervention for a student is selecting an instructional platform. School leaders should consider all of the evidence-based interventions available on their sites when selecting the instructional platform for tier 3, including interventions that are typically used at Tier 2 or even Tier 1 for younger grades, including but not limited to:

- Jolly Phonics
- SIPPS
- Seeing Stars
- Sound Partners
- On Cloud 9
- Step up to Writing

Step 2: Intensify the Instructional Platform

The key differentiating features between Tier 2 and Tier 3 is intensification and individualization. There are several methods by which an intervention can be intensified and/or individualized, including:

- Reducing the group size (e.g. individual intervention rather than a group of four students)
- Increasing the frequency of the intervention (e.g. twice per day rather than once per day)
- Increasing length of intervention sessions (e.g. 40 minutes per session rather than 20 minutes per session)
- Supplementing intervention with additional practice or exercises (e.g. adding an individualized daily fluency routine to a student's SIPPS session)
- "Double dosing" particular components of the intervention based on student need (e.g. repeat the short vowel routine of SIPPS twice within a single intervention session)
- Implementing a different intervention (e.g. switching from SIPPS with the ILS to Seeing Stars with the ISE Specialist)

Step 3: Make a Progress Monitoring Plan

Once a student is in tier 3 intervention, progress should be monitored with more frequency (e.g. weekly rather than biweekly). This allows the intervention team to be more responsive to student data and continue to individualize the intervention as needed based on student performance. With the exception of increasing the frequency, goal-setting and progress monitoring for students in tier 3 mirrors the process for students in tier 2 – please see section "How to Set Tier II Progress Monitoring Goals" of this guide for more details.

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Curriculum 1-pagers

Sound Partners

Tier: Both Tier II and Tier III, Phonics
Interventionists: Both ILS and ISE
Grades: Primarily Kindergarten, Grades 1-2 on a need basis

Sound Partners is an intervention program in phonics-based early reading, designed primarily for lower-grade students (K-2) lacking foundational phonics and phonemic awareness skills. Sound Partners routines include letter-sound correspondence, segmentation, individual word reading, sight word practice, and practice reading with connected text. The ideal group size is 3 students or less, and Sound Partners is implemented by ISE Specialists, Para-professionals, and ILSes.

Materials:

- Sound Cards
- BOB books (for connected reading)
- Lesson Book
- Student Mastery Tests
- Tutor Implementation Manual
- Attendance/Lesson Completion Logs
- Progress Reports (for teachers and/or parents)
- Tutor Observation Forms (Treatment Integrity Checklists)

Lesson Components

- Say the Sounds *(student practices saying the sound associated with a letter or letter pair and practices writing the letter(s) associated with a sound)*
- Letter Sound Cards *(student practices pairing sounds with key words)*
- Segmenting *(student practices listening for the separate sounds in a word and saying them one at a time)*
- Word Reading *(student reads words by saying their sounds and blending them aloud. Student spells words by listening for and writing down the sequence of sounds in the word)*
- Sight Words *(student practices reading words that cannot be sounded out)*
- Sentence Reading *(student reads sentences made up of taught sight and decodable words)*
- Magic -e- *(student practices reading words using the "magic -e- rule")*
- Word Endings *(student practices reading words with the endings –s, -ed, -y, and –ing)*
- Pair Practice *(student practices reading and spelling words and nonwords with new letter pairs)*
- Reading Long Words *(student practices reading compound and multisyllable words)*
- Book Reading *(student practices reading newly taught sounds and words in a story)*

Curriculum Starting Point

All students start Sound Partners at lesson 1; however, students move through the lessons at different rates depending on their skill and mastery of the material.

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SIPPS

Tier: Tier II, Phonics and Fluency
Interventionists: ILSes
Grades: Grades 1-5

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a program for struggling readers from kindergarten through 12th grade. SIPPS routines include letter, sound and word cards as well as decodable books to apply instruction to a more realistic setting. The ideal group size is 6 student or less.

SIPPS Levels:

- *SIPPS Beginning:* Designed for students in Grades 1-3 who know their letter sounds, but have not mastered blending or segmentation.
- *SIPPS Extension:* Designed for students in Grades 1-3 who can read and spell simple simple vowel patterns.
- *SIPPS Plus*: Condensed version of Beginning and Extension, designed for students in Grades 4+.
- *SIPPS Challenge*: The end of the SIPPS spectrum; any student who has surpassed Extension or Plus could enter into Challenge.

Materials

- Sound Cards
- Sight Word Wall Cards
- Story Posters
- Reproducible Stories Book
- CD-ROM with all reproducible pages
- Sight Word Cards
- Spelling-Sound Cards
- Sets of Little Books
- DVD with Videos of Routines
- Online resources

Lesson Components *(for resources/videos go to: https://teach.devstu.org/session/new)*

- Rereading a Story
- Phonological Awareness
- Phonics and Decodable Words
- Sight Words
- Reading a Story
- Guided Spelling and Segmentation
- Fluency Practice

Curriculum Starting Points

SIPPS has a placement assessment that will be given to students within the first week of intervention. For students in Grades K-3, there are 3 levels at which they could enter: Beginning, Extension, and Challenge. For students in Grades 4-5, there are 2 levels at which they could enter: Plus or Challenge. Each level has 5 different entry points (ie. Lesson 1 or Lesson 21), except for Challenge. At the Challenge level, everyone starts at Lesson 1.

- SIPPS K-3 Diagnostic
- SIPPS 4-12 Diagnostic

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Fluency Supplement Recommendation for SIPPS

Rationale

Although SIPPS' systematic, routinized approach to phonics instruction is extremely effective, our SIPPS program lacks an effective fluency component. The SIPPS curriculum does in fact have a fluency element - 20-30 minutes of fluency practice after the 30 minute scripted lesson - but our 30-minute time constraints do not enable us at Rocketship to make use of it. Since students are being progress monitored through AIMSWeb on fluency assessments, it makes sense to supplement the SIPPS curriculum with fluency practice. Below we have outlined a few suggested recommendations.

Suggestions for When to Supplement

Curriculum Level	Grade-Level	Supplement	Why/When
SIPPS Beginning	Typically Grades 1-2	No	Too low-level; students in Beginning have only mastered short vowels
SIPPS Extension	Typically Grades 1-3	Yes	After Lesson _____
SIPPS Plus	Grades 4-5	Yes	After Lesson _____
SIPPS Challenge	Any student in Grades 1-5 who has completed either SIPPS Extension or Plus	Yes	After Lesson _____

Suggestions for What to Use to Supplement

Curriculum	Important to Know	Materials Available	Suggested Frequency
HELPS (**H**elping **E**arly **L**iteracy with **P**ractice **S**trategies)	**FREE**: You will have to create a log-in and will be asked to make a donation, but will not be charged for materials	Teacher's Manual Student Passages Teacher Passages	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring
Reading A-Z	**NOT FREE**: Must have a member log-in to access	169 passages available; 8 per reading level from Levels F-Z on Fountas & Pinnell scale	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring

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Ready Common Core

Tier: Tier II, Comprehension
Interventionists: ILSes
Grades: Grades 2-5

Ready Common Core is a comprehension program that employs a gradual-release model to enable struggling readers to access grade-level text. While the curriculum is available from Grades K-8, Rocketship has RCC available in Grades 2-5 as the comprehension component of our RtI program. The ideal group size is 6 student or less.

Materials

- Student Workbook
- Teacher Edition

Lesson Components

Each lesson is 5 components; Parts 1 and 2 can be taught together. Each lesson lasts 1 week with 30 minute small group instructional periods 4x/week.

- *Part 1: Introduction* - Think of this as the hook. It is intended to introduce the comprehension skill they will be practicing for the week in a student-friendly and engaging way.
- *Part 2: Modeled Instruction* - Students read a short text and are guided, through modeled think-alouds and sentence frames, to discuss comprehension questions.
- *Part 3: Guided Instruction* - Students continue reading the same text and use the skills they have just practiced to answer discussion questions.
- *Part 4: Guided Practice* - Students read a longer text and respond to comprehension questions with less guidance from the instructor.
- *Part 5: Common Core Practice* - This is designed as the weekly formative assessment. Students complete the assessment independently, after which they justify and discuss their answers as a group.

Digital Access

- **Online Teacher Toolbox**

Curriculum Starting Points

Ready Common Core is aligned to iReady; thus, when students complete the iReady diagnostic, the system will suggest lessons from RCC. Students can then be grouped according to their specific comprehension needs.

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ELSB

Appendix __: Early Literacy Skill Builder One Pager

ELSB *at a glance…*

ELSB is an intensive intervention program that incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. All students begin at Level 1. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Implementation Guide Teacher's Manuals Student Material Books Student Assessment Books Moe the Frog Puppet All About Moe Stories DVD for staff training CDs with printable PDFs and other reproducible resources Sight Word Flashcards Implementation Fidelity Checklist

Lesson Components
Phonemic Awareness
Phonics
Comprehension
Vocabulary and Fluency Work

Curriculum Starting Points
Students start at lesson 1.

Progress Monitoring-Formal (Answers question: Are they growing?)

- Built-in mastery assessments

Informal (Answers question: Did they get what I just taught?)

- Performance observations

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Step Up To Writing

Appendix __: Step Up To Writing One Pager

SUTW at a glance…

Step Up To Writing is an intervention program that is successful in increasing writing proficiency through explicit, hands-on,research-validated strategies. SUTW Complements any writing curriculum and it is aligned to Common Core. This program improved literacy skills across content areas and grade levels. Reading comprehension strategies are a focus and strategies are embedded to assist with reading, writing, listening, and speaking. SUTW should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Teacher's Guide and Implementation Guide Handy Pages SUTW CD-ROM Attendance/Lesson Completion Logs Progress Reports (for teachers and/or parents) Implementation Fidelity Checklist

Lesson Components

1. Planning a Story
2. A Story
3. Accordion Paragraphs
4. Kinds of Topic Sentences
5. Closing Your Paragraph
6. Transitions
7. Summary Paragraph
8. Planning a Paragraph
9. Two Kinds of Writing—A Story
10. Two Kinds of Writing—Information
11. 6-Sentence Paragraph
12. Two-Column Notes
13. 7-Sentence Paragraph

Curriculum Starting Points

All students start at the beginning of the program, but students progress at different rates

Progress Monitoring-Formal (Answers question: Are they growing?)

- Writing Samples Assessed weekly by Tier III Instructor

Informal (Answers question: Did they get what I just taught?)

- Built in performance observations

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TouchMath

Appendix __: Touch Math One Pager

Touch Math at a glance…

Touch Math is an intervention program that is successful multisensory remedial math programs on the market. The signature TouchPoints, helpful visual cues, and distinctive one-step-at-a-time presentation moves from concrete to pictorial to abstract concepts — making an often daunting and difficult subject easily understandable for students of all abilities and learning styles. Working through basic math problems, students "see it, say it, hear it, touch it, and learn it" in ways that are completely unique. Math concepts range from simple counting to money to pre-algebra. Touch math can be done in small groups or whole class. It should be implemented by any trained professional.

Essential Elements

Materials
Touch point poster Implementation Materials (PDF) Manipulatives Attendance/Lesson Completion Logs Progress Reports (for teachers and/or parents) Implementation Fidelity Checklist

Lesson Components

Introduction/Warm Up/Review
Counting
Addition and Subtraction
Work Problems
Skip Counting
Multiplication and Division
Time
Money
Fractions
Closing/Final CFU

Curriculum Starting Points

Students can start at any point in the curriculum. Starting point is based on assessment data and mastered concepts.

Progress Monitoring-Formal (Answers question: Are they growing?)

- Assessed weekly by Tier III Instructor

Informal (Answers question: Did they get what I just taught?)

- Built in mastery quizzes and performance observations

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A-28: SST forms

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SST!1!Initial!Meeting!Summary!and!Intervention!Plan!

! Student:!!**John Doe**! Date:!!!!!!**11/13/14**!	Grade:!**3**! !!!!!School!Year:!!13/14!

NOTES!

- ☑Introductions!
- ☑Purpose!of!meeting:!John!has!been!participating!in!Tier!2!tutoring!in!the!Learning!Lab!since!the!fall.!! He!has!consistently!received!instruction!from!the!ILS!in!a!small!group!using!Phonics!Boost!4!times!per! week!for!30!minutes.!!He!is!not!on!track!for!meeting!his!AIMSweb!goal!of!40!words!correct!on!a!first! grade!level!text.!!!He!is!currently!reading!15!words!correct!on!1st!grade!level!text.!!
- ☑Parent!input!(strengths!and!concerns):!parent!reported!concern!with!the!class!size!and!if!that!has! an!effect!on!John's!progress.!!Mom!reported!that!John!had!participated!in!a!special!education! evaluation!and!was!not!determined!to!show!evidence!of!a!learning!disability.!!The!team!is!looking!for! the!report!in!John's!file.!
- ☑Review!Tier!2!intervention!history!and!progress!monitoring!data!
- ☑Present!Levels:!Math!struggles!with!calculation!and!number!sense.!!Ms.!Hunt!will!work!with!Mr.! Shook!to!select!an!intervention!for!math.!!John!is!behind!in!literacy.!John!is!performing!within!the!Far! Below!Basic!range!in!ELA!and!math.!!His!scores!for!CST,!NWEA!and!benchmarks!are!significantly!lower! than!class!averages.!
- ☑Discuss!recommendations!and!develop!plan!for!Tier!3!supports!!
  - Tier!3!logistics:!(see!intervention!plan)!
    - Intervention!group!:!days!of!week,!time,!teacher,!curriculum!!
    - AIMSweb:!measure!to!monitor!progress,!set!goal!
- ☑Schedule!Follow!Up!meeting!date!

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SST!1!Initial!Meeting!Recommendations!

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☑Continue!SST!1!Process!and!develop!Intervention!Plan!(*complete and attach SST Intervention Plan document)*!

area(s)!of!concern:!!!!!!!☑!Reading!!!!!!!☐!Math!!!!!!!!☐!Written!Language!!!!!!☐!Behavior!

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Follow!up!meeting!date:!3/4/14!!!time:!10:20!am!

☐!Other:!

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Notes:!see!attached!for!signatures!and!intervention!plan!
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Student:!!!John Doe	Case!Manager:!! !	Grade:!! 3!	School!Year:!!! 13/14!
Area(s)!of!concern:!!!!!!!!!!!!!!!!!!☑!ELA!!!!!!!!!!!!!!!!!!!!!☐!Math!!!!!!!!!!!!!!!!☐!Behavior!(non!severe)!			

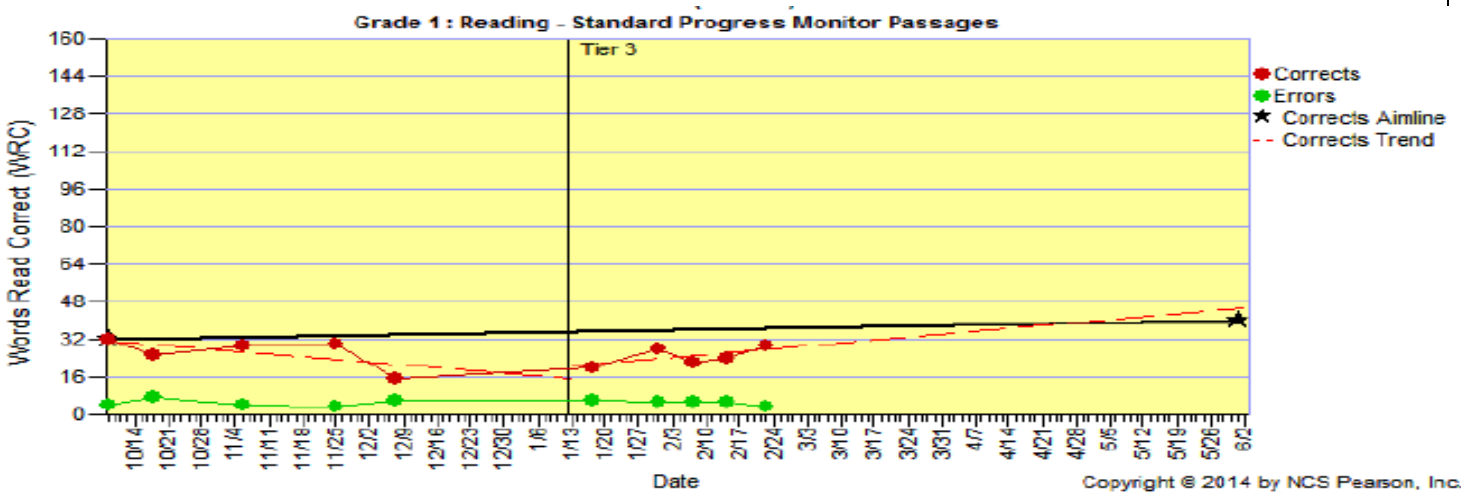
!

Target!Skill:!!! **Basic!word!reading!and!fluency!** !		
Intervention:! **Seeing!Stars!(Tier3)!**		
Person!responsible!for!implementing! intervention:! **Mr.!Shook!**	Times!per!week:!! **4!!!!!!!!!!!!**	Minutes!per!session:! **30!minutes!**

Progress!Monitoring!

Progress!monitoring!tool:! **AIMSweb!RCBM!(1st!grade)!**	Baseline:! **20!words!read!correctly!**	Goal:! **28!words!correct!in!8!weeks!** **40!words!read!correct!by!the!end!of!the! year**!
Schedule!for!monitoring!progress!**weekly**!	Person!responsible:!**Mr.!Shook**!	

Date!	Results!	Date!	Results!
1/30/14!	28!	!	!
2/6/14!	22!	!	!
2/13/14!	24!	!	!
2/21/14!	29!	!	!



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Follow Up Meeting Summary Form
2/20/14

Student: John Doe

Case Manager:

Answer yes or no for each question

How effective was the Intervention/Behavior Plan?	Reading	Math	Writing	Behavior
1. Were interventions implemented as written/modified?	Yes			
2. Did the student reach the goal?	Yes			
3. Does there continue to be a significant gap between student's performance and age/grade level standards?	Yes			

Comments:
While John made some progress with Tier 3 intervention support. He continues to function well below grade level standards in the area of reading. Even if he continued to make progress at the same rate through the end of the year, he would remain at least two grade levels below in the area of reading fluency. Teachers and parents are very concerned with his progress in all academic areas.

Decisions:

€ Revise and/or continue the plan because student is making progress but continues to need support.
(Complete and attach new Intervention Plan).

Follow up meeting date:_____/_____/_____ time:

☑ Modify and/or continue intervention support and refer to ISE for psych-educational evaluation.
(Copy all SST documents and submit to school psychologist)

If applicable: Identify how the plan will be modified and record modification(s) on the plan document

- √Increase instructional time
- √Decrease number of children in intervention group
- o Change the intervention
- o Increase the frequency of instruction by providing more opportunity for re-teaching, review and supervised practice

☐ Discontinue the SST process because the area(s) of concern is resolved or can be effectively supported with Tier 1 & 2 instruction.
(Copy all SST document and file in the student's cumulative records)

Notes:
John will continue with Tier 3 intervention support while ISE evaluation is in progress. See attached for signature page.

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Signature	Position	Date	Signature	Position	Date
	School Psychologist			**ISE Specialist**	
	Assistant Principal			**Parent**	
	Gen ed.				
	Gen ed.				
	Individual Learning Specialist				

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A-29: Attendance Policy

Attendance Policy

Allowed Absences

A student shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board**.**

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a student is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the student missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
Note: Effective July 1, 1998, school districts or charter schools will no longer receive funding from the state for students who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

A-30: Bell Schedule

Sample Bell Schedule

Below is a sample schedule for our kindergarten class. The top row of the schedule lists the classes of students in the school. For example, A is the Kindergarten A class, a class of 26 Kindergarten students. The column underneath KA shows the class schedule those students will have every day of the school year. Along the left side of the schedule are the times that a given period begins. Within the blocks that make up a class period is an indicator of which subject is being taught – Math/Science/Social Studies or Humanities (inclues integrated Science and Social Studies standards) - and which teacher will be teaching that class. For example, at 8:30 a.m., the Kindergarten A class will be in Math/Science/Social Studies.

KINDERGARTEN

	Class KA	Class KB	Class KC	Class KD
7:45	Arrival	Arrival	Arrival	Arrival
7:55	Launch	Launch	Launch	Launch
8:10	Breakfast/ Community Meeting	Breakfast/ Community Meeting	Breakfast/ Community Meeting	Breakfast/ Community Meeting
8:20	Breakfast/ Community Meeting	Breakfast/ Community Meeting	Breakfast/ Community Meeting	Breakfast/ Community Meeting
8:30	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
8:40	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
8:50	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:00	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:10	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:20	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:30	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:40	Math/Science/Social Studies	Learning Lab	Humanties	Humanties
9:50	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:00	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:10	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:20	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:30	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:40	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
10:50	RECESS	RECESS	RECESS	RECESS
11:00	RECESS	RECESS	RECESS	RECESS
11:10	LUNCH	LUNCH	LUNCH	LUNCH
11:20	LUNCH	LUNCH	LUNCH	LUNCH
11:30	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
11:40	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
11:50	Learning Lab	Math/Science/Social Studies	Humanties	Humanties
12:00	Humanties	Humanties	Math/Science/Social	Learning Lab

			Studies	
12:10	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
12:20	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
12:30	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
12:40	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
12:50	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
1:00	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
1:10	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
1:20	Humanties	Humanties	Math/Science/Social Studies	Learning Lab
1:30	RECESS	RECESS	RECESS	RECESS
1:40	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
1:50	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:00	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:10	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:20	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:30	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:40	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
2:50	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
3:00	Humanties	Humanties	Learning Lab	Math/Science/Social Studies
3:10	ENRICH	ENRICH	ENRICH	ENRICH
3:20	ENRICH	ENRICH	ENRICH	ENRICH
3:30	ENRICH	ENRICH	ENRICH	ENRICH
3:40	ENRICH	ENRICH	ENRICH	ENRICH
3:50	3:50 DIS	3:50 DIS	3:50 DIS	3:50 DIS
4:00				

A-31: A day in the life of a Rocketship teacher

A Day in the Life of a Teacher at Rocketship

Teacher

Andrea Cortez is excited to be starting her second month at Rocketship. She still remembers the day when she came to Rocketship to interview after teaching for three years at a local school. She couldn't believe that there was a way to teach and earn a salary that would let her live in the Bay Area. So far, it has been intense, but Sally loves the school's mission. She is also excited to be in teaching Humanities, teaching two Humanities classes to Kindergarteners. The Assistant Principal, Ms. Springer is a great educator and manager and really cares about helping her learn the profession.

7:15 a.m. Andrea arrives at school to get ready for the day.

8:20 a.m. Andrea teaches her first Humanities class. It has taken her a while to master Guided Reading, Literacy Centers, and Writer's Workshop, which are all core to the Balanced Literacy Approach, but her students are really starting to make progress and she now sees the value in this comprehensive instructional approach. She loves the way she can get data on their achievement through Schoolzilla, which helps her make data-driven decisions about how to group and instruct her students to maximize their achievement. She conducts her whole-class reading lesson based on the current theme of plants. Andrea finishes her Humanities class with Writer's Workshop and Guided Reading. In Writer's Workshop, Andrea does group writing of a paper on plants, specifically the sunflower, and then has the students work independently to create their own illustrations and a couple of sentences about what they have learned in their journals. In the last hour, Andrea breaks the class up in the last hour for Guided Reading, using centers and lessons she has created with the other Kindergarten Humanities teacher.

11:30 a.m. Andrea eats lunch with all of the teachers.

12:00 p.m. Andrea joins her grade level team, fellow Humanities teacher, Math/Science/Social-Studies teacher, and the grade level ILS during their Common Planning Time (CPT). Each day they have 40 minutes together as a team, which Andrea is deeply grateful for. On Mondays, they spend the day reviewing data from their ILS using the AIMSWeb system, which provides her with specific assessment data on students from her class in tutoring as well as spending time reviewing OLP data. Andrea loves receiving this type of weekly updates from her grade level tutor, which helps her affirm her students in her class who are really focusing in the Learning Lab as well as addressing the students that may have had an off week. On Tuesdays and Wednesdays, her grade level team often uses the time as 'prep' for the day and week. This time is huge in allowing Andrea to make copies, create input charts, create materials for in-class instruction and not have to do this after she teaches. On Thursdays and Fridays, her grade level uses the Common Planning Time to collaboratively prepare for the week. This collaboration is critical so that they may remain aligned with their UbD units in both the Humanities and Math classes and ensure that their Rocketeers are having their thematic instruction supplemented in both content areas. Moreover, this time allows

Andrea time to collaborate with her grade level peers, who are both in their fourth years of teaching and really help Andrea develop much more robust lesson plans, which has been great in further engaging her Rocketeers and creating more personalized instruction.

12:45 p.m. Andrea teaches her second Humanities class. She repeats the whole-class lesson from the first class based on the current theme of plants, and the sunflower specifically. Andrea conducts the same Writer's Workshop as her first class and then conducts Guided Reading based on the levels of the students in this class. Ms. Springer, the Assistant Principal comes to her class during Guided Reading to observe. Ms. Springer has set weekly goals with Andrea and this week they are focused on her opening of the Guided Reading lesson. Ms. Springer videotapes the lesson, which they will review at their weekly 1:1 later that afternoon and then based on the feedback, they will collaboratively co-plan her opening for tomorrow's guided reading lesson. Andrea has gotten her Centers working well and is focused on making the most out of the 20 minutes she has with each group of students. She is trying to be efficient enough to read one book for fluency and a new book for comprehension each day with each group, but it is tough, and Ms. Springer is helping her get there. Being able to plan one lesson each day is really nice because it lets her spend more time working on individual plans for struggling students. Turning the light bulb on for those students is why Andrea loves to teach.

3:45 p.m. Andrea is done teaching for the day. It is up to Andrea to decide how she uses her time for planning and collaboration. Since she and her Kindergarten Humanities partner are finished planning for next week, after making some copies and cleaning up her classroom, she goes home for the day. She loves that the Principal holds her accountable for her planning and collaboration based on deliverables rather than making sure she is at school during certain hours. Andrea likes to work at night and often plans with her partner in the evening after her kids are in bed. Every week, the school has one early release day at 2:30 p.m. which gives the staff three hours to analyze student data and work on professional development in the areas that the staff has agreed they want to focus on.

Assistant Principal

Mary Springer is the Assistant Principal at Rocketship. Although she has only been teaching five years, she was previously the highest-ranked classroom teacher in her school district for student achievement in Literacy. She is a very active member of the International Reading Association and is beginning to work on her postgraduate studies in Early Childhood Literacy. When she found out that she could mentor within her specialty all day long, she was sold on Rocketship. Her math scores were among the highest in her district as well. Mary has a passion for teaching EL students and was highly trained in implementing ELD strategies into all curricular areas. She started teaching at a Rocketship school focusing on literacy. Her dramatic results with students continued, and through her informal mentoring of her partner teacher, she was able to influence an additional forty Rocketship students. This caught the eye of her principal who recommended she begin training for an Assistant Principal position. Now Mary loves that so much of her time is spent in all the classrooms at Rocketship helping both

humanities and math/science/social-studies teachers to improve their student achievement. The fact that she can finally afford to live in Santa Clara County and save a little money each month besides has finally made her feel that her move to Rocketship was the right professional choice.

7 a.m. Ms. Springer arrives at school and works on some scheduling issues for the RtI (Response to Intervention) program. She is coaching an Individualized Learning Specialist to focus specifically on conversational English with some of her Kinder and First grade students and needs to adjust their schedules to give them time with the new tutor.

8 a.m. Ms. Springer has 8 teachers at Rocketship to develop into outstanding practitioners. She uses Rocketship's Professional Growth Plan (PGP). The second month of school, after she had time to see them in action, she sat down with each teacher and made a Professional Growth Plan for each one. She tends to spend a lot of her time in the Fall with the new teachers working on classroom management and planning. That helps get them over the hump and creates real learning in each classroom. Then she starts to focus on instructional techniques and pedagogy as appropriate for each teacher. Because Rocketship does detailed assessments aligned with end of year tests every eight weeks, it gives Ms. Springer a great chance to figure out where each teacher needs to focus. Moreover, the weekly formative assessments that each teacher utilizes grants her further insight as well and the opportunity to be much more responsive in real-tim eot the needs of her teachers and Rocketeers. Based on the Rocketship mentoring approach, Ms. Springer does not spend a significant amount of time observing, since teachers rarely change their behavior solely based on observation feedback. Rather, she videotapes, co-teaches, uses Real-Time coaching (sitting in the back of a class and talking to a teacher via a walkie-talkie and ear-buds that they are wearing—giving them concrete and explicit direction real-time during a lesson), assists teacher in planning, and models ways to improve their instruction. The job is very rewarding, seeing teachers really "get it" and start to teach as well or better than her makes all of the work in this job worthwhile.

Today, she is focusing on two of her brand new teachers. They have gotten over the hump of effective classroom management and planning, have their Humanities classes running with Literacy Centers and Guided Reading, and are starting to work on making their Guided Reading time as effective as possible. Ms. Springer goes to the first teacher's class. They have planned the day's lessons together for the three groups and agreed that Ms. Springer will teach the first group while the teacher observes and then they will switch roles. One of the challenges for this teacher is figuring out how to manage her time in the twenty minute lesson. They have organized the lesson around the book to be read that day. Ms. Springer starts with a mini-lesson on the vocabulary and phonics related to the book, and has the students do some word sorts using words with the specific pattern. She continues through the background building, reading and comprehension section of the lesson, stressing a few of the issues they have agreed on in the plan. Then they switch roles with the next group and she can tell that doing it in this way has made it easier to complete. Departmentalization accelerates teacher development in this scenario, since Ms. Springer can check back on what a teacher

learned with his/her first group of students by observing that teacher's lesson with the second group of students later in the day, speeding up the teach-feedback-improve cycle. She will give this teacher a week or so getting this right, and then they will start working on some of the techniques within the lesson that help EL students retain the vocabulary better.

Ms. Springer does the same with another teacher and then spends the rest of the day working on whole-class differentiation with the third grade math/science/social-studies teacher. She likes to switch back and forth between Humanities and Math because so many of the effective teaching practices are the same, but switching subjects is a nice change.

3:40 p.m. As teachers finish their teaching day, Ms. Springer has meetings scheduled with them as necessary when they need help or if they are working on a specific goal together. Ms. Springer regards her role as support to help teachers reach their potential. Each teacher has different needs. Some like to work with her before school starts in the morning or right after teaching, both of which are fine with her.

4:30 p.m. Ms. Springer walks around to observe students at work in the computer lab and after-school program, and make notes on some opportunities to jointly plan and teach with an Individualized Learning Specialist whose students are having a hard time with academic vocabulary.

This job has long hours, but seeing the amazing progress in the students and the teachers who really appreciate her help every day makes this her dream job.

A-32: Teacher recruitment materials

Rocketship Education
2014-2015 Recruitment Calendar

October

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

10/1 Assistant Principal Application Opens

November

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

11/1 Teacher Application Opens

11/20 Launch your Career at Rocketship Webinar

December

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	11	19	20
21	22	23	24	11	26	27
28	29	30	31			

12/1 Assistant Principal and Teacher Deadline

January

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

1/6 Launch your Career at Rocketship Webinar

1/9 Assistant Principal and Teacher Deadline

February

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

2/5 Launch your Career at Rocketship Webinar

2/13 Assistant Principal and Teacher Deadline

March

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

3/12 Launch your Career at Rocketship Webinar

3/20 Teacher Deadline

April

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

4/16 Launch your Career at Rocketship Webinar

May

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

5/12 Launch your Career at Rocketship Webinar

RETHINKING ELEMENTARY SCHOOL FROM THE GROUND UP

Rocketship Education is a network of public elementary charter schools serving primarily low-income students in neighborhoods where access to excellent schools is limited. We believe truly transformative schools do more than educate students; they **empower teachers**, **engage parents** and **inspire communities**.

OUR PILLARS

Excellent Teachers & Leaders
build great schools

Personalized Learning
meets every student where they are

Engaged Parents
transform communities

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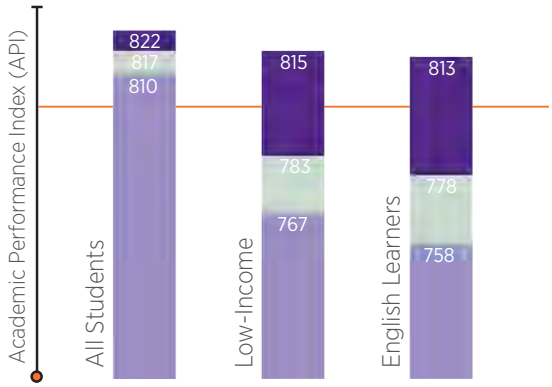
2012-13 California Standards Test (CST)



Rocketship continues to be in the top 5% of school districts serving low income students.

- Rocketship
- Nearby Districts*
- CA Elementary Average
- Statewide Goal (800)

**Nearby Districts include aggregate average of CST scores from elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts.*

Founded 2007

8 schools in San Jose, CA
1 school in Milwaukee, WI
Nashville, TN coming 2014

5,000 students

More regions coming soon

learn more at **rsed.org**

ROCKETSHIP

BUILD something great

Excellent teachers and leaders are core to our mission. Each member of our team is committed to continued improvement so that every student succeeds.

Whether your future plans involve opening a Rocketship school or continuing your impact in the classroom, we're building career pathways so that you can grow and develop over time.

We are looking for smart, talented and innovative people to join us. We are rethinking elementary school from the ground up. Join our team and build something great.

Build a Thriving Classroom

TEACHERS RECEIVE

- One-to-One-Coaching
- Career Pathways
- Team Collaboration
- Competitive Compensation

Rocketship teachers are dynamic leaders who understand the power of parent involvement and the need for innovation in schools. We provide support and development ensuring that each teacher continuously improves so that every student thrives.

Lead an Excellent School

LEADERS HAVE

- Career Pathways
- First Year Support
- Ongoing Support
- Principal Preparation

Rocketship principals are instructional leaders first and foremost. Whether you're an aspiring principal or seasoned school leader, our school leader support programs will challenge you to continue to grow.

applications & deadlines
rsed.org/joinus

[redacted]

Join the team of an existing school, help start a new school or even launch a new region.

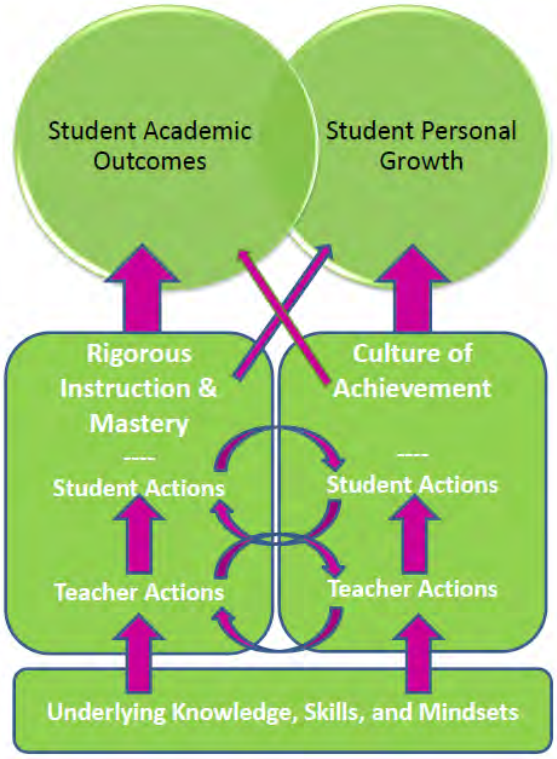
A-33: Rocketship teacher coaching cycle

The Coaching & Development Cycle

The Role of a Coach

At Rocketship Education, we believe the role of an instructional coach is to maximize the talent, energy, content knowledge, planning, delivery, and sheer mad determination of some of the best and brightest young leaders this country has to offer, so that our Rocketeers can grow and develop into this kind of leader, too. We believe our coaches must develop our teachers in and through their current role, catalyzing their growth as educators and leaders. This means that our school leaders are responsible not only for improving teachers' practice so that all teachers achieve the twin goals of students' academic achievement and personal growth, but also for coaching teachers to be the sort of teacher-leaders and professionals who are poised to become school leaders themselves.

The model to the right represents how Rocketship Education believes teachers impact student achievement which we believe has two dimensions: 1) as scholars, Rocketeers not only master basic skills but also master rigorous content which includes critical thinking, problem solving and meta-cognition and 2) as citizens, Rocketeers strengthen the values, dispositions, and life skills that will support their hard work and future success.



Everyone involved in coaching our teachers – including our teachers themselves – should have these two ultimate aims in mind and should drive towards these goals in their work. We should constantly be asking ourselves, "To what extent will students emerge on a different life path as a result of major academic and personal growth? We believe that these two areas of growth — academic and personal — are mutually reinforcing. Academic growth accelerates when students have strong personal values and display traits such as resilience and love of learning; these characteristics are also built up and reinforced in the pursuit of rigorous academic goals.

With this vision in mind, our coaches are charged with employing a range of coaching strategies and techniques to develop, broaden and refine our teachers' knowledge, skills and mindsets to maximize our teachers' impact on student outcomes. In doing so, we enable teachers to develop the habits essential to continuously increasing their own effectiveness, so as to lead their students to make the significant academic progress and personal growth necessary to succeed in elementary and beyond.

Coaching & Development Cycle

Ultimately, we want to see Rocketeers emerge as scholars and citizens on a different life path as a result of major academic and personal growth. The primary way our teachers and their instructional coaches work toward that vision is through the coaching and development cycle.

The coaching & development cycle has two primary purposes:

- To **increase student achievement** through targeted support and problem solving
- To **build teachers' independent ability to reflect on their own practice** through problem-solving

In addition to accomplishing these two primary purposes, the coaching & development cycle has been designed to support teachers in maximizing the experiential learning opportunities afforded by our teaching model:

- **By providing teachers with evidence –** teachers need objective evidence on their own actions, their students' actions, and the correlations between the two.
- **By recognizing successes –** teachers need to recognize their own successes, and to have others recognize them, in order to be able to gain confidence as well as understand and build upon their areas of strength.
- **By identifying and following-on solutions/next steps –** teachers need to execute strategic, specific next steps that will contribute to their increased effectiveness and hence to their students' achievement.

The coaching and development cycle is comprised of three phases of work:

Analyze. In the analysis phase, coaches use multiple points of evidence to form an opinion on the most pressing professional development priorities for a particular teacher. This typically involves studying a teacher's lesson plans, analyzing student work and student data, and conducting a classroom observation. At the cohort level, this requires coaches to draw upon their work with individual teachers to identify trends across campus.

Align. Alignment at all levels—between teachers and coaches, among coaches and between a coach and manager—is critically important. Most typically, coaches align directly with teachers via debrief conversations in which coaches illuminate key student actions and teacher actions to teachers, invest teachers in their professional development priorities and action steps, and build teachers' independent ability to reflect on their practice. At the campus- and network-level, coaches align with other school leaders to determine campus- and network-wide needs.

Act. Coaches work with teachers to determine the most appropriate professional development activities ("solutions") to most efficiently close gaps in their practice or to build upon existing strengths. To this end, coaches use a variety of coaching strategies:

- **Real-time coaching**: providing concrete & specific feedback in the moment followed by observing teachers do it again until (ideally) a coach sees mastery of the skill.
- **Modeling**: building a teacher's vision of what a particular instructional practice looks and sounds like when executed well.
- **Video-recording and reflection:** a coaching strategy designed to increase a teacher's self-awareness and ability to analyze their own practice.
- **Group learning experiences:** a learning experience for a group of teachers who share a similar area of development.
- **Lesson planning support:** coaches often review their cohort's lesson plans and facilitate collaborative planning time to build teachers' backwards-planning mindsets and skills.
- **Teacher-led development:** a development path in which the teacher takes the lead in designing and facilitating with support from their coach.

- **Peer@to@peer!coaching:!**$this$strategycantake$a$varietyofforms$including$strategic$observations$and$coaching$between$colleagues,$collaborative$work$and$professional$learning$communities.$

$

Inallcases,ourcoaches$strive$to$develop$teachers$in$the$most$efficientandeffective$manner$andinawaymost$aligned$totheteacher's$learning$styleandreadiness.

!

The$following$table$outlines$the$overarching$structure$of$the$coaching$and$development$cycle:$

$

!	Analyze!	Align!	Act!
Purpose!	To$identify$the$most$pressing$gaps$intheclassroomtoinformthefocus$areas$forthecoaching$cycle$ $	To$ ensure$ teacher$ know$ their$ strengthsandareasforgrowth,areinvestedintheir$development$and$capable$ of$ reflecting$ on$ their$practice$independently$	To$develop$teachers$in$the$most$efficientandeffective$manner$andin a$ way$ most$ aligned$ to$ the$teacher's$ learning$ style$ and$readiness.$
Target! Outcomes!	*Determine$coaching$priorities$ *Provide$teachers$with$observation$notesanddataontheir$practice$	*Recognize$progress$ *Facilitate$problem-solving$ *Identify$next$steps$	*Build$ knowledge,$ skills$ and$mindsets$ $
Frequency!**	*Approximately$ once$ every$ two$weeks$	*Approximately$ once$ every$ two$weeks$	*Approximately$ once$ every$ two$weeks$
Length!**	*Roughly$30-45$minutes$	*Roughly$30-45$minutes$	*Roughly$60-90$minutes$*(depends greatly on the strategies chosen!)*$

Rather than focusing on the time recommendations, it's best to allocate whatever amount of time is necessary to achieve the target outcomes. Coaches will likely extend or shorten these times based on the needs of the individual teacher.

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A-34: Sample Professional Development schedules

TEACHER SUMMER PD CALENDAR OF EVENTS - Check the website or "Summer PD" Google Calendar for locations!

Monday ***New Teacher Orientation***	Tuesday ***New Teacher Orientation***	Wednesday	Thursday	Friday
29 **8:00-9:00** School Meet and Greet **9:00-9:30:** Network Welcome and Icebreaker **9:30-12:00:** Our Mission, Our Model **12:00-1:00:** Lunch (Provided) **1:00-5:00:** Site time	30 **8:00-8:30:** Core Characteristics **8:30-11:30:** Fred Ferrer **11:30-12:00:** Network Team-Builder **12:00-1:00:** Lunch On Your Own **1:00-5:00:** Site time	31 **8:00-12:00:** Site time **12:00-1:00:** Lunch On Your Own **1:00-1:30:** Network Welcome/Student Speakers **1:30-4:30:** Core Principles and Supporting Network Priorities **5:00-7:00:** Welcome Happy Hour	1 **8:00-5:00:** Site time	2 **8:00-12:00:** ● K; select 1st grade teachers: Jolly Phonics ● 4-5: Open Model ● **All else:** Site-based time **12:00-1:00:** Lunch On Your Own **1:00-5:00:** Site time
5 ****ELA:*** **8:00-11:00:** Grade Level Excellence Workshops **11:00-12:00:** Lunch On Your Own **12:00-2:00:** Core Practices **2:00-3:00:** Community Meeting **3:00-5:00:** Workplace Values ***Math (RMS, RDP, RSA, RSK, RSCP TK-1):*** **8:00-11:00:** Singapore Math **11:00-12:00:** Lunch On Your Own **12:00-3:00:** Singapore Math **3:00-5:00:** Workplace Values ***Math (RLS, ROMO, RBM, RSCP 2-3):*** **8:00-12:00:** EnVision Math **12:00-1:00:** Lunch On Your Own **1:00-2:00:** Flex Time **2:00-3:00:** Community Meeting **3:00-5:00:** Workplace Values ***Math (RSSP):*** **8:00-12:00:** EngageNY **12:00-1:00:** Lunch On Your Own	6 ***ELA:*** **8:00-11:00:** Interactive Read Aloud **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time ***Math K-2 (RMS, RDP, RSA, RSK, RSCP TK-1):*** **8:00-11:00:** Singapore Math **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Scope and Sequence Writing ***Math 3-5 (RMS, RDP, RSA, RSK):*** **8:00-11:00:** Scope and Sequence Writing **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Singapore Math ***Math (RLS, ROMO, RBM, RSCP 2-3, RSSP)*** **8:00-11:00:** Scope and Sequence Writing **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time	7 ***ELA:*** **8:00-11:00:** Readers' and Writers' Workshops **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time ****Math:*** **8:00-10:00:** Grade Level Excellence Workshops **10:00-11:00:** Vertical Alignment Protocol **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time	8 ***ELA K-2:*** **8:00-11:00:** Shared Reading **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site Time ***ELA 3-5:*** **8:00-12:00:** Words Their Way **12:00-1:00:** Lunch On Your Own **1:00-5:00:** Site time ***Math:*** **8:00-11:00:** Math Workshops (TBD) **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time	9 ***ELA K-2:*** **8:00-12:00:** Words Their Way **12:00-1:00:** Lunch On Your Own **1:00-5:00:** Site time ***ELA 3-5:*** **8:00-11:00:** Shared Reading **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site Time ***Math:*** **8:00-11:00:** Math Workshops (TBD) **11:00-12:00:** Lunch On Your Own **12:00-5:00:** Site time

1:00-2:00: Flex time **2:00-3:00:** Community Meeting **3:00-5:00:** Workplace Values				

Monday	Tuesday	Wednesday	Thursday	Friday
12 **8:00-11:00:** ● NTR[1] ELA Teachers and select ILS/math teachers: STEP ● **All else:** Site-based time **11:00-12:00:** Lunch On Your Own **12:00-3:00:** ● NTR ELA Teachers and select ILS/math teachers: STEP ● **All else:** Site-based time **3:00-5:00:** ● NTR**:** Opt-in SchoolZilla training (3:00-4:30 only) ● NTR ELA Teachers and select ILS/math teachers: Site-based Time ● **All else:** STEP Norming	13 **8:00-11:00:** ● NTR Teachers and select 4th/5th ILSs: GLAD ● Select K-3 ILSs and ECCs not attending GLAD: STEP ● GLLs[2]: ○ **8:00-9:00:** Understanding Your Role ○ **9:00-11:00:** GLADiator Training ● **All else:** Site-based time **11:00-12:00:** Lunch On Your Own **12:00-3:00:** ● NTR Teachers and select 4th/5th ILSs: GLAD ● Select K-3 ILSs and SLs not attending GLAD: STEP *(until 3:30)* ● GLLs: Understanding Your Role, Continued ● **All else:** Site-based time **3:30-4:10:** Mandated Reporter and crisis response training **4:10-5:00:** SJPD Lockdown Training	14 **8:00-11:00:** ● NTR Teachers and select 4th/5th ILSs: GLAD ● GLLs: Science and Social Studies Unit Review ● **All else:** Site-based time **11:00-12:00:** Lunch On Your Own **12:00-3:00:** ● NTR Teachers and select 4th/5th ILSs: GLAD **3:00-5:00:** Site time	15 **8:00-5:00:** Site time	16 **8:00-5:00:** Site time

[1] **NTR = New to Rocketship**
[2] **GLL = Grade Level Lead**
*Location has changed to Rocketship Si Se Puede.

NOTE: All sessions in italics are pending results of Principal survey.

	Monday (10/21)	Tuesday (10/22)						Wednesday (10/23)						
		Content						*Content*						
		Upper ELA	*Lower ELA*	*S.M.*	*EnVision*	*ILS*	*ISE*	*Upper ELA*	*Lower ELA*	*Lower Math*	*Upper Math*	*ILS*	*ISE*	*Cross-group*
8AM	Data Day + 1 Hr, Rotation, W/Lynn	Questionir (ALL, split K-2, 3-5)	Questionin (ALL, split K-2, 3-5)	High-quality questioning	High-quality questioning	Phonics Boost (3-5);	Espark training (ipad prgms; tentative w external presenter)	Guided Reading / Lit Circles (S.S.)	Writing in Early Grades (A.S.)	Formative Assessmer + Constructe Response (looking at SBAC, writing questions)	Formative Assessment + Constructed Response (looking at SBAC, writing questions)	Phonics Content	TBD	
9AM													9-10:30: OLP training	
10AM		(Most likely): Vocab instruc. - tier 1, 2, 3 words	(Most likely): Vocab instruc. - tier 1, 2, 3 words	Literacy in Math	Literacy in Math	Strategies to trouble-shoot OLPs (K-2)								
11AM													10:30-12: GLAD crash course	
12PM		*Lunch*												
1PM														
2PM		Writing (external)	Guided Reading (Questionir Word Attack) (S.S.)	Curric Review + Practice	Curric Review + Practice	SIPPS (K-2); Strategies to trouble-shoot OLPs (3-5)	1-2:30: Visualization and Verbalization (subgroup of ISE Ts piloting	Work time	Shared Reading K-2	Cross-campus share: Differentiati SGI strategies	Cross-campus share: Differentiatic SGI strategies	Co-planning w J.M.	Attend other sessions	*GLADiator (2:00-5:00)*
3PM														
4PM							TBD	Shared Reading 2-5	Work time	Math OLPs	Math OLPs			
5PM		*Office Hours w S. Scott -- could be available if desired (esp. for new folks)*												

		Thursday (10/24)							Friday (10/25)					
		Choice: Professional Interest/Need; Home Visit time in afternoon							*Choice: Professional Interest/Need; School Site Priorities in afternoon*					
							ISE	*Cross-group*	*5th Gr*					*SLs*
	8AM						Behavior assessments and planning (APs encouraged) - timing tentative depending on all other sessions	CoPlanning with S. Scott (for SGs or individuals, ideally in grade level bands)	*Outdoor Science Camp*	*Middle School Visits*	*Student Mental Health w/Tipping Point (2-3 ppl per site encouraged*			CoPlanning with S. Scott (for SGs or individuals, ideally in grade level bands)
	9AM													
	10AM													
	11AM													
	12PM	*Lunch*							*Lunch*					
	1PM	*Flex Classroom PD*	*GLADiator (1:00-4:00)*					CoPlanning with S. Scott (for	*Outdoor Science Camp*					CoPlanning with S. Scott (for SGs or
	2PM													
	3PM													

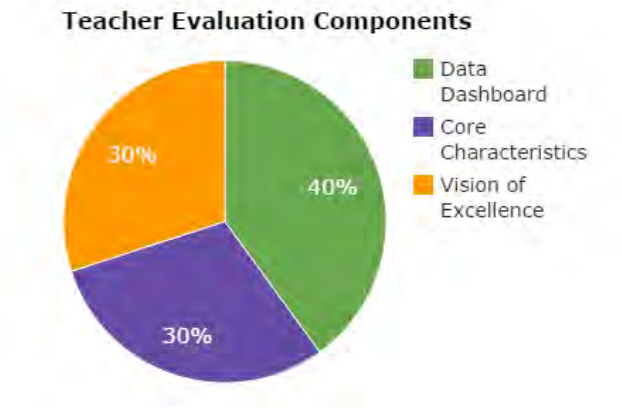
A-35: Teacher Evaluation Overview, Vision of Excellence, and Sample Professional Growth Plan

ROCKETSHIP

Overview of Teacher Evaluation 14-15

I. Overview

The K-5 general education teacher evaluation is comprised of three components: **data dashboard** (40%), **core characteristics** (30%), **vision of excellence** (30%). Ratings on these different areas are aggregating to calculate an overall evaluation rating that ranges from 1.0 (ineffective) to 5.0 (very effective).



Data Dashboard

The data dashboard is comprised of three student achievement metrics and two parent engagement metrics. The ratings range from 1.0 to 5.0 with ratings assigned to the nearest tenth decimal place. There is detailed information about the metrics and the full rating scale below in section II.

		Effective (4)	
Category	**Metric**	**ELA**	**Math**
Absolute Results	% of students at national norm	55%	70%
Absolute Results	% of students far below national norm	20%	15%
Growth	% of students growing 1.5 years	50%	
Parent Engagement	% Home visits completed	98%	
Parent Engagement	% Parents completing engagement hours	80%	

Core Characteristics

The organization's core characteristics are: innovation, pursuit of excellence, community, tenacity, and authenticity. The teacher's manager provides a rating on a scale of 1 to 5 for the teacher on each of these characteristics. The ratings are 1 = does not meet expectations, 2 = meets some expectations, 3 = meets expectations, 4 = exceeds some expectations, and 5 = exceeds expectations. The ratings are then averaged for an overall core characteristics rating. A rubric on core characteristics will provided by late October, 2014.

Vision of Excellence

Based on performance and observations throughout the year, the teacher's manager provides a rating for the teacher on each of the pillars in the Vision of Excellence for Teaching (VOE). The pillars are:

1.1 Invest in Rocketeers Vision and Goals 1.2 Establish Rigorous Classroom Expectations 1.3 Create a Rocketeer Learning Environment 1.4 Invest in Rocketeer Families and Community	2.1 Facilitate Rigorous Instruction 2.2 Employ an Outcomes Driven Approach

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The ratings are 1 = does not meet expectations, 2 = meets some expectations, 3 = meets expectations, 4 = exceeds some expectations, and 5 = exceeds expectations. The ratings are then averaged for an overall core VOE rating.

II. Details on Data Dashboard

The data dashboard is comprised of a variety of metrics that assess teacher performance based on outcomes data for their students or parent relationships. Based on feedback and program changes for the 2014-15 school year, we have reviewed elements of the data dashboard and made changes.

		Rating Scale				
		Ineffective	*Needs Improvement*	*Somewhat Effective*	*Effective*	*Very Effective*
Category	**Metric**	**1**	**2**	**3**	**4**	**5**
Absolute Results - ELA	% national norm (50th percentile) on NWEA MAP, ELA	30%	40%	50%	60%	70%
Absolute Results - Math	% national norm (50th percentile) on NWEA MAP, Math	40%	50%	60%	70%	80%
Absolute Results - ELA	% far below national norm (<25th percentile rank) on NWEA MAP, ELA	50%	40%	30%	20%	15%
Absolute Results - Math	% far below national norm (<25th percentile rank) on NWEA MAP, Math	45%	35%	25%	15%	10%
Growth	% 1.5 years growth on NWEA MAP (Fall to Spring)	20%	30%	40%	50%	60%
Parent Engagement	% Home visits completed	92%	94%	96%	98%	100%
Parent Engagement	% Parents completing engagement hours	50%	60%	70%	80%	90%

2014-2015

ROCKETSHIP VISION OF TEACHER EXCELLENCE

A Guide to Our Teacher Performance Standards

Domain 1: Culture of Achievement

Pillar 1: Invest ocketeers ision nd oals
Pillar 2: Establish Rigorous Classroom Expectations
Pillar 3: Create Effective, Warm Learning Environment
Pillar 4: Invest in Families and the Rocketeer Community

Domain 2: Rigorous Instruction and Mastery

Pillar 1: Facilitate Rigorous Instruction
Pillar 2: Employ an Outcomes Driven Approach

Domain 1: Culture of Achievement

Pillar	Description	Teacher Actions: What Does This Look Like?
I. Invest Rocketeers in Vision and Goals	**D1.P1.A Common Vision of Success:** *Success is clearly defined through targets for academic performance*	**Vision of Grade Level Excellence:** • articulates a clear and compelling vision for what Rocketeers should be able to say and do by the end of the school year • integrates ision f excellence into daily lessons **SMART Goals:** • establishes enduring and observable goals for students' and academic and personal growth
	D1.P1.B Goal Oriented: *Rocketeers monitor their own progress and understand the steps that must be taken in order to achieve their goals*	**Communicating Progress:** • invests students in individual nd class goals by making them aware of their progress, praising their efforts, and giving them aligned next steps **Up to Date Data Walls:** • visibly and accessibly displays data trackers which include clear goals and up to date student progress
	D1.P1.C Motivation and Persistence: *Students believe they can achieve great things and are doing everything possible to do so*	**Investing tudents:** • deploys multiple strategies to increase investment • intrinsically motivates students to work harder (not just relying on the clip chart)

Pillar	Description	Teacher Actions: What Does This Look Like?
II. Establish Rigorous Classroom Expectations	**D1.P2.A Common Vision, Consistent Execution** *Rocketship Cultural Systems are well-established, and function without teacher prompting. Students can name expectations and thrive in the security created by shared expectations, consistency and a culture of purposeful urgency*	**Clear Expectations and Directions** • consistently nd fficiently essages ehavioral xpectations e.g., what it looks like, sounds like; providing time limit, concrete task, and purpose) during instruction **Thoughtful Procedures** • classroom ules, rocedures, onsequences nd ewards re thoughtfully designed to ensure that every minute of class is effectively used **See Lemov Strategies**
	D1.P2.B Communication and Reinforcement: *Rocketeers understand the rules and rationale for rules and procedures. The teacher has a strong command of the class, while still maintaining a mutually respectful environment. S/he uses precise, positive praise and employs a variety of strategies to redirect behavior*	**Reinforcement and Appropriate Redirection** • strikes a 3:1 ratio of celebrating successes or good choices and correcting mistakes • deploys logical consequences and opportunities for redemption (e.g., clips moving back up) • uses a variety of strategies to redirect inappropriate or off task behavior (e.g., proximity, signaling) • students hold each other accountable (e.g., quoting rules, tapping when not paying attention, etc.) **Warm/Strict Tone** • uses a generally positive, warm, and respectful communication style with every member of the classroom **Looping In The Family** • utilizes a system to clearly and routinely ommunicate ehavior f all Rocketeers to families

Pillar	Description	Teacher Actions: What Does This Look Like?
III. Create Effective, Warm Learning Environment	**D1.P3.A Physical Space:** *The learning environment is reflective of the community's culture and values. Learning spaces are thoughtfully designed. All space is thoughtfully utilized and serves a specific purpose*	**Functional Layout** • students have enough space to move and learn with the space, including he arpet • maintains a clean, organized classroom space where all materials have a "home" and very little "clutter" exist **Walls That Talk** • purposefully utilizes walls (e.g., anchor charts, GLAD or vocabulary walls) • purposefully posts student work with a clearly labeled/explained reason
	D1.P3.B Class Culture: *The learning environment fully embodies all facets of Rocketeer culture and core values, allowing all Rocketeers to operate as a team working urgently to achieve their collective goals. Every member of the team is valued and celebrated for their contributions to the class. Students challenge themselves and their peers to be better students and teammate.*	**Warm and Positive Environment** • responds to cultural breaches in classroom swiftly and fairly • builds teamwork, collective purpose, responsibility and urgency into aily ctivities nd essages • celebrates students' backgrounds and differences **Embrace Error** • encourages students to take risks by admitting uncertainty and asking for help • views mistakes as learning opportunities **Core Values** • creates a welcoming physical and emotional environment through rational persuasion, role models, and constant reinforcement and marketing to instill Rocketship core values (respect, responsibility, empathy, and persistence) so that students feel comfortable nd supported enough to take the risks of striving for the SMART goals.
	D1.P3.C. Interpersonal Relationships: *All Rocketeers strive to build and develop authentic personal relationships. They are sensitive and demonstrate empathy and interpersonal awareness*	**Building Social and Emotional Intelligence** • consistently models appropriate and respectful communication skills (e.g., incorporates trategies rom RULER, Kimochis) • reinforces productive and supportive peer interactions and relationships (e.g., implements PBIS systems and incorporates strategies from RULER, Kimochis)

Pillar	Description	Teacher Actions: hat oes his ook ike?
IV. Invest ocketship amilies nd he Rocketeer Community	**D1.P4.A Building Relationships and Mobilizing Families** *Rocketeers see their school and family working seamlessly to support their development as scholars and citizens. This web of support further invests students in their success as they consistently hear similar messages at school, at home and in their community*	**Building Relationships** • builds trusting relationships with Rocketeers' parents/families, devoting time and energy to continuously developing those relationships throughout the year while regularly connecting with the greater community by… o completing 100% home visits/home meetings o attaining 80%+ community meeting attendance o completing 100% of family teacher conferences o attending at least 50% of all family meetings o partnering with families to attain 30 parent hours or more **Mobilizing Families** • engages parents and families in reinforcing and monitoring progress towards class goals and in setting, reinforcing and monitoring progress towards personal goals at home

Domain 2: Rigorous Instruction and Mastery

Pillar	Description	Teacher Actions: What Does This Look Like?
I. Facilitate Rigorous Instruction	**D2.P1.A Clear Objectives and Lesson Cycles** *Students are intensely engaged in the lesson and ready to take on the challenge it presents. It's clear that the wheels are turning in all students' heads, as they ask pointed questions, make connections between the lesson and prior material or experience and engage in rich discussion. All lesson activities and assessments confirm that an instructionally transformative experience has occurred for all students*	**Objective Driven** • crafts rigorous CCSS based, measurable, manageable, and meaningful objectives • writes objectives on agenda/board and reviews daily with Rocketeers **Careful Planning** • clear direct instruction articulates 3 5 key points ("what" and "how" of the objective) • rigorous guided and independent practice ensures checks *and* practice for all • closings allow for students to summarize their learning, its significance, and its connection to previous or upcoming lessons **Effective Execution** • delivers efficient, captivating, and accessible direct instruction • facilitates rigorous guided and independent practice with an appropriate and gradual release of responsibility • fosters meaningful student discussion, asking questions that require deeper levels of comprehension and scaffolding or learners t arious vels
	D2.P1.B Pacing *Lesson plans thoughtfully planned, so that every minute is maximized. The class schedule includes the necessary details so that all Rocketeers understand the pace of lessons. Transitions take minimal time*	**Appropriate Timing** • communicates clear expectations of how long something should take • allows minimal down time during or between activities **Functional Agenda** • plans, posts, and implements a class schedule that includes necessary details and start/end times for each activity
	D2.P1.C Adjusting to Feedback *All Rocketeers adjust to feedback quickly. Rocketeers keep high expectations and insist on meeting these. Teacher is aware of student learning, possible misunderstandings and adjusts instruction as needed. Regular checks for understanding exist*	**Acutely Aware** • checks for understanding throughout the lesson using a variety of strategies, such as call and response, student models, or targeted questions **Strategically Flexible** • adjusts the course in real time as needed • capitalizes on student mistakes as opportunities to dig deeper and develop more complete understanding of the content
	D2.P1.D Rigor and Differentiation *Lessons are designed to be rigorous, yet are also differentiated to meet all students' needs. The teacher and student share responsibility for the cognitive workload*	**Teacher Student Talk Ratio** • employs Habits of Discussion and Lemov strategies, such as Stretch It nd ormat atters • meaningful student talk (100% of students engaged in conversation) takes up majority of instructional time **Cognitive Load** • student conversation includes academic language and vocabulary, remains on topic, and reflects critical thinking • lessons include opportunities for students to apply skills, problem solve, and push thinking to higher levels • often requires students to justify or explain their thinking and build/synthesize **Considers the Needs of Every Child (including ELL, ISE, Tier 2 or 3 students)** • integrates a variety of instructional strategies (e.g., GLAD strategies for ELs) to effectively differentiate • includes t ast hree f he our nguage kills reading, riting, speaking, & listening) in most lessons and activities • provides appropriate supports for ELLs (**See ELL/GLAD Strategies)** • station work is differentiated to support the needs of ELL students

		• effectively executes small group instruction daily • re teaching/corrective instruction evident • collaborates with ISE staff to adjust instruction and behavioral support

Pillar	Description	Teacher Actions: What Does This Look Like?
II. Employ an Outcomes Driven Approach	**D2.P2.A Assessments and Student Data** *The stakes are high and students are confident and eager to take on the challenge. Students view every assessment as an opportunity to work harder and inch closer to their goals. Students and teachers are keenly aware of what they know, what they don't and what they're going to do about it*	**Data Fluent** • thoroughly understands the data analysis process and can independently nalyze ata ppropriate ays nd entify nd apply appropriate interventions • accesses intervention/OLP data to build students investment/track progress **Data Driven** • uses varied, efficient, and CCSS standards and question types in formative assessments on a weekly or biweekly basis to monitor progress • uses data (e.g., formative, summative, OLP, etc.) to inform corrective instruction and to adjust daily and longer term plans • uses data to identify students in need of intervention
	D2.P2.B Daily, Unit and Long term Planning *The teacher understands the end-goals and thoughtfully creates long-term, unit, and lesson plans to maximize learning. Teacher plans in advance and adjusts as necessary to address emerging priorities*	**Streamlined Instruction** • employs a backwards planning approach to lesson planning to ensure that all instructional choices lead towards mastery of objectives, standards and ultimately class academic goals • adjust weekly lesson plans, unit plans, and SSM pacing plans in response to data • use data analysis to identify effective action steps to tackle the prioritized focus area at varied levels (e.g., small group instruction, whole group instruction, instructional routines, etc.) within his/her own instruction and to maintain the bright spots. • actively participates in opportunities for goal aligned collaboration (e.g., common planning time) and engages others for feedback and suggestions to strengthen plans

APPENDIX

Lemov Strategies

Focus Areas	Indicators
Sweat the Details	Notices small, minor details (un tucked shirt, student off task, student not sitting in LEARN, etc.) and immediately ddresses them prior to the culture of the class being affected.
Strong Voice	Consistently implements all components of Strong Voice (economy of language, do not talk over, do not engage, square up/stand still, quiet power, self interrupt, nd register") s ecessary nd maintains effective control of the classroom.
100%	Ensures that all students (100%) meet 100% of the goals of the lesson; follow 100% of the directions, 100% of the way, 100% of the time; nd 00% create the expected product.
Precise Praise	Strategically uses positive recognition nd ffectively ifferentiates etween cknowledgement nd praise.
Pacing	Uses all minutes in class effectively and effectively implements all six components of Pacing. (Change the Pace, Brighten Lines, All Hands, Every Minute Matters, Look Forward, and Work the Clock)
Format Matters/ Stretch It/ ight Right	Holds consistently high expectations for student responses: students always use complete sentences, stretch their answers, and prove their work/responses.

ELL/ GLAD Strategies

Focus Areas	Indicators
Sentence Patterning Chart	Consistently uses this GLAD strategy and graphic organizer in introducing sentence structure and teaching syntax while correctly implementing the strategy.
CCD (Cognitive Content Dictionary)	Consistently uses this strategy and graphic organizer in introducing vocabulary and teaching word analysis skills while correctly implementing the strategy.
Input harts	Consistently uses this GLAD strategy and includes various input charts in teaching concepts and academic vocabulary. Strategy is correctly implemented.
Songs and Chants	Consistently uses this GLAD strategy throughout the day and year to support student learning meaningful manner. Strategy is correctly implemented.
Cooperative Strip Paragraphs	Consistently uses this GLAD strategy to teach the writing process and in introducing writing checklists. Strategy is correctly implemented.

ROCKETSHIP

Professional Growth Plan
Teachers
2014-2015

Principal	**Teacher**
School	**Grade and Subject**
Date	**Semester**

Teacher Name

SMART GOALS

Set 2-4 SMART goals for student achievement for the year aligned to student achievement on our network assessments (e.g. MAP, STEP, benchmark, high-frequency words, etc). See reference for assessment score milestones.

Grade Level SMART Goals for the Year:

1.
2.
3.
4.

Data Cycle SMART Goal(s):

Within a week of the start of each Data Cycle, set 2-3 SMART goals; these should support the year-long SMART goals above. Example: At the end of the data cycle, 100% of students will grow at least 1 STEP level, and 25% will grow at least 2 STEP levels.

	SMART Goal *Create 2-3 max per cycle*	**Indicator Students** *Name students who will serve as indicators or a bellwether for class growth; also indicate focus students who most need SGI or intervention this cycle.*	**Teacher Actions** *Indicate the Vision of Excellence Pillar the teacher should focus on to accomplish this SMART goal. The Pillar should be broken down into shorter-term teacher actions and coaching supports here or in other coaching documents.*
SEPT	Goal: Outcome:		
	Goal: Outcome:		
	Goal: Outcome:		
OCT	Goal: Outcome:		
	Goal: Outcome:		
	Goal: Outcome:		
JAN	Goal: Outcome:		
	Goal: Outcome:		
	Goal: Outcome:		
MAR	Goal: Outcome:		
	Goal: Outcome:		
	Goal: Outcome:		

Teacher Name

JUN	Goal: Outcome:		
	Goal: Outcome:		
	Goal: Outcome:		

Rocketeer Core Characteristics Focus:

Select at least one Core Characteristic strength to build on and at least one Core Characteristic growth/focus area. The Core Characteristics selected may either support the SMART goals above or the staff member's overall professional development.

	Core Characteristic	**Next Steps:** *Outline 1-3 actions that will support continued growth in these Characteristics.*
SEPT	•	•
	•	•
JAN	•	•
	•	•
MAR	•	•
	•	•
JUN	•	•
	•	•

PARENT ENGAGEMENT:

	SEPT	**JAN**	**MAR**	**JUN**
% of Home Visits Completed				
% of Parents On Track to Completing 30 parent partnership hours	**Target: 5**	**Target: 15**	**Target: 30**	**Target: 30**
Average Community Attendance				

Teacher Name

ADDITIONAL STRENGTHS:

This is a section to highlight and extend strengths a staff member has shown, particularly when taking on responsibilities outside of his/her typical role (e.g. grade level leadership).

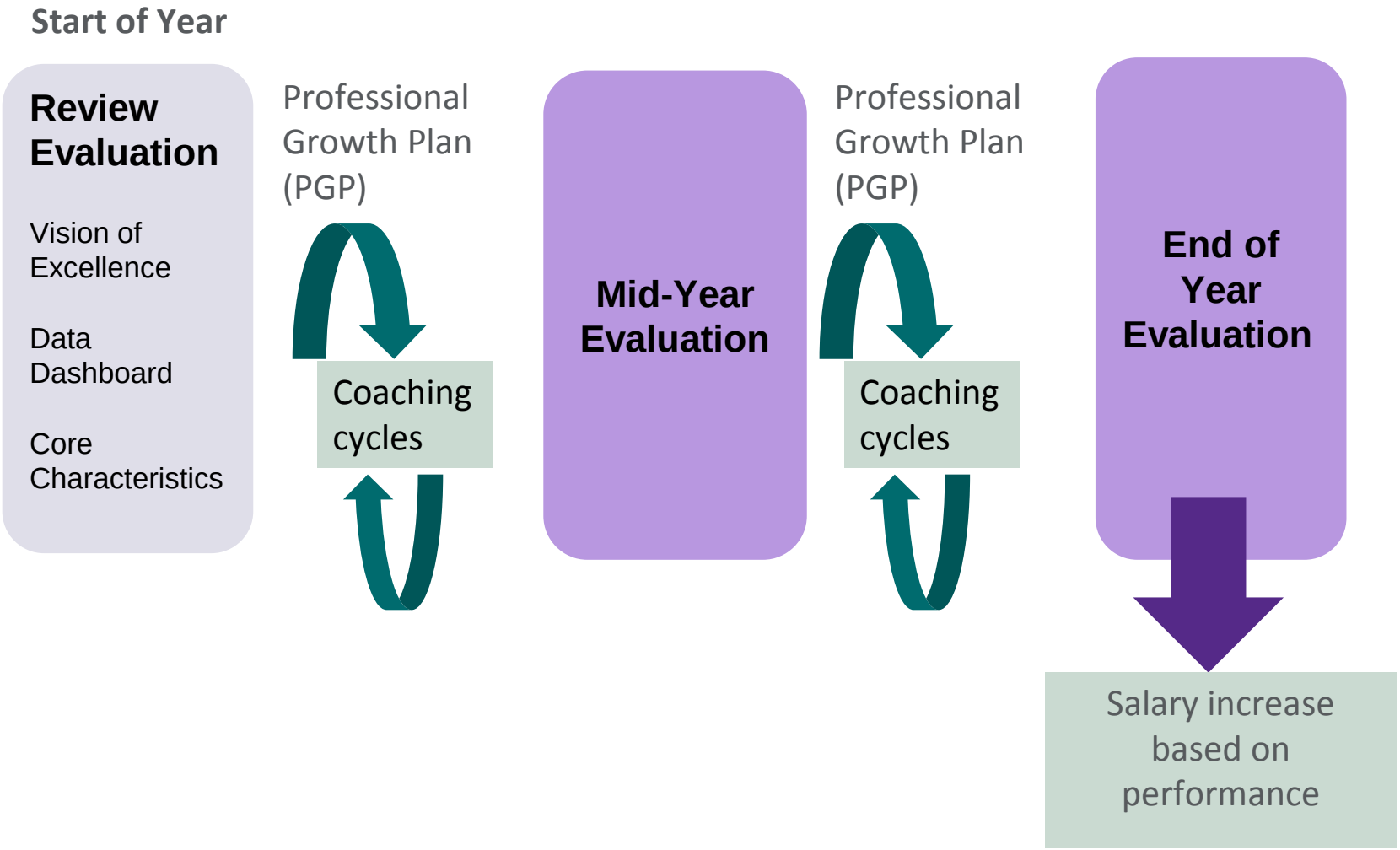
Overall Teacher Key Strengths	Next Steps to build this strength and to leverage this strength for the school
•	•
•	•

A-36: Sample teacher compensation materials

Teacher Performance Management Cycle

2014-2015

Performance Management System: Rocketship



Rocketship Teacher Compensation Plan

Teachers earn monetary compensation through individual salary based on a combination of student growth on NWEA and principal evaluation based on development on Core Characteristics and instructional practice, as measured by the Rocketship Vision of Excellence.

Teachers in their first and second year of teaching will earn a set salary amount.

Teachers beyond their 2nd year teaching (or experienced teachers new to Rocketship who are beyond their 1st year in the organization) earn placement onto a salary band based on the NWEA growth performance of their students. Each band defines a salary range for which that teacher is eligible.

Placement within that salary band is determined by principals based primarily on three factors:

a) teacher embodiment of the core characteristics
b) dashboard metrics (student achievement, parent engagement)
c) assessment of teacher demonstration of vision of excellence

HR/Talent will support norming across schools. The Director of Schools (Chief of Schools) will have final approval of salaries.

2014-15 Teacher Salary

For the 14-15 year, we will be continuing with the salary structure from 2013-2014.

	Salary Levels
First Year Teacher	$51,500
Second Year Teacher	$54,500

For Teachers with 3+ yrs of teaching experience and in good standing:

When needed due to special circumstances, several other student achievement measures may be used to confirm band placement.

2013-14	NWEA Growth	Low	High
Band I	< 1.2 yrs	$56,000	$62,000
Band II	1.2 to 1.8 yrs	$58,000	$72,000
Band III	> 1.8 yrs	$68,000	$85,000

Placement within the band will be based on overall principal rating in three primary areas:

a. Demonstration of core characteristics
b. Dashboard: student achievement and parent engagement measures
c. Vision of Excellence

The rating corresponds to a recommended range of increase.

Teacher Evaluation Rating (End of Year)	Recommended Salary increase
Exceeds expectations	5-7%
Meets expectations	2-4%
Does not meet expectations	0%

The summary of the principal's rating on these areas should be reflected in the end of year teacher evaluations to provide documentation for salary increase decisions.

Rocketship Non-Exempt Compensation Plan - 2013-14

Rocketship Non-exempt staff are compensated based on a combination of supervisor evaluation based on PGP goals, Core Characteristics, and contributions to their grade (where applicable) and to their school. Non-exempt employees are not exempt from the overtime pay requirements; they are paid overtime when they work more than 40 hours in a workweek or 8 hours in a day. Overtime is paid at 1.5 times the employee's base hourly rate. Note that pay for full time non-exempt staff will be converted to salaries in the 2013-14 school year for staff. This means that they will not be turning in regular time sheets, but will be required to report any overtime hours worked.

Rocketship school-based non-exempt positions include:

- Support Staff
- Lunch Workers
- 1:1 Paraeducators
- Tutors (formerly Individualized Learning Specialists)
- Enrichment Center Coordinators
- Paraeducators
- Child Development Associate Teachers (new position in Transitional Kindergarten only)

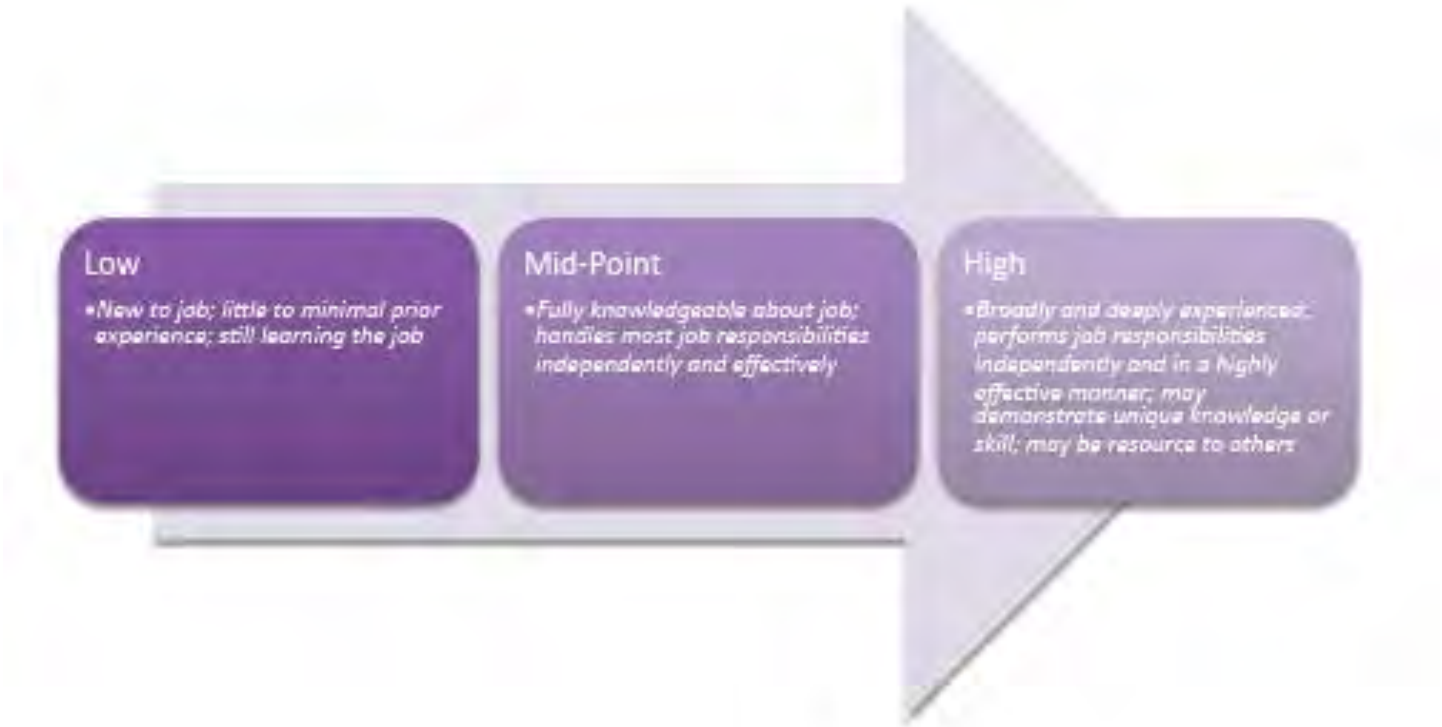
2013-14 Salary Grades

Grade	Low	Mid-Point	High	Positions
1	$10	$11	$12	Support Staff, Lunch Worker, 1:1 Paraeducator
2	$14	$16	$18	Tutor, Paraeducator, Enrichment Center Coordinator
3	$15	$17	$19	Child Development Associate Teacher (Credential)

The annual salary amount is determined by a combination of the amount of hours worked and the hourly rate. Tutors and Enrichment Center Coordinators are budgeted for 2,035 effective hours (based on assumption of 8 hours per workday, with 0.5 hours overtime per day at school, and 8 hours per holiday). The full time lunch worker is budgeted for 1,410 hour, based on 6 hours per day (no overtime). Each is assumed to work or be paid for every weekday of the year, with the exception of the summer break.

Placing New to Rocketship Non-Exempt Staff on the Salary Grades

For salary ranges in the salary structure, the full salary range represents the range of competitive pay in the market. It is designed to accommodate a wide range of skills, experiences, and performance levels, as illustrated below:



The ***low range*** is the rate typically offered to employees who possess the minimum qualifications and are expected to perform the basic position duties and responsibilities after normal training. These individuals are still learning aspects of the job and often have limited experience.

The ***mid-point*** is considered appropriate for experienced and fully qualified employees whose performance fulfills the major requirements of their position, and who regularly perform most aspects of their job effectively and independently.

The ***high (or maximum)*** of the range is considered the upper limit of the salary opportunity in a grade for a highly experienced employee. This individual should be knowledgeable in his/her job and related areas, may have specialized skills and perspectives, and may serve as a resource, role model, and/or mentor to others in the same role.

Starting rates for new employees are typically determined by referring to the salary range assigned to the position being filled, the individual's external job-related experience, knowledge and skills, current pay, and the salaries of other employees performing the same or similar job functions.

In many cases, a new employee's starting salary is between the minimum and the first quartile of the range. If a new employee meets only the minimum requirements of the position, the starting salary would typically be at or near the salary range minimum. If an employee has qualifications that significantly exceed the basic requirements of the position description, the starting salary may be targeted between the first quartile and the midpoint.

In some circumstances, education can substitute for experience if directly related to the job, or vice versa.

Because every situation is different, there is no formula for making these substitutions; however, the following can be considered:

- *Has the candidate taken courses that specifically relate to the new job?*
    - Example: College-level Physical Education coursework for someone hired into the ECC role.
- *How similar are the candidate's previous work environments to the new job's environment?*
    - Example: Prior work experience as a teacher's aide.
- *The nature of the experience*
    - Example: Work in a same or similar job at another school or organization.

Non-exempt staff returning to Rocketship

Placement within the band will be based on overall principal rating in three primary areas:

- Development against PGP goals/supervisor evaluation
- Demonstration of core characteristics
- Contributions to grade and school

	Recommended Hourly Rate Increase
Exceeds expectations	$0.50 - $1.00
Meets expectations	$0.25- $0.49
Does not meet expectations	$0 - $0.24

A-37: Sample parent commitment letter

Sample Rocketship Parent Commitment Letter

Parents'/Guardians' Commitment[1]

We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- We will make sure our child arrives at Rocketship on-time every day by 7:15 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at Rocketship until 3:20pm (K) or 3:50pm (1st-2nd) or 4:00pm (3rd – 5th) Monday thru Thursday.
- We will make arrangements so our child will be picked up from Rocketship at 1:50pm (K-2nd) or 2:10pm (3rd – 5th) every Friday.
- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child's homework every night, sign his/her agenda, and we will read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child's progress, including home visits, sites off campus, and parent conferences and support their work to help our child excel.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We will volunteer at least 30 hours per year for the Rocketship community.

We, not the school, are responsible for the behavior of our child.
X _____

Rocketship Commitment

We fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.
- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.

X _____

[1] *The items listed in this Parent Commitment letter are expectations and not requirements. Students will not be denied admission, dis-enrolled or in any way punished if their parents fail to sign or comply with the Commitment Letter.*

A-38: EDCOE SELPA letter

EL DORADO COUNTY CHARTERSELPA
Empowering Charters to Succeed
Jeremy M. Meyers, Superintendent
David M. Toston, Executive Director

June 3, 2014

Preston Smith
President
Rocketship Education
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

Dear Preston,

Rocketship Education has been a valued member of the El Dorado County Charter SELPA since 2007. During this time Rocketship has been an exemplary member and leader in the Charter SELPA.

All future Rocketship Education schools will be given priority and expedited admission into the Charter SELPA. I look forward to continuing our support of current and future Rocketship Education schools.

Please feel free to contact me if you have any questions.

Sincerely,

David M. Toston
Executive Director

DT:kh

El Dorado County Charter SELPA
6767 Green Valley Road, Placerville, CA 95667
Toll Free 800.524.8100 or 530.295.2462 Fax 530.676.4337

A-39: 504 Board Policy

Section 504 Board Policy

Board Policy for Identification, Evaluation and Education Under Section 504

The Governing Board of each Rocketship School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"). The identification, evaluation and education of students eligible for services under the IDEA is addressed under the policies and procedures of the El Dorado County SELPA.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall

receive notice of procedural safeguards guaranteed by law. Rocketship shall periodically review the student's progress and placement.

Appendix B: 504 Administrative Regulation

Board Policies and Procedures for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Rocketship

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** -- Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Principal shall serve as Rocketship Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 at 408-286-3330.

B. Referral, Assessment and Evaluation Procedures

1. The Rocketship School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Rocketship employee will be forwarded to the Section 504 Coordinator.

3. The Rocketship School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students

requiring assessment shall be provided appropriate assessments administered by qualified assessment professional

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or School staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Principal 504 Coordinator c/o Rocketship, 350 Twin Dolphin Dr., Redwood City, CA 94065. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the School's SELPA or the District in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504,

he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Principal or the Principal's designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.

8. The parent/guardian and the School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Appendix: Element D

D-1: Governance Documents

D-2: Advisory Board

D-1: Governance Documents

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

***California Code of Regulations,* Title 5, Section 11967(b)(3)**

A charter petition that has been previously denied by a school district governing board and county board of education may be submitted to the State Board of Education. (Education Code Section 47605(j)(1).) As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967. (5 CCR Section 11967).)

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a school district governing board and a county board of education must be received by the State Board of Education not later than 180 calendar days after the denial. (5 CCR Section 11967(a).) If within 60 days of a county board of education's receipt of a petition appealing the denial to establish a charter school, the county board of education does not grant or deny the petition for the establishment of a charter school, the charter school may submit the petition for the establishment of a charter school to the State Board of Education. (5 CCR Section 11967(d).) In addition, 5 CCR Section 11967(b)(3) requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the State Board of Education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: David Kuizenga, on behalf of Rocketship Education
Vice President, Bay Area

Signature:

Date: December 11, 2015

School Name: Rocketship Mt. Diablo

Articles of Incorporation, Bylaws, and Conflict Code

Executed copies of each document are available upon request.

ARTICLES OF INCORPORATION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal Income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for

service of process is: Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

BYLAWS

FIRST AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this

corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at a meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If the Chairman of the Board of Directors does not appoint such committee, the Chief Executive Officer shall designate qualified candidates for election to the Board of Directors in the manner specified above.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.[2]

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and

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[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

[2] As stated in footnote #1, Rocketship Education Inc. shall operate under the terms of the Brown act whenever it is considered a public agency by virtue of operating one or more California public charter schools.

place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, the Chief Executive Officer, the Secretary of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[3]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[4]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more

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[3] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[4] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all

applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chairman of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The corporation, at the Board's direction, may also one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. At the annual meeting of the Board of Directors, the Board shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of

death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board, when requested, an account of all transactions and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The

Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include (a) overseeing and validating audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a President or Vice-President designated by the Board, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII

INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of its members, Board, and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the

corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these Bylaws inconsistent with that/those Charter(s), the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rocketship Education Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2013; and that these bylaws have not been amended or modified since that date.

CONFLICT CODE

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Rocketship Education, Inc. ("Rocketship") hereby adopts this Conflict oflnterest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Rocketship and any and all of the California pubic charter schools it

operates, as specifically required by California Government Code Section 87300.

DESIGNATED EMPLOYEES

Employees of Rocketship and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board· members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- Initial Statements. All designated employees employed by Rocketship and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Rocketship, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.

- Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.

- Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.
- Annual Statements. All designated employees shall file statements no later than April.

- Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

- Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.

- Filing Statements. All Statements shall be supplied by Rocketship or the individual California public charter schools it operates. All Statements shall be filed with Rocketship or the individual California public charter schools it operates. The filing officer of Rocketship or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.

- Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.

- Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition of disposal.

- Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.
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STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- A statement of the nature of the investment or interest;
- The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
- The address or other precise location of the real property; and
- A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars ($1,000), exceeds ten thousand dollars ($10,000), or exceeds one hundred thousand dollars ($100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars ($1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

- The name and address of each source of income aggregating $250 or more in value or $50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
- A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars ($1,000) or less, greater than one thousand dollars ($1,000), or greater than ten thousand dollars ($10,000);
- A description of the consideration, if any, for which the income was received;
- In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

- In the case of a loan, the annual interest rate and the security, if any, given for the loan.

Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

- The name, address, and a general description of the business activity; and

- The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars ($10,000).

Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Rocketship decision (or the decisions of the California public charter schools its operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars ($1,000) or more.

Any source of income totaling two hundred fifty dollars ($250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

Any donor of gifts totaling $250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.

MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Rocketship bylaws.

DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on February 28, 2006; and that this conflict of interest code has not been amended or modified since that date.

D-2: Advisory Board

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Rocketship Education

Advisory Board Overview

Rocketship Education Bay Area

Founded in 2006, Rocketship Education is a California based 501(c)(3) nonprofit public benefit corporation whose mission is to eliminate the achievement gap by building a system of pre-K-5 charter schools. Rocketship Education is a leading public school system for low-income elementary school students. In pioneering its transformative public school model, Rocketship has delivered exceptional academic results through a focus on developing outstanding educators, empowering parents to advocate for their children and communities and personalizing instruction for all students.

Rocketship Education currently operates eight schools in San Jose, California, serving nearly 5,000 students, with plans to open one additional school in the fall of 2014. Among 2,000 low-income elementary schools in California, Rocketship schools rank in the top 5% statewide and are the top performing low-income schools in San Jose and Santa Clara County. Rocketship Education Schools in San Jose currently have over 2,500 students on their waitlist.

Advisory Board Membership

Rocketship Education is governed by a single Board of Directors, but we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the districts in which we work. To achieve this goal, we aim to form an advisory board consisting of a diverse group of parents, teachers, civic and business leaders committed to closing the achievement gap.

The Advisory Board ("Advisory Board") will consist of at least nine members and will grow proportionally as the number of schools increases. Each school will be represented on the Advisory Board by at least one member, selected from the school's School Site Council. The remainder of the Advisory Board will be made up of local civic and business leaders. A Rocketship Education Vice President will also serve as a member of the Advisory Board. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. The Advisory Board Chair will be selected by the Advisory Board's members and will serve on Rocketship Education's Board of Directors.

Advisory Board Responsibilities

Advisory Board Members responsibilities are to:

- Ensure that the Rocketship Education's strategy and schools are aligned with student, family and community needs;
- Provide advice and counsel to the Rocketship Education Vice President who sits on the Advisory Board and, when a vacancy occurs, assist in the search for the Rocketship Education Vice President's successor;
- Advise the Rocketship Education Board of Directors through the Advisory Board Chair (who sits on the Rocketship Education Board) on plans and strategies for local growth, model improvement and staff development;
- Build local partnerships to enhance the quality and sustainability of Rocketship schools while also allowing for growth;
- Guest-speak at local events, political forums and site visits to share commitment with the community partners, media and support network.

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Advisory+Board+Member+Commitments+

Terms of Service:

- Commit !to !serve !on !the !Advisory !Board !for !two !years, !with !an !option !to !renew !for !a !third !year. !No! Advisory !Board !member !shall !serve !on !the !Advisory !Board !for !longer !than !2 !consecutive !terms !(6 !years! total).!

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Meeting Commitments

- Attend !***all*** four !Advisory !Board !meetings !a !year !(subject !to !change !per !Advisory !Board !decision). !!Meetings! will !be !at !least !2 !hours !in !length. ! !At !least !two !of !the !four !meetings !will !be !held !at !a !Rocketship !school. !
- The !Advisory !Board !Chair !and !two !Advisory !Board !members !will !attend !the !Annual !Meeting !with !the! Rocketship !Education !Board !of !Directors. !

Other Time Commitments

- Dedicate !approximately !one !to !three !hours !per !month !to !outreach !and !collaboration !related !to !Advisory! Board !goals. !!
- Attend !select !Rocketship !Education !events !and !site !visits !and !invite !current !or !prospective !supporters. !

Appendix F-1: Health and Safety Policies

This appendix contains a set of sample health and safety policies to be approved by the Rocketship School Board. The policies attached are as follows:

Policy 1:	Fingerprinting and Background Checks
Policy 2:	Tuberculin Examinations
Policy 3:	Safe Facilities
Policy 4:	Emergency Plans
Policy 5:	Immunizations/Physical Exams
Policy 6:	Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 7:	Administration of Medications
Policy 8:	Drug-Free Workplace
Policy 9:	Smoke-Free Environment
Policy 10:	First Aid, CPR, and Health Screening
Policy 11:	Exposure Control Plan for Blood Borne Pathogens
Policy 12:	Conditions for Classroom and School Visitation and Removal Policy

RSED EMPLOYEE FINGERPRINTING AND BACKGROUND CHECKS POLICY

California, Wisconsin, Tennessee

This policy applies to all Rocketship schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Education (RSED) is committed to employing individuals who pose no known risk of physical, emotional, or educational harm to children. This policy describes the fingerprinting and background check requirements for RSED employees; please refer to the relevant RSED Volunteer Policy for requirements related to volunteers.

All Employees

Rocketship requires applicants to disclose criminal or employment repercussions imposed on them due to allegations made against them as well as any acts that they have committed that caused such harm to children.

It is the policy of Rocketship Education (RSED) to require fingerprinting and background checks (also known as "criminal records summaries") for all its employees as required by local law prior to beginning employment at RSED[1]. All prospective employees must abide by all applicable laws and agree to abide by the policies of RSED, including the submission of fingerprints and the approval for RSED or its designee to perform background checks.

The fingerprinting and background checks[2] will be required for all new employees before the beginning of each school year. These will also be required of Rocketship employees who retire and are then rehired. This requirement is a condition of employment.

RSED reserves the right to require new fingerprinting and background checks for existing employees at any time. If Rocketship receives information that an employee has at any time engaged in conduct that caused or is likely to cause physical, emotional, or educational harm to children (either through their direct contact with children or otherwise), Rocketship will conduct an investigation and may require another fingerprinting and background check for that employee.

Campus Volunteers

Campus volunteers will be required to complete fingerprinting and/or background checks in compliance with the Rocketship Education Campus Volunteer Policy for that region.

Student Teachers

All student teachers will be required to complete fingerprinting and background checks prior to employment with Rocketship Education.

Substitute Teachers

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[1] Such as: California Education Code provisions of 44237 and 45125.1; Tennessee Code Annotated 49-5-413

[2] For RSED employees working in Tennessee, these Criminal Summaries shall be conducted through the Tennessee Bureau of Investigation (TBI)

All substitute teachers will be required to complete fingerprinting and background checks prior to employment with Rocketship Education[3].

Bus Drivers

All bus drivers will be required to complete fingerprinting and background checks along with a review of driving records[4] prior to employment with Rocketship Education.

Other Consultants

Rocketship may require a contract entity or individual providing school site services to comply with the requirements of fingerprinting and background checks for RSED employees if it is determined that the entity's employees or the individual will have contact with pupils at the school. If it is determined that the entity or individual will not have contact with pupils, Rocketship may not require fingerprinting and background checks. These Backgournd Checks will be submitted to the RSED Human Resources (HR) department. It is the responsibility of the contract contact person to ensure these checks are completed and favorable results are found before the contractor begins working for Rocketship.

In determining whether a contract employee(s) will have limited contact with pupils, RSED must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Procedures for Background Checks

The RSED HR Department will review Department of Justice reports on prospective employees/ contractors to determine whether an employee/contractor may be employed in accordance with local law.

[3] In Tennessee, fingerprinting and background checks for substitute teachers will be considered valid for 90 days only

[4] In Tennessee, this shall include a review of driving records conducted through the Tennessee Department of Transportation and the Tennessee Bureau of Investigation.

Policy #124

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 18 Dec 2013

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

RSED STAFF TUBERCULOSIS TESTING POLICY

California, Wisconsin, Tennessee

This policy applies to all Rocketship schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

This policy clarifies the RSED policy on tuberculosis esting or taff embers, which is required of RSED employees in California and Wisconsin. The tuberculosis testing requirements mentioned in this document do not apply to Tennessee because it is not the local norm to TB test educators.

For requirements specific to school site volunteers, please refer to the relevant RSED Volunteer Policy.

1. No person shall be employed by RSED unless he/she has submitted proof of an examination within the past 60 days of the date of hire that they are free of active tuberculosis.

2. This examination shall consist of an X ray of the lungs or an approved intradermal (skin) tuberculin test, which, if positive, shall be followed by an X ray of the lungs.

3. All employees be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.

4. After such examination each employee shall file a certificate with the RSED HR partment from the examining physician showing the employee was examined and found free from active tuberculosis. These certificates shall be kept on file in the employee's personnel file.

5. In the event it becomes necessary for the employee to have an X ray examination as a follow up to a skin test, arrangements will be made with a designated physician for the examination and RSED shall bear the expense. If the employee chooses to have his or her own physician for this purpose, RSED will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.

6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute teachers.

Policy #125

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 18 Dec 2013

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

3. Safe Facilities

In accordance with Board policy and the *California Education Code 35183. 35183.5, 48907, 49066*, and *Code of Regulations Title 5, 302* both students and staff of the school campus have the constitutional right to be safe and secure in their schools. This includes having a safe physical environment.

School Location and Neighborhood
Rocketship Education's elementary schools are located in areas that have a higher poverty level and crime rate. The immediate area around the schools currently run in San Jose, CA include single family dwellings and rental homes. Present safety hazards include high resident turnover, underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

School Buildings
Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Hazardous Materials: Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Indoor Air Quality: A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.

Maintenance/Inspection of School Buildings: Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc. (See also: Safety Checklists).

Visitors/Campus Access Policies: Rocketship schools adhere to established visitor and volunteer policies. These policies shall be shared with schools on its box.net online file storage site.

Arrival/Dismissal: In addition, Rocketship Education maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its box.net online file storage site and in hard copy at each school site.

A full copy of RSED's Health and Safety Policy can be provided upon request.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1) Mitigation/Prevention
2) Preparedness
3) Response
4) Recovery

1) Mitigation/Prevention
To prepare schools and staff for emergency management, RSED will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site. Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in RSED's approach to emergency management include:

1. Hazard analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Safety Audit

(2) Preparedness
Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in RSED's approach to emergency management include:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan and its appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Reviewing drill, exercises and actual emergencies after they have occurring.
6. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

- ***Note on Emergencies Occurring During Summer or Other School Breaks***
    - If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
        a) Disseminate information to Emergency Response Team members and request a meeting of all available members.
        b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
        c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
        d) Notify general faculty/staff by letter or telephone with appropriate information.
        e) Schedule faculty meeting for an update the week before students return to school.
        f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

Important Principle #1: While the Principal is ultimately responsible for leading school-wide emergency responses, any/all staff members should feel prepared to take charge in an emergency response situation.

School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that all RSED employees understand this expectation when committing to work at a Rocketship school.

Important Principle #2: Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside RSED.

When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school

Important Principle #3: Deciding what to do first in an emergency is a three-step process.

When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space?

There are three quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response.

Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step Two: Identify the level of emergency

The second step in responding to an emergency is to determine the *level* (or degree/intensity) of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. Schools can think about three levels emergencies:

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step #3: Communicate and Determine Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

Important Principle #4: Call 911 first.

After calling 911, the flow of information at a school site should go from the first responder to the Principal to the RSED regional office.

Important Principle #5: In case of fire, activate the alarm

In the event of a fire, any one discovering the fire should activate the building fire alarm system and the building should evacuate immediately.. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or designee.

Important Principle #6: All RSED employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office is in receipt of information of an emergency near a school campus, such as a weather warning that may affect a school within Rocketship Education, the information shall be provide ASAP to the school Principal.

Once the type and extent of an emergency have been identified and initial communications made, school personnel can determine if an ***immediate response action*** is required:

Emergency Response Actions – Summary

Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or Office Manager should make an announcement over the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away form buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Criminal Activity in Area (Non-Imminent Threat)*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. *If inside,* teachers will keep students in the classroom until further instructions are given. 3. *If outside,* students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Intruder*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. *If outside,* students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. *3. If inside,* teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5.The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
Evacuate Building (Primary Evacuation Site) *Fire*	1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary

	Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

5. Immunizations/Physical Exams

Applicability

This policy applies to all applicants to each Rocketship School and the administration of the School in charge of admissions.

Immunizations
The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

a) Diphtheria.
b) Measles.
c) Mumps, except for children who have reached the age of seven years.
d) Pertussis (whooping cough), except for children who have reached the age of seven years.
e) Poliomyelitis.
f) Rubella.
g) Tetanus.
h) Hepatitis B.
i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from a doctor or immunization clinic.

Exceptions are allowed under the following conditions:

a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
b) A parent may request exemption of their child from immunization for personal beliefs.
c) Students who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Physical Examinations

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Section 124085. Information and forms are distributed to students enrolled in kindergarten.

Failure by parents or guardians to obtain an examination for a student or a waiver will result in that student being denied enrollment.

Changes in a student's medical status must be provided to the Schoolalong with a physician's written verification of the medical issue, especially if changes impact in any way the students' ability to perform schoolwork.

Communicable and Contagious Disease/Illness

Schools, like other work places, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an RSED school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

Chickenpox: Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.

Common Cold: The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.

Fifth Disease: Fifth disease, a mild, usually nonfebrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

Hepatitis B: Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.

Influenza (Flu): Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.

Measles: Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

Meningitis (Bacterial): Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

Meningitis (Viral): Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal corde. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

(MRSA) Methicillin-Resistant Staphylococcus Aureus: MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

Mumps: Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious form 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.

Tuberculosis: TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.

Whooping Cough (Pertussis): Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symtpoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits.

(Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1) The Principal reports incident to the Director of Schools

2) The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information

3) If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)

4) The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)

6) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)

7) The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-complaint (unvaccinated) children* or those with *religious exemptions* to vaccination

RSED MEDICATION ADMINISTRATION POLICY

California, Wisconsin, and Tennessee

This policy applies to all Rocketship Education schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Education ("RSED") is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with local laws[1].

Notifying the School of Student Medications

When a child enrolls in an RSED school, the child's parent/guardian is asked to submit a completed "Health Appraisal Form" that provides the school with information on the child's health concerns or conditions, if any, and also on any medications taken by the child (in or out of school). This document is kept in a private student folder and the information it contains is used only to promote the health and well being of the student at school and in case of emergency.

Parents/guardians should notify the school if their child develops new medical condition or experiences changes in a pre-existing medical condition after enrollment, such as changing the type or dosage of a medication.

If a child is regularly taking medication for a health problem, even if he or she only takes the medication at home, we ask that a child's parent/guardian provide the school's Office Manager with written documentation listing the medication being taken, the current amount taken, and the name and contact information for the doctor who prescribed it. This information will be kept in a confidential student folder. Template medication authorization forms are available for this purpose.

If a child needs to take or have access to regular or emergency medication at school, the child's parent/guardian should refer to the guidelines below. Please note that this policy contains additional information specific to Epi-Pens and inhalers. These are included at the end of this policy.

Self-Administration of Prescription and Non-Prescription Medications at the School Site

Except in some emergency circumstances or where addressed in a student's Section 504 Plan or Individual Education Program (IEP), Rocketship employees are not authorized to administer medication to students or to perform medical procedures on students. Upon request of the child's parent/guardian and with verification from the child's physician, however, school staff can assist students in the self-administration of medications at the school site. This applies to both prescription and non-prescription medication.

The following guidelines apply to the self-administration of medication at school:

- Medications should be limited to those required during school hours and necessary to maintain the student's enrollment in the school. Before requesting that school staff assist in the self-administration of medication at a school, the child's parent/guardian should consider other options, such as consulting with the child's physician to see if the medication schedule can be

[1] California Education Code Section 49423 and the California Code of Regulations, Title 5, Article 4.1; Tennessee Code Section 49-5-415; Wisconsin Statute Section 118.29

adjusted so that medication is administered before or after the school day and/or arranging for the child's parent/guardian to come to school to oversee the administration.

- The student must be competent to self-administer the medication with assistance.
- The self-administration of medication must be properly documented before medication can be kept or taken at school. This means that the child's parent/guardian and the child's physician must complete the appropriate regional medication authorization form[2] and submit this to the school's Office Manager. This form must be provided annually to the school.
- If more than one medication is required for the child, a separate form is required for each medication.
- The school will retain a copy of the aforementioned medication authorization form at the school site for the remainder of the school year or until a form is completed due to a change in the prescription (see below).
- If a student's prescription is altered in any way, the child's parent/guardian must submit a new medication authorization form.
- The child's parent/guardian is responsible for bringing medications to the school, refilling medications as needed, and collecting all unused medication at the end of the year.
- Prescription medication must be brought to the school in the original, pharmacy labeled container. The container must display the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; and the pharmacy name, address, and phone number.
- All non-prescription drugs given in school shall be brought in with the original label listing the ingredients, dose, and schedule appropriate for the child's age. The child's name should be affixed to the container.
- All medications, with the exception of medications that students are approved to carry and self-administer, will be stored in a secure, separate cabinet or refrigerator in the schools' Front Office.
- School staff will be trained annually in assisting students in the self-administration of medication[3]. Only RSED staff will assist students in medication administration; parent volunteers will never be asked to assist in medication administration.
- Every time a student takes medication at a school site, school staff will record each administration of this medication on a medication administration log[4].

Training

At a minimum, all school leaders (Principals, Assistant Principals, Office Managers, and Business Operations Managers) at a site will be trained to assist and document the self-administration of medications.

Controlled Substances

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[2]Updated medication administration forms are available on the RSED shared document repository (ex. Box). The medication authorization form is called the "Medication Self-Administration Form (CA)." The medication authorization form for Wisconsin is called the "Medication Permission Form." The medication authorization form for TN is called the "Request for Assistance in Self-Administration For (NSH)."

[3] In Tennessee, this training will be delivered by a registered school nurse. At least two staff members per site will be trained to assist in medication administration.

[4] A standard template for the Medication Administration Log is available on the RSED shared document repository (Box) .All RSED schools are expected to sue this form.

A controlled substance is defined as a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). Some medications, including Ritalin, are considered controlled substances. If a school staff member is uncertain about whether ot not a medication is considered a controlled substance, he/she should contact the child's physician.

Controlled medications must be counted and the count must be recorded at the time that medication is delivered to the school on the medication administration log. . The parent/guardian must be asked to verify the school staff member's count and sign the form.

Medication Error

Medication error includes the following: (1) failure to administer the medication, (2) administering the wrong dosage of medication, (3) administering the wrong medication, (4) administering to the wrong student, (5) administering at the wrong time, (6) Administering by the wrong route.

If a staff member becomes aware of an error in the self-administration of medication, the child's parent will be contacted as soon as possible and an Accident/Incident Report will be drafted and filed. If the error results in a medical emergency, a staff member will call 911.

The approved Medication Authorization Forms will be kept on the RSED shared document repository for all staff to access.

Inhalers (Asthma)

An inhaler is a device holding a medicine that is taken by breathing (inhaling). Students with asthma frequently require inhalers to deliver regular and as-needed medications.

If a child requires access to asthma medication – such as an inhaler – while on campus, the child's parent/guardian will need to submit a completed Medication Authorization form signed by the child's physician and parent/guardian.

Pursuant to state law, Students with asthma will be allowed to possess and self-administer a prescribed, metered dosage, asthma reliever inhaler if the parent/guardian and physician authorize this on the medication authorization form. However, Rocketship may revoke the student's possession and privileges if the student misuses the inhaler or makes it available for usage by another person.

Epi-Pens (Severe Allergies)

Epi-Pens (emergency epinephrine auto-injectors) are used for the emergency treatment of life-threatening allergic reactions (anaphylaxis).

Rocketship Education schools DO NOT stock emergency Epi-Pens (emergency epinephrine auto-injectors) for general emergency use.

If a child has been prescribed an Epi-Pen for a severe allergy[5], the child's parent/guardian must submit a medication authorization form signed by the parent/guardian and the child's physician to authorize the

[5] Pursuant to Section 504 of the federal Rehabilitation Act of 1973, as amended (29 U.S.C. Sect 794), a child with severe allergy may qualify for accommodations under the Section 504 plan or an individualized education program. If a child's parent/guardian wishes to pursue this, school leaders will work to help them explore this option.

student to have the Epi-Pen at school, per the process described in the section title "Self-Administration of Prescription and Non-Prescription Medications at the School Site." A student may be permitted to self-possess (carry) and self-administer his/her Epi-Pen at school, provided that the parent/guardian authorizes this on the medication authorization form and the student is competent to do so.

A child's parent/guardian may also request that school staff administer Epi-Pens to their child in case of an emergency. School staff must agree to provide this service on a purely voluntary basis, under no duress from Rocketship, and must have completed a training that covers all required content[6]. This training must be provided by a medical professional or through another approved means pursuant to local regulations. This training must be completed annually and a record of this training must be maintained.

To authorize school staff to administer an Epi-Pen to his/her child in case of emergency, the child's parent/guardian must submit the following documents: (1) medication authorization form (see above), and (2) a note signed by the child's parent/guardian requesting that school staff administer the Epi-Pen to their child in case of emergency and agreeing to show school staff how to administer this medication (see Appendix for example).

School staff will call 911 as soon as possible when an incident or suspected incident of anaphylaxis is observed. Trained staff will prioritize administering the Epi-Pen before calling 911.

The student's parent/guardian will be notified as soon as possible after calling 911 when an Epi-Pen is used, whether it is administered or self-administered. If the child's parent/guardian cannot immediately be notified when an Epi-Pen is used, an emergency contact will be called. If possible, the student's physician will also be notified when an Epi-Pen is used.

Other Chronic Medical Conditions

Rocketship Education school staff will arrange for the provision of required medical services to students with other medical conditions, such as diabetes and epilepsy, pursuant to state laws. The child's parent/guardian should contact a school leader to discuss options for accommodating their child's medical needs, which may include creating a 504 Plan and/or an Individual Health Plan (IHP)[7].

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[6] *See* CAL. EDUC. CODE § 49414(E) (2014), TENN. CODE. ANN. 49-5-415(G)(3) (2014), WIS. STAT. § 118.29(6) (2014) (describing training requirements for school staff to administer emergency epinephrine).

[7] Schools must create Individual Heatlh Plans for students with chronic medical conditions in Tennessee. These plans must be created/maintained by a school nurse. See also "RSED TN Guidelines for Individual Health Plans"

Policy #176

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 30 June 2014

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

4) Complete the Workers' Compensation Claim Form (DWC1) by filling out the Employee Section (top portion: Items 1-8) of the last page, and send a copy of the form to The Rocketship Education Department of HR.

Safety, Security, and Health

Smoke, Drug, and Alcohol Free Environment (Policy #148)

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees on or off the job can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in Rocketship Education.

Rocketship employees may be disciplined up to and including termination for reporting to work and/or working under the influence of drugs or alcohol, possessing or using drugs or alcohol in the workplace, using drugs and/or abusing alcohol outside of the workplace, or otherwise engaging in illegal or irresponsible behavior with drugs and/or alcohol in a way that calls into question the employee's competency. (See also: RSED Code of Conduct.) This policy does not prohibit the use of over-the-counter medications or prescription drugs taken lawfully. However, if an employee is taking a medication or drug that can affect his/her ability to work and/or work safely, he/she must notify Human Resources before beginning to work. Rocketship reserves the right to alter an employee's duties/work schedule under such circumstances.

Rocketship's offices and schools are smoke-free environments. Smoking is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Rocketship's schools are alcohol-free. Alcohol may not be consumed or stored on school sites.

OSHA Compliance (Policy #198)

Rocketship Education operates in compliance with all laws and regulations promulgated by the federal Occupational Safety and Health Administration (OSHA), as well as those enacted by any pertinent state OSHA. (See also: RSED Bloodborne Pathogens Policy).

First Aid and CPR Certification (Policy #140)

Rocketship Education recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

Drug Testing (Policy #136)

Rocketship Education (RSED) is committed to providing an environment that ensures the well being and safety of RSED employees, and prohibits any influences that might have a detrimental effect upon the orderly, safe, and effective operation of RSED. The intent of the following policy is to prevent the continued employment of persons who, due to the use of alcohol or illegal drugs, may harm themselves or others, or interfere with the work of RSED.

Reasonable suspicion drug testing is drug or alcohol testing based on a belief that an employee is using or has used drugs or alcohol in violation of RSED policy. Such a belief will be drawn from specific, objective, and articulable facts and reasonable inferences drawn from those facts in light of experience. Among other things, such facts and inferences may be based upon **any** of the following:

- Observable phenomena while at work, such as direct observation of drug or alcohol use or the physical symptoms or manifestations of being under the influence of a drug or alcohol.
- Abnormal conduct or erratic behavior while at work or a significant deterioration in work performance.
- A report of drug or alcohol use, provided by a reliable and credible source.
- Information that an employee has caused, contributed to, or has been involved in an accident while at work.
- Evidence that an employee has used, possessed, sold, solicited, or transferred drugs or used alcohol while working or while on RSED's premises.

A written record will be made of the observations leading to a controlled substances reasonable suspicion test within 24-hours of the observed behavior or before the results of the test are released—whichever is earlier. Only after Human Resources has been notified of such observations, and provided authorization for a reasonable suspicion test, can the employee ultimately be sent for testing. A copy of the test results will be given to the employee upon request, and the original will be kept confidential by RSED and retained by RSED for at least one year.

Before an employee is subject to a drug test, he or she will have the opportunity to confidentially report the use of prescription or nonprescription medications.

RSED will pay the cost of all required drug and alcohol tests, including costs of transportation to the nearest drug/alcohol testing facility. An employee will not be asked to transport him or herself to a drug or alcohol testing facility if he/she is believed to be under the influence of drugs or alcohol.

Bloodborne Pathogens Safety Procedures

RSED Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens[3].

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all Rocketship employees at any time.

Methods of Compliance

To effectively eliminate or minimize exposure to blood borne pathogens, Rocketship has implemented the following methods of compliance.

- **Universal Precautions**: Rocketship observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

- **Engineering Controls:** When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:
  - Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
  - Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
  - Specimen and Secondary Containers which are:
    - Red in color
    - Puncture-resistant, when necessary
    - Color coded or labeled with a biohazard warning label

[3] As outlined in the *California Code of Regulations ("CCR") Title 8, Section 5193*.

- Leak-proof on the sides and bottom

- **Workplace Controls:** Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques

- ***Hand washing*:** Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

- ***Gloving (and other personal protective equipment - PPE):*** Gloves and other PPE should be worn at a minimum under the following conditions:
  - At all times when contact is anticipated with blood or other bodily fluids.
  - When the wearer has an open sore or cut and handling bodily fluids or blood.
  - When rendering first-aid.
  - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

- ***Clean-Up of Spills:*** The following safe practices should be followed when cleaning up spills:
  - Always wear gloves and other PPE as necessary to prevent exposure
  - Use towels or other absorbents in conjunction with soap and water.
  - Use approved disinfectants as necessary.
  - Discard absorbents and other materials in appropriate plastic bag labeled for such items
  - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

- ***Housekeeping:*** The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
  - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
  - If equipment or PPE become contaminated, immediately remove and replace them.
  - Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
  - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
  - Discard regulated waste in manner consistent with law.
  - Discard sharps immediately in containers provided for such.
  - Always close containers
  - If a container is leaking place one container in a second container.
  - Containers for regulated waste other than sharps are red in color and labeled biohazard.
  - The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

Information and Training

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard (https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)
- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and

notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

- The vaccination program has been implemented for those employees who may be exposed to blood borne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

- Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify all interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

- If an employee is accidentally exposed to blood borne pathogens during the performance of their work, the following shall be immediately conducted:
    - Employees shall receive medical consultation and if necessary, treatment
    - An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
        - Date and time of exposure
        - Location of exposure
        - The type of potentially infectious materials (blood, urine, etc.)
        - Source of infectious materials
        - Circumstances of the exposure (type of work being conducted)
        - Cause of exposure if known (accident, equipment malfunction, etc.)
        - Was PPE being worn
        - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)

- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
- A post-exposure check list shall be used.
- Follow-up shall provide exposed employee with the following confidential info:
    - Documentation regarding the routes of exposures and circumstance
    - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
    - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.

- The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

- A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

  - All medical records concerning employees are kept confidential and will not disclose or report any information to anyone without the written consent of that employee (except as required by law).

RSED CAMPUS ACCESS AND VISITOR POLICY

California, Wisconsin, and Tennessee

This policy applies to all Rocketship Education schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Education ("RSED") strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff.

To ensure the campus safety and minimize interruption of the instructional program, Rocketship has established the following procedures to facilitate visits during regular school days:

Front Entrance

At all times during the school day, the front office to a Rocketship school will be manned by a Rocketship staff member. For the purpose of this policy, the school day is defined as a period of time that starts 30 minutes before the beginning of the instructional day and ends 30 minutes after the end of the instructional day.

Ensuring that the front office is manned at all times is a primary responsibility of the school's Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present. Individuals who are not RSED staff members should NOT be asked to man the front desk.

Visitor Registration and Passes/Badges

All visitors (including RSED regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.

After registering in the Front Office, visitors who are not RSED employees will be issued a Visitor's Pass that they must display at all times while on campus.

RSED regional/national staff ("Network Support") will receive personal identification badges from the Rocketship Human Resources Department. Network Support staff must display their badge on their persons at all time while at a school site. If a Network Support staff member forgets his or her badge, he or she will need to obtain a Visitor's Pass.

All visitors must also sign out when leaving the campus.

Any visitor may be asked to provide personal identification at any time.

Arranging for a Campus Visit

Visits during school hours by non-RSED staff should be arranged with the teacher and Principal (or designee) at least three (3) days in advance. Teacher conferences should be arranged by appointment at least three (3) days in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the Principal or designee.

For grounds for removal/refusal of a visitor at a school site, please consult the Appendix.

APPENDIX A: CALIFORNIA GROUNDS FOR REFUSAL/REMOVAL

The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Appendix F-2: Sexual Harassment Policy

RSED SEXUAL HARASSMENT POLICY
California, Wisconsin, and Tennessee

This policy applies to all Rocketship schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant State and authorizer requirements in those regions.

Rocketship Education is committed to protecting the rights of all employees to work in an atmosphere free from all forms of sexual harassment.

It is a violation of this policy for any student or employee of Rocketship to harass a student or an employee through conduct or communication in any form as defined in this policy. Rocketship Education will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Rocketship Education will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

DEFINING HARASSMENT

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Sexual harassment can include, but is not limited to: sexual advances; verbal harassment or abuse; subtle pressure for sexual activity; touching of a sexual nature including inappropriate patting or pinching; intentional brushing against another person's body; demands for sexual favors; graffiti, posters, cartoons, caricatures, and jokes of a sexual nature; playing sexually explicit audio/video tapes; sex-oriented verbal kidding or abuse, and; spreading rumors about or rating another person's sexual activity or performance.

Harassment on the basis of age, religion, marital status, creed, disability, or race/national origin is a form of discrimination and consists of conduct or communication, submission to or rejection of which; is made either explicitly or implicitly a term or condition of an employee's job, pay, or career; is used as a basis for career or employment decisions affecting that employee, or; creates an intimidating, hostile, or offensive environment.

MAINTAINING AN ENVIRONMENT FREE FROM HARASSMENT

All employees have the responsibility to maintain work place and school environments free from any form of sexual harassment. Consequently, should the Chief Executive Officer become aware of any conduct which may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.
Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

REPORTING AND ADDRESSING HARASSMENT

Any staff member who has experienced or is aware of a situation which is believed to be harassing or sexually harassing has a responsibility to report the situation immediately to the individual's supervisor and/or to the Rocketship Human Resources Department. A Sexual Harassment Complaint Form may be obtained from your supervisor or the Rocketship National Human Resources department.

The designated Rocketship representative and the individual's supervisor will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A final letter, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the Chief Executive Officer, or if the employee is not satisfied with the outcome of the investigation, the employee should also bring the matter to the attention of the Rocketship Legal Department.

All complaints of sexual harassment will be investigated promptly, objectively and as-confidentially as possible. Employees are required to cooperate in any investigation.

NON-RETALIATION

Retaliation of any kind against an employee who, in good faith, reports a claim of harassment will not be tolerated. Employees found to have engaged in retaliation will be promptly and appropriately disciplined. Disciplinary action may be taken up to and including dismissal.

Policy #115

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 18 Feb 2014

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

Appendix F-3: Role of Staff as Mandated Child Abuse Reporters

Below please find a copy of Rocketship Education's Mandated Reporter Policy.

ROCKETSHIP EDUCATION MANDATED REPORTER POLICY

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship Education school, or an employee of the Rocketship Education National office who has regular contact with children, you are a Mandated Reporter.** This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of your responsibilities and rights under the Child Abuse and Neglect Reporting Act, as well as the procedures for complying with the Act.

When Must you Report?

California's reporting law requires a report to be made when a mandated reporter has a "**reasonable suspicion**" of abuse. According to CA Penal Code § 11166(a)(1) "**reasonable suspicion**" means that it is "**objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect**."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under the law, when the victim is a child (a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), willful cruelty or unjustified punishment, unlawful corporal punishment or injury, and neglect (including both acts and omissions). The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (a school yard fight).

Physical abuse (PC § 11165.6) is defined as physical injury inflicted by other than accidental means on a child, or intentionally injuring a child.

Child sexual abuse (PC § 11165.1) includes sexual assault or sexual exploitation of anyone under the age of 18. Sexual assault includes sex acts with children, intentional masturbation in the presence of children, and child molestation. Sexual exploitation includes preparing, selling, or distributing pornographic materials involving children; performances involving obscene sexual conduct; and child prostitution.

Willful cruelty or unjustified punishment (PC § 11165.3) includes inflicting or permitting unjustifiable physical pain or mental suffering, or the endangerment of the child's person or health. "Mental suffering" in and of itself is not required to be reported; however, it may be reported. CA Penal Code § 11166.05 states: "Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-being is endangered in any other way may report the known or suspected instance of child abuse or neglect to an agency specified in § 11165.9".

Unlawful corporal punishment or injury (PC § 11165.4), willfully inflicted, resulting in a traumatic condition.

Neglect (PC § 11165.2) of a child, whether "severe" or "general," must also be reported if the perpetrator is a person responsible for the child's welfare. It includes both acts and omissions that harm or threaten to harm the child's health or welfare.

General neglect means the failure of a caregiver of a child to provide adequate food, clothing, shelter, medical care, or supervision, where no physical injury to the child has occurred.

Severe neglect means the intentional failure of a caregiver to provide adequate food, clothing, shelter, or medical care where injury has occurred or is likely to occur. Severe neglect also includes those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered. Any of the above types of abuse or neglect occurring in out-of-home care must also be reported (PC § 11165.5).

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, a report must be made immediately or as soon as practically possible by phone.

2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.
    a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services **24 hours a day** by calling the:

Child Abuse and Neglect Center
(408) 299-2071

b. If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

3. Within 36 hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

   a. Form SS 8572
   http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?

   b. Instructions for Form SS8572
   http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?

   c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

   Santa Clara County Department of Family and Children's Services
   Child Abuse and Neglect Center
   373 West Julian St. - Second Floor
   San Jose CA 95110

4. Joint Knowledge

   a. It is the policy of Rocketsthip Education to report suspicion of abuse to the principal of the school, unless the principal of the school is the subject of the suspicion. **REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall <u>not</u> be a substitute for making a mandated report to one of the agencies specified above.**
   b. **However**, when two or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report and written report may be made by a single member of the team.
   c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

5. After the report is made, Child protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final

disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report (PC § 11172(a)).

- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction (PC § 11166(f)).

- The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies (PC § 11167(d)(1); PC 11167).

- In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action (PC § 11172(c)).

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or $1000 or both (PC § 11166(c)).

Appendix G. Community Outreach Plan

Objective

Rocketship Education's mission is to eliminate the achievement gap in our lifetime. Rocketship Mt. Diablo (RSMD) would bring the same focus and determination to the Mt. Diablo/Concord community and would aspire to work collaboratively with the School District to identify children and families that would benefit from Rocketship's school model and philosophy.

RSMD will commit to working closely with the Mt. Diablo School District and anticipates focusing our outreach on the families and children living in and around the new school site in the Monument Boulevard Corridor. We will institute a recruitment program designed to educate and inform potential students and their families about its instructional program. Our plan will ensure that these families are aware of their opportunity to enroll their children at RSMD and will provide a fair and transparent process for enrollment. The plan below is preliminary, and will be adapted by RSMD going forward based on the needs and input of the communities and families we intend to serve.

Plan

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English and Spanish as well as other relevant languages;
- Targeted outreach and door-to-door canvassing in the neighborhoods immediately surrounding the RSMD school site and other focus neighborhoods as needed.
- Visits to local preschools, community centers, religious organizations, non-profit and charitable organizations and community organizations to publicize the school;
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- Distribution of promotional material to local businesses, libraries, and community organizations;
- Cultivation of a media presence by inviting local media to visit the school and learn about the instructional program;
- Development of community events and learning sessions to familiarize prospective students and their families with Rocketship;
- On-going information sessions to be held at the community centers and at other locations within the community.

RSMD will document its outreach efforts and results and utilize this information to refine its outreach efforts to ensure that our objectives are met to the satisfaction of the District.

Timeline

Outreach Element	When	Notes
Development of Promotional materials	Completed by August 2015	Marketing and Communication Team
Site visits with outreach materials to preschools	Fall 2015	Family Recruitment Team

Site visits with outreach materials to religious organizations	On-going	Family Recruitment Team
Site visits to community centers and non-profit organizations serving the local Community and surrounding neighborhoods	On-going	Family Recruitment Team
Participation in local events: RSFM staff will reach out to organizations holding events across the district, from Farmers Markets to religious organizations to youth focused summer events to distribute materials and answer questions	Throughout the summer and fall.	Family Recruitment Team
RSRC Informational Meetings	Underway and on-going through the Summer and Fall	Community Centers, churches and other community venues

Media & Communications
RSRC will plans to work with the following media outlets to publicize the school:

Outlets	Type
Contra Costa Times	Newspaper
Spanish Language News Distributed in Concord	Newspaper
Radio – i.e. La Raza	Spanish Radio Stations Reaching the East Bay
Advertisements/Mailers	Local Community Organizations/Civic Groups

Additionally, RSMD will work with the list owners of local English and Spanish language internet newsgroups to post information about Rocketship Education.

Leafleting
RSMD will create an informational flier about the school and the open enrollment process. These fliers will be distributed to the following locations, with permission from each:

- Public Libraries
- Churches
- Community Centers
- Resource Centers
- After School and Pre-School Programs, Educational Services Providers
- Non-Profit and Community Services Organizations

Summary
RSMD will begin to implement this outreach plan once the District approves the charter petition. At that time, an official timeline of events will be produced, including:

- Deadlines for partner agreements
- Dates for media and communication submissions and airings
- Periods for leafleting
- Events and Activities calendar
- Open enrollment period and notification of lottery date

RSED STUDENT SUSPENSION AND EXPULSION POLICY
California

This policy applies to all Rocketship Education schools in California. This policy was written in compliance with relevant state and authorizer requirements in California.

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

Introduction

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at all Rocketship Education (RSED) Schools. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

This policy and its procedures will be printed and distributed as part of the Parent Handbook and will clearly describe discipline expectations. Rocketship shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policy and administrative procedures are available on request at the school office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom RSED has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. RSED will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom

RSED has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Rocketship shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

A. **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. A student may also be suspended or expelled for activities considered to be "social media bullying".

B. **Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student~~s~~ had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. 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.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.*

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate

prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be 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 individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

* Students in Grades TK-3 cannot be suspended or expelled for willful defiance or disruption of school activities. Students in Grades 4-5 cannot be expelled for willful defiance or disruption of school activities.

C. **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. **Authority to Expel**

The full authority of the Board of Directors to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the RSED Board of Directors. The Academic Affairs Committee shall consist of three board directors of the RSED Board. The Academic Affairs Committee may expel any student found to have committed an expellable offense.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated persons, each from different Rocketship school sites.

Should any of the persons appointed to the panel be employed by the staff of the school in which the pupil is enrolled, he/she will recuse him/herself from the proceedings. The panel conducting the hearing must consist of at least three of the persons pre-appointed by the Committee.

E. **Expulsion Procedures**

Please see Attachment A to this policy for guidance around offenses the require mandatory expulsion.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense, unless the pupil requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within ten days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of RSED' disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

RSED may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by RSED or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to Three (3) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. RSED must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, RSED must present evidence that the witness' presence is both desired by the witness and will be helpful to RSED. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, who will make a final

determination regarding the expulsion. The decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. **Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with RSED.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Rocketship shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. **Disciplinary Records**

RSED shall maintain records of all student suspensions and expulsions at Rocketship Schools. Such records shall be made available to the District upon request.

K. **Right to Appeal**

If an administrative panel is used, the pupil/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee within thirty days of receipt of the appeal.

If the Academic Affairs Committee hears the expulsion without the use of an administrative panel, or the decision of the administrative panel to expel is upheld by the Academic Affairs

Committee, the pupil/family may request a final appeal to the RSED Executive Committee. The request to appeal must be made in writing and shall be submitted to the Executive Committee within fifteen business days of being made aware of the decision to uphold the expulsion of the student. The appeal shall be heard by the Executive Committee within thirty days of receipt of the appeal.

L. **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. **Rehabilitation Plans**

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to RSED for readmission.

N. **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSED' capacity at the time the student seeks readmission.

O. **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

i. Notification of District

Rocketship shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who Rocketship or the District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and

modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than ten (10) school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

v. Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketsihp shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Rocketship personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school

shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Policy #121
Attachment A

This policy is adopted in compliance with the following resolution:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013..

Date: _____

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

Policy #121
Attachment A

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
Act **must** be committed at school or at a school activity. 1. Firearm a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. b. Selling or otherwise furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq. 4. Committing or attempting to commit a sexual assault as defined in subdivision B(14) above. 5. Possession of an explosive.	Act **must** be committed at school or school activity. Administrator shall recommend expulsion for the following violations: 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. 5. Assault or battery, or threat of, on a school employee. The recommendation for expulsion shall be based on one or both of the following: 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.	Acts committed at school or school activity **or** on the way to and from school or school activity. a. Inflicted physical injury b. Possessed dangerous objects c. Possessed drugs or alcohol (policy determines which offense) d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property g. Committed theft h. Used tobacco (policy determines which offense) i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. The recommendation for expulsion shall be based on one or both of the following: 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
David Kuizenga		6/16/15

By the Petitioners

Name	Signature	Date

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KWIZAWCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZOWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZZEWI		6/16/15

Para los Peticionarios

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[redacted]

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZEWCA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZENKA		6/16/15

Para los Peticionarios

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DAVID KUZEWCA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZEVICA		6/16/15

Para los Peticionarios

Nombre	Firma	Fecha

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DAVID KULZENGA		6/16/15

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DAVID KUZEWICA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DANIO KULZEWCA		6/16/15

Para los Peticionarios

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DAVID KUZAWCA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KURENCA		6/16/15

Para los Peticionarios

Nombre	Firma	Fecha

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DAVID KUIZEWCA		6/16/15

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DAVID KUZENKA		6/16/15

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[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

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By Lead Petitioners

Name	Signature	Date
DAVID KUZEVA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016

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DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

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DAVID KUZEMKA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuzma		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVI KAZONA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZENCA		6/16/15

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David Kuzevka		6/16/15

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DAVID KUIZENGA		6/16/15

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DAVID KUZEMA		6/16/15

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DAVID KUZELKA		6/16/15

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We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUIZENGA — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZEWCA		6/16/15

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Para Peticionarios Líderes

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DAVID KUIZENGA		6/16/15

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Para Peticionarios Líderes

DAVID KUIZEWCA — Nombre | Firma | 6/16/15 Fecha

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DAVID KUIZEVICA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20113	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZENCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KULZEMKA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZENER		6/16/15

Para los Peticionarios

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[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZENCA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULCZWCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Dia
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Para Peticionarios Líderes

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DAVID KUIZEVCA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZEVCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KIZERA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZEWCA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULENCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KWIZENCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Dia
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUIZENGA — Name | Signature | 6/16/15 Date

Name | Signature | Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUZEWCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
[redacted]		(925)	9-21-2009		5/21

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZEWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZENCA		5/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUZEVICA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/08/2008	Firma	Dia
[redacted]					
					05/ /2015
					05/ /2015

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUIZEWCA — Name
Signature — Date: 6/16/15

Name — Signature — Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
					05/ /2015

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZEWICK		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011	Firma	Dia
[redacted]					
					05/ /2015
					05/ /2015
					05/ /2015

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
Salvador Ramirez		6/3/15
DAVID KUCZENSKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de	Nació su hijo entre	Firma	Dia
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZEVCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006	Signature	Date
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUILEWCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZENCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Dia
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZEWICA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KURZEWICA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Dia
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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KULZENGA — Nombre
Firma
6/16/15 — Fecha

Nombre
Firma
Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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By Lead Petitioners

Name	Signature	Date
Alejandra Martinez		
DAVID KULZEWCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZEWICA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date

[redacted]

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By Lead Petitioners

Name	Signature	Date
David Kurzawa		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUZEWKA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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By Lead Petitioners

Name	Signature	Date
DAVID KUIZEWCA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUZENEA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					
					05/ /2015
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					
					05/ /2015
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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between [redacted]	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
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By Lead Petitioners

Name	Signature	Date
DAVID KUZEMKA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					
					05/ /2015
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KIZERCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011	Signature	Date
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By Lead Petitioners

DAVID KOIZUMI — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between	Signature	Date
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By Lead Petitioners

Name	Signature	Date
DAVID KUZEMKA		6/16/15

By the Petitioners

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Name	Signature	Date
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
Irma Azizi		05/23/15
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Dia
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Dia
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Para Peticionarios Líderes

Carmen Ramirez — Nombre | Firma | 5/23/15 — Fecha

DAVID KUIZONCA — Nombre | Firma | 6/16/15 — Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 10/30/2009	Firma	Dia
[redacted]					

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By Lead Petitioners

Name	Signature	Date
Wais Azizi	Wais Azizi	5/23/15
David Kuzemka	[illegible]	6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
Irma Martinez Azizi		05/23/15
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de	Nació su hijo entre	Firma	Dia
[redacted]					
					05/ /2015
					05/ /2015

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
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We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUIZENGA — Name | Signature | 6/16/15 Date

Name | Signature | Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUZENCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/03/2006	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZEWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuizenga		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUZEMCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date

[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUZEMA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUIZENGA — Name; Signature; 6/16/15 — Date

Name; Signature; Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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By Lead Petitioners

Name	Signature	Date
DAVID KULZEWA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuzma		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011	Signature	Date
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KULZENA — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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Para Peticionarios Líderes

DAVID KUZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

DAVID KUZENKA — Nombre | Firma | Fecha 6/16/15

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KULZERA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de	Nació su hijo antes
[redacted]			

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de	Nació su hijo entre	
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Para Peticionarios Líderes

DAVID KUIZENGA
Nombre

Firma

6/16/15
Fecha

Nombre

Firma

Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre	
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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KUIZENGA
Nombre

Firma

6/16/15
Fecha

Nombre

Firma

Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de	[redacted]
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAULO KUIZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KURZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006	Firma	Día
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Para Peticionarios Líderes

DAVID KUZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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[redacted]					

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Para Peticionarios Líderes

PAUL KUZEMKA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de	[redacted]
[redacted]			

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Para Peticionarios Líderes

DAVID RIVERA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
[redacted]					

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Para Peticionarios Líderes

DAVID KULZENCA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2009	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVIN KUZEWA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

DAVID KULZEMCA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

DAVID KUZEMA		6/16/15
Nombre	Firma	Fecha
Nombre	Firma	Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20113	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KUIZENGA — 6/16/15

Nombre — Firma — Fecha

Nombre — Firma — Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2012	Firma	Día
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

DAVID KUZEWIA — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

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Para Peticionarios Líderes

DAVID KUZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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[redacted]					

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Para Peticionarios Líderes

DAVID KUZEMA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KURZUMA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
Jessica Garcia		5-26-15
David Kuizenga		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUILEWICA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZONA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVE KUZEMKA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUZEMKA — Nombre | Firma | 6/16/15 Fecha

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Para Peticionarios Líderes

DAVID KULZEVA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUZEMKO — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KULZEWICA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

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Nombre	Firma	Fecha
DAVID KULZEWICA		6/16/15

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Para Peticionarios Líderes

DAVID KUZENCA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 — Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWICA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWICZ		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 — Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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[redacted]					

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DAVID KUZENCA		6/16/15

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Para Peticionarios Líderes

DAVID KULEWICA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

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Para Peticionarios Líderes

Irma Azizi	Irma Azizi	05/26/15
Nombre	Firma	Fecha
DAVID KURAMA		6/16/15
Nombre	Firma	Fecha

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
~~Irma Azizi~~	~~Irma Azizi~~	~~05/26/15~~
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZEMA		6/16/15

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[redacted]					

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Nombre	Firma	Fecha
DAVID KUZENKA		6/16/15

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[redacted]					
					05/ /2015
					05/ /2015

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KULLENCOA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
					05/ /2015

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Para Peticionarios Líderes

DAVID KUZEMA — 6/16/15

Nombre — Firma — Fecha

Nombre — Firma — Fecha

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					05/ /2015
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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

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DAVID KUZEMA — 6/16/15

Nombre — Firma — Fecha

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DAVID KUZEWICZ		6/16/15

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Nombre	Firma	Fecha
DAVID KULZEWICA		6/16/15

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULZENKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMS		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Día
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULEWA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULCEWA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUNEVCA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
Daul Kulzewca		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
[redacted]					

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZENKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuizenga		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Día
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KULZEWICA		6/16/15

Name	Signature	Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULCWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuizewski		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20113	Firma	Dia
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
Irma Azizi		05/27/15
DAVID KURZENCA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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Para Peticionarios Líderes

Nombre	Firma	Fecha
Irma Azizi	Irma Azizi	05/27/15
DAVID KUIZENGA	[illegible]	6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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Name	Signature	Date
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DAVID KUIZEWICA	[illegible]	6/16/15

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Para Peticionarios Líderes

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Irma Azizi	Irma Azizi	05/27/15
DAVID KULEWICA		6/16/15

Para los Peticionarios

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Name	Signature	Date
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DAVID KUIZEWICA		6/16/15

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
Irma Azizi		05/27/15
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
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By Lead Petitioners

Name	Signature	Date
Irma Azizi	Irma Azizi	05/27/15
DAVID KUIZEWICA	[illegible]	6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
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By Lead Petitioners

Name	Signature	Date
		6/16/15
DAVE KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

DAVID KUZMA — Firma — 6/16/15

Nombre — Firma — Fecha

Nombre — Firma — Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					
					05/ /2015

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By Lead Petitioners

Name	Signature	Date
David Kuzemka		6/16/15

By the Petitioners

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By Lead Petitioners

DAVID KUZEWCA — 6/16/15

Name — Signature — Date

Name — Signature — Date

By the Petitioners

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By Lead Petitioners

DAVID KUIZENGA — Name
Signature — Date: 6/16/15

Name — Signature — Date

By the Petitioners

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
Daul Kuizenga		6/16/15

Para los Peticionarios

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By Lead Petitioners

DAVID KUIZENGA — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 — Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZEWICA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — 6/16/15

Nombre — Firma — Fecha

Nombre — Firma — Fecha

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZENKA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KURZENKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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DAVID KUIZENGA		6/16/15

Para los Peticionarios

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DAVID KUIZENGA		6/16/15

Para los Peticionarios

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DAVID KUIZENGA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZEWCA		6/16/15

Para los Peticionarios

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Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 — Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					
					05/ /2015

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Para Peticionarios Líderes

DAVID KULZONCA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Día
[redacted]					
					05/ /2015
					05/ /2015

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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[redacted]					
					05/ /2015
					05/ /2015

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By Lead Petitioners

DAVID KUZEMA — 6/16/15

Name — Signature — Date

Name — Signature — Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
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By Lead Petitioners

DAVID KULEWCA — Name | Signature | 6/16/15 — Date

Name | Signature | Date

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
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Para Peticionarios Líderes

Carmen Ramirez		5/28/15
Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15
Nombre	Firma	Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Dia
[redacted]					

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By Lead Petitioners

DAVID KULZEWICA — Name
Signature
6/16/15 — Date

Name
Signature
Date

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
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Para Peticionarios Líderes

Nombre	Firma	Fecha
Irma Azizi	Irma Azizi	05/29/15
DAVID KULZENCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Para Peticionarios Líderes

MARLENI HERNANDEZ		6/8/15
Nombre	Firma	Fecha
DAVID KUIZEWICA		6/16/15
Nombre	Firma	Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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By Lead Petitioners

Name	Signature	Date
Irma Azizi	Irma Azizi	05/28/15.
DAVID KUIZENGA	[illegible]	6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/20113	Signature	Date
[redacted]					

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Para Peticionarios Líderes

Nombre	Firma	Fecha
Irma Azizi	Irma Azizi	05/29/15
DAVID KULZEWICA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Irma Azizi	Irma Azizi	05/29/15
Nombre	Firma	Fecha
DANIEL KUZENKA		6/16/15
Nombre	Firma	Fecha

Para los Peticionarios

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[redacted]					
					05/ /2015

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVE KULLEMA		6/16/15

Name	Signature	Date

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006	Signature	Date
[redacted]					

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-12/02/2011?	Signature	Date
E					
[redacted]					
					05/ /2015

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVV KUILENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULCUMA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

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We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEWICA		6/16/15

Para los Peticionarios

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Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZEMA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011	Firma	Día
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Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuzevka		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
Marlene Hernandez		6/8/15
DAVID KUIZEWICA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
MARCELA HERNANDEZ		6/8/15
DAVID KULENKA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20113	Firma	Dia
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/20112	Firma	Día
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
Marlene Hernandez		6/8/15
David Kuizema		6/16/15

By the Petitioners

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Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					
					05/ /2015
					05/ /2015
					05/ /2015

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Para Peticionarios Líderes

DAVID KUIZENGA — Nombre | Firma | 6/16/15 Fecha

Nombre | Firma | Fecha

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					
					06/ /2015
					06/ /2015
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KIZERA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVE KULLEMA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KIZERNA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Para Peticionarios Líderes

Nombre	Firma	Fecha
David Kuizenga		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Día
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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZAWA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
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Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZEWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-12/02/2011?	Firma	Dia
[redacted]					

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

Name	Street Address	Phone Number	Was your child born between 12/02/2006-	Signature	Date
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Día
[redacted]					

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUCZEWCA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

Nombre	Dirección	Numero de Teléfono	Nació su hijo entre 12/02/2006-	Firma	Dia
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Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
David Kuzemka		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KULEWICZ		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUCZEWSKA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Mt. Diablo School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of Rocketship Mt. Diablo. Rocketship Mt. Diablo agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. **A signature on this page indicates that the petitioner is a parent who is meaningfully interested in having their child or ward attend the charter school.** A signature on this page also means that petitioners hereby authorize Lead Petitioners to make any necessary edits and negotiate any amendments to the attached charter necessary to secure approval by the School District Governing Board.

By Lead Petitioners

Name	Signature	Date
DAVID KUIZENGA		6/16/15

By the Petitioners

I, the undersigned, am a parent who is meaningfully interested in having my child or ward attend Rocketship Mt. Diablo, scheduled to open in August 2016.

[redacted]

Nosotros los abajo firmantes creemos que la Charter adjunta merita su consideración y es por este medio que peticionamos a la Mesa Gobernante del Distrito de la Escuela Mt. Diablo para que se le otorgue el permiso de la creación de Rocketship Mt. Diablo; conforme al código educacional sección 47605. Rocketship Mt. Diablo está de acuerdo en operar la escuela bajo los términos del Acta de Escuelas Charter y las provisiones de las Escuelas Charter. **Una firma en esta página indica que el/la peticionario/a es un padre de familia que tiene un interés significativo para que su hijo/a o tutelar asista la Escuela Charter.** Una firma en esta página también significa que el/la peticionario/a por este medio también autoriza que un Peticionario/a Líder para que negocie cualquier modificación a la Charter adjunta según sea necesario para asegurar su aprobación por la Mesa Gobernante de Distrito Escolar.

Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUIZENGA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]

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Para Peticionarios Líderes

Nombre	Firma	Fecha
DAVID KUZEMA		6/16/15

Para los Peticionarios

Yo, el/la abajo firmante, soy un padre de familia quien esta significativamente interesado/a en que mi hijo/a o titular asista a Rocketship Mt. Diablo, que está programada en abrir en Agosto del 2016.

[redacted]