

SCEM



TEACHERS' HANDBOOK

2013-2014

08/05/13

Cedar River Academy (CRA) was founded in 2005 to provide exceptional education opportunities for pre-kindergarten through twelfth grade students. CRA educators have defined and implemented a research-based Student-Centered Education. This constructivist model defines the principles and practice of teaching in which teachers support students as they become responsible for their own learning, and meet state defined learning standards.

This document is a comprehensive reference for Cedar River Academy teachers, administrators, interns, and parents as they seek to continuously improve their service to students.

Cedar River Academy
3333 Griffin Avenue
Enumclaw, Washington 98022

Mail: 42022 196th Ave SE
Enumclaw, Washington 98022

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Introduction

The Cedar River Academy Instructional Model is a comprehensive, research-based framework that allows Cedar River Academy to create individualized programs to improve student achievement and to develop responsible young citizens and life-long learners. Our Student-Centered Education is based on best practices and was developed by our team based on their extensive training, knowledge, and experience. Our model is continuously refined to keep current with the latest research in education, child development, cognitive psychology, and brain development.

As you know, we have invested significant resources in the development of our integrated Learning Management System known as NextGen. While this important automated tool is not yet complete, we are now benefiting from its application and use. NextGen now allows us to specify standards, continuums, and scope and sequences, and knowledge continuums for every subject for pre-kindergarten through 8th grade. The completion of the Teaching Tools facility and other enhancements have increased NextGen's effectiveness as a productivity and practice aid for CRA teachers. During this academic year, we expect to complete and integrate the Practice Management extension to support collaboration and continuous program improvements.

Every member of the Cedar River Academy Team must understand and implement the procedures described in this handbook. The handbook provides specific tools to assist with model implementation in every classroom. Teachers and administrators are expected to use this handbook as a resource to support the important work done in our schools every day.

Teachers are professionals who make the critical differences in the lives of students. Within the guidelines outlined in the CRA Student-Centered Education, teachers have the opportunity to exercise their best professional judgments and their creativity to establish classrooms where exceptional teaching and learning will occur. Our goal is to assist and support teachers and administrators as they continuously improve their work with students. Together we will advance toward the goal of excellence in student development throughout Cedar River Academy.

Thank you for your dedication to students, your ongoing commitment to professional improvement, and for the important work you do every day. Best wishes for a very successful new school year!

Roger A. Franklin, CEO

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21ST CENTURY LEARNING REQUIREMENTS

Cedar River Academy students have diverse backgrounds, a variety of achievement levels, and different learning styles which will all affect their ability to learn or acquire knowledge. While other school systems with their skilled educators have invested in improving the teacher-centered education models, the success of schools, when measured in dropout rates and college and workplace readiness, has not dramatically improved. Our government, educators, business leaders, and the public have expressed concern that our young people are not being adequately prepared to effectively compete in the global community of the 21st century. Education reform movements suggest that our schools might need to move away from traditional pedagogy, and apply different approaches to empower students to develop important content knowledge and lifelong skills.

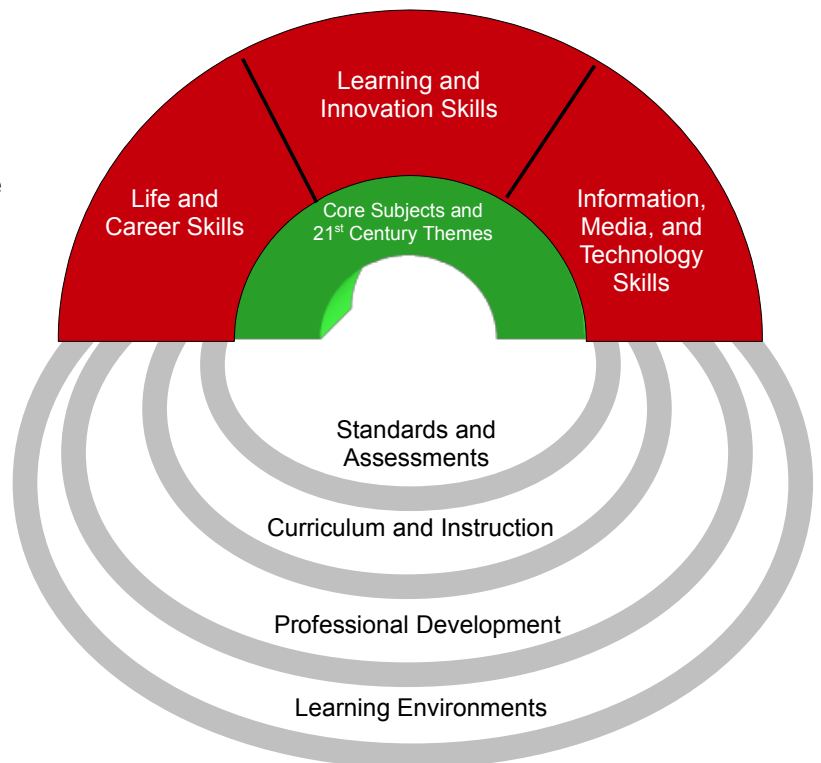
One research-based alternative approach to education is known as constructivism, where children build their own understanding through real-world applications and interactions with their peers in group activities. “To be productive contributors to society in our 21st century, you need to be able to quickly learn the core content of a field of knowledge while also mastering a broad portfolio of essentials in learning, innovation, technology, and careers skills needed for work and life” (Trilling & Fadel, 2009, p16). Teachers need to support students as they prepare for jobs that have not yet been created, for new products that have not yet been invented, and for new skills to build creativity and innovation.

“... the only possible adjustment which we can give to the child under existing conditions, is that which arises through putting him in complete possession of all his powers. With the advent of democracy and modern industrial conditions, it is impossible to foretell definitely just what civilization will be twenty years from now. Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself; it means to so train him that he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently. It is impossible to reach this sort of adjustment save as constant regard is had to the individual's own powers, tastes, and interests—say, that is, as education is continually converted into psychological terms.”

John Dewey, PhD – My Pedagogic Creed, January, 1887

The challenges our society face now as we strive to reform our education systems to meet tomorrow's realities are much the same as they were over a century ago.

Proponents of 21st century learning advocate an expanded set of educational goals, as in the [Partnership for 21st Century Skills](#) (P21) learning framework: The Partnership for 21st Century Skills is “a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics” (2009, p. 9). This framework is graphically depicted below.



Framework for 21st Century Learning

CRA – A PRACTICAL APPROACH TO INDIVIDUALIZED EDUCATION

This document proposes deployment of, and subsequent improvements to, an existing, demonstrable constructivist or experience-based education model. This model has been defined and refined in a non-sectarian private school, Cedar River Academy. This model, known as the Student-Centered Education Model (SCEM), supports a teaching pedagogy where the teachers role is to guide, coach, and prompt individual students as they assume responsibility for their learning.

CRA VISION

Offer PK-12 students the option to attend a progressive experience-based school where student achievement, graduation rates, college readiness, and life skill development are exceptionally high. *“CRA prepares students for 21st century experiences.”*

CRA MISSION

Operate a school that employs a progressive student-centered education model. Measure, demonstrate, and report the effectivity of student-centered, experience and performance-based education. Increase the student retention rate, raise student academic performance, increase the rate of college readiness, and better prepare students for 21st century life. Freely share the instructional and operational knowledge derived from the CRA school with educators and the public.

VALUE STATEMENT

The Adventure Begins

Our goal is to establish Cedar River Academy as a leading private provider of student-centered, college preparation education for pre-kindergarten through high school students. To realize this goal, our Team must deliver value to our clients by delivering superior educational opportunities to our students, and valuable investments for their parents. We have invested time and resources preparing for this adventure. We have assembled a Team of talented people and will continue to refine our services and processes so that we always meet our goals.

Our Values

We will only be successful in our adventure if we individually and collectively accept responsibility for maintaining our Values. Our Values are what we stand for, how we conduct business, how we relate to our clients, how we treat our business partners, and how we work together as a Team.

No matter what position a Team member holds, every individual must expend the effort and make the commitment necessary to uphold our Values. We must hold each other and ourselves accountable for conducting our professional lives according to our Values.

We will face significant challenges during this adventure. Our endurance will be tested as we move from one challenge to the next on the long and demanding road to success.

We will celebrate successes and build upon the positive energy we create; we will treat individual wins and losses the same – as lessons in our search for excellence.

To create and maintain unity, we must each be dedicated to achieving excellence through following the integrated set of five Values that define our culture and who we are as a Team. We will only succeed when our Team shares a common vision and common Values. We must not compromise our Values, no matter how long or difficult this adventure may be.

Value 1 -- Respect for the Individual

We must not think or act like we can win at another person's expense. We must not put self-interest above the interests of the Team. Our most valuable assets are the individuals on our Team. Our success hinges on our commitment to respect one another and ourselves. Even though some Team members have broader responsibilities and more authority than others, we must never hold ourselves above any other Team member. It is important that each of us recognize the importance of our roles and our Team members' roles in our success. If we respect and have confidence in ourselves, our clients will have respect and confidence in our Team.

Value 2 -- Integrity

We must promise only what we can deliver, and always deliver what we promise. The adventure we have undertaken is extremely competitive. We can only succeed when our clients believe that we present the most valuable professional educational services, and that our integrity is beyond question.

Integrity means making commitments to meet client expectations, and then applying all of our skills, dedication, and energies toward exceeding these expectations.

When faced with a choice of winning by taking unfair advantage, or losing by being honest and fair in our relationships and practices, we must always be honest and fair. Our clients must be able to depend on our individual and collective integrity and fairness. They must have the confidence to depend on us to deliver on our commitments.

Value 3 -- Teamwork

The fundamentals of teamwork are belief in our collective vision, understanding our mission, individual execution, open communication, willingness to help others, and trust in one another.

We cannot expend any time, effort, or resource that is not directed toward our goal. Our Team cannot succeed if any one of us does not believe in our vision.

We must understand the roles of our Teammates and how our contributions affect their ability to be successful.

We must be committed to improving our knowledge of our professions and business and our ability to do our parts. We must continually and critically evaluate the processes we follow to constantly improve our ability to contribute to the Team's success.

It is imperative that we each accept the responsibility for open communication with each other. If an individual has concerns or suggestions regarding process improvements, he or she must not hesitate to communicate these opinions with anyone, in any position, on the Team. Comments and contributions will be openly accepted and will improve our processes, strategies, and tactics.

It is important that we offer one another help when necessary, but it is equally important that we trust others to properly and effectively apply their specialized skills and energies to meet their commitments and satisfy their responsibilities. We must resist the temptation to assume another Team member's responsibility.

The demands of our adventure will require additional resources with specialized skills. Our Team will occasionally need new members with fresh perspectives and refined strategies. Assimilating and integrating new members into our Team is a challenge and responsibility we each own. It is imperative that our Interview Teams take special care to select people first for their skills, but their skill is no less important than their ability to be compatible members of our Team. We must work together to build our Team, to implement our systems, and enhance the infrastructure we require to maintain and strengthen who and what we are today.

The most refined processes, the most advanced systems, and the wisest decisions mean nothing without the best people to utilize them. Our Team's success is completely dependent on the quality of our people, how well we work together, how we accept challenges, and our respect for each other and for our Team.

Value 4 -- Quality

Quality has a single and simple characteristic -- the client is the only one who will recognize it. A client will always measure the quality of a service by how well it meets his or her expectations.

We define Quality as caring enough to:

- know whom our clients are;
- learn our clients' expectations of our services;
- measure our success in meeting our clients' expectations;
- continually examine and improve our processes; and
- strive always to exceed our client's expectations.

We continue to invest in activities to identify every one of our clients – both external and internal - to define the services we provide to clients, to define client expectations, to refine the processes used to exceed client expectations, and to document our client's measurement of our quality.

Quality is the core of our ability to deliver value to our clients and, in turn, to be compensated by clients for value received.

Value 5 – Fiscal Stability

Each member of our Team is responsible for fiscal stability. Realizing our adventure consumes capital and resources, fiscal stability is an absolute requirement for our success.

Profitability enables us to grow and invest in our future by increasing personnel, purchasing new equipment, and expanding operations. These profits allow us to expand our facilities, invest in new program development activities, strengthen our ability to communicate with our clients, and enhance our ability to effectively compete.

Our clients and prospects want to do business with a successful educational organization. Profitability enhances this image of success. It extends our market reach and increases the number of new prospects who want to provide their children with the exceptional opportunities we offer.

We must always strive to identify our weaknesses and transform them into strengths. We must vigorously resist reducing the price of our services by making absolutely sure we are delivering value to our clients and making this value obvious to them. We must make our services priceless to our clients.

We are responsible for increasing service value. We are responsible for improving operational productivity by making each process as efficient as possible. It does not matter whether an individual guides and instructs our students, answers our telephones, cleans and maintains our facilities, answers questions of our clients, or manages our accounting functions, he or she will affect fiscal stability. Individuals contribute to profits when jobs are done right.

Looking Ahead

We are a strong, united Team that is proud of our individual accomplishments and excited by the challenges and adventure ahead. Only when we work together as a Team will we be able to accumulate our assets, recognize our courage, demonstrate our skills, build our confidence, and earn the right to boldly continue on our mission. The opportunities and challenges that lie ahead are tremendously exciting.

We will only achieve our objectives and realize our vision if every one of us embraces and lives our Values every day – *respect for the individual, integrity, teamwork, quality, and fiscal stability.*

STUDENT-CENTERED EDUCATION MODEL (SCEM)

Cedar River Academy has defined and evolved a constructivist education model that focuses CRA energies and resources on individual student development.

CRA INNOVATION SUMMARIES – HOW SCEM IS PRESENTED

Broad Student Experiences – CRA teachers create curriculum to follow the Washington State Common Core Learning Standards for Mathematics and English Language Arts. In addition, these teachers support students' mastery of OSPI recognized standards for science, social studies, the arts, foreign language, health and fitness, and citizenship.

Knowledge Continuums – CRA educators believe it is more important for students to meet or exceed student expectations for each defined standard, than to simply progress from one grade level to the next. The CRA charter school maintains definitions of Knowledge Continuums for each subject. These continuums, beginning with pre-kindergarten, include the expectations each student should meet before graduation, segmented by age ranges. The knowledge development is reported by stage of development. These stages included Pre-Emergent, Emergent, Beginning, Developing, Extending, Applying, Connecting, Independent, Refining, Proficient, Evaluating-Exemplary, and Exemplary-College Level.

Focusing on Mathematics and English Language Arts standards, at the beginning of each year teachers assess individual student knowledge in a subject, and then define curriculum and lesson plans to support the student's progress along these continuums, including filling any observed student knowledge gaps.

Assessment of student progress on individual student expectations is recorded using the core performance keys of Developing, Meets Expectations, and Exceeds Expectations. Other indicator keys include Consistent, Not Consistent, Incomplete, and Not Assessed.

School-Wide Themes – CRA educators teach and integrate their classwork plans based on conceptual year long and term themes. Students show a genuine interest when activities in their classroom relates to their world. In order to teach to these interests, themes are used to not only integrate, but inspire students to do their personal best.

At the beginning of each school year, teachers meet and discuss concepts each age group is anticipated to learn in either social studies or science, what is going on in the world around us, as well as particular areas of student interest teachers may have noticed. A broad-concept yearly theme is selected and then a more specific theme is planned for each term of the upcoming year. Students become 'experts' in their area of study in relation to the school themes and develop a much deeper understanding of a concept than is taught in traditional schools.

Multi-age Classrooms – CRA will organize classrooms to include students of multiple ages. The common configuration includes classes of ages (not grades) $\frac{3}{4}$ (pre-k), 5/6, 6/7, 7/8, 8/9, 9/10, 10/11, 11/12/13/14 (middle school), and 14/15/16/17/18 (high school). These configurations encourage social consistency and support while creating a heterogeneous environment for the teacher to organize individualized small group and individual instruction plans.

Being-There Experiences¹ – CRA students make frequent excursions to sensorially rich venues to support student connections between classroom learning with real-world applications. These excursions also allow teachers to observe student interests, leading to the definition of individualized thematic learning plans that include interest-centric projects. Typical Being-There Experience venues includes parks, beaches, the school's playground, the local community, museums, mountain trails, local businesses, and local and state government facilities. For time and/or financial constrained families, these experiences provide their students with background knowledge, vocabulary extensions and experiences the family may not offer.

Flexible Schedules – The CRA school does not divide the day into fixed time periods. Rather the school allows the teacher to define a daily plan, sequencing planned activities, and then allows students to complete these activities at, generally, their own pace. This approach benefits students by encouraging them to work at their own pace, applying their own learning style.

Pre-Kindergarten Program – CRA offers a pre-kindergarten program to provide early childhood development services focused on preparing students in social, language, and mathematics skills development. This early preparation supports student success as they progress along knowledge continuums. This PK program is funded by student families and existing government subsidies.

¹ Susan Kovalik, Highly Effective Teaching

Extended Calendar – CRA is in session approximately 200 days each ten-month academic year. School begins in the fall the day after Labor Day and ends the last week day of June. Students have a winter break from two days before Christmas until the day after New Year's Day. The school also observes a five school day spring break in April. CRA observes major national holidays and provides its teachers with three to five inservice breaks during the school year.

For K-12 grades, school begins each day at 8:30am and ends each day at 3:30pm. For pre-kindergarten students, school begins at 8:30am and ends at 11:30am.

Integrated Thematic Instruction² – CRA uses published curricula only as guides for teachers as they develop their curricula. Teachers identify targeted learning standards for individual students, or groups of students, and then define a learning unit of activities that support students through the knowledge discovery process by applying multiple disciplines. A typical unit would integrate three or more subject matter areas. Students complete projects and activities that require multiple subject knowledge, for example, reading, writing, mathematics, social studies, and art. Basic skills are developed in whole group, small group, and individual work settings as dictated by the level of student understanding as observed during independent student activities.

MathQuests – CRA educators define MathQuests for every developmentally aligned student group, making math skill development interesting, fun, and permanently embedded in student minds. MathQuests are integrated, hands-on math activities and projects that are created by teachers for students in groups, with a partner or individually. These activities are based upon literature that is being used in classroom theme studies. MathQuests are generally open-ended and never include exact descriptions of what students should do to solve the problem. Many MathQuests ask students to exercise inferential reasoning to extract the problem from the story.

Basic skills are developed in whole group, small group, and individual work settings in response to teacher observed deficiency in student understanding.

Students often demonstrate lower math ability, lack of interest in math, science, and technology, and a lack of confidence in these subjects. The MathQuest process is a solution to this issue by engaging the students in hands-on projects that are meaningful to these students, and helps all students succeed in and enjoy math.

LearningQuests – CRA educators integrate all areas of study whenever possible and reasonable. To help ensure all students are working at their ability and genuinely interested in what they are learning, integration using a focus on social studies or science is used in a teacher created LearningQuest. LearningQuest is a block of time where students work at their level on a term long project directly related to the term and year long theme. Students may choose LearningQuest options from teacher created menus of topic choices, with vocabulary, writing, art, history, experiments (if science), technology, presentations, and some type of building project. Students may choose from the options given, and are expected to meet due dates and expectations set by the teacher and student. LearningQuests are planned after the school wide term theme kick off Being-There. It has been demonstrated that students work best when they are given both choices and the freedom to showcase their abilities in multiple subjects based on their own learning style. CRA educators provide coaching during student work time, all necessary Being-There Experiences and background knowledge so that all students work within a common schema.

Knowledge Fair – CRA structures three academic terms. Each of these terms is focused on a particular element of the teacher-selected year-long theme. During the term, students work on a number of projects that are aligned with their interests. Several weeks before the end of each term, students select the project they want to feature at their booth in the end-of-term Knowledge Fair. For PreK and kindergarten students, Knowledge Fair is an opportunity to display portfolios of work and school experiences. Knowledge Fairs are held in the evening just a few days before the end of the term, and before report cards are published. Parents, relatives, and the general public are invited to attend Knowledge Fairs where students describe and defend their work. These events help students develop self confidence, practice speaking to adults about topics that are important to the student, and engage parents with the students experiences.

Plan-Execute-Reflect – Every CRA student is guided through ever increasingly comprehensive plan-do-review cycles to encourage higher level critical thinking processes. Beginning with middle school, students are required to produce a weekly status report in email format. These reports include the student's plan for the past week, the activities completed during the week, any issues with which the students need assistance, and their plan for the following week. These status reports are emailed to their parent(s), their teacher(s), and the school principle.

Response to Intervention (RTI) – When a teacher's assess of an individual student for an individual student expectation, and finds the student struggling with a concept, the teacher initiates an RTI activity. This activity is recorded in the student's NextGen database. The intervention might be within the classroom, or employ a teaching resource outside of the classroom. These intervention actions are monitored carefully, adjusted as appropriate, and

² Susan Kovalik, Highly Effective Teaching

terminated as soon as the student meets the specific expectation. Nearly every CRA student is involved in interventions from time-to-time and, therefore, there is no social stigma associated with these activities.

Art and Spanish – Daily art and Spanish classes support CRA school's whole-child education goal. Art and Spanish programs are directly connected to the student's classroom projects to reinforce students' knowledge construction processes. In addition, these classes give the classroom teachers time to plan, collaborate, and work with small group or individual instruction or intervention activities.

Electives as Co-curricular Programs – CRA offers an elective each day starting at 2:30pm. Each teacher is responsible for one elective each week and proposes the elective content. At the end of each term, students respond to a survey, selecting the electives they will participate in during the upcoming term. The elective offerings vary from term-to-term. Examples of these electives include sewing, technology club, knitting, marathon training, baseball, soccer, cooking, volley ball, young entrepreneurs club, school annual, girl scouts, general activities, dance, and study hall. The elective period is very popular among parents and students and gives teachers another opportunity to observe student interests. When these electives require special supplies, parent contributions are solicited to fund the acquisitions and administrative funds are used to supplement parent contributions as necessary.

Meaningful Real-World Projects – Beginning with middle school, students are engaged in meaningful community service projects and internships with private sector and governmental enterprises. An example of a community service project is the Mahlar Park project³ where middle school students spent more than a year building background knowledge, researching, planning, prototyping, and presenting a comprehensive public park development plan to the Enumclaw Park Board.

Uniforms – Uniforms are an essential element of the CRA educational model. Both teachers and students are expected to wear uniforms. Student uniforms, when consistently worn, eliminate many social and emotional issues commonly encountered in schools that do not require them. Teacher and staff uniforms support an important alliance between teachers and students.

Values for a Global Community⁴ – The following “Values for a Global Community” underpin CRA's curriculum and are critical to the success of our instructional strategies. To give each student the greatest opportunity to succeed, we need to not only instill him or her with a strong academic background, but also help him or her define a unique sense of individuality and understand what it takes to work as a team.

RESPECT: We demonstrate respect for ourselves and others. At CRA, we take pride in doing our personal best in everything we do. We respect ourselves and we expect to receive respectful treatment. We treat others with respect, the way we would want to be treated. We demonstrate caring and concern for others. We act in friendship. We are active listeners who seek to understand others when they are speaking. We do not give put downs. That means that we never use words, actions, and/or body language that degrades, humiliates, or dishonors others.

INTEGRITY: We demonstrate integrity. We promise only what we can do and we always keep our promises. We are truthful about what we can do or did do. We are trustworthy and can be depended on to keep our word and to be competent in what we do. We do what we know is right, even if others do not. We treat others with fairness, the way we would want to be treated. We persevere, even if it is hard, and we have the courage to stand up for what we know is right.

TEAMWORK: We demonstrate teamwork. We work together. When you work as a team, you have to learn that others have ideas, too. You have to be flexible and focus on solving the problem rather than having your way. It helps to have a sense of humor and to know the joy of learning and working together.

At Cedar River, we collaborate to ensure that everyone is learning and doing their best. We cooperate, take turns, and share as needed.

CONTRIBUTION: We value each person's contributions. It takes all of us to make our school the very best it can be. At CRA, everyone is expected to take the initiative to ensure our school is a safe, clean, and healthful place to learn. When we see something that needs doing, we do it. We are good citizens and we follow our rules and procedures. We keep our personal and shared materials organized. We are resourceful in demonstrating our learning in new ways. We protect our environment as much as we can. We share our knowledge and helpfulness with others. We each know that each of us is important to our school and our classmates.

Formative Assessments – CRA teachers observe students at work at center-time, on projects, and activities that require students to meet defined standards/expectations. Teachers are expected to document three pieces of evidence

³ See Mahlar Park Project Description

⁴ Derived from works by Susan Kovalik, Highly Effective Teaching

of these formative assessment of student understanding of knowledge elements. This evidence might be in the form of anecdotal notes, photos, documents, or video. This evidence might be in the form of anecdotal notes, photos, documents, or video recordings. This evidence is stored in the student's NextGen record, and later used in the preparation of progress reports or report cards.

Summative Assessments – In the late spring of each year, OSPI defined summative standardized tests are administered to 3rd, 5th, and 10th grade students. The date of these tests are announced just before the test administration date, and the teachers are not expected to make special preparations for the tests, except for showing students how to fill in the answer sheets correctly and otherwise follow directions.

Student / Teacher Ratios – CRA schools limit the student / teacher ratio to 18 to 1 for K-12 classes, and 10 to 1 for pre-kindergarten classes. When the number of students in a room is greater than these ratios, additional teaching adults are assigned to the room.

Example Daily Schedule – A normal school day begins at 8:30am in the school gymnasium with the Pledge of Allegiance to the US Flag, a social responsibility pledge by students, daily announcements, and walk to classrooms with classroom teachers. Teachers post a daily activity plan that lists activities in general chronological order, without time definitions. Activity changes and transitions, except for lunch, art, and Spanish, are not triggered by the clock but, rather, take place as students complete activities at their own rates. Mornings are generally devoted to math and English language arts skill development work in whole group, small group, and individual activities. Teachers collaboratively rotate lunch and recess activity duties. Afternoons are generally devoted to LearningQuests where students work independently on projects, while teachers provide guidance, make formative assessments of student progress, and provide intervention support. Students transition to their daily one hour elective that begins at 2:30pm. School is dismissed at 3:30.

Self Assessment – CRA schools reflect on their practice and operations continuously. Surveys are made of parents and students twice each school year to obtain feedback and improvement suggestions. Surveys are made of teachers and other staff members once each year to, again, obtain feedback and improvement suggestions. In addition, CRA schools annually produce the following self assessment information:

- State mandated summative assessment results
- Attendance
- Retention
- Behavior
- Life-skills development (independence, self-motivation, character, self-confidence, social skills, work ethic, responsibility)
- Post-graduation success (college and career ready)
- Student satisfaction
- Teacher satisfaction
- Parent satisfaction

Parent Communications – CRA communicates with their parent community in the following ways:

- Weekly emailed teacher status reports.
- Unlimited email communications between teacher and parents.
- Teacher managed website blog where parents and teachers can share updates.
- Monthly school news letters, the Bear News.
- Monthly CRA school / Parent Partnership meetings.
- Automated email incident reports on accidents, food supplements, uniform code violations, or behavior infractions.
- Parent Handbook⁵.
- Volunteer Handbook⁶.
- Health and Safety Policy⁷.
- CRA website announcements and documentation archives.

⁵ See Parent Handbook

⁶ See Volunteer Handbook

⁷ Health Policy

Teaching – CRA school teachers are professionals working in non-traditional environments. Key elements of these environments include:

Calendar – CRA teachers begin the academic year on August 1st of each year. August is dedicated to organized professional development, team collaboration, and school year preparation activities. The professional development activities include five days of SCEM training, five days of Early Childhood Education training/collaboration, and five days of key concept training strategies (mathematics, English language arts, science, ...). Team collaboration activities include definition of the school wide, year long concept-based theme to be used as a framework for teacher developed units and curriculum during the upcoming school year. Planning activities include the definition of the first term theme concepts, elective definitions, identifying kickoff Being-There Experience venues, review of technology and automated support tools, classroom preparation, preparing classroom supply and book order requests, and practice collaboration with peers and the principal.

The school year begins the day after Labor Day, and ends the last week day of June.

In addition to seven paid holidays during the year, teachers are granted 240 hours of personal leave time during the year to be used for winter break (the days between Christmas and New Year's day), a week long spring break in April, summer break (the month of July), and any other time off including personal and sick time.

Work Day – Teachers arrive at school at 7:30am and leave campus at approximately 4:00pm. Like all professionals, CRA teachers will think of their practice at home but they rarely have specific activities that they complete at home. There are generally no student papers or tests to grade out of normal classroom time.

Practice Management – CRA principal's key responsibility is staff practice management and development. The principal observes teachers in their classrooms each week to assessing the teacher's application of SCEM elements. The principal and teacher(s) use this information to define individual or group inservice or professional development actions to support continuous practice improvement. Practice management processes are supported with an NextGen component that maintains teacher records as an analogy to NextGen's learning management component for students⁸.

Classroom and Book Supplies – Teachers are allocated a classroom supply budget for each term which they may use during the term to purchase supplies or books for specific projects or activities. Teachers will follow the purchasing procedure defined for the school prior to expending their budgeted funds.

At Will Employment⁹ – CRA operates as “At Will” enterprises, where there are no employment contracts and the teacher or the school may terminate the teachers employment without cause. Teachers are notified in June if they are invited to return for the coming academic year.

Compensation – Teachers, and principals receive a base salary, paid monthly, and incentive bonuses paid annually. Base salaries are reasonably aligned with Washington State salaries used in budgeting processes. The performance incentives are paid from an incentive or bonus pool composed of a significant percent (e.g., 70%) of any budget surplus funds. This pool is distributed to individual teachers based on their performance ranking, relative to other teachers as determined by the principal(s) and Board of Directors, who review and discuss information and data developed in the practice management process. These incentive bonuses are not added to the teacher's base pay and are paid at the end of June.

Benefits – In addition to six weeks of paid personal leave and seven paid holidays each year, teachers and principals will participate in a competitive school funded health insurance program, school funded life insurance program, and a SIMPLE retirement program to augment Social Security benefits.

Internships – With the exception of custodial, accounting, and IT staff members, all CRA employees are certified teachers. Certified teachers performing administrative duties are know as interns. In addition to their administrative responsibilities, interns act as substitute and intervention teachers. Interns do not participate in the annual incentive bonus pool distribution, and are granted 120 hours of personal leave annually. The pool of interns is used as a teacher training program and interns are the first to be considered as candidates for new teaching positions.

Professional Path-of-Progress – CRA teachers are provided the opportunity to demonstrate their SCEM practice skills to support their progress through a professional Path-of-Progress. This path begins as a para-educator or student teacher, to an internship, to a resident teacher position, to a master teaching status, to a teaching coach position, and then, as the teacher's objectives and the operational opportunities meet, transition to a principal position.

⁸ See NextGen Practice Management

⁹ See Employee Handbook

Learning and Teaching Management System – Cedar River Academy defined and developed a comprehensive set of automated tools designed to support teachers and principals in their student-centered practice. Known as NextGen¹⁰, this system supports educators as they track student progress, define intervention actions, and otherwise support the student's progress toward exceeding all expectations as they progress along knowledge continuums. It also supports teachers as they strive to improve their practice and become more masterful educators.

NextGen was designed collaboratively by educators and computer software professionals to empower educators to continually seek and achieve real school improvements. NextGen is a fully integrated, feature-rich, efficient, economical, and highly scaleable Internet-based information system. NextGen improves teacher and administrator productivity while they focus on individual student performance and progress along extended Common Core Learning standards, and manage the practice and development of educators.

NextGen provides services to two consumers:

1. Teachers as they apply student-centered education models in their professional practices, and
2. The school Principal who is focused on effective school operations and continuous school improvement through collaborative development of teachers' professional practices.

Information and data stored in NextGen is associated with individual students and individual teachers. Each student is assigned to a classroom or homeroom. A collection of rooms constitute a school. A collection of schools form, in public school systems, a district. A collection of districts are a part of an educational services district. A state education system includes a number of educational services districts. This information organization can be powerful, allowing schools, by simply adjusting the student location identifier, to automatically transfer all student information with the student when the student moves from room to room, from school to school, and/or from district to district.

NextGen's integrated core components support educators: Learning Management Services (Instructional Management, Teaching Tools, and Administrative Support Services), and Practice Management Services.

NextGen's **Instructional Management** component provides decision support information and structure for effective instruction. Instructional Management functions include:

- The establishment and maintenance of instructional standards (goals, grade level targets, and student expectations), scope and sequence of instruction, knowledge continuums, and assessment definitions.
- Support for teachers and administrators during the instruction and learning process, including student expectation aligned assessment, class performance profiles, observations of student performance, response to intervention/instruction actions, and report card production.

NextGen's Teaching Tools component is a collection of productivity tools that enable teachers, with a single user name / password transaction, to:

- Record student attendance
- Record student assessments
- Produce automated incident reports
- Prepare behavior intervention plans
- Create digital portfolios (descriptions, photos, documents, movies, and Internet references)
- Record student activities
- Interactively access school adopted digital resources

NextGen's Administrative Support Services component supports administrative functions, including:

- Single sign-on security facilities that allow teachers/administrators/parents to access appropriate NextGen functions and data base elements
- Localized data capture where information is entered once and made available within appropriate NextGen facilities and functions
- A comprehensive portal for parents to view student information (demographics, assessments, incident and behavior reports, activities, attendance, knowledge continuums, report cards, and portfolios)
- A reference repository of teaching resources (handbooks, policies, references, standard forms, links to internet resources, and other approved resources)
- Student information

¹⁰ See Appendix B – NextGen Description

NextGen's Practice Management Services component supports principals and teachers with integrated functions, including:

- Definition and maintenance of instructional standards and practice expectations
- Practice observations and assessments aligned with practice expectations
- Practice improvement interventions
- Inservice training program requirements
- Practice assessment reporting
- Professional development opportunity definitions

PARENT INVOLVEMENT

Many studies have show that parent involvement in their child's learning is an important factor in improving student achievement. Hewison and Tizard (1980, quoted in Simich-Dudgeon, 1986) found that parent involvement showed higher gains than small group instruction. Academy teachers provide parents with homework support through classroom blogs and develop suggestions for learning at home, even for our prekindergarten students .

Cedar River Academy parents receive emailed monthly updates about school events and activities as well as information about curriculum and suggestions for extending learning at home . Beyond the typical parent nights to view student work, and school-wide celebrations, parents meet with administrators to review program changes and adjustments.

Bi-annual surveys elicit direct feedback on questions or concerns . These surveys, provided in both English and Spanish as are many Cedar River publications for parents, are analyzed and, if needed, adjustments are made to continually improve our ability to satisfy the expectations of our families, and to improve services to children.

In addition to outreach for parents, SCEM incorporates an extensive system of field studies aligned with specific learning objectives. Research has shown that "well-planned learning outside the classroom contributes to raising standards and improving personal, social, and emotional development." (Ofsted, 2009) This has led to a government plan in England for increasing student access to community learning resources outside the classroom . By connecting meaningful learning to community locations and events, students learn to apply knowledge and skills in the broadest possible context and benefit from the expertise of community members.

ASSESSMENT

Assessment of a student's progress should guide instructional planning. How do you know if you have "put on a few pounds?" Do you weigh yourself regularly? Do your clothes fit differently? Do you feel less energetic and flexible? These are forms of assessing or measuring your weight. Do your assessments cause you to act differently? Do you cut back on portions? Eat more vegetables and fruits? Exercise more? If so, these actions were based on your assessments. In education, we measure or assess learning in both formal and informal ways to determine children's progress towards achieving identified learning goals. In this way, we are able to have a more complete picture of what a child knows and can do. We observe and assess a child's performance and then adjust instruction to challenge that child to develop a deeper understanding of the subject matter and more efficiency in applying skills.

Purpose of Assessment

Assessment should benefit a child. Many of us remember schools that used assessment or grading in a punitive way; sort of separating the winners and losers. At Cedar River Academy, children progress at their own pace and are always gaining new knowledge and skills. Assessment allows us to document the child's current understanding and performance compared to our grade level targets. We then adjust instructional decisions to allow for progress that is continuous and not limited by grade level assignment. Teachers should update student progress on our online NextGen Student Information System at least every three weeks. This allows parents to track their students progress online and allows teachers to examine class profiles to ensure all students are progressing as expected and to adjust instructional plans as needed. Report Cards may be issued online or hard copies may be sent home at the end of each term. Teachers are expected to be sure that all information pertaining to student achievement is entered into the system by the stated deadlines.

Documenting Learning

Documentation makes learning visible. When teachers observe children and document their progress, it helps the teacher to actively see and listen to the children. It also helps teachers be aware of their own ways of interacting with

children and facilitates discussion of curriculum and instruction among teachers in the Professional Learning Community.

Observations can be recorded in many ways. At Cedar River Academy, we use a variety of tools for recording observations. Below is a list of some of the types of data that may be collected:

- Anecdotal Records
- Portfolios of student work
- Dictated or transcribed conversations
- Audio tapes
- Photos, videos
- Children's Work
- Checklists
- Class Profiles
- Standardized Assessments, when applicable

As we review the children's work and changes over time, we are able to have a physical record of each child's growth and increased understanding. Teachers can use this information to select or develop learning activities that support the children as they continue to expand their knowledge and skills.

We have seen many changes since our NextGen system moved from dream to reality. Each year we review our student expectations to determine which ones should be mastered by the end of the grade and which are more likely to require additional time for mastery. Our goal is having a standardized assessment and rubric to ensure mastery of those expectations that are critical to future performance, while still allowing students to participate in activities that are building the skill that will eventually be mastered. This process allows us to determine the effectiveness of various instructional procedures and lets us focus on those activities which lead to increased success in learning.

COLLABORATION

Collaboration between families, teachers, and students creates a vibrant Cedar River Academy community. At Cedar River Academy, we customize our programs to suit our students, so that we can instill in them the knowledge and abilities to make successful life choices.

Cedar River Academy's mission is to help each student become academically advanced, a lifelong learner, a problem solver, a productive and participative citizen, and confident individual.

We accomplish this by establishing a learning community that develops, supports, and encourages positive social skills and citizenship, providing experiences that enrich student learning and instill students with a broad and comprehensive understanding of the world, and implementing best practices in curriculum and instruction that assist students in learning essential skills and concepts in a brain-compatible way.

Our goals go far beyond the school house walls. Our program uses real world experiences because we want our students to recognize that learning is part of the larger community. It is not contained in the school building. For this reason, we believe it is important to invite not only participation, but collaboration with the families whose children are a part of our school.

If we are truly successful in helping our children to learn, then parents will see changes in their children's knowledge and skills outside of class. We request that parents observe their children and report examples of learning, so that teachers can record them and celebrate them as signs of progress.

In this process, parents may want to consider the following questions:

- Is your child using new words related to the topics they are studying?
- Is your child becoming more focused and observant?
- Is your child demonstrating our values -Respect, Integrity, Teamwork, and Contribution - at home?
- Is your child asking more questions?
- Does your child talk about school at home?
- Have you observed an increase in reading behavior?
- Is your child using math in new ways?

As a teacher, it is important that you welcome parents' input regarding their children's learning. After all, they are documenting the excellent teaching that their child is receiving. Use the questions listed above to encourage parents to provide input regarding their child.

Community Evenings

Cedar River Academy hosts Community Evenings and parent conference sessions each year. Teachers are expected to participate in Cedar River Academy's Community Evenings as needed. These events are planned during our staff meetings and placed on our calendar online at the Cedar River Academy website.

Daily Contact with the Classrooms

Our classrooms are really learning laboratories for students. Each day our students learn new things and produce evidence of that learning. It is important for parents to feel a part of that world and feel welcomed by our staff. Cedar River Academy is prepared to welcome parents into classrooms at the beginning and end of the day, as scheduled for appointments or for classroom events.

Homework

Homework enables students to reinforce skills, capitalize on individual interests, and improve his or her understanding. Homework should require skills and information that have already been learned in class. Homework assignments, appropriate to the subject and grade level, can be of significant value to the student's growth in knowledge and skills. A general rule for homework assignments is for students to spend about 10 minutes daily for each year in school. For example first grade would have 10 minutes of homework; fifth grade would have no more than 50 minutes of homework daily. Teachers should let students and parents know what to do if a student experiences difficulty on a particular homework assignment. If students do not finish a homework assignment, Study Hall is provided each day at 2:30 in lieu of their elective that day as we feel strongly that homework is part of growing and being a responsible citizen.

Professional Development Plan

Cedar River Academy is dedicated to providing a child-centered, individualized approach to education. Our goal is to provide children with the opportunity to advance their knowledge and skills as steadily and rapidly as possible using open-ended strategies that are adjusted to meet individual needs.

The teachers employed by Cedar River Academy are certified by the Office of the Superintendent of Public Instruction (OSPI). Cedar River Academy requires that teachers maintain their certification, including the completion of required continuing education. As this is a condition of employment, each teacher is responsible for maintaining his or her certificate in good standing.

Cedar River Academy budgets for professional development experiences. Teachers may attend conferences, workshops, training materials such as books or videos, or co-curricular enrichment activities to fulfill their Professional Growth Plans. In addition, on-going discussions within our professional learning community will assist us in sharing information and assure a common understanding and approach to instruction, guidance, and other competency areas.

Staff Collaboration Days

Cedar River Academy schedules days for planning instruction and school improvement. On these days, teachers will review each student's portfolio and determine the next steps needed along with suggestions for instruction. Collaboration allows students and teachers to benefit from the strengths of the entire staff and ensures consistency in dealing with any problems students may be experiencing.

For this planning to be effective all teachers and instructional administrative staff must be present. The Staff Collaboration Days for 2012-2013 are included in the school calendar found on the CRA website.

CEDAR RIVER ACADEMY'S CORE BELIEFS

SAFE ENVIRONMENT

We must ensure a safe classroom climate based on mutual respect and individual responsibility if we want students to learn. Studies of effective schools have consistently shown that a safe and orderly environment is necessary before learning can occur. At Cedar River Academy, we have developed four core values that underpin Cedar River Academy's curriculum and are critical to the success of our instructional strategies. To give each student the greatest opportunity to succeed, we need to not only instill him or her with a strong academic background, but also help each child define a unique sense of individuality and the ability to work as a team. Our goal is for our students to be prepared to succeed personally and professionally in the global community of the 21st century.

CEDAR RIVER ACADEMY'S VALUES FOR A GLOBAL COMMUNITY

Respect -- We demonstrate respect for ourselves and others.

At Cedar River Academy, we take pride in doing our personal best in everything we do. We respect ourselves and we expect to receive respectful treatment. We treat others with respect, the way we would want to be treated. We demonstrate caring and concern for others. We act in friendship. We are active listeners who seek to understand others when they are speaking. We do not give put downs. That means that we never use words, actions, and/or body language that degrades, humiliates, or dishonors others.

Integrity -- We demonstrate integrity.

We promise only what we can accomplish and we always accomplish what we promise. We are truthful about what we can do or did do. We are trustworthy and can be depended on to keep our word and to be competent in what we do. We do what we know is right, even if others do not. We treat others with fairness, the way we would want to be treated. We persevere, even if it is hard, and we have the courage to stand up for what we know is right.

Teamwork -- We demonstrate teamwork by working together.

When you work as a team, you have to learn that others have ideas, too. You have to be flexible and focus on solving the problem rather than having your way. It helps to have a sense of humor and to know the joy of learning and working together. At Cedar River, we collaborate to ensure that everyone is learning and doing their best. We cooperate, take turns, and share as needed.

Contribution --We value each person's contributions.

It takes all of us to make our school the very best it can be. At Cedar River Academy, everyone is expected to take the initiative to ensure our school is a safe, clean, and healthful place to learn. When we see something that needs doing, we do it. We are good citizens and we follow our rules and procedures. We keep our personal and shared materials organized. We are resourceful in demonstrating our learning in new ways. We protect our environment as much as we can. We share our knowledge and helpfulness with others. We know that each of us is important to our school and our classmates.

HIERARCHY OF DISCIPLINE STRATEGIES

The best way to prevent disruptive behavior is to build a sense of community and responsibility. By modeling, teaching, and reinforcing the Values for a Global Community we create an environment absent of threat in which students are more inclined to give their personal best. However, when disruptive or unsafe behavior occurs, teachers are responsible for taking immediate corrective action. The following steps outline a suggested response pattern. In most cases, there is no need to move beyond steps one or two. Teachers will endeavor to use the least confrontational option possible to resolve the situation.

1. **Verbal Reminder:** Student is reminded of inappropriate behavior by teacher.
2. **Quiet Time/Time Out:** Student relocates to a teacher designated place to relax, refocus and reflect. This gives the student a chance to reset their emotions so they can return to learning. (Teachers have a creative, non-punitive name for this area.)
3. **Parent and Teacher Conference:** The parent is emailed, contacted by phone, or contacted in person regarding this conference and an informal behavior plan is implemented.

4. **Teacher/Parent/Student Intervention:** The teacher meets with the parent and the student to construct and implement a written intervention plan using the form included as A.12 of the CRA Procedures Library.
5. **Head of School, Parent, and Teacher Conference:** Head of School and teacher meet with the parent(s) to review and adjust the written plan. The student is removed for the rest of the day or longer until the parent conferences with the Head of School and the teacher.

NOTE: If any purposeful physical, violent, or sexual behavior is observed, Step 5 is immediately in effect.

COMMUNITY BUILDING

A community of learners results from including and accepting each individual and giving them “a sense of belonging.” In order to have successful learning communities, teachers must ensure that three conditions are met:

- Each person needs to feel that they belong to the group and are a valued member. Using children's names and having them introduce themselves to the group is an important strategy in our classrooms.
- Each person needs to feel capable. They should be able to express ideas and plans in a supportive environment.
- Each person's contributions need to be recognized and appreciated.

Feeling that you belong to a group and that you are respected and valued as a person are basic human needs. When these needs are unmet, people feel vulnerable and defensive. Time spent building respect and trust is the most valuable investment a group can make.

CLASSROOM RULES AND PROCEDURES

Written procedures are an excellent classroom management tool. If students know the procedures for accomplishing tasks, they feel safe and able to learn. Having established procedures frees up time during the day for learning and makes collaborative learning possible. Procedures also teach students the personal and social skills they need to be successful. Written procedures eliminate the ambiguity that often leads to discipline issues when students have not “learned” teacher expectations.

Procedures should be developed for any activity in which students regularly engage. Procedures should be established for both the classroom and the entire school. School-wide procedures help students feel safe as they move throughout the building. They know what is expected. Some procedures should be developed by the teacher and in place on the first day of school. Others can be developed with the students as the need arises. The more students are involved in the development of rules and procedures, the more ownership they feel, and the more likely they are to follow them.

School wide Procedures

Lunch

1. Take your seat
2. Use patience to stay seated
3. Use good manners and talk quietly with your table mates.
4. Use responsibility to clean up your mess
5. Only CRA employees may use microwave equipment to heat their children's lunches

Van or Bus

1. Enter the van or bus in an organized way
2. Remain seated, with your seat belt buckled, at all times.
3. Make good hand and body choices
4. Gather your belongings and exit the van in an organized way

Playground Rules

1. Use equipment only as it is intended to be used
2. Always remember to respect other students and teachers during activities

Gymnasium Rules

1. Keep off the chairs and stage.
2. Respect and teamwork are expected - Play safely.

MEANINGFUL STUDENT PARTICIPATION

We must ensure active meaningful student participation in the learning process utilizing instructional strategies based on current research in cognitive psychology and neuroscience.

Ask any adult when they learned the most about their job or hobby and they will invariably answer that they learned by doing the job or taking part in the hobby. For most adults, the least favorite part of their work is the paperwork. So why have so many educational programs relied on worksheets as educational tools? These are simply paperwork for students, even if they do have a cartoon character attached.

At Cedar River Academy, we focus on actively involving students from the earliest stages in their own learning. Current research shows that the brain is growing very rapidly in the early years and that it is developing networks of connections based on what is meaningful to the learner. As students mature, the brain begins a pruning process, eliminating unused connections to ensure efficient processing. As we learn new things, even in adulthood, our brains adjust by growing new cells and developing new and stronger connections based on what is meaningful. Cedar River has chosen to utilize a thematic, integrated instructional model because it allows us to show the connections between information and the applications of skills to the real world. Our students do not sit in desks merely rehearsing what has been presented by the teacher. Our students are involved in developing their own questions and working with their teachers to develop plans for obtaining answers.

INSTRUCTIONAL FORMATS

We utilize instructional formats that support the process of individualizing instruction. These include whole, small group, and individual instructional formats.

Whole Group Instruction

During whole group instruction, students meet to discuss ideas, to receive information about classroom procedures, or to learn about a topic related to their theme. Shared writing and reading also occur in whole group formats. The amount of time spent in whole group instruction will vary with the age and attention span of the students.

Small Group Instruction

Small groups allow teachers to individualize instruction to meet the needs of students. It allows instruction to focus on a common interest or a needed skill. It allows teachers to assess student progress as well. In order for small group instruction to be successful, teachers must plan instructional activities that can be completed independently for the students not involved in the group. Appropriately designed learning centers can be useful in providing opportunities for this type of independent work. As part of managing the classroom, students need to be taught a procedure for determining when it is appropriate to interrupt the group and when it is not.

Individual Instruction

Teachers also meet individually with students to review work or to guide them in the next steps of the learning process. Periodically, students will also be assessed individually. This occurs as part of the regular school day. Because of Cedar River Academy's extensive staff, individual tutoring may require the utilization of additional staff members who will provide guidance and support as directed by the classroom teacher.

LEARNING CENTERS

Learning centers allow a student to choose activities based on their strengths and interests. Teachers design centers that encourage children to choose from a variety of materials and to use them at their own level and pace. By allowing children to choose their own activities, they are empowered to control their own learning. Teachers should select materials for each center that provide students opportunities to practice a skill or deepen an understanding that has been previously introduced. Throughout the term, center materials/ activities should be adjusted to focus on new standards for learning. As students learn, center design and placement should be adjusted to allow them to explore more challenging content and skills. While learning centers are more common in early grades, they may also be used by upper grade students to support project work.

FLEXIBLE GROUPING TARGETS STUDENT NEEDS

In our discussion of instructional formats, we described the various grouping patterns used to present instruction. These included whole group, small group, individual conferences, and learning centers. The information we gather from our assessments is particularly useful in determining our small group composition. We group students to work on a certain skill or active learning experience for a short period of time. Once the skill is learned, we disband that group. In this way, students work in a variety of groups depending on their needs, but are not confined to any one level of instruction.

ADEQUATE TIME

Another characteristic of our program is that we provide students with time to complete projects and encourage students to think deeply about a topic or area of interest. As far as is possible, our daily schedule reflects windows of time that allow each teacher to schedule classroom activities in a way that best meets the needs of students. Teachers should use careful planning, in order to maximize learning opportunities. For example, outdoor time provides opportunities to guide students' observations of the changes in nature and to develop oral language through adult student conversations. Teachers should be prepared to use each teachable moment when they are with their classes.

CURRICULUM WITH REAL WORLD APPLICATIONS

We must provide meaningful, integrated, and challenging curriculum with real world applications. Have you ever looked up a phone number and then walked across the room to make the call and found that you forgot the number? It has happened to most of us at one time or another. The reason is the brain does not remember isolated bits of information easily. The brain wants to make sense of the world and to connect up bits of information that can then be remembered as a meaningful whole. Too many schools teach subjects in isolation, as if there were no connections. For example, the equations in algebra and the equations in chemistry have some commonalities, but most chemistry and algebra teachers do not collaborate in order to strengthen student learning in both subjects.

At Cedar River Academy, our Professional Learning Community is designed to ensure that curriculum is integrated across subjects and across grade levels. We seek out real world "Being There" experiences that allow our students to take part in planning, experiencing, processing and connecting classroom learning to the real world.

Thematic Instruction

Cedar River Academy develops thematic units to ensure that teachers have a variety of standards-based thematic lessons from which to select. Under the umbrella of social studies and science themes, reading, writing and art, including math applications, are embedded within the structure of the thematic outline. Traditionally, schools focus on skills in isolation which often convinces students that skills are only a "school thing". Our approach allows students to experience the usefulness of their academic skills as they are developing them. This increases motivation and makes it easier to acquire the skill because it is connected to a meaningful and useful process.

Procedures for Developing Thematic Units

Teachers begin the process for developing our thematic units by reviewing the grade level targets, student expectations, and scope and sequence for their grade level. Thematic integrated units are recorded in our online curriculum system, NextGen, and the format for the Thematic Integrated Units is available on the Staff Lounge. Teachers can review these previously taught units to determine students past experiences or to get ideas for a new unit.

Being There Experiences

At Cedar River Academy, we believe it is important for students to participate in experiences beyond the classroom. Our students need to see how what they have learned or are learning is related to the real world. Being There Experiences should be planned at the beginning of a unit, and at appropriate times during unit activities, to assure maximum engagement of student learning. For students to receive the maximum benefits from these experiences, it is important that teachers involve children in the planning and preparation prior to the trip. Children can help identify information to be sought, observations that need to be made, data that needs to be collected, as well as create a list of rules to be followed and discuss items needed for the trip.

During the Being There experiences, it is important that children are under the supervision of their teacher at all times. Other adults in attendance will support the teacher's efforts and follow his or her lead. Teachers, who have helped prepare the students for the experience, know what needs to be highlighted to ensure that each child has an equal opportunity to grow and learn from the experience. Because the classroom teacher is accountable for the safety of the children, proximity to all of the children is critical. If responsibility for a child must be transferred to another adult for a

brief period (for example to use the rest room), this should be done verbally so that all parties, including the child, are aware of the change.

After the Being There experience, it is important the students have opportunities to process their thoughts and new learning. While a review of "what did we see" is always good, this review should go beyond that to include "what did we learn" or "how do you feel about what you saw" or "how will you use this new information" and other questions that help students to reflect deeply and make connections between their experience and their past, current, and future learning.

All Being-There-Experiences must have prior approval of the Head of School. Please be sure that you have checked to ensure that there are no scheduling conflicts on the day of your trip.

Procedures for Being There experiences are as follows:

- 1) Please submit the following to Administration by the Tuesday before the week of your "Being There":
 - A "Being There Experience Request Form" (BUT NOT the Reflection Form), listing the specific student expectations that are involved with the experience.
 - Copy of Parent Notification
- 2) Please Submit the following to Accounting by the Tuesday before the week of your "Being There":
 - Purchase Request & Invoice (if applicable)
- 3) After the "Being There Experience" is over return the following to Administration:
 - Reflection Form
 - Copy of the Attendance Sheet for the day
 - Any receipts of documenting payments

On the day of the excursion take a copy of the attendance with you. You will also need a fully stocked back pack for the trip, including all the necessary paperwork and safety supplies. Upon returning, notify the Office Administrator.

We must be able to staff one adult for every five children in order to ensure safety. The driver may be included in this ratio. Always have an alternate plan for Being There experience days in the event one of the adults scheduled to attend can't make it or in case of weather issues, etc. If we are unable to ensure the safety and comfort of our staff and students, experiences will be delayed or canceled.

Upon your return, please be sure to submit the reflection form so that we can assess the effectiveness of various sites for future Being There experiences. The following questions should be considered.

- Were objectives met? Yes or No (circle one)
- How were they met/Why weren't they?
- Suggestions for the future use of this site.

INDIVIDUALIZED INSTRUCTION

Instruction should be planned to build upon each student's needs and interests. Have you ever put off doing something because it was boring and uninteresting? Laundry comes to mind. Or have you ever not done something because you felt like you couldn't do it well and others would laugh at you for being just a beginner? Examples like marathon running and aerial skiing come to mind for most of us in that category. Well, students have those same feelings. When schools create a "one size fits all" program that all students are expected to complete, students often feel that their interests are not addressed and learning becomes something that is far removed from their lives.

Good schools ensure that all students accomplish their goals, but they adjust the pace, format and method based on the students' prior knowledge, their learning style, and their interests. At Cedar River Academy, we strive to create a program that is flexible enough to meet each child's individual style, while ensuring that each child meets or exceeds our curriculum standards.

Creating a Program for Each Child

The National Association for the Education of Young Children has described optimum conditions for learning as "Developmentally Appropriate Practice". This means the instruction first recognizes what we know about how students grow and learn. The study of psychology, biology, neuroscience, educational research, and child development help to inform teachers about this process.

The second component of developmentally appropriate practice is individually appropriate instruction for each student. This means we discover each student's unique learning strengths and we adjust the instruction to be just challenging enough to encourage the student to move to the next level. Cedar River Academy's open-ended strategies allow teachers to interact with students in ways that are individually appropriate.

The third component of developmentally appropriate practice is culturally and linguistically appropriate instruction. At Cedar River Academy, we are committed to maintaining a diverse student population and to creating curriculum and instruction that celebrates that rich diversity.

CURRICULUM AND INSTRUCTION BEGIN WITH THE CHILDREN

We select our instructional strategies based on a student's current level of knowledge or skill compared to the desired grade level target. We then identify the strengths of the learner and discuss how we could scaffold or assist the child as they move toward mastery. To support our teachers in this process, Cedar River Academy is creating a database of theme-related and generic methods and strategies that address our standards. Through this process, we will capture classroom-tested lessons that have proven effective in supporting student achievement. As we develop our data base of thematic outlines, current and future teachers will enjoy an easier process for high quality lesson planning within an integrated, thematic context.

LESSON PLANNING PROCEDURES FOR 2012-2013

At CRA we use a standardized lesson plan format that uses a simple table. Plans should identify the activity, the time, and the general purpose of the lesson. This format allows one to consider how one activity flows to the next and provides an overall view of the day and week. All lesson plans should be submitted on Friday with your weekly blogs. These plans will be reviewed and approved.

Teacher's Name		Grade Level			Week	
	Standard(s)	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00						
9:00- 10:00						

THE CEDAR RIVER ACADEMY EDUCATION PHILOSOPHY

In any educational enterprise it is critical that one answer four important questions:

- Why do we learn about a given topic or skill?
- How will this knowledge benefit us?
- How do students learn this topic or skill most effectively?
- What methods are the most effective in supporting students as they learn this topic or skill?

This is a summary of Cedar River Academy's answers to those important questions as they relate to the content areas of our curriculum.

READING

Reading, a powerful tool, is nothing less than the ability to learn. When one can read, one can learn from anything that has been written. Reading requires the coordination of three basic kinds of information: knowledge of the subject of the text, knowledge of the way words are arranged in a specific language, and knowledge of the sounds and symbols used in a specific language.

At Cedar River Academy, we use a balanced, individualized approach to reading. Students have opportunities to develop knowledge of vocabulary and oral language structures through interaction with teachers and peers in small groups. In prekindergarten, they are exposed to a wide variety of functional print, including shared reading and writing so they will understand the importance of reading and be motivated to learn. In kindergarten and first grade, a specific instructional program is introduced to teach skills, such as letters and sounds, fluency, and comprehension. In second and third grade, students move from "learning to read" to "reading to learn" focusing on literary elements in fiction and main ideas with supporting details in non fiction texts. So we provide opportunities to learn deeply and broadly about a wide variety of subjects through meaningful integrated instructional units. Through the application of reading skills to a variety of print sources, students build their knowledge and expand their overall vocabulary throughout their academic career. As students progress to middle and high school, our goal is to have students read a wide variety of print sources including classic and modern literature, scientific texts, social and political commentaries, technical manuals, and various web-based media.

WRITING

Through writing, we learn to communicate in an organized, systematic way. Formal writing is a process that requires first the generation of ideas, then the organization of those ideas into coherent statements that allow a reader to understand our meaning. By having a command of the standard conventions of a language, we are able to use writing as a tool to communicate to a variety of audiences. Children learn to write first by observing others as they use writing in their daily lives. This helps increase student awareness and motivation for writing. Early writers use "magic kid writing" to imitate adult behavior. Later students use their knowledge of the sounds and symbols learned through reading instruction to create phonetically regular, if not accurately spelled, compositions. As students become aware of how sentences are formed and desire to get their thoughts on paper, they begin using sentence patterns expanding not only their sentences, but their vocabulary as well writing adding description to people (or characters), places (or settings), or objects. With guidance, students refine their knowledge and move towards standardized conventional writing. Cedar River Academy begins early, by providing many opportunities for our youngest students to see writing as part of their daily routines. Knowledgeable and supportive adults provide interaction with each student's writing to praise the current skill and demonstrate the next step for improvement. As students learn, they become increasingly aware of the conventional patterns of language and learn to revise the content to increase the effectiveness of the communication and ensure that it demonstrates their knowledge of grammar, punctuation, and spelling. As basic writing proficiency is achieved, students at Cedar River Academy apply their skills to write in a variety of forms or genres. Students are expected to write research papers, business and personal letters, essays, scripts, poems, resumes, and technical documents.

COMMUNICATION -- LISTENING AND SPEAKING

Communication skills are critical to success in today's global community. Effective listening and speaking skills allow one to learn from others and to express one's knowledge and ideas in a manner that is appropriate for the current audience and situation. Students need opportunities for conversations with caring adults who provide models for mature language patterns. They need opportunities to experience the joy of being listened to and understood. At

Cedar River Academy, our small staff to student ratios, and well-trained teachers, allow time for conversations about a wide variety of topics. Our commitment to moving beyond the classroom and into real world experiences builds vocabulary and creates topics for intense discussions about a variety of interesting content from the disciplines of science, social studies, math, and literature. Conversations become the starting point for project development. Our students also analyze situations to determine the appropriate listening strategy or speaking style needed for a given situation. Oral presentation, supported by technology or visual aids, help our students to prepare for leadership roles in the workplace and their community.

MATHEMATICS

The study of mathematics creates a disciplined thought process for problem solving, analyzing, and quantifying relationships. Students need opportunities to use counting, classification, computation, and problem solving in practical ways. At Cedar River Academy, we use a balanced approach that first focuses on guiding the student to develop a conceptual understanding using concrete models of quantity, shape, size, computation, graphing, and problem solving. As students become proficient with concrete models, they learn to record their work using writing or drawing. With increased practice, students move to the level of fluency with computation and are able to compute, estimate mentally, and represent their work abstractly. Students also need opportunities to apply mathematical strategies to analyze data from a variety of content areas. Once students have developed the ability to compute fluently, apply a variety of classification strategies, and develop a plan for gathering, organizing, and analyzing data, they are ready to utilize tools that can increase the speed with which they work to accomplish their goals. As students continue to progress through our program, they are expected to develop proficiency in applying algebraic techniques to a wide variety of problems, analyze data sets, and explore geometric principles.

SCIENCE

The discipline of science helps us to understand and apply the principles and identify the systems in the natural and physical world. Science is best learned through hands-on explorations and independent research. Because of our location, Cedar River Academy students are able to benefit from nearby farms, ponds, streams, forests, mountains, and oceans. We also have opportunities to explore museums and zoos in both Tacoma and Seattle. Our students and teachers plan for each excursion and go prepared to seek specific kinds of information. Upon their return, students make notes, write reports, and extend their information by researching books and internet sites related to the topic. As our students grow in their understanding of the scientific concepts and principles, they develop an understanding of the properties, structures, and changes within the natural world, through the study of biology, chemistry, geology, physics, and astronomy. By presenting this information through projects and integrated, meaningful units, students learn how this information can be applied to solve human and societal problems. Science comes alive at our school as our students explore and investigate the world in which they live and learn how they can create solutions to real world problems.

SOCIAL STUDIES

Just as science helps one to see natural and physical systems, the social studies, which includes history, civics, economics, geography, and sociology, allow us to examine the principles and systems of human behavior within societies, cultures, and other groups. A famous quote suggests that the two lasting things we can give our students are "roots and wings". The "roots" help them to know the past and the present; the "wings" help them to envision the possibilities for the future. Students must have opportunities to learn about people and their lives. They need to recognize commonalities and differences; to understand that differences are created by variation in location, time, traditions, supply, and opportunity. Children learn social studies best from people and by learning about people. At Cedar River Academy, we incorporate literature studies, biographies, and personal accounts to help students relate to topics in social studies. We use hands on activities to create real experiences. We also take advantage of museums, parks, and guest speakers to learn about our local, state, national, and world communities. At Cedar River Academy, we feel that our students will become the leaders of tomorrow, so we provide opportunities for students to apply their knowledge, skills, and experience to analyze issues and to make informed, reasonable decisions that demonstrate knowledge of geographic, historic, civic, and economic principles and concepts through integrated units of study.

FINE ARTS AND MUSIC

The study of the fine arts creates the ability to analyze, synthesize, and communicate human experience through artistic media. Cedar River Academy's unique program allows students to experience life as an artist. Our students study the works of a variety of artists and their work. Past studies have included tap dancers, impressionist painters,

illuminated texts, writing and choreographing a musical, and landscape architecture. Each time, students study the elements and then use those elements to synthesize their own creations. As students progress through our system, we will offer opportunities for students to specialize in choral or instrumental music, visual arts, and dance. We believe that our fine arts and music programs enhance our strong academic program and we are continually seeking new fine arts opportunities for our students.

FOREIGN LANGUAGE

Through the study of a foreign language, our students increase their ability to communicate with others and expand their view of language and culture in general. Students learn language most effectively when they are able to use the language and hear it spoken daily. Cedar River Academy offers daily instruction in Spanish for students beginning in prekindergarten. Instruction not only teaches basic conversation in Spanish, but the thematically based instruction is tied to the themes taught in their regular classroom.. As the students progress through our program, we plan to offer other language classes so that they are prepared for the multilingual, global economy.

HEALTH AND FITNESS

Healthy lifestyles and behaviors create a lifelong foundation for success. The general health and physical condition of a student in the elementary years lays the foundation for adult health and well-being. For this reason, Cedar River Academy provides daily opportunities for physical activities and formal physical education classes weekly. We believe physical activities improve the ability of students to focus their attention in the classroom. Our students also learn about healthy nutrition, emergency procedures, and safe behavior during their classroom instruction. Cedar River Academy staff are aware of the importance of modeling appropriate behavior for students and do so during lunches and exercise periods.

CITIZENSHIP

Cedar River Academy has developed a code of conduct based on four basic values: integrity, respect, teamwork, and contribution. These values have served our founders well in business and in life and we believe they will serve our students well. These values are modeled, reinforced, discussed, and taught in all of our classes. They are the foundation for our dealings with each other. We believe that these are the values that will allow our students to become leaders in their personal and professional lives.

CRA has adopted Susan Kovolick' Life Long Guidelines and Life Skills as strategies to improve student conformance to desired citizenship and interpersonal relationship standards.

CURRICULUM OVERVIEWS

The following pages provide an overview of the topics and skills taught at each grade level, PreK to Grade 8.

PREKINDERGARTEN CURRICULUM OVERVIEW

Reading, Writing, and Communication	<ul style="list-style-type: none"> • Functional Use of Print • Oral Language Development • Vocabulary Development • Shared Reading • Listening Skills • Attention Span • Shared Writing
Mathematics	<ul style="list-style-type: none"> • Number Sense: Counting; quantifying relationships • Algebra and Functions: Identifying patterns, sorting and classifying • Measurement and Geometry: Shapes, comparisons, sorting by size • Statistics, Data Analysis, and Probability: Identifying similarities and differences, graphing • Mathematical Reasoning: Problem solving • Mathematical Integration: Uses math vocabulary
Science/Health	<ul style="list-style-type: none"> • Observing, measuring, predicting • Cause and Effect • Living vs. Non-living • Properties of rocks, dirt, and water • Weather and Seasons • Sensory exploration • Germs and Hygiene
Social Studies	<ul style="list-style-type: none"> • Timelines and Sequences • Communities • Basic Needs • Values for a Global Community • Cooperation and Sharing

KINDERGARTEN CURRICULUM OVERVIEW

Reading, Writing, and Communication	<ul style="list-style-type: none"> • Connecting print to spoken language • Distinguishing words and letters • Phonemic Awareness • Identifying characters, setting, main idea, and plot • Magic Kid Writing and Best Guess Spelling • Shared Reading and Writing • Participates in process writing • Vocabulary Development
Mathematics	<ul style="list-style-type: none"> • Number Sense: Count, compare, and order sets of objects, add and subtract to 10 • Algebra and Functions: Classify by attributes, demonstrate equalities and inequalities • Measurement and Geometry: Make comparisons of length, weight, and capacity; compare and categorize objects by shape and size • Statistics, Data Analysis, and Probability: Identify patterns, collect data and communicate results. • Mathematical Reasoning: Problem solving, use modeling to illustrate solutions to problems, check results • Mathematical Integration: Use math vocabulary and apply math procedures to real life situations

Science	<ul style="list-style-type: none"> • Compare and contrast properties of materials • Similarities and differences in animals and plants • Basic Needs • Nutrition • Weather, Sun and Moon • Earth's Resources and Conservation • Water, Force and Motion • Investigations; observations, recording, communicating, predicting, analyzing
Social Studies	<ul style="list-style-type: none"> • History and Legends • Personal Timeline • Needs and Wants • Tools for a Global Community • Mapping of Neighborhoods, Classrooms, Playgrounds • Cultures • Cause and Effect

GRADE 1 CURRICULUM OVERVIEW

Reading, Writing, and Communication	<ul style="list-style-type: none"> • Decoding and Encoding • Parts of Speech • Main idea, sequence, plot, characters • Reading Fluency • Fiction and Non-fiction texts • Process Writing • Grammar and Punctuation • Listening and questioning • Oral Presentations
Mathematics	<ul style="list-style-type: none"> • Number Sense: Comparing, ordering, and representing numbers; addition and subtraction fluency • Algebra and Functions: Use number sentences to represent problems • Measurement and Geometry: Compare the length, weight, volume, temperature and time; Identify and classify shapes and objects. • Statistics, Data Analysis, and Probability: Represent and compare data, extend patterns • Mathematical Reasoning: Solve problems and justify reasoning • Mathematical Integration: Uses mathematical vocabulary; analyze and organize data from real world situations and other subjects.
Science	<ul style="list-style-type: none"> • Properties of matter • Systems are made up of parts that go together • Position and movement of sun and moon • Adaptation • Parts of plants • Force and Speed of Motion • Simple tools: magnifying glass, clock, balance scale, thermometer • Investigations, data collections
Social Studies	<ul style="list-style-type: none"> • Compare and contrast life today and in historical times • Create timelines • Direct Democracy and Representative Democracy • American Indians and immigrants to Washington State and the U. S. • Cause and Effect • Needs vs. wants • Choices impact communities and environments • Tools for a Global Community • Use maps and describe how location effects peoples lives • Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore

GRADE 2 CURRICULUM OVERVIEW

Reading, Writing, and Communication	<ul style="list-style-type: none"> • Syllabication • Reading Fluency (Fall 70 and Spring 100+ w.p.m. correctly) • Interpret information from diagrams, charts, labels, signs, instructions, and graphs. • Use comprehension monitoring strategies including prior knowledge, word recognition, re-reading, and previewing to determine main idea and summarized details of the text. • Follow the steps of the writing process: pre-writing, drafting, revising, and editing to ensure final quality. • Spell frequently used, irregular words correctly • Use and apply thematic vocabulary in oral and written communications. • Demonstrate supportive social behaviors in listening and conversational settings, including intercultural settings.
Mathematics	<ul style="list-style-type: none"> • Number Sense: Place Value Expanded Notation, Addition and subtraction with re-grouping • Algebra and functions: Use charts, graphs and number sentences to solve problems, • Measurement and Geometry: Measure using standard units including inches and centimeters; classify shapes according to number and shape of faces, edges, and vertices. • Statistics, Data Analysis, and Probability: Represent data sets in several ways, translate patterns from one representation to another. • Mathematical Reasoning: Determine the question, approach, materials, and strategies to be used in solving the problem; Justify your strategy; Make precise calculations and check the validity of the results • Mathematical Integration: Apply mathematical procedures to analyze and organize data from other subjects and real life situations.
Science	<ul style="list-style-type: none"> • Tools and machines are used to apply pushes and pulls (forces) to make things move. • Gravity, magnetism, and vibration • Life cycles, inherited characteristics, • Compare and contrast variations between types of animals • Ecosystems • Uses of natural materials • Motion of the Sun and its effects on light, shadow, & weather • Plant reproduction and development • Plan and conduct simple investigations • Record and honestly report investigations, results, and explanations.
Social Studies	<ul style="list-style-type: none"> • Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. • Roles, responsibilities of local government and respectful behaviors and contributions to local community • Local community timelines and individual citizen contributions for growth • Humans vs the environment • Role of food banks and thrift stores and benefits to local community • Tools for a Global Community • Locate specific points on a map • Analyze facts, opinions, and points of view in order to draw conclusions. • Evaluate results, think chronologically, and review situations and information from differing viewpoints.

GRADE 3 CURRICULUM OVERVIEW

Reading, Writing, and Communication	<ul style="list-style-type: none"> • Variety of literary genres • Reading Fluency (Spring target: 80-140 words per minute) • Extract appropriate and significant information from the text • Distinguish fact from opinion and determine the author's effectiveness for the audience • Follow the steps of the writing process: pre-writing, drafting, revising, editing, and publishing to ensure final quality. • Use a variety of reference materials such as dictionaries, thesaurus, atlas, encyclopedia, and, with supervision, online materials. • Edit documents to ensure standard grammar and punctuation. • Clarify and enhance oral presentations through the use of appropriate body language, language register, and props such as objects, pictures or charts.
Mathematics	<ul style="list-style-type: none"> • Number Sense: Calculate and solve problems involving addition, subtraction, multiplication, and division; Fractions and Decimals • Algebra and Functions: Solve problems involving numeric equations or inequalities. • Measurement and Geometry: Use metric and U.S. systems to determine length, weight, volume; perimeter and area, describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems • Statistics, Data Analysis, and Probability: Use a line plot or bar graph to summarize and display the results of probability experiments in a clear and organized way; predict based on the results of probability experiments. • Mathematical Reasoning: Analyze problems by determining a question to be answered, identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. • Mathematical Integration: Express solutions to problems in mathematics and other content areas by clearly and logically using appropriate mathematical notation, terms, and clear language and supporting solutions in a summary with evidence in both verbal and symbolic work.
Science	<ul style="list-style-type: none"> • Comparing Forms of Energy • Forms and role of water in Earth's systems • States and Properties of Matter/Water • Similarities in Parents and Offspring; Plants & Animals • Adaptation of Plants and Animals • Weather Patterns • Comparing and Contrasting Fossils • Scientific Process: defining questions, observations, data collection, analysis and communication of results.
Social Studies	<ul style="list-style-type: none"> • Local History and contributions of cultural groups • Unity and Diversity • Comparison of cultural groups • Eastern Woodlands peoples compared to Southwest tribes • Pueblo tribes compared to Plains tribes • Values for a Global Community • Three Branches of Government and Governmental Structures: Local, State, and National • Physical, political, and cultural characteristics of North America • Inquiry-based research project presented to an audience

4TH GRADE CURRICULUM OVERVIEW

Reading	<ul style="list-style-type: none"> • Word Analysis, Fluency, Vocabulary Development • Grade level appropriate material • Half million words annually • Narrative and Expository Text • Classic & contemporary literature, magazines, newspapers, online information • Literary Response and Analysis distinguishing between structural features and literary elements of literature
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Writing	<ul style="list-style-type: none"> • Coherent sentences and paragraphs with central purpose • Consider audience and purpose • Stages of writing process • Demonstrate a command of standard American English vocabulary, grammar, and writing conventions in all stages of writing process • Write compositions describing familiar objects using American English conventions
Communication	<ul style="list-style-type: none"> • Listen and respond • Speak using proper phrasing, pitch, and modulation • Deliver recitations & oral presentations
Mathematics	<ul style="list-style-type: none"> • Number Sense: Place value and major operations of whole numbers and decimals relationship to fractions, factoring whole numbers • Algebra & Functions: Use & interpret variables, symbols, properties to simplify sentences, manipulate equations • Measurement & Geometry: Perimeter and area, coordinate grids, graph lines & figures, plane & solid geometric objects, show relationships and solve problems • Statistics, Data Analysis, & Probability: Organize and interpret data, state predictions for situations, • Mathematical Reasoning: Decisions about approaching problems, Strategies to finding solutions, Generalizing to situations • Mathematical Integration: Explain and describe ideas recognizing connections
Science	<ul style="list-style-type: none"> • Electricity & Magnetism • Energy; Heat, Sound, Electrical • Ecosystems: Interdependence, Producers, Consumers, Decomposers, Changes and Populations • Rocks & Minerals: Fossils • Plants & Photosynthesis • Scientific Process: defining questions, observations, data collection, analysis and communication of results
Social Studies	<ul style="list-style-type: none"> • Timeline: Pacific Northwest Native American culture – Time immemorial through 1889 • Cause and Effect of Washington State history: Implications for current decisions • Pacific Northwest; physical, political, and cultural characteristics including geography of places, regions, and peoples • Local, state, tribal, and federal government structures, functions, powers • Washington State Economics, Trade, and Pacific Rim countries Evaluation of accuracy in sources regarding public issues • Values for a Global Community

5TH GRADE CURRICULUM OVERVIEW

Reading	<ul style="list-style-type: none"> • Word Analysis, Fluency, Systematic Vocabulary Development • Word origins and relationships with historical and literary context clues • Grade Level Appropriate material • One million words annually • Narrative and Expository Text • Classic and contemporary literature, magazines, newspapers, online information • Connection of essential ideas, arguments, and perspectives of the text to text structure, organization, & purpose • Literary Response and Analysis clarifying ideas and making connections between literary works
Writing	<ul style="list-style-type: none"> • Coherent focused essays • Student awareness of audience and purpose • Introductions, evidence, conclusions • Demonstrate a command of standard American English vocabulary, grammar, and writing conventions in all stages of writing process as well as in spoken language • Narrative, expository persuasive and descriptive essays • Research, organizational, and drafting strategies

Communication	<ul style="list-style-type: none"> • Deliver coherent organized presentations • Convey ideas clearly • Relate to audience • Traditional rhetorical strategies
Mathematics	<ul style="list-style-type: none"> • Number Sense; Multi-digit division, estimation, positive integers, decimals, fractions – relationship of decimals, fractions, and percents, calculate and solve problems using main operations for fractions and decimals, solve single and multi-step word problems involving multi-digit division • Algebra & Functions: Use simple variables in expressions, compute values for variables, plot results • Measurement & Geometry; Compute volumes, perimeters, & areas, identify plane & solid geometric figures, classify quadrilaterals and triangles, measure angles, determine formulas, determine symmetry, solve single and multi-step word problems involving perimeter and area of quadrilaterals and triangles • Statistics, Data Analysis, & Probability; Analyze, compare, and interpret data sets, interpret mean, median, mode, and range, interprets line graphs, and classifies numbers • Mathematical Reasoning; Make decisions about problems, use strategies to find solutions, generalize to situations • Mathematical Integration; Recognize connections to other disciplines, describe mathematical ideas
Science	<ul style="list-style-type: none"> • Chemical Elements, Combinations, & the Periodic Table • Forces & Motion: Gravity & Weight • Astronomy • Earth's Crust: Physical and Chemical Properties of Materials, Erosion by Wind & Water • Structures and Behaviors of Plants and Animals • Human Body & Nutrition • Distance & Speed • States of Water & Solutions • Scientific Process: defining questions, observations, data collection, analysis and communication of results
Social Studies	<ul style="list-style-type: none"> • U.S. Historical Timeline: Time immemorial to 1791, Impact on Indigenous peoples • Changes/Conflicts in U.S. History: Effects of individuals and cultural groups (American Revolution, Civil War, World War I & II, Korean War, Vietnam War, Persian Gulf War, Iraq War, etc.) • European Settlement in America • Thirteen Colonies(1789 – mid-1800's) – Physical and cultural characteristics • Economic Concepts & Systems • Decision-Making: Organization & Function of the U.S. Government • U. S. Fundamental Documents: Ideals of Liberty and Patriotism • Geography/Culture/Environment • Civic Participation and Positions on Social Issues • Values for a Global Community

6TH GRADE CURRICULUM OVERVIEW

Reading	<ul style="list-style-type: none"> • Word Analysis, Fluency, Vocabulary Development • Grade level appropriate material • Narrative and Expository Text • Text features, structure and organization • Literary Response and Analysis of historically and culturally significant literature • Analysis of genres from multiple cultures and historical periods
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Writing	<ul style="list-style-type: none"> • Coherent focused essays with sophisticated introduction, evidence, and conclusion • Awareness of audience & purpose • Stages of writing process within a variety of forms • Demonstrate a command of standard American English • Research, organizational, and drafting strategies • Write using grade level appropriate standard English conventions
Communication	<ul style="list-style-type: none"> • Deliver formal presentations • Speak using proper rate, volume, pitch, and tone • Interpret, analyze, and evaluate presentations • Intercultural communication skills
Mathematics	<ul style="list-style-type: none"> • Number Sense: Compare and order fractions, decimals, mixed numbers; multiplies & divides whole numbers/fractions; solve problems with fractions, decimals, proportions, and percentages using main operations; compute negative numbers below zero • Algebra & Functions: Write and evaluate algebraic expressions, solve linear equations, graph & interpret results, use tables, graphs, & rules for problems with rates and proportions, describe geometric patterns algebraically • Measurement & Geometry: Measurement of plane and solid shapes, properties of two & three dimensional figures; circumference & area of circles; area & perimeter of complex two dimensional figures; surface area & volume of simple three dimensional figures • Statistics, Data Analysis, & Probability; Computation and analysis of measurements for sets, description of characteristics and limitations of samples, determine probabilities, make predictions • Mathematical Reasoning: Decisions about approaching problems, Strategies to find solutions, Generalizing to situations, communicate mathematical ideas, verify solutions to problems involving fractions, decimals, rates, & ratios • Mathematical Integration: Explain and describe ideas recognizing connections
Science	<ul style="list-style-type: none"> • Properties and Characteristics • Organisms/Environment/Ecosystems/Structure and Function • Earth Forces/Geologic Events/Weathering • Chemistry • Product Design; Science & Engineering • Scientific Process/Investigation/Design Solutions
Social Studies	<ul style="list-style-type: none"> • Ancient Civilizations – (Egypt, Greece, Rome, India, China)- comparing past to present <ul style="list-style-type: none"> • Governments • Time/Eras • Famous People • Technology • Cause & Effect of historical events • Maps of Regions/Places • People vs Environments • Characteristics of Cultures – past vs present • Producer/Consumer of goods & services • Supply & Demand – past vs present • Economic Issues/Distribution of Wealth/Caste System/Money/Taxation • Analyze Validity & Reliability of Resources/Position on Issues/Discuss Multiple Viewpoints • Presentation of a thesis and a product (project)

7TH GRADE CURRICULUM OVERVIEW

Reading	<ul style="list-style-type: none"> • Fluency/Phrasing/Intonation & Vocabulary Development • Interpret and Defend Interpretations • Analyze Literary Elements • Research from a variety of publications • Text Development & Style of Author
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Writing	<ul style="list-style-type: none"> • Appropriate process for effective writing • Focus on intent & format for quality • Awareness of audience & purpose • Type all written communication • Different genres & formats • Demonstrate a command of formal written English • Edit, analyze, & evaluate work
Communication	<ul style="list-style-type: none"> • Convey ideas clearly • Relate to cultural backgrounds of audience • Deliver formal coherent presentations with media & visuals • Speak using clear proper English
Mathematics	<ul style="list-style-type: none"> • Number Sense: Rational numbers & properties of numbers; estimate algebraic solutions; inverses & proportions; ratios, percents, & direct proportion; recognize & analyze pattern sequences • Algebra & Functions: Multi-step equations; algebraic notation; define problems & construct solutions • Measurement & Geometry: Area, surface, & volume of prisms, cylinders and two dimensional figures; geometric terminology; draw & label figures; • Statistics, Data Analysis, & Probability; Coordinate grids; transformations; terminology for probability & statistics; hypothesis, data collection, & interpretation of results; • Mathematical Reasoning: Using appropriate formulas & measures with explanation; describe relationship between numbers; predictions, inferences, conjectures, & draw conclusions verifying results • Mathematical Integration: Explain and describe connections of mathematical ideas to other subjects & real life situations
Science	<ul style="list-style-type: none"> • Earth's Structure <ul style="list-style-type: none"> ◦ Structure of systematic ◦ Tectonic plates ◦ Land forms & forces ◦ Rock cycle ◦ Water cycle ◦ Atmosphere ◦ Effects of oceans & living organisms ◦ Layers & types of soil • Organisms & Environment <ul style="list-style-type: none"> ◦ Similarities/differences in diversity ◦ Adaptation ◦ Classification ◦ Fossils & extinction ◦ Changes in environmental conditions • Forces & Motion <ul style="list-style-type: none"> ◦ Newton's laws ◦ Inertia ◦ Matter & force • Science & Technology <ul style="list-style-type: none"> ◦ Contributions & timeline ◦ Assistance & hindrance of new technology ◦ Evaluation of explanations

Social Studies	<ul style="list-style-type: none"> • Government – Structure, Organization, Power • Civic Issues • Maps – States, Cities, Counties, Landforms, Climate • Environment & People • Immigration • Washington State Timeline • Building on the Shoulders of giants and Washington State Cause & Effect • Past vs Present • Budget, Spending, Saving, Taxation: State & Personal • Evaluation and Deliberation of Political & Historical Positions • Producers & Consumers • Supply & Demand • Thesis/Product/Presentation
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8TH GRADE CURRICULUM OVERVIEW

Reading	<ul style="list-style-type: none"> • Fluency/Phrasing/Intonation & Vocabulary Building • Informational & Literary Texts • Variety of Genres – recurring themes and rationale • Literary Analysis • Compare/Contrast Narrative & Expository Texts • Share Literary Experiences • Functional Documents • Research from a variety of publications • Analysis of Concepts & Ideas in Multiple Texts • Evaluate Author • Goals & Self-Evaluation
Writing	<ul style="list-style-type: none"> • Appropriate organization for effective writing • Formal English conventions • Appropriate topic, voice, vocabulary, & format for audience • Technical & job-specific forms • Evaluation of self & others' writing • Citations • Variety of genres
Communication	<ul style="list-style-type: none"> • Convey ideas clearly • Study & deliver effective presentations • Speak using clear proper English • Formal presentations; visuals, technology • Self-evaluate presentations
Mathematics	<ul style="list-style-type: none"> • Algebraic problems • Algebraic expressions & operations • Behaviors of algebraic functions • Graph & solve linear equations, linear functions, and inequalities. • Solve quadratic functions and equations. • Gather algebraic data, graph statistical distributions, and interpret meaning • Graph exponential functions. • Reason, solve problems, and communicate using algebraic language and symbols

Science	<ul style="list-style-type: none"> • Solar System – motion, gravity, components • Scientific Process • Question explanations and accepted theories • Describe current researching • Cells • Microscope • Systems of the Body • Genetics • Reproduction • Behavior of Organisms • Properties of Matter • Physical & Chemical changes • Types of Energy • Technological Problems, Solutions, Designs
Social Studies	<ul style="list-style-type: none"> • Memorize/recite/evaluate key ideals & principles from famous documents (Declaration of Independence, Bill of Rights) • Practices & policies of original Constitution • International relationships & foreign policy • Current civic issues • 50 states – name, location, landforms, climate • Environment & people • Migrations of peoples to U. S. • Geographic features & international issues • Timeline of U.S. History – eras, turning points, ideas, individuals, themes – (cause & effect) • Impact of industry & technology • Historical events in the U. S. & current issues, laws, rights • Economic choices • Supply, demand, and international trade • Government's role in the economy • Economic issues of all societies • Position on issue – cites sources, deliberation, discussion • Thesis/Product/Presentation citing sources

MATHEMATICS PROCESS

PHILOSOPHY & STAGES OF DEVELOPMENT

At Cedar River Academy, we believe mathematics fosters a processes for problem solving, analyzing, and quantifying relationships. Our students take part in activities designed to develop a strong understanding of mathematical concepts that are integrated into our thematically integrated units and lessons. Concepts in the strands of Operations, Algebra, Geometry, Measurement, Data Statistics/Probability, and Problem Solving are taught using a variety of activities and manipulatives progressing to algorithms and real life problems. Students encounter specific problems during MathQuest, a component of the curriculum that focuses on problem solving in a math stand involving one or more mathematical operations. Through MathQuest, students apply math skills in the real world by learning to solve real problems.

DEVELOPMENTAL INSTRUCTION PROCESS – EARLY CHILDHOOD EDUCATION

The intended use of this document is to provide teachers with an instructional process based on the developmental levels of students. Although approximate grade levels are noted with the developmental levels to assist the classroom teacher, these grade levels should be used only as basic benchmarks or guidelines for instruction. The teacher is responsible for monitoring the child's progress and designing active learning activities that are appropriate for each individual student at their appropriate developmental level.

Below, you will find CRA's instructional process for each developmental level as well as basic benchmarks for each grade level. In the description of these stages, the behaviors of the students as well as the teachers are listed including the process of instruction for that developmental stage.

PRE-EMERGENT STAGE - (APPROXIMATELY EARLY KINDERGARTEN & KINDERGARTEN)

Children begin understanding mathematical concepts through active learning experiences that build on what they know. These active experiences allow children to observe, discovering various strategies for problem solving. They begin the development of natural sequencing of logical-mathematical concepts that match their developmental ability and current strengths. Later concepts depend on the synthesis of the earlier concepts. Developmentally appropriate instructional experiences are designed to meet the broad range of abilities focusing on natural sequencing and presenting children with meaningful activities. Early Kindergarten students are presented with actively engaging useful activities that meet their ability levels to enhance their development of natural sequencing of concepts.

Mathematics Instruction Process – Early Kindergarten:

In Early Kindergarten, mathematics are introduced and integrated through a variety of activities during the school day. Math begins first thing in the morning as students check in by finding their name and phone number. As students sit down for circle time, they participate in calendar, graphing the weather, singing counting songs, reading number poems, and counting during yoga. During learning center time, students are given several opportunities to build on their math skills while creating structures with blocks and enjoying math learning centers. While students are enjoying snack, the teacher is able to ask several “How Many” questions individually and to the class. At clean-up time, students sort, count items, and put them away in specific numbered locations in the classroom.

The school day also provides small group time to give each student an opportunity to focus on new mathematical skills and practice their new learning with support from a small group. When lining up to leave the classroom, math is integrated as students line up on a number line and share the number and shape they are standing on. MathQuest each week is integrated with literacy and provides a unique opportunity to apply new and build upon math concepts as students solve math problems focusing on math strands they are learning. The goal of the teacher is to incorporate math questions and language consistently throughout the day wherever applicable to guide the students mathematical understanding.

<p>Number and Operations</p>	<p>The teacher helps the students learn how to:</p> <ul style="list-style-type: none"> • count by rote to 20 or higher and counts at least ten objects with one-to-one correspondence. • recognize “how many” are in a group of up to three objects without counting. • recognize and describes the concept of zero. • demonstrate part to whole relationships with real objects such as puzzles, leggos, and math manipulatives. • apply knowledge of ordinal numbers (first, second, last, etc.) to categorize positions within a pattern. • combine, separate, and name “how many” in sets of concrete objects. • solve simple addition and subtraction using counters and/or drawings (1-10) <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • Calendar: Counting the days in the month. • Counting: poems, songs, and felt board activities. • Creating bracelets to categorize position within a pattern. • Yoga: Counting and holding each pose for a count of 10 (count 1-10 for the first pose, 10-20 for the second pose, etc.). • Links: Creating a number link for each school day. • Counting the classroom number line • Counting items in the room • Counting coins out into the piggy bank • Tracing numbers in pudding, sand, shaving cream, etc. . . • Counting blocks • Counting items while cleaning up. (i.e pick up 10 items). • Count down while lining up or transitioning (i.e. 10 seconds to get to circle time, 10, 9, 8. . .) • MathQuests
<p>Algebra and Operations</p>	<p>The teacher helps the students learn how to:</p> <ul style="list-style-type: none"> • work with patterns using sounds, movements, or objects. <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • Pattern games: sitting in a circle and building on a pattern (i.e. clap, stomp, laugh). • Making a pattern with the calendar date cards • Making bracelets necklaces with 2-3 color bead patterns. • Using math manipulatives to have students create their own patterns. • Take a pattern walk around the inside/outside of school. • Blocks: Using students work to discuss equivalent lengths, symmetrical design, and balance/stability. • MathQuests
<p>Geometry</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • sort and classify objects based on size, shape, color, etc. . . • name and describe the four basic shapes (circle, triangle, square, and rectangle) • describe an items position using prepositional phrases (on, under, above, etc. . .) • recognize that a shape's position does not change its attributes • predict what will happen when two shapes are put together • create symmetrical block structures that are stable. <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • Classifying beads, pattern blocks, toys, etc. based on attributes • Make shapes in the air and describe what they look like (i.e. a triangle looks like an ice cream cone) • Tanagrams with drawing predictions of what two shapes put together will look like • Making shapes on geoboards • Shapes on a Line Up Line: When students line up at the door, each student is asked to stand on a certain shape in line. • MathQuests

Measurement	<p>The teacher helps the students learn how to:</p> <ul style="list-style-type: none"> • make size comparisons between objects using vocabulary for length, height, and weight, orders objects by size. • use tools to imitate measuring. <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • Building block structures and comparing sizes. • Using information read in books to make size comparisons. • Give students different scenarios to discuss size comparisons. • Have students measure something using teddy bear counters, blocks, popsicle sticks, and yarn as units of measure. • MathQuests
Data Statistics	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • sort and classify objects based on size, shape, color, etc. . . • name and describe the four basic shapes (circle, triangle, square, and rectangle) • describe orally, in writing, or with a drawing the similarities and differences between shapes. • create bar, circle, and pictographs in whole or small groups. • ask and answer questions about graphs in whole or small groups. <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • Classify beads, pattern blocks, toys, etc. . . based on attributes and explain why they sorted in that manner. This works best with items that can be sorted in multiple different ways. • Make shapes in the air and describe what they look like (i.e. a triangle looks like an ice cream cone, its has 3 sides, one point) • Take class surveys and make graphs with the information (i.e. What is your birthday month?) • Graphing weather
Problem Solving/Math Integration	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • solve 1-2 step problems using simple addition and subtraction. • identify the question. • answer the questions asked in the problem. • describe how the problem is solved. <p><u>Activities to support:</u></p> <ul style="list-style-type: none"> • MathQuest • Create and solve math problems in whole or small groups using manipulatives and drawings (i.e. There were 5 t-rex's and 2 triceratops. How many dinosaurs were there in all?) • Teacher consistently asks problem solving questions during learning center time.

EMERGENT STAGE - (APPROXIMATELY KINDERGARTEN/FIRST GRADE)

Students at this level begin to explore more formal mathematical ideas and possess more mature ways of understanding. They learn to represent math ideas using symbols and use math techniques to analyze problems. They start learning about the base-10 system that is the foundation for our mathematical systems. They add or subtract quantities forming the foundation of arithmetic and math. A better understanding of time is also possessed at this stage. As with very young children, teachers design activities to develop an understanding of math at this stage. They assist students in applying their math skills within their thematic units to analyze and organize data they have collected.

Mathematics Instruction Process – Kindergarten:

Kindergarten students gain experience in mathematics during morning meeting, learning centers, and math workshop. During calendar, students practice counting and patterning skills, and learn about calendar and time concepts. During learning centers, students explore manipulatives in the math center and practice the skills they are learning about in math workshop. During math workshop, students are introduced to skills in mini-lessons and practice them through related, hands-on activities. Typically, students have three choices of ways to practice the math skill they are working on. Each choice is presented individually in a mini-lesson. MathQuests are another important part of the math program allowing students to apply their problem-solving skills and practice the current skill they are working on during math workshop.

Number/Operations

Understanding Numbers	A Kindergarten student: <ul style="list-style-type: none">• Counts to 100 and backwards from 10.• Compares two or more sets of up to 10 objects, determines whether the sets are equal or unequal, and explains the reasoning for that determination.• Counts objects, recognizes numerals, represents, and orders quantities up to 31, using a variety of tools including manipulatives and number lines.• Describes a number from 1-9 using 5 as a benchmark number. (7 is 2 more than 5, 4 is one less than 5, etc.)• Order or sequence by quantities (most, least, etc.), position (first, second, etc.), and size.
Addition and Subtraction	A Kindergarten student: <ul style="list-style-type: none">• Composes and decomposes numbers to 5 fluently. ($5 = 1+4$, $2+3$, $2+2+1$, etc.)• Uses concrete objects to determine the answers to addition (combining) and subtraction (separating) problems for two numbers that total less than 20, creates songs, poems, and stories to demonstrate real life applications.

Algebra and Operations

Equivalences	A Kindergarten student: <ul style="list-style-type: none">• Demonstrates equivalences using unit blocks, number to 10, diagrams, or pictures.
Number Patterns	A Kindergarten student: <ul style="list-style-type: none">• Copies, extends, describes, creates, compares, and translates repetitive patterns of sounds, symbols, movements, and objects.• Links numerical sequences to patterns and use numbers to describe predictable relationships.

Geometry

Geometric Figures	A Kindergarten student: <ul style="list-style-type: none">• Identifies and describes common geometric objects (e.g., circle, triangle, quadrilaterals (square, rectangle), cube, sphere, cone) and familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).• Recognizes the relative position of objects in the environment (in, out, over, behind, above, below, left/ right, etc.)• Relate geometric attributes to function (example: wheels are round so they can roll)• Combine shapes to fill an area.
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Measurement

Measurement	A Kindergarten student: <ul style="list-style-type: none">• Compares and records the length, weight, and capacity of objects by making comparisons using non-standard units of measurement.
Calendar and Time	A Kindergarten student: <ul style="list-style-type: none">• Demonstrates an understanding of concepts of time and uses appropriate tools to measure time.

Statistics, Data Analysis, and Probability

Data Analysis	A Kindergarten student: <ul style="list-style-type: none">• Poses questions, collects data, records the results using objects, pictures, and graphs, analyzes the results, and communicates this information to others.
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Reasoning/Problem Solving

Reasoning and Problem Solving	A Kindergarten student: <ul style="list-style-type: none">• Applies the following problems solving procedure: *Identify the question(s) *Identify the given information that can be used to solve the problem. *Recognize when additional information is needed. *Select from a variety of problem solving strategies and use one or more to solve problems. *Answer the question(s) asked in the problem. *Describe how the problem was solved. *Determine whether the solution is reasonable. Note: This process should be cross-referenced to the scientific method.
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Mathematical Integration

Integration	<ul style="list-style-type: none">• Uses math skills to organize data from other subjects and real life situations
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BEGINNING STAGE - (APPROXIMATELY 1ST/2ND GRADE)

Children at this stage continue to represent mathematical ideas using symbols and math techniques to analyze problems as well as progress to simple number operations, namely addition and subtraction. The base-10 system is again a focus as the foundation for mathematical systems. At this stage, children consider information from several sources, evaluate it, and develop an interpretation of that information. They think in tangible, definite and exact terms, and their perceptions are generally restricted to one aspect or dimension of a specific object. Teachers at this stage develop activities requiring high levels of involvement to maintain students' interests that require hands on manipulatives.

Mathematics Instruction Process - 1st Grade:

First Grade students gain experience in mathematics during morning meeting, math workshop, and MathQuests. During calendar, students practice counting and patterning skills, and learn about calendar and time concepts. During math workshop, students are introduced to skills in mini-lessons and practice them through related, hands-on activities. Typically, students have three choices of ways to practice the math skill they are working on. Each choice is presented individually in a mini-lesson. MathQuests are another important part of the math program allowing students to apply their problem-solving skills and practice the current skill they are working on during math workshop.

Number/Operations – approximately 1st Grade

Understanding Numbers	A 1 st grade student: <ul style="list-style-type: none">• Counts, compares, reads, writes, and orders whole numbers to 120 and counts and groups by 2s, 5s, and 10s to 120.• Reads aloud numerals from 0-1,000.• Counts and groups quantities using a variety of combinations; 34= 3 tens and 4 ones, 2 tens and 14 ones, 34 ones, etc.• Orders objects and events using ordinal numbers (first, fourth, etc.)• Identifies one more than, one less than, 10 more than, and 10 less than a given number to 120.
Addition and Subtraction	A 1 st grade student: <ul style="list-style-type: none">• Fluently composes and decomposes number to 20 ($8= 4+4$, $2+2+2+2$, $10-2$).• Uses physical/ pictorial/ symbolic representations to demonstrate addition (combining) and subtraction (separating) facts to 20 and creates word problems to match. Demonstrates the inverse relationship of addition and subtraction by doing and undoing a problem. Develops fluency for math facts to 20.• Adds three one-digit numbers using commutative ($3 + 5 + 5 = (5 + 3 + 5)$ or $(5 + 5 + 3)$) and associative ($((3 + 5) + 5 = 3 + (5 + 5))$) properties.•

Algebra and Operations

Symbolic Notation	A 1 st grade student: <ul style="list-style-type: none">• Demonstrates equality using concrete objects and records this relationship using symbolic notation including the = symbol.
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Number Patterns	A 1 st grade student: <ul style="list-style-type: none"> • Associates patterns with numbers and uses them to describe the numerical relationships within the pattern.
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Geometry

Geometric Figures	A 1 st grade student: <ul style="list-style-type: none"> • Identifies, describes, and compares two and three dimensional figures according to attributes, including those in the real world. • Classifies and re-classifies familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or function, and explains which attributes are being used for each classification. • Combines and divides shapes to create other shapes, to fill a specified area, and then records the process.
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Measurement

Measurement	A 1 st grade student: <ul style="list-style-type: none"> • Explains why objects used to measure must be consistent in size and describes the connection between the size of the measurement and the number of units needed to measure something. • Compares the length, weight, volume, temperature and time using direct comparisons or nonstandard units.
Calendar and Time	A 1 st grade student: <ul style="list-style-type: none"> • Uses a calendar and tells time to the nearest half hour as part of daily routines.

Data Statistics

Data Analysis	A 1 st grade student: <ul style="list-style-type: none"> • Represents, asks, and answers comparison questions about data that is arranged in bar graphs, tally charts, and picture graphs.
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Reasoning/Problem Solving

Reasoning and Problem Solving	A 1 st grade student: <ul style="list-style-type: none"> • Applies the following problem solving procedure: *Identifies the question(s) *Identifies the given information that can be used to solve the problem. *Recognizes when additional information is needed. *Selects from a variety of problem solving strategies and uses one or more to solve problems. *Answers the question(s) asked in the problem. *Describes how the problem was solved. *Determines whether the solution is reasonable.
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Mathematical Integration

Integration	A 1 st grade student: <ul style="list-style-type: none"> • Uses math skills to analyze and organize data from other subjects and real life situations.
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DEVELOPING STAGE - (APPROXIMATELY SECOND/THIRD GRADE)

Children at this stage are beginning to become logical thinkers. Their speed and fluency of basic facts increases as well as their ability to classify objects. They begin applying their math skills to analyze and organize data collected for solving real problems. Students group objects according to common dimensions and arrange those objects. Subgroups are ordered in progression and numbers in addition, subtraction, and basic multiplication are mentally manipulated. Working on a more independent basis, have a greater desire to be challenged, and requiring more time for collaboration are typical of this stage.

Mathematics Instruction Process - 2nd Grade:

Each week, students participate in short mini-lessons about a math concept and either have three short math activities or one in-depth activity to complete within a week. Math activities are active, engaging, and usually created by the

teacher based on ideas from Investigations. MathQuests last two to three days and require students to apply skills they are currently learning or have previously learned to solve a problem. Math skill practice (for rote memorization) is sent home as homework in the form of flashcards and practice worksheets.

Number/Operations – approximately 2nd grade

<p>Place Value</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Read and write three digit whole numbers and labels (written and orally) the place value for each digit. • Build three digit numbers using Base 10 blocks. • Understand and explain the importance of the ones, tens, and hundreds place in a number. • Create models of the number using numbers, pictures*, and words. <p>*Use Base 10 symbols to draw pictures of numbers. For units, draw a dot. For rods, draw a stick. For flats, draw a square. For cubes, draw a cube.</p>
<p>Grouping</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Group a large quantity of manipulatives by “easy counting” numbers, such as by twos, fives, or tens. • Record work on paper and is able to explain how the objects are grouped and why they are grouped.
<p>Math Fact Memorization</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Create flashcards to aid in memorizing addition and subtraction math facts with sums and differences up to 24. • Play math games such as “BINGO” and “War” to aid in memorization. • Understand the commutative and associative properties of addition.
<p>Mental Math</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Use strategies to estimate and compute two digit addition and subtraction problems (written and orally). Explains the strategies used. <p>Example Problem: 26 + 37 Example Explanation: I know 20+30=50 because 2+3=5. I know 6+7=13 because 6 more than 7 is 13. 13 can be grouped into 10 and 3. 10 more than 50 is 60. 3 more than 60 is 63. The answer is 63.</p>
<p>Column Addition/ Subtraction</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Build and compute addition and subtraction problems using Base 10 blocks. • Compute and draw addition and subtraction problems on paper (graph paper is a useful tool). <p>Column Addition (the order doesn't matter):</p> <ol style="list-style-type: none"> 1. Add up the ones column. If the answer is 9 or less, write the answer. If the answer is 10 or more, write the value of the ones and carry the group of ten over to the tens column. Record your changes. 2. Add the tens column, including any carry overs. Write the answer. <p>Column Subtraction (the largest number must be one top):</p> <ol style="list-style-type: none"> 1. Start with the ones column. Subtract the bottom number from the top number. If the top number is smaller than the bottom number, then borrow a group of ten from the tens column and add it to the ones column. Record your changes. Now, subtract the bottom from the top number and write the answer. 2. Move to the tens column. Subtract the bottom number from the top number. Write the answer. <p>Teaching Tip: This skill must be continually practiced during the course of the year.</p>
<p>Part to Whole</p>	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Build, label, and record all fractions in the halves family, thirds family, fourths family, and fifths family. • Understand all fraction parts must be equal. • Compare fraction sizes in individual fraction families and other families.

Coins	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Identify and correctly write the value of coins. • Combine different coins to total a specific value. Example: two dimes and one nickel is the same as one quarter. • Add and subtract coin values totaling less than \$1.00 and records work on paper.
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Algebra

Equations	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Hear a verbal equation and can correctly write it on paper. • Create equations that represent solutions to problems involving addition and subtraction.
Number Patterns	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Extend number patterns that increase by a set amount, states the rule for the pattern in their own words, and explains their reasoning. • Create number patterns that increase by a set amount and states the rule for the pattern in their own words, and explains their reasoning.

Geometry/Measurement

Estimates and Measures in Non-Standards Units, U.S. Units, and Metrics	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Use non-standard tools and standard tools to measure the length, width, and height of various objects and distances. Once familiar with a specific measuring tool, students estimate the length, width, or height before measuring. After measuring, students compute the difference between the estimation and the actual measurement.
Time	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Understand telling time concepts and accurately tells time on analog and digital clocks. • Describe the relationship (equivalencies) among minutes, hours, days, weeks, months, and years.
2D and 3D Shapes	<p>2nd Grade students can:</p> <ul style="list-style-type: none"> • Understand the difference between 2D and 3D shapes and demonstrates understanding through using correct shape names and drawings. • Identify faces, edges, and angles on 2D and 3D shapes. • Uses pattern blocks to create symmetrical designs and repetitive patterns with no overlaps or gaps. • Record all work and provides written explanations.

Data Statistics

Graphing	<p>Collecting Data/Graphing Procedure</p> <ol style="list-style-type: none"> 1. Present students with a question that requires them to collect data. 2. Collect data from objects or peers using a graphic organizer. 3. Record collected data on the graphing format provided by the teacher. When students are familiar with graphing, they are able to determine their own number patterns for bar graphs. 4. Interpret data through answering questions that require the use of graph. 5. Generate one question related to the content on of the graph that can be explored further.
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Reasoning/Problem Solving

Problem Solving	<p>Solves simple word problems that involve adding and subtracting and writes equations to represent solutions.</p> <p>Creates own simple word problems that involves adding and subtracting.</p> <p>Problem Solving Procedure:</p> <ol style="list-style-type: none"> 1. Identifies the questions and writes it as a statement in their own words. 2. Identifies the information that can be used to solve the problem. 3. Uses manipulatives, pictures, and numbers to solve the problem. Records all work on paper. 4. Collaborates with peers to check work and re-do incorrect answers. 5. Writes the solution, including labels when appropriate. 6. Explains in own words (usually 2-3 sentences) how the problem was solved.
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EXPANDING STAGE - (APPROXIMATELY THIRD/FOURTH GRADE)

Mathematics at this stage becomes more collaborative involving discussions of ideas and strategies between children in the classroom. Logical principles are applied to real objects. Children are able to begin understanding reversibility, conservation, identity, and classification in more sophisticated categories. They are able to organize knowledge, use strategies, and become problem solving strategists. Numbers in addition, subtraction, multiplication, and division begin to be mentally manipulated. Children begin to manipulate two or three dimensions simultaneously. They rely on the mathematics they learned through experience in the lower grades to help them process solutions to problems in a more abstract manner. Their confidence increases as they gain a solid understanding of concepts.

Mathematics Instruction Process: 3rd Grade

Daily Mathematics Instruction: Mathematics is practiced daily and in a variety of ways within the classroom. Students spend 30 to 60 minutes of focused math time per day in the third grade. Students learn new math skills and concepts with the Investigations curriculum. These are introduced by the teacher in a whole group or small group setting with a teacher directed discussion or mini-lesson. Students then often use manipulatives to build concrete understanding of the new math skill, followed by various types of practice (games, small group work or independent work). Third grade students discuss their learning in reflection discussions or Think-Pair-Share activities. Math homework is given daily to practice skills learned in previous day's lessons.

MathQuest: MathQuest is done weekly and integrates all subject areas. The teacher chooses a short story related to the current theme (which is based on science or social studies) and plans a math extension based on the context of the story using a math strand that has been previously learned. The students also integrate writing into the process in the form of a reflection, explanation, or addition to the story, etc. Often times the same short story can be created into a new MathQuest over the period of a few weeks. Other times, a new book is chosen weekly.

Number and Operations - approximately 3rd Grade

Place Value	<p>A third grade student:</p> <ul style="list-style-type: none"> • Reads, writes, compares, orders and represents numbers to 10,000 using numbers, words, and symbols • Rounds whole numbers to the nearest ten, hundred and thousand. • Uses expanded notation to represent numbers • (3,206 = 3,000 + 200 + 6 and three thousand, two hundred and six)
Addition and Subtraction	<p>A third grade student:</p> <ul style="list-style-type: none"> • Adds/subtracts whole numbers. Can use regrouping and estimation.
Money	<p>A third grade student:</p> <ul style="list-style-type: none"> • Adds and subtracts using money • Can recognize coin and paper money equivalencies

Multiplication and Division	<p>A third grade student:</p> <ul style="list-style-type: none"> • Multiplies a number between 11 and 19 a single digit number using distributive property • Determines products, quotients and missing factors using multiplication and division to 10×10 • Recalls multiplication facts up to tens (understands Identity and Zero Properties) • Understands the meaning of fractions ($\frac{1}{2}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{6}$) and decimals as equal parts of a whole • Uses representations to combine fractions • Identifies equivalent fractions • Finds combinations of fractions that are equal to one
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Algebra

Algebra	<p>A third grade student:</p> <ul style="list-style-type: none"> • Determines whether two expressions are equal using manipulatives. • Finds the value of a letter in an equation and uses = sign to denote equality. • Determines whether an event is probable or improbable
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Geometry and Measurement

Shapes and Lines	<p>A third grade student:</p> <ul style="list-style-type: none"> • Identifies and sketches parallel, perpendicular and intersecting lines • Identifies and sketches lines and line segments • Identifies and sketches right angles • Identifies and sketches special quadrilaterals Trapezoids Irregular quadrilaterals Rhombus Diamond • Identifies flips, slides, rotation and reflect • Describes and classifies 2D shapes using flips, turns and slides • Describes properties of 3D shapes (faces, edges, vertices, angles) • Translates between 2D and 3D shapes
Area and Perimeter	<p>A third grade student:</p> <ul style="list-style-type: none"> • Identifies and measures the perimeter of a figure • Identifies and measure the area of any given figures by counting whole and partial square units
Measurement	<p>A third grade student:</p> <ul style="list-style-type: none"> • Measures temperature in degrees using a Celsius and Fahrenheit thermometer • Identifies right angles and recognize whether an angle is larger or smaller than a right angle • Estimates, measures compares length, weight, mass and capacity using appropriate sized US customary and metric measurements • Determines the volume of rectangular prisms

Data and Statistics

Graphing	<p>A third grade student:</p> <ul style="list-style-type: none"> • Constructs and analyzes pictographs, frequency tables, line plots and bar graphs • Uses graphs and tables to represent change • Constructs, describes, and extends number sequences with constant increments generated by various contexts • Summarizes a set of data, describe concentrations of data and what those concentrations mean in terms of the situation the data represent
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Reasoning and Problem Solving

Problem Solving	<p>A third grade student:</p> <ul style="list-style-type: none"> • Solves single and multi-step multiplication and division word problems using multi-digit and one digit numbers • Solves single or multi-step problems involving comparison of fractions and verifies solutions • Identifies questions to be answer • Identifies information in the problem and decides if it's necessary • Recognizes when missing or additional information is required to solve the problem • Selects one or more strategies to solve problems • Represents problem using words, numbers, pictures, objects or symbols
Analytical Thinking	<p>A third grade student:</p> <ul style="list-style-type: none"> • Describes strategies used to solve problems • Reasons about factors and their multiples • Determines if solution is reasonable and mathematically answers the question. • Summarizes and explains reasoning • Makes or tests conjectures based on data collected in exploration

Mathematics Instruction Process: 4th Grade

Mathematics is practiced daily and in a variety of ways within the classroom. Students spend 30 to 60 minutes of focused math time per day in the upper grades. Often times, the students will have a “math problem of the day” or a “10 minute math” to work on as they arrive each morning. This typically consists of practice with various math strands focusing on operations they have already learned.

During the focused math time, students typically begin with a discussion of the new concept. The students and teacher practice the skill together, often using math manipulatives and then the students work independently or in small groups. Students are assigned a take home assignment for homework related to the day's concept.

Small Group Instruction: Students who are learning a new skill together or need more practice on a skill engage in small group time with the teacher. This takes place daily and, if needed, the teacher meets with a group to repeat a topic or enrich students who are ready to move to the next level of complexity.

MathQuest: MathQuest is done weekly and integrates all subject areas. First, the teacher chooses a short story related to the current theme (which is based on science or social studies). The teacher plans a math extension based on the context of the story using a math strand that has been previous learned. The students also integrate writing into the process in the form of a reflection, explanation, or addition to the story, etc. Often times the same short story can be created into a new MathQuest over the period of a few weeks. Other times, a new book is chosen weekly.

Number/Operations – approximately 4th Grade

Multiplication & Division	<p>4th grade students can:</p> <ul style="list-style-type: none"> • Recall within 3 seconds or less multiplication facts up through 12 x 12 • Identify factors and multiples of a number • Complete 2 digit by 2 digit multiplication • Complete 1 and 2 digit by 3 digit multiplication • Mentally multiply numbers by 10, 100, and 1,000 (by just adding on the zeros) • Use arrays, pictures and models to represent story context of a multiplication or division problem.
Place Value	<p>4th grade students can:</p> <ul style="list-style-type: none"> • Compare values represented by numbers in whole numbers using place value up through ten-thousands. • Read, write, and sequence numbers to 10,000.
Addition and Subtraction	<ul style="list-style-type: none"> • Solve subtraction and addition problems with 3 digit numbers.

Algebra

Fractions	4 th Grade students can: <ul style="list-style-type: none">• Simplify fractions into common fractions such as $\frac{6}{12}$ is equal to $\frac{1}{2}$.• Round fractions to the nearest whole number, $\frac{3}{4}$ is closest to 1.• Read, write, compare, and order fractions with like and unlike denominators.• Visually represent fractions, and can match a fraction to a visual representation.• Convert fractions to decimals, percentages, and compare it to money. For example, $\frac{3}{4}$ is .75, 75% or .75 cents.• Solve single and multi-step word problems involving fractions.
Decimals	4 th Grade students can: <ul style="list-style-type: none">• Round decimals to the nearest whole number, .75 is closest to 1.• Read, write, compare, and order decimal in tenths and hundredths.• Convert decimals to fractions, percentages, and compare it to money. For example, $\frac{3}{4}$ is .75, 75% or .75 cents.• Visually represents decimals, and can match a decimal to a visual representation.• Understand the difference between .08 and .8• Solve single and multi-step word problems involving decimals.

Geometry/Measurement

Geometric Figures	4 th can students can: <ul style="list-style-type: none">• Determine the congruence of shapes.• Name geometric solids; cube, rectangular prism, octagonal prism, cylinder, hemisphere, cone, hexagonal prism, square pyramid, triangular pyramid, sphere, cylinder, and square prism.• Identify how many faces, edges, and vertices that a 2D and 3D shape has.• Determine the number length of side, parallel lines and perpendicular lines.• Identify and represent a shape being rotated, translated, or reflected.• Make designs with mirror symmetry
Measurement	4 th grade students can: <ul style="list-style-type: none">• Estimate elapsed time on a digit and analog clock.• Graph ordered pairs in the first coordinate plane.• Measure angles using a protractor of 2D and 3D shapes.• Measure with standard units (inches, feet, yards, centimeters, and meters).• Determine when exact or estimates of measurement are needed.• Identify right (90 degrees), acute (90 degrees or less), and obtuse angles (above 90 degrees).• Use known angle measurements to determine unknown angle measurements.• Determine the volume of a 3D figure using length x width x height.
Perimeter and Area	4 th grade students can: <ul style="list-style-type: none">• Calculate the area and perimeter of an area.• Understand that shapes can have different perimeters by the same area, and same areas but different perimeters.• Break down shapes into smaller parts to calculate areas and perimeters then add the parts together to find the total.• Find the area of triangles in relation to the area of rectangles.• Find the area of polygons by decomposing the shape.

Data Statistics

Data Analysis	4 th Graders can: <ul style="list-style-type: none">• Determine the median, mode, range, outliers of a set of data.• Represent data in various graph forms such as line, pie, and bar graph.• Analyze and interpret data and graphs.• Design an effective survey question to compare two groups.• Make graphs on coordinate grids.• Make and interpret how a graph shows a rate of change. Is the rate increasing, decreasing, or staying constant and how does steepness in graphs represent differences in rate of change?• In a situation of constant change, write rules (using words, or algebraic expressions) to determine the value of one quantity, given the value of the other.• Develop arguments based on data.
Probability	4 th Graders can: <ul style="list-style-type: none">• Describe the likelihood of an event in terms of a scale from impossible (probability of 0) to certain (probability of 1).<ul style="list-style-type: none">◦ Create likelihood line such as:<ul style="list-style-type: none">▪ impossible, unlikely, maybe, likely, certain• Display results of probability experiments.

Reasoning/Problem Solving

Reasoning and Problem Solving	4 th Grade students can: <ul style="list-style-type: none">• Identify the question(s) to be answered• Identify information in the problem and decide if its necessary• Recognize when missing/additional information is required• Determine if problem is similar to previously solved problems and select and use one or more strategies to solve it; represent the problem (using words, numbers, pictures, physical objects, symbols)• Describe how the problem was solved (what strategy was used)• Determine if the solution is reasonable and mathematically correct, and answer the question• Summarize and explain reasoning• Make and test conjectures (guesses) based on data collected from explorations.
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INDEPENDENT STAGE - (APPROXIMATELY FOURTH/FIFTH GRADE)

Increasingly complex tasks and sequential and symbol-based tasks are performed by students at this stage. Students have the ability to think abstractly, to imagine other perspectives and alternatives, and to anticipate needs and actions when problem solving. They are able to generalize about objects, manipulate numbers in the four major operations, manipulate two or three dimensions simultaneously, and understand cause and effect. As in the developing stage, students at this stage are able to understand reversibility, conservation, identity, and classification in more sophisticated categories. They are able to organize knowledge, use strategies, and become problem solving strategists. Numbers using the operations of addition, subtraction, multiplication, and division are manipulated mentally. They rely on the mathematics they learned through experience in the lower grades to help them process solutions to problems through abstract thought. Their knowledge of concepts and computation are invaluable to them for processing information quickly and efficiently. Communication skills are rapidly built as solutions to problems are clearly stated in written and verbal form.

Mathematics Instruction Process: approximately 5th Grade

Mathematics is practiced daily and in a variety of ways within the classroom. Students spend 30 to 60 minutes of focused math time per day in the upper grades. Often times, the students will have a “math problem of the day” or a “10 minute math” to work on as they arrive each morning. This typically consists of practice with various math strands focusing on operations they have already learned.

During the focused math time, students typically begin with a discussion of the new concept. The students and teacher practice the skill together, often using math manipulatives and then the students work independently or in small groups. Students are assigned a take home assignment for homework related to the day's concept.

Small Group Instruction: Students who are learning a new skill together or need more practice on a skill engage in small group time with the teacher. This takes place daily and, if needed, the teacher meets with a group to repeat a topic or enrich students who are ready to move to the next level of complexity.

MathQuest: MathQuest is done weekly and integrates all subject areas. First, the teacher chooses a short story related to the current theme (which is based on science or social studies). The teacher plans a math extension based on the context of the story using a math strand that has been previously learned. The students also integrate writing into the process in the form of a reflection, explanation, or addition to the story, etc. Often times the same short story can be created into a new MathQuest over the period of a few weeks. Other times, a new book is chosen weekly.

Number/Operations – approximately 5th Grade

Multiplication & Division	<p>5th grade students can:</p> <ul style="list-style-type: none"> • Demonstrate fluency with multiplication and division facts up to 12 x 12. • Mentally divide and multiply 1 digit by 2 digit multiplication and division • Complete 2 digit by 4 digit multiplication • Complete 1 and 2 digit into 4 digit division • Estimate products and quotients mentally for up to 2 digit problems. • Use arrays, pictures and models to represent story context of a multiplication or division problem. • Represent and know a numbers factors and multiples.
Place Value	<p>4th grade students can:</p> <ul style="list-style-type: none"> • Compare values represented by numbers in whole numbers using place value up through hundred-thousands. • Read, write, and sequence numbers to 100,000. • Solve subtraction and addition problems with 4 digit numbers.

Algebra

Fractions	<p>5th grade students can:</p> <ul style="list-style-type: none"> • Accurately add and subtract fractions with common and uncommon denominators as well as mixed numbers. • Connect fractions to a visual model, and create a visual model based on a given fraction. • Determine the GCF (greatest common factor) and LCF (least common multiple) of two or more fractions including mixed numbers. • Estimate sums and differences of adding and subtracting fractions.
Decimals	<p>5th grade students can:</p> <ul style="list-style-type: none"> • Accurately add and subtract decimals as mixed numbers through the thousandths place. • Connect decimals to a visual model, and create a visual model based on a given decimal. • Compare and order decimals to the thousandths. • Estimate sums and differences of adding and subtracting fractions.
Algebra	<p>5th grade students can:</p> <ul style="list-style-type: none"> • Describe and create a rule for numerical and geometric patterns and extends the patterns. • Write a rule to describe the relationship between two sets of data that are linearly related. • Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved. • Graph ordered pairs on a coordinate plane for two sets of data related by a linear rule and draw the line they determine.

Geometry/Measurement

Geometric Figures	5 th graders students can: <ul style="list-style-type: none">• Classify quadrilaterals by their attributes and know that some quadrilaterals can be classified in more than one way.• Draw quadrilaterals and triangles based on a given information about sides and angles.• Determine the area perimeter of parallelograms, rectangles, and triangles.• Determine the volume of rectangular prisms, pyramids, cylinders, and cones.• Determine the number and lines of symmetry in a quadrilateral.• Identify, sketch, and measure acute, right, and obtuse angles• Identify, describe, and classify triangles by angle measurement and number of congruent sides.
Measurement	5 th grade students can: <ul style="list-style-type: none">• Estimate elapsed time on a digit and analog clock.• Graph ordered pairs in the first coordinate plane.• Measure angles using a protractor of 2D and 3D shapes.• Measure with standard units (inches, feet, yards, centimeters, and meters).• Determine when exact or estimates of measurement are needed.• Identify right (90 degrees), acute (90 degrees or less), and obtuse angles (above 90 degrees).• Use known angle measurements to determine unknown angle measurements.• Determine the volume of a 3D figure using length x width x height in cubic centimeters, cubic inch, cubic yard (optional), and cubic meter.• Design patterns for boxes that will hold a given amount of cubes.
Perimeter and Area	5 th grade students can: <ul style="list-style-type: none">• Calculate the area and perimeter of an area.• Understand that shapes can have different perimeters by the same area, and same areas but different perimeters.• Break down shapes into smaller parts to calculate areas and perimeters then add the parts together to find the total.• Find the area of triangles in relation to the area of rectangles.• Find the area of polygons by decomposing the shape.

Data Statistics

Data Analysis	5 th grade students can: <ul style="list-style-type: none">• Classify numbers as prime and composite, even, odd, and square.• Determine the median, mode, range, outliers of a set of data.• Represent data in various graph forms such as line, pie, and bar graph.• Analyze and interpret data and graphs.• Design an effective survey question to compare two groups.• Make graphs on coordinate grids.• Make and interpret how a graph shows a rate of change. Is the rate increasing, decreasing, or staying constant and how does steepness in graphs represent differences in rate of change?• In a situation of constant change, write rules (using words, or algebraic expressions) to determine the value of one quantity, given the value of the other.• Consider how well a data representation communicates to an audience.• Develop arguments based on data.
Probability	5 th grade students can: <ul style="list-style-type: none">• Describe the likelihood of an event in terms of a scale from impossible (probability of 0) to certain (probability of 1).<ul style="list-style-type: none">◦ Create likelihood line such as: impossible, unlikely, maybe, likely, certain• Use decimals, fractions, and percentages to describe probability of an event.<ul style="list-style-type: none">◦ Ex: determine the probability of landing on a certain color when using a spinner that is $\frac{1}{2}$ that color, $\frac{1}{4}$ that color, or $\frac{3}{4}$ that color.• Determine fairness or unfairness of games based on the probability of winning. Justify reasoning with supporting details.• Display results of probability experiments.

Reasoning/Problem Solving

Reasoning and Problem Solving	5 th grade students can: <ul style="list-style-type: none">• Identify the question(s) to be answered• Identify information in the problem and decide if its necessary• Recognize when missing/additional information is required• Determine if problem is similar to previously solved problems and select and use one or more strategies to solve it; represent the problem (using words, numbers, pictures, physical objects, symbols)• Describe how the problem was solved (what strategy was used)• Determine if the solution is reasonable and mathematically correct, and answers the question• Summarize and explain reasoning• Make and test conjectures (guesses) based on data collected from explorations.
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READING AND WRITING PROCEDURES

PHILOSOPHY AND STAGES OF DEVELOPMENT

At Cedar River Academy, we believe that literacy skills are the foundation for future learning. Reading and writing are taught as a cohesive process fostering higher level thinking to anchor learning and provide connections to additional subject matter. The elements of art are an integral part of the reading and writing process. This process utilizes a thematic integrated instructional model showing connections between information and the applications of skills to the real world.

This may be accomplished and reinforced in whole groups, small groups, individually, or at learning centers within the classroom.

Through our constructivist approach, the inquiry method and project approach to teaching are utilized. These methods require discussion involving questions and answers between the student and the instructor.

At the Independent stage, reading and writing become part of the integrated research process. Students are continually researching for information about their theme, constantly using previously learned word analysis, comprehension, and writing skills as well as integrating other subject areas. Teachers evaluate student progress against specific standards. Art is also integrated as part of this content based learning. Students create artistic compositions that refer to the writing, allowing the student to create a visualization of the story with its written description. This entire process deepens the understanding of the term theme, the story elements, and the writing skill involved allowing students to analyze and synthesize the story using the elements of literature and the elements of art. Students at this stage are fluent readers with strong comprehension and literary analysis skills. They possess high vocabularies allowing them to read many book genres. Goal setting and self-evaluation of strengths and weaknesses are characteristic of this stage as well.

DEVELOPMENTAL INSTRUCTION PROCESS – EARLY CHILDHOOD EDUCATION

The intended use of this document is to provide teachers with an instructional process based on the developmental levels of students. Although approximate grade levels are noted with the developmental levels to assist the classroom teacher, these grade levels should be used only as basic benchmarks or guidelines for instruction. The teacher is responsible for monitoring the child's progress and designing active learning activities that are appropriate for each individual student at their appropriate developmental level.

Below, you will find CRA's instructional process for each developmental level as well as basic benchmarks for each grade level. In the description of these stages, the behaviors of the students as well as the teachers are listed including the process of instruction for that developmental stage.

Early Kindergarten: Progression of Learning

At the beginning of the school year the teacher designs a nurturing environment where children feel comfortable and safe in their new surroundings. The focus of the new school year is based around developing a strong classroom community, having fun, and learning about one another. Together the class makes rules and talks about how the rules keep everyone safe. The class enjoys acting out and role playing the rules together.

The start of the school year also provides the opportunity for the teacher to introduce learning centers and provide ample time for students to explore, play together, and investigate all the manipulatives in each learning center. This allows time for the students to interact with one another and begin developing their social skills. By allowing children to take the time to explore and learn together, it provides a deeper learning atmosphere where children interact and learn from one another through play.

During the first several weeks of school the teacher begins learning the individual interests of each student. This helps the teacher develop an understanding of what they know and how the teacher can scaffold their current interests and knowledge as they grow socially and learn academically. Using Cedar River Academy's scope and sequence the teacher develops a plan for each student that engages the student's interests in order to meet the learning targets. The teacher provides several learning approaches that will allow for in depth learning and practice while building upon and learning further skills. The teacher always makes a conscious effort to make certain the students are learning at their own developmental pace. A goal for each student is to always do their personal best. A goal for the teacher is to make learning a positive and fun experience for every child.

As students advance and are ready for the next progression in their learning, this is the time when the teacher will proceed to the next level in their social and academic journey.

Examples of learning progression:

Writing:

- Understands that writing is used to communicate ideas
- Applies writing in play situations
- Participates in Magic Kid Writing
- Rereads what they have written
- Uses thematic expansion cards to create phrases and sentences
- Writes letters from the alphabet
- Writes own name
- Writes letters and approximations of letters to represent written language

Reading:

- Recognizes environmental print
- Engages in pretend reading
- Associates spoken word with written word
- Identifies letters and sounds in the Alphabet
- Reads mini books chorally and independently
- Identifies rhyming words
- Identifies sight words
- Reads books independently
- Reads books out loud to class

Pre-Emergent Stage - (approximately Early Kindergarten and Kindergarten)

As our Early Kindergartener students enter school, they bring with them a wide variety of experiences based on their family's interests and opportunities, as well as their own personalities. Some have enjoyed many hours of being read to and often choose to sit and look at books at home, while others may not have ever picked up a book or been read to. Some are just learning to speak English for the first time, while others have been exposed to multiple languages and are bilingual at home. As they begin their journey with Cedar River Academy, we strive to create a meaningful, child-centered world where children make choices that lead them down the path to life-long learning.

Through reading and writing, we learn to communicate in an organized, systematic way. Formal writing is a process that requires first the generation of ideas, then the organization of those ideas into coherent statements that allow a reader to understand our meaning. By having a command of the standard conventions of a language, we are able to use writing and reading as tools to communicate to with a wide variety of audiences. At Cedar River Academy, we have developed a reading and writing continuum that incorporates what we know about best practices in writing and developmentally appropriate instruction, and is aligned to the Washington State Essential Academic Learning Requirements. The following strategies are specifically designed to support learning at each stage, ensuring that students develop a solid foundation, moving seamlessly to the next level of understanding without gaps in understanding.

At this stage oral communication is still developing. Children are learning new vocabulary through their thematic explorations, shared reading, and writing activities. They converse with adults and peers. They live in a print rich environment. As they watch their own words being written down during shared writing activities (whole class, small group, and individual), they develop the understanding that the words we say can be written down and have meaning. They dictate stories and they see their own words transferred to written symbols. For a small child, this is an empowering experience. Children will begin to use "magic kid writing" to imitate the process they have observed and read their written work to their peers. They will also record written representations of their work in learning centers such as dramatic play, blocks, and writing.

Early Kindergarten and Kindergarten students:

- Choose from a variety of learning centers that incorporate opportunities to apply and enrich language/literacy skills and activities in a variety of ways: See Appendix for Learning Center how-to's and ideas. Below are a snippet of the possible ideas:
 - write and draw at the block center to create a record of a block structure or to label structures they have built

- act as story characters, learn and use oral language from each other, write grocery lists or veterinary prescriptions, or practice reading to “babies” at the dramatic play center.
 - enhance English skills through interactions with English speaking students/teachers, and English speaking students will enhance their knowledge of Spanish through interactions with Spanish speaking students/ teachers.
- Have opportunities to converse with each other and with the adults in the classroom.
 - Have opportunities to interact with the Spanish and art teacher as well as the classroom teacher.
 - Use language to describe what they are doing and what they are learning.
 - Learn new vocabulary as they explore new thematic units.
 - Participate in shared reading experiences of songs, poems, and Big Books.
 - Read the stories they have developed as a class, based on their experiences and learning.
 - Listen, talk, and observe reading and writing in meaningful contexts throughout the day. This is important because it is this language rich foundation that supports the child as they begin to construct their understanding of reading and writing as a tool for learning and communicating with other.
 - Experience activities to enhance pre-emergent stage behaviors to ensure a solid understanding of language and its applications before moving to the next level.
 - Experience books with predictable patterns to imitate the readers behavior and to choose to read books as one of their daily center choices signaling a positive attitude about reading, a critical factor in becoming a good reader.
 - Enjoy song and poem charts that can be read chorally as a group and individually at center time.
 - Play the role of the teacher, pointing to the words while singing the song or reciting the poem, giving children a sense of independence and helping them see themselves as readers.
 - Participate in “Rhyme-a-Week” activities to memorize common nursery rhymes and develop phonemic awareness skills.
 - Enjoy reading and re-reading the stories they have dictated as a group during shared writing experiences. These stories often capture real experiences the children have had so it is easy for the children to create personal connections to the text.
 - Plan what they are to learn during center time and then review what they have done and learned at the end of center time. Using language to focus children on their own actions in relation to learning enables them to become more aware of their own learning process and to use that knowledge more intentionally to increase their own knowledge and skills.
 - Are encouraged to write and to “read” or “tell about” their writing. They move from drawing, to scribbles, to letter approximations, to using **CRA's Thematic Word Expansion Card Process, (see “Early Kindergarten/Kindergarten teachers” section below)**, allowing children to develop the concept of “word”, which is critical in learning to read. By reading these cards and arranging them in sentences to be read or written, students are able to construct an understanding of the word for word process used in reading and writing to convey meaning.

Early Kindergarten/Kindergarten teachers:

- Observe the students noting what behaviors the child has developed.
- Decide on instructional strategies to extend literacy behaviors.
- Lead the child to the next level of understanding.
- Read a wide variety of literature with children letting them learn about the language in books as well as the content. (This can be done as a group, as well as with small groups or individually at center time.) Reading with children helps them to develop vocabulary, knowledge of how language and books are structured, and demonstrates the process of reading, including left to right, front to back directionality, voice inflections, and the importance of comprehension.
- Guide children to consider the sequence of events, the main idea, the characters, and the setting of the story.
- Ask questions to guide children in relating the text to their own experiences and to compare one story with another.
- Watch to see children choosing the library center, “reading” and retelling stories successfully, thinking deeply about the books that are read to them, and beginning to ask “How do you spell.....?” at the writing center. At this point they begin to incorporate strategies from the next stage of development, moving into an emergent stage of writing, and are ready to learn to apply the basic sound-symbol relationships of the language. In terms

of grades, this usually happens at the end of early-kindergarten, during kindergarten, or at the beginning of grade one.

Thematic Word Expansion Card process:

- Teachers create individual word cards displayed in a pocket chart so children can build their own sentences and phrases, experiencing the relationship of words to sentences and developing a clear understanding of the part-to-whole relationship, beginning with the names of each student. (This can tie nicely with themes such as "Teamwork", "Coming to School", or "Friends", all of which work nicely with our term theme of "Connections.")
- Teachers select words based on their meaningfulness to the class and their ability to facilitate sentence construction.
- Teachers model sentence building during a group experience. To create a full sentence, the words "I" and "like" should be added. This empowers students to choose to write using the "I like (classmate)." sentence structure. As students master this format, teachers can add individual cards with the names of family members (Mommy, Daddy, Grandma, Grandpa) and add "love" as a facilitating word. Cards are then added to support a units such as "Five Senses" by recording a list of visual observations and adding the word "see", children can write "I see (observed object)." At this point, teachers need to add words about things that are seen on the playground, on field studies, etc. Another easy extension is to add "want". Teachers may also want to add the third person singular form on the back of the verbs ("like "reverse: "likes") and add adjectives such as color or number words. The key is to select words that are meaningful to the class and to empower students to write meaningfully about their classroom experiences and to read what they have written.
- Later teachers place the cards and their pocket chart in the writing center to empower children to create their own sentences and copy the sentence onto paper. This process is repeated each time new words are introduced and to provide guided practice on a regular basis.

Reading Instruction Process -- Early Kindergarten

Teachers of the early kindergarten and kindergarten class at CRA observe the students, note what behaviors the child already has developed, and decide on instructional strategies that will be used to extend those behaviors leading the child to the next level of understanding. Most of the students will need to experience activities to enhance pre-emergent stage behaviors to ensure a solid understanding of language and its applications before moving to the next level. Students gain experience with language throughout the day during whole group, small group, and individual experiences.

Word Analysis – Early Kindergarten

Before the end of the year before they enter Kindergarten, an Early Kindergarten student should be able to do the following:

<p>Print Concepts</p>	<p>An Early-Kindergartener demonstrates their knowledge of print concepts by:</p> <ul style="list-style-type: none"> • knowing most to all capital and lowercase letters • knowing that letters grouped together make words. • knowing words communicate ideas. • matching oral words to printed words. • recognizing environmental print. • recognizing and writing their name. • reading from left to right. • doing the “return sweep” at the end of a line. • identifying the front & back cover, author, illustrator, spine, and title page. • properly turning the page when finished reading • using CRA Thematic Word Expansion Cards to create phrases and sentences. <p>Students practice these skills when they read song and poem charts, big books, and morning messages as a class; share writing pieces from their journal or other student-generated writing; dictate their ideas to teacher; ABC tubs; learning games; and other learning centers (see above).</p>
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Phonemic Awareness	<p>Early Kindergarten students demonstrate their knowledge of phonemic awareness by:</p> <ul style="list-style-type: none"> • recognizing which words in a set start with the same beginning sound.(Bell, bat, and boy all start with /b/) • isolating and saying the first and last sound in a word. (The beginning sound of cat is /c/ and the ending sound is /t/) • manipulating initial sound to create a new real word • identifying rhyming words when read aloud during songs, poems, and stories. • producing rhyming words in response to oral prompts. • blending separate sounds together to say a word (/h/ /a/ /t/- hat) • segmenting words into its separate sounds (pin- /p/ /i/ /n/) • participating in Rhyme-a-Week. (see below) <p>Students learn about rhymes through participating in Rhyme-a-Week activities available at http://www.teach.virginia.edu/go/wil/rimes_and_rhymes.htm. Students will learn and demonstrate the above phonemic awareness skills through teacher questioning, whole group songs, finger plays, read alouds with rhyming text, letter tubs, and using letter or blank colored tiles for blending and segmenting.</p>
High Frequency Words	<p>Early Kindergarteners will accurately read and write personally relevant words determined by the student and teacher.</p> <p>Students learn these words through high frequency mini books, pocket charts, reading poems and big books whole group, and individualized word rings. Approximately one sight word is introduced per week.</p>
Vocabulary Work	<p>Early-Kindergarteners are exposed and acquire many new vocabulary words and starts using them in their everyday conversations They acquire these new words through conversations, thematic units, exposure to books and other media as well as the instructional Vocabulary Process below.</p> <p>Vocabulary Process: (In whole or small group)</p> <ol style="list-style-type: none"> 1. Show word. 2. Ask students if they know what the word means. 3. Explain the word by providing examples,background knowledge that relate to the kids life experiences, visuals, and action. 4. Construct a sentence with the word. 5. In learning centers, the students will use the new word in their writing and daily conversations. 6. In the future, if the word arises from a text, the teacher should formatively assess if the students recall the word and knows its meaning. <p>Students read and understand the meaning of new vocabulary related to the current thematic unit and everyday exposure. Words are introduced in literature related to the theme as well as conversations. Examples of literature include books read aloud by the teacher, poem/song charts, picture cards, and guided reading books. Students practice making sentences with vocabulary word cards on a sentence pocket chart. This is called the Thematic Word Expansion Process.</p>

<p>Phonics Instruction</p>	<p>Students should be exposed to and learn letter names and sounds according to readiness. Each child should focus on ideally 1-2 letters per week, however not moving on until mastering the letter/sound. Although instruction may be focused on one or two letters at a time, exposure and experience with all the letters should be occurring consistently throughout the day.</p> <p>Instructional Components:</p> <ul style="list-style-type: none"> • Order to be taught: - a,m,t,s,i,f,d,r,o,g,l,h,u,c,b,n,k,v,e,w,j,p,y,x,q,z • Teach letter sound and name at the same time. Upper and lower case letters to be taught at the same time. • Students need to be able to name, write, speak, and know the sound of letters. • Discuss that there are vowels and consonants. • Students kinesthetically make the focus letter(s) in multiple ways throughout the week. For example, they might make the letter out of clay one day, write it in the sand another day, construct the letter with cooked spaghetti noodles, etc. • Letter name and sound is introduced in whole or small group instruction with CRA Decoding/Encoding Process (DEP) • With whole or small group, sing ABC song and students point to the letter as they sing. • Poem/song to remember how to write letters. • See other learning center options in Appendix. <p>Use "Action Alphabet": Hold up flashcard, say letter name, students draw the letter in the air, say the letter sound, then say the corresponding word with corresponding action. A-alligator, B-bat, C-catch, D-dance, E-echo, F-fall, G-give, H-hug, I-ick, J-jump, K-kick, L-lick, M-march, N-nod, O-open, P-paint, Q-question, R-run, S-sit, T-touch, U-under, V-vacuum, W-walk, X-Box, Y-yawn, Z-zip</p> <p>ABC Wall (optional): Each letter has a square. In that square is the upper and lower case representation, the Action Alphabet picture, items that begin with that sound, and a sentence with that sound. All kids will bring in an item that represents that sound and a student is selected to be the expert for that letter and their item remains on the poster for the duration of the year.</p>
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Comprehension & Literary Analysis – Early Kindergarten

Topics below may be done in whole or small groups with the teacher varying between discussing and writing down thoughts or just discussing them. The skills below are introductory for Early Kindergarteners. Students will be building on their base knowledge and many of these skills will be completed with teacher scaffolding. When discussing, teacher should consistently ask the students, “Why? How do you know that?” and serve as a guide to deepen student understanding and make connections between their thoughts, their life, and the text. The students can also practice the these skills at read-aloud time as well as in the art, writing, reading, and dramatic play centers. (See appendix for ideas.)

Comprehension – Early Kindergarten

<p>Main Idea</p>	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Identify and communicate (verbally and written) the main idea of a short story, paragraph, or chapter in their own words using fiction and non-fiction texts. <p>Activities to support:</p> <ul style="list-style-type: none"> • Independently using one or two sentences to describe main idea and drawing a matching picture. • Oral think-pair-share of main idea and why it is the main idea. • Choosing the main idea between various main idea options • Class creates a main idea statement through shared writing
<p>Sequence Events</p>	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Sequence the main 3 or 4 parts of a short story, paragraph, or chapter in order. • Understand that the order of events is important and putting events in the wrong order will change the plot of a story. <p>Activities to support:</p> <ul style="list-style-type: none"> • Sequencing story parts using sequence cards • Oral retelling • Acting out the story sequence at the dramatic play center • Creating story boards

Predictions	<p>The teacher helps the readers learn how to:</p> <ul style="list-style-type: none"> • Use knowledge of personal experiences, pictures, characters, plot, setting, or theme to predict what will happen next in the text. • Predict kinds of information available given the topic or organization of the text. <p>Activities to support:</p> <ul style="list-style-type: none"> • Teacher models prediction skills making sure to think out-loud about why they are making the prediction that they are (prior knowledge, text, and illustrations). • Oral think-pair-share of predictions and why they made that prediction. • Students discuss and/or draw predictions. • Class creates predictions through shared writing.
Questions	<p>The teacher helps the readers learn how to:</p> <ul style="list-style-type: none"> • Ask questions related to reading. Questions for a fiction text can include who, what, where, when, why, and how. For non-fiction, these questions should be based on the facts and ideas presented in the text. • Answer comprehension questions related to both fiction and non-fiction texts. Questions for fiction texts can include who, what, where, when, why, and how. Questions for non-fiction should be based on the facts and ideas presented in the text. <p>Activities to support:</p> <ul style="list-style-type: none"> • Asking questions is a skill that requires much scaffolding for early kindergarteners with lots of teacher modeling and examples. • Oral think-pair-share of questions and answers • Matching questions with answers at a learning center • Generating questions and answers through shared writing • Write answers to questions using “magic kid” writing • Drawing answers to questions.
Story Elements	<p>The teacher helps the readers learn how to:</p> <ul style="list-style-type: none"> • Identify the characters, setting, and plot. • Identify characteristics of each story element listed above. <p>Activities to support:</p> <ul style="list-style-type: none"> • Re-enact story elements of a short story in the dramatic play center or with puppets. The teacher provides the appropriate props and questioning to further student understanding. • Make crafts, drawings, and writings about the story elements. • Make descriptive lists of the story elements through shared writing.
Mental Images	<p>The teacher helps the readers learn how to:</p> <ul style="list-style-type: none"> ◦ Create mental images (video in their mind) of what is happening in the story. <p>Activities to support:</p> <ul style="list-style-type: none"> • Oral description of the students' mental image • Describe using writing and/or drawing their mental image • Oral think-pair-share mental image descriptions.

Literary Analysis – Early Kindergarten

Plot	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Retell the plot, including 3-4 main parts of a fiction text. <p>Activities to support:</p> <ul style="list-style-type: none"> • Sequencing cards • Creating pictures • Oral retell • Dramatic play • Writing: using invented spelling or “Magic Kid” writing.
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Setting	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Tell what the setting (when and where) of a fiction text is and describe some of its elements. <p>Activities to support:</p> <ul style="list-style-type: none"> • Sequencing cards • Creating pictures • Oral retell • Classroom discussion • Dramatic play • Writing: using invented spelling or “Magic Kid” writing
Character Analysis	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Describe a character's personality, their actions in the text, and physical description. • Evaluate whether they would like that character and why or why not. <p>Activities to support:</p> <ul style="list-style-type: none"> • Creating pictures • Dramatic play • Classroom discussion • Writing: using invented spelling or “Magic Kid” writing
Comparing/ Contrasting	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Compare and contrast two or more related stories with a focus on characters and setting. • Compare and contrast settings or characters from the same book with a focus on physical appearances, likes/dislikes, and actions in the story. <p>Activities to support:</p> <ul style="list-style-type: none"> • Completing Venn diagrams and t-charts with teacher assistance. • Drawings • Dramatic play • Writing: using invented spelling or “Magic Kid” writing
Text-to-Self Connections	<p>The teacher helps the reader:</p> <ul style="list-style-type: none"> • Draw connections between what is happening in a text and things they have experienced in their life and how they are connected (either similarly or differently). <p>Activities to support:</p> <ul style="list-style-type: none"> • Classroom discussions • Dramatic Play • Being-There Experiences • Writing: using invented spelling or “Magic Kid” writing

Below is a list of literary comprehension/analysis skills that Early Kindergarteners should be exposed to and discuss with the teacher, but not be assessed or required to know:

- author purpose
- cause and effect
- fact and opinion
- genres

Writing – Early Kindergarten

<p>Handwriting</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Recognize uppercase and lowercase letters of the alphabet. • Form each uppercase and lowercase letter of the alphabet. • Leave appropriate spaces between letters and words. • Write their own name. • Practice correct letter formation in a number of multisensory ways. <p>Activities to support:</p> <ul style="list-style-type: none"> • writing letters in the air. • tracing sandpaper letters • writing in shaving cream, pudding, sand, etc. . . • forming letters with wikki stix, playdough, clay, etc. . . • Tracing letters and word stamps • Make 3D letters out of clay, straw, etc. <p>Resource: Handwriting Without Tears, http://www.hwtears.com/educators Resource: Lowercase Letter Stories featuring sky-grass-dirt paper by Mead publications. Resource: http://www.dltk-kids.com/</p>
<p>Writing Conventions</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Identify capital or lowercase letters • Use a capital letter at the beginning of their name. • Identify that letters are capitalized at the beginning of sentences. • Recognize periods (stop marks), question marks, and exclamation marks (excited marks). <p>Activities to support:</p> <ul style="list-style-type: none"> • Letter games • Pocket charts • Journal writing • Creating class stories • CRA Thematic Word Expansion Process
<p>Spelling</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Copy words from word cards and use “Best Guess” spelling to spell phonetically. <p>Activities to support:</p> <ul style="list-style-type: none"> • Journal writing (in-class and/or take home) • Sounding out words together • CRA Thematic Word Expansion Process • Copying words from classroom print (labels, pocket charts, etc.)

<p>Writing Sentences</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Write sentences using “Magic Kid” writing, “Best Guess” spelling, Dolch word cards, and thematic word expansion cards. <p>Writing Progression:</p> <ul style="list-style-type: none"> • Students use “Magic Kid” writing • Students copy from sentence strips, adding to the sentence or replacing words in the sentence with other words cards or “Best Guess” spelling. • Students arrange word cards (sight, vocabulary, and thematic words) to create sentences. These may be in addition to “Best Guess” spelling. • Students write using “Best Guess” spelling. <p>Activities to support:</p> <ul style="list-style-type: none"> • Journal writing (in-class and/or take home) • Writing a puppet show skit • Take home stuffed animal: journal writing • Making class and independent books • Dramatic Play: creating grocery lists, taking restaurant orders, and filling out plan sheets (writing down and drawing a picture of what they will be learning in the dramatic play area)
<p>Presentation</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Share a variety of writing projects with others • Read written and dictated work/stories aloud <p>Activities to support:</p> <ul style="list-style-type: none"> • Show and Tell • Journal writing (in-class and/or take home) • Take home stuffed animal: journal writing • Star of the Week presentations • Students share their writing from learning centers with class
<p>Rubrics</p>	<p>The teacher helps the students begin to learn how to:</p> <ul style="list-style-type: none"> • Set goals for writing improvement • Use a simple rubric to evaluate writing based on specified criteria. <p>Example Rubric:</p> <p>Smiley face – I did my personal best. Straight face – I can do better. Frown Face – I did not do my personal best.</p> <p>Activities to support:</p> <ul style="list-style-type: none"> • Journal writing (in-class and/or take home) • Use rubrics for shared writing experiences <p>Resource: http://rubistar.4teachers.org/</p>

Emergent Stage - (approximately Kindergarten/First Grade)

At this stage, we observe students becoming more competent in their oral language skills. They ask more complex questions about stories that are read to them. They are more aware of the sounds of songs and poems and often play with the words to create rhyming non-sense words. Their language complexity and vocabulary is increasing.

As students become more proficient with constructing simple sentences, they will want to use writing to communicate a broader range of ideas. This is especially true if rich reading and writing experiences continue to be integrated within the thematic instruction as described earlier. When students begin to ask how words are spelled, they are ready to benefit from CRA's structured decoding/encoding process (DEP) that provides a basic, consistent, structured approach for addressing the need of all students to utilize sound-symbol relationships to decode/encode words. This approach is applied within the context of reading and writing activities, which allows students to experience the similarities between sounding out a word to read (decoding) and using sounds to spell a word (ie: Best Guess or developmental spelling; phonetic encoding). Once the DEP is introduced, the teacher can repeat the process on the white board as a group experience.

Kindergarten/First Grade students:

- Make predictions about a story based on their prior knowledge of other stories.
- Enjoy reading and discussing books with teachers in small groups and at center time.
- Utilize writing as a tool to record their learning activities in all subject areas and share their personal interests.

- Use letter approximations that follow patterns resembling conventional English. Once the child realizes their words have meaning, they develop a strong desire for adults to want to read their writing. During writing activities, they will begin to ask... “How do you spell_____?” It is now that children are ready to learn about the letter-sound correspondences that will assist them in decoding and encoding as they learn to read (and write) independently.

Kindergarten/First Grade teachers:

Use the Decoding/Encoding Process (DEP) that has proven effective for all students when integrated within a wide variety of reading and writing opportunities, providing a basic, consistent, structured approach for addressing the need of all students to utilize sound-symbol relationships to decode/encode words. The DEP Process utilizes a consistent mnemonic device with emergent, beginning and developing readers/writers to discuss the letter-sound relationships. This procedure utilizes alphabet cards that use clearly written lower case letters, with a picture of an object or action that begins with that letter and sound, followed by a clearly written label (called a key word) that is visible to children.

This approach is applied within the context of reading and writing activities, which allows students to experience the similarities between sounding out a word to read (decoding)

Teachers introduce the DEP in the following manner:

- Show children each card.
- Point to the letter and say the letter name.
- Point to the key word and say and the key word.
- Point to the letter again and say the sound the letter represents.
- Example: “b” (Pointing to the letter), “ball” (pointing to the key word), /b/ pointing to the letter once again.

By using this consistent mnemonic device at all early childhood grade levels, students are able to quickly memorize the letters and their sounds and then are ready to begin applying this knowledge to the decoding and encoding process.

- Use ongoing classroom conversation, formally and informally throughout the day with various activities, (such as the Action Alphabet, flashcards, and letter sound tub games).
- Encourage students to identify sounds they hear and write those sounds in the words during writing and reading activities, when applicable.
- Utilize letter cards and pocket charts to model encoding and decoding. When students are reading and come to an unknown word that is phonetically regular, the teachers;
 - Demonstrate how to "stretch" the sounds of a word out.
 - Identify each sound, placing the letter that represents that sound on the pocket chart in the order the sound is heard.
 - Blend the sounds together and read the word.
 - Model the strategy on a white board when reading with a group of students or on paper/orally when reading with individual students after the students have become more proficient with the process. The key is to provide guided practice for using the process to decode unknown words within the context of actual reading.
- Post a “*What to do when you are reading and come to a word you don't know?*” chart to assist students in applying a repertoire of strategies for unlocking meaning since they will need to learn other strategies for ensuring reading comprehension. These strategies are designed to help children apply their knowledge of word order and their prior knowledge of stories, words, and general information, as well as their knowledge of letter-sound relationships to help them decode text. Examples of prompts you will see on this chart include:
 1. *Stretch Snake- Stretch it out!* Stretch the word out slowly. Put the sounds together.
 2. *Skippy Frog- Skip It, Skip It!* Skip the word. Read to the end of the sentence. Hop back and READ IT, READ IT.
 3. *Eagle Eye- Look at the pictures!* Look at the picture for clues.
 4. *Lips the Fish- Get your lips ready!* Say the first few sounds of the new word. Read to the end of the sentence and say it again.
 5. *Chunky Monkey- Chunk the Word!* Look for a chunk that you know (-at, -an). Look for a word part (-ing, -er)
 6. *Tryin' Lion- Try it again!* Try to reread the sentence/read on. Try a word that makes sense.
 7. *Helpful Kangaroo- Ask for help!* Ask for help from a friend or your teacher (after you have tried all of the other strategies).
 8. Keep reading. What is the story trying to tell you?

9. Look for the same word somewhere else.

Once a child is making sense of texts, reads independently, and engages in conversations about the plot and characters in these stories, they are transitioning into the beginning stage of reading development. This usually occurs in the second half of kindergarten, or during grade 1. While the structured Decoding/Encoding Process (DEP) is necessary for reading and writing, it is not sufficient. As stated earlier, it is critical that this instruction take place within a print rich environment that provides daily read aloud sessions, shared writing experiences, opportunities to read independently, and to write using the Thematic Word Expansion Card Process. This allows students to experience the decoding process in the meaningful context of real reading and writing experiences which empowers our students to become better learners and to communicate their thoughts more effectively with others. In writing, as students become more proficient with constructing simple sentences, they will want to use writing to communicate a broader range of ideas. This is especially true if rich reading and writing experiences continue to be integrated within the thematic instruction. As the year progresses, teachers encourage students to write about their reading, (possibly about a character or a setting), and begin assisting them in creating a composition that integrates an element of art with the piece of writing.

Word Analysis – Kindergarten

By the end of the year, Kindergarten students should be able to do the following:

Print Concepts	<p>Kindergarten students:</p> <ul style="list-style-type: none"> • match oral words to printed words. • read from left to right. • do the “return sweep” at the end of a line. • identify front & back cover, author, illustrator, spine, title page • know when and how to turn the page <p>Students practice these skills when they read song and poem charts, big books, morning messages, and shared writing pieces from their journal or other student-generated writing.</p>
High Frequency Words	<p>Accurately read words Kindergarten Dolch Site Word List.</p> <p>High-frequency words are available to students on a pocket chart that contains multiple copies of each word for students. Students practice making sentences with vocabulary word cards and high-frequency words on a sentence pocket chart. Ex. “I see a bear in the forest. I see a deer in the forest. I see a squirrel in the forest.” Students also use word cards for various writing activities including journal writing. This is referred to as the “Thematic Word Expansion Process”.</p>
Vocabulary Work	<p>Read and understand the meaning of new vocabulary related to the current thematic unit. Words are introduced in literature related to the theme. Examples of literature include books read aloud by the teacher, poem/song charts, and guided reading books. As vocabulary words are discussed over the course of the theme, the words are posted in a pocket chart for students to practice reading and to use in shared writing. Students practice making sentences with vocabulary word cards and high-frequency words on a sentence pocket chart. Students also use word cards for various writing activities including journal writing. This is called the “Thematic Word Expansion Process”.</p>
Personally Relevant Words	<p>Accurately read personally relevant words determined by the student and written on a card by the teacher. The student keeps their personal collection of words to practice reading and use in their journal writing.</p>

Phonics Instruction	<p>Alphabet:</p> <ul style="list-style-type: none"> Order to be taught: - a,m,t,s,i,f,d,r,o,g,l,h,u,c,b,n,k,v,e,w,j,p,y,x,q,z <p>Alphabet:</p> <ul style="list-style-type: none"> teach letter sound and name at the same time. Upper and lower case letters to be taught at the same time. Each child should work on ideally 3 letters per week, however not moving on until master the letter/sound is the goal. <p>Guided Practice:</p> <ul style="list-style-type: none"> While teaching the alphabet in the order above, these are the basic CRA components for centers for guided practice. These methods of practice should be used daily. In addition, your focused letter and sounds should be integrated throughout the day. <p>Action Alphabet:</p> <ul style="list-style-type: none"> Hold up flashcard, say letter name, students draw the letter in the air, say the letter sound, then say the corresponding word with corresponding action. A-alligator, B-bat, C-catch, D-dance, E-echo, F-fall, G-give, H-hug, I-ick, J-jump, K-kick, L-lick, M-march, N-nod, O-open, P-paint, Q-question, R-run, S-sit, T-touch, U-under, V-vacuum, W-walk, X-Box, Y-yawn, Z-zip CRA Decoding and Encoding Process (D.E.P.)- Show children a Slingerland alphabet card. Point to the letter and say the letter name. Point to the key word and say and the key word . Point to the letter again and say the sound the letter represents. Example: “b” (Pointing to the letter), “ball” (pointing to the key word), /b/ pointing to the letter once again. Letter-object tubs- students pull out objects from the letter tubs, sorting based on emphasis on initial letter sound. Sand paper letters- Student traces the letter with their finger while saying the letter sound the duration of the tracing on the sand paper. Sing the alphabet- students sing as they point to the letters on the alphabet chart. <p>Reading instruction can begin when students have mastered 4 to 6 letter sound correspondences and the auditory skills of segmenting and telescoping.</p>
Phonemic Awareness	<p>Learn to auditorally discriminate beginning, middle, and ending sounds. They practice auditorally segmenting and blending the following types of words:</p> <ul style="list-style-type: none"> VC and CVC words that begin with a continuous sound (at, Sam) CVCC words that begin with continuous sounds (runs, lamp, fist) CCVC words that begin with blends (chat, that) CVC words that begin with stop sounds (hot, cap) <p>(Possible Resource: Reading A to Z – Phonological Awareness Lessons)</p> <p>Rhyming activities teach phonemic awareness skills. Include rhyming activities on a daily basis. Students identify rhyming words when read aloud during songs, poems, and stories. Students produce rhyming words in response to oral prompts. Students learn about rhymes through participating in Rhyme-a-Week activities available at http://www.teach.virginia.edu/go/wil/rimes_and_rhymes.htm.</p>

Comprehension & Literary Analysis – Kindergarten

Schema and Connections	<p>Understand the concept of schema. Schema is thinking about what you already know (prior experiences) to help understand the text before reading, during reading, and after reading. and use their schema to make text-self connections. A text-to-self connection is when students make connections between what a character is feeling or experiencing in a book and connect it to their life experiences.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>
Schema and Mental Images	<p>Use schema to create and record mental images from the text. A mental image uses your schema and five senses to make a movie in your mind. Students describe their mental images orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>

Schema and Predictions	Make predictions based on their schema and book clues (front and back cover, illustrations, book summary, and text within the book) about fiction and non-fiction texts before reading and during reading. Students make predictions orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing. Suggested Resource: <u>Reading with Meaning</u> by Debbie Miller
Schema and Inferences	Use schema, connection skills, and mental image skills to figure out what is happening in the text without the author explicitly stating it- uncovering the hidden details. Students make inferences orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing. Suggested Resource: <u>Reading with Meaning</u> by Debbie Miller
Schema and Questions	Ask questions related to reading. <ul style="list-style-type: none"> • Ask questions about events or characters in a fiction book that relate to the development of the story. • Ask questions about non-fiction texts to show further thinking/curiosity about the subject. Answer comprehension questions related to reading. Students answer questions orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing.
Elements of Literature	Name and describe the setting and characters in stories orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing.
Retelling	Retell simple stories in sequential order by placing story sequencing cards in order and describing what is happening, creating storyboards, and participating in shared writing retellings.
Comparing and Contrasting	Using similar stories, student describe similarities and differences in plot and characters orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing.
Main Idea	Identify the main idea and participate in shared writing experiences to create summaries which include essential details. Students demonstrate their comprehension of the main idea orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing.
Purpose of Texts	Understand that words are everywhere - storybooks, poems, newspapers, signs, labels – and that each has its own purpose. Students communicate their understanding orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing. Students use texts as sources of information about units of study. These texts may be read aloud by the teacher, read as part of a shared reading experience, picture read, or read by the student.

Writing – Kindergarten

Handwriting	Recognize and write all the letters of the alphabet in uppercase and lowercase letters of the alphabet. Students correctly form each letter in uppercase and lowercase. Students leave appropriate spaces between letters and words. Practice correct letter formation in a number of multisensory ways, including tracing sandpaper letters, writing in shaving cream, forming letters with wikki stix, and writing in the air during the action alphabet. Resource: Handwriting Without Tears, http://www.hwtears.com/educators Resource: Lowercase Letter Stories featuring sky-grass-dirt paper by Mead publications.
Writing Conventions	Identify when letters are capital or lowercase. Student explain that letters are capitalized at the beginning of sentences and names and begin to apply this in their writing. Students always use a capital letter at the beginning of their and their classmates' names. Identify periods (stop marks), question marks, and exclamation marks (excited marks) and identify which should be used. This occurs in shared writing and independent writing.
Spelling	Read, write, and spell Kindergarten Dolch words. In addition, students copy words from word cards and use “Best Guess” spelling to spell phonetically.
Writing Sentences	Write several sentences about a topic using “Best Guess” spelling, picture dictionaries, Dolch word cards, and thematic word expansion cards. Students' writing takes several forms: <ul style="list-style-type: none"> • Students copy from sentence strips, adding to the sentence or replacing words in the sentence with other words cards or “Best Guess” spelling. • Students arrange word cards (sight words and thematic words) to create sentences. They may be in addition to “Best Guess” spelling. • Students write using “Best Guess” spelling.

Writing Process	Follow the writing process to create written drafts, revise writing for sentence clarity, reader interest, and to enrich word usage, and to edit work for capitalization, end marks, and spelling of Kindergarten sight words and words from thematic word expansion cards. Students follow the writing process during shared writing experiences and in independent writing with the assistance of the teacher. Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.
Presentation	Share a variety of writing projects with others, including reading written work and dictated stories aloud.
Rubrics	Use a simple rubric to evaluate writing based on specified criteria. With a teacher, students set goals for writing improvement.

Beginning Stage - (approximately First/Second Grade)

During the beginning stage, instruction on how to use reading strategies continues to take place within a print rich environment that provides opportunities for read aloud sessions, individual/shared reading and writing experiences, and opportunities to read independently or with an adult during guided reading groups. For the beginning reader, our goal is to increase students ability to comprehend text independently by applying all of the strategies needed to become a successful reader. As this happens, students not only realize that reading is an enjoyable activity, but that it is a powerful tool that allows them a new degree of independence as they focus on extending their learning and sharing their new knowledge with others. At Cedar River Academy, our children make continuous progress based on their individual abilities, not grade level. While the beginning stage of reading development typically lasts throughout first grade and much of second, it is important that students receive individualized support for as long as necessary to ensure fluent reading, the ability to apply semantic, syntactic, and graphophonic cues, and excellent comprehension of the vocabulary and information of texts.*

Cueing System Strategies		
Semantic	Syntactic	Graphophonic
Mini-Lesson <ul style="list-style-type: none"> • Build prior knowledge of the topic • Pre-teach vocabulary • Directed Reading Thinking Activity (Predict, Prove or Modify, Reflect) • During reading • Encourage the use of pictures to support comprehension • Monitor for meaning; re-read when it doesn't make sense 	Mini-Lesson <ul style="list-style-type: none"> • Close technique (Mini-lesson): Give children sentence patterns with a word left out and list the possibilities. Example: I am going to the _____. (List will show that all possibilities are place names.) He ____ to the store. (verbs) During reading <ul style="list-style-type: none"> • Predict based on word order. 	Mini-lesson <ul style="list-style-type: none"> • Decoding/encoding process • Shapes of words During Reading <ul style="list-style-type: none"> • Narrow predictions based on beginning sound or shape of word bnt[er]'

At this point, texts should be both fiction and non-fiction, have 1000+ words, full pages of text, complex sentences, and contain some unknown vocabulary that requires the use of glossaries or dictionaries to determine meanings. This is approximately level N in Reading A to Z or 28 for DRA (Developmental Reading Inventory).

Children who are at this stage of the continuum need to continue to experience reading and writing as related skills. They need to write about what they read and read their own writing as well as that of others. Writing should draw thematic vocabulary from what is being read and what is being learned through “best guess”/ developmental spelling (phonetic encoding) should support the process of decoding unknown words in text, when appropriate. Also at this point, students need to become more aware of standard English conventions. CRA has developed the Thematic Word Expansion Process to ensure these needs are met for all students.

CRA believes that students must master reading and writing by knowing the writing process, being proficient at manuscript/cursive, writing in complete sentences creating simple paragraphs, and revising and editing to ensure standard conventions. This mastery must occur prior to the use of computers to ensure students know the process and the skills. For this reason, our students generally do not use computers for writing prior to the extending phase, at which point we begin our “Writing Explosion Process.”

First/Second Grade students:

- Discuss the plot, characters, settings and events of books.
- Need opportunities to practice skills more frequently and in a wider variety of settings to increase their ability to read independently.
- Read with friends and to younger students or family members.
- Begin writing about the books they read, identifying the main idea, creating summaries, or character descriptions.
- Identify words from their reading that can be used in the Thematic Word Expansion Card Process.
- Write about what they read and read their own writing and that of others.
- Need to become more aware of standard English conventions.
- Continually expand their vocabulary and word choice and to increase the complexity of the students' sentence patterns using the Thematic Word Expansion Card Process.
- Write about what they have learned, about the themes they are studying, and about the literature they are reading.
- Learn about the writing process (pre-writing, drafting, revising, editing, and publishing)
- Apply these writing process skills as they write narratives and informational pieces.

First/Second Grade teachers:

- Observe children choosing to “read” independently guiding the children in selecting texts that match the child's current ability to make sense of texts. At CRA, we believe that at this point it is critical that each child receive individualized support for reading development.
- Begin a more formal instructional process for reading, accessing a variety of leveled texts which have been categorized based on the following criteria:
 - word count
 - number of different words
 - number of high frequency words
 - sentence length
 - sentence complexity
 - predictability
 - language patterns and repetition
 - print size, spacing, number of words per page
 - illustration support
 - concept and topic familiarity
- Use the Thematic Word Expansion Process to ensure that students draw thematic vocabulary from texts as well as using “best guess”/developmental spelling.
- Guide students to create thematically-related word lists of adjectives, nouns, verbs, and adverbs, that can be used in student writing.
- provide students with examples of sentence patterns that encourage greater use of description.
For example: students are encouraged to use two adjectives, then a noun (or character's name), then a verb and adverb. As students move solidly into the developing stage, they use a thesaurus as a resource to support this process and teachers add prepositional phrases as part of the sentence construction process.
- Use books to allow children to successfully read and comprehend the text independently or with guidance from the teacher.

Reading & Writing Instruction Process:

At Cedar River Academy teachers select books based on the strengths and needs of the child as identified through a formal “Running Record” from DRA or Reading A-to-Z. This assessment allows teachers to analyze the cues a student uses to make sense of texts and their comprehension of the text. These strategies are characterized by whether a child is using visual (graphophonic) information such as letter-sound relationships or word shapes or length, structural information such as the syntax or word order of the language so the reader knows that what is read sounds correct based on his or her knowledge of that language, or information based on the meaning of the text, prior

knowledge, or pictures (semantics). As the child reads, the teachers notes the errors the child makes as he or she reads and what strategy lead to that error. Teachers may do this formally to determine a reading level or informally during guided reading groups. A formal running record uses texts that the child has not seen and teachers make formal notations, analyze the child's errors, and quantify which strategies the child used most often and most successfully. During informal running records, a leveled reader the child is currently reading or has self-selected is used and teachers listen carefully to observe the strategies used, and make an informal record of that assessment, called an anecdotal record, that identifies whether meaning, syntax, or visual information was used most successfully and which of the strategies needs more work. Each child at the beginning stage is assessed at least once every three weeks, formally or informally, and new instructional plans are created based on those assessments. Once a teacher knows which strategies the child uses successfully, books are selected that will appeal to the child's interests and provide opportunities for the child to practice strategies that may not be as strong, to extend those strategies that are currently leading to successful comprehension. As teachers support each child, the goal is to develop all the strategies needed to comprehend text. As the strategies the child uses become stronger, the complexity of the text provided increases, thus providing the child more of a challenge both in unlocking the words that are read and in comprehending the elements of the story.

Students at our academy are provided with daily opportunities to practice revising and editing in writing. Each morning two or three sentences related to the current theme are placed on the board. These sentences will include mistakes in punctuation, spelling, or grammar. The children are asked to copy these sentences, correcting the mistakes. This is then reviewed as a class, which allows the teacher to guide the discussion, relate current situations to past, and provide helpful hints for future writing tasks. By providing consistent guided practice with this skill, students continually improve their ability to edit and revise their own writing. Students also continually expand their vocabulary, word choice, and increase the complexity of their sentence patterns utilizing the Thematic Word Expansion Process. Teachers guide students to create thematically -related word lists of adjectives, nouns, verbs, and adverbs, that can be used in student writing. They provide students with examples of sentence patterns that encourage greater use of description. For example students are encouraged to use two adjectives, then a noun (or character's name), then a verb and adverb. As students move solidly into the developing stage, they use a thesaurus as a resource to support this process and teachers add prepositional phrases as part of the sentence construction process.

Our beginning and developing readers participate in a systematic review of spelling patterns to ensure that they are able to apply conventional spelling in their writing. These spelling patterns are reviewed using a process similar to the DEP process described above. Typical English spelling patterns are given (example: -ight) and then different beginning sounds/blends, prefixes, and suffixes are added. (example: might, right, bright, brightly, upright) As these word lists are generated, students can use these words to support writing in the same manner as the words generated through the Thematic Word Expansion Process. As the year progresses, teachers encourage students to write about their reading, (possibly about a character or a setting), and begin assisting them in creating a composition that integrates an element of art with the piece of writing.

All of these strategies are applied within the process of writing about the work the students are doing. Cedar River Academy is dedicated to integrated thematic instruction and recognizes the importance of applied learning. Our students write about what they have learned, about the themes they are studying, and about the literature they are reading. As beginning readers they learn about the writing process (pre-writing, drafting, revising, editing, and publishing) and as developing writers they apply these skills as they write narratives and informational pieces.

Reading:

Word Analysis – 1st Grade

By the end of the year, First Grade students should be able to do the following:

Fluency	<p>A fluent 1st grade reader should:</p> <ul style="list-style-type: none"> • Read sight words and accurately decodes most words. • Always recognize inaccurate decoding attempts and tries a new strategy. • While reading aloud, make short pauses at commas and longer pauses at ending punctuation. • Read with expression and feeling; interesting to listen to. <p>Practice fluency through reading aloud to teachers, partners, listening phones, and choral reading. Average 1st grade fluency rates (from Reading A to Z): Fall- 50 wpm Spring- 70 wpm</p>
High Frequency Words	<p>Accurately read, write, and spell all words on the First Grade Dolch Sight Word List. High frequency word cards are available to students on a word wall or a pocket chart in the classroom.</p>

Compound Words	Read compound words and identifies the two smaller words that make up the compound word.
Contractions	Read and write the following contractions: I'm, I'll, you'll, we'll, they'll, he'll, she'll, can't, don't, isn't, didn't, he's, she's Students can identify the two words that join together to make up the contraction and know that an apostrophe indicates one or more letters are missing.
Suffixes	Read and write words with the following suffixes: -ing (action of) -ed (did) -s (plural) -es (plural)
Vocabulary Work	Read and understand the meaning of new vocabulary related to the current thematic unit. Words are introduced in literature related to the theme. This can be books read aloud, poem charts, or guided reading books. As vocabulary words are discussed over the course of the theme, the words are posted on a word wall or pocket chart for students to practice reading and to use in their writing. This is called the "Thematic Word Expansion Process". When the meaning of a word is not clear, students use a dictionary to look up the meaning of the word. Before this is possible, students must be taught how to alphabetize. They will need to practice this skill a lot before attempting to use a dictionary. Once they have mastered placing words in alphabetical order, they are ready to learn that words in a dictionary are in alphabetical order according to the first letter, then the second letter, and so on.
Parts of Speech	Identify and categorize nouns, verbs, and adjectives found in texts. Use lists of nouns, verbs, and adjectives to write about the text.
Phonics Instruction	Phonics instruction: Review letter sounds, utilizing the action alphabet and the CRA Decoding and Encoding Process (D.E.P.). See Kindergarten for more information on letter sound instruction and details about the action alphabet and the D.E.P. process. Teach beginning digraphs: th, sh, ch, wh Teach 2 letter beginning blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp, st, sw, tw Consonants, Short Vowels, and Word Families Blends Long Vowels VCe Pattern Consonant Digraphs If students are ready, teach Open Vowels, Vowel Digraphs, and Other Vowel Patterns.
Phonemic Awareness	Review auditorially discriminating and manipulating beginning, middle, and ending sounds. Students practice auditorially segmenting and blending the following types of words: <ul style="list-style-type: none"> • VC and CVC words that begin with a continuous sound (at, Sam) • CVCC words that begin with continuous sounds (runs, lamp, fist) • CCVC words that begin with blends (chat, that) • CVC words that begin with stop sounds (hot, cap) Possible Resource: Reading A to Z- Phonological Awareness Lesson Next, students apply these phonemic awareness skills to sound out longer words when reading and writing.
Syllables	Accurately "clap out" and segment words with one or two syllables (orally and written).

Comprehension & Literary Analysis – 1st Grade

Schema and Connections	Understand the concept of schema. Schema is thinking about what you already know (prior experiences) to help understand the text before reading, during reading, and after reading. and use their schema to make text-self connections, text-to-text connections, and text-to-world connections. Suggested Resource: Reading with Meaning by Debbie Miller
Schema and Mental Images	Use their schema to create and record mental images from the text. A mental image uses your schema and five senses to make a movie in your mind. Students describe their mental images orally, by drawing a picture, and in writing using invented spelling and/or magic kid writing. Suggested Resource: Reading with Meaning by Debbie Miller

Schema and Predictions	Make predictions based on their schema and book clues (front and back cover, illustrations, book summary, and text within the book) about fiction and non-fiction texts before reading and during reading. Students make predictions orally, by drawing a picture, and in writing. Suggested Resource: <u>Reading with Meaning</u> by Debbie Miller
Schema and Inferences	Use their schema, connection skills, and mental image skills to figure out what is happening in the text without the author explicitly stating it- uncovering the hidden details. Students make inferences orally, by drawing a picture, and in writing. Suggested Resource: <u>Reading with Meaning</u> by Debbie Miller
Schema and Questions	Ask questions related to reading. <ul style="list-style-type: none"> • Ask questions about events or characters in a fiction book that relate to the development of the story. • Ask questions about non-fiction texts to show further thinking/curiosity about the subject. • Questions must include who, what, where, when, why, and how' questions. Answer comprehension questions related to reading. <ul style="list-style-type: none"> • Questions must include who, what, where, when, why, and how' questions. • Students answer questions orally, by drawing a picture, and in writing.
Interacts with Literature	Listen to, read, discuss, write, and draw about a variety of traditional and contemporary literature selections, including multicultural texts and non-fiction selections.
Retelling	Retell stories in sequential order, including only the main events, using storyboards, other graphic organizers, and summaries.
Comparing and Contrasting	Compare and contrast books including comparing and contrasting fiction books with non-fiction books that are about the same topic. Students use graphic organizers such a T-charts and Venn Diagrams to compare and contrast.
Summarizing	Create written summaries which include essential details such as the characters, setting, problem/solution, and sequence of events.
Elements of Literature	Identify and describe the plot, setting, and character(s) in a story orally, in writing, and in pictures.
Purpose of Texts	Use texts to learn new information and solve problems. These texts may be read aloud by the teacher, read as part of a shared reading experience, or read by the student.

Writing:

Writing Strategies - 1st grade

Handwriting	Correctly form all the letters of the alphabet in uppercase and lowercase letters of the alphabet. Students leave appropriate spaces between letters and words. Practice correct letter formation in a number of multisensory ways, including tracing sandpaper letters, writing in shaving cream, forming letters with wikki stix, and writing in the air during the action alphabet. Resource: Handwriting Without Tears, http://www.hwtears.com/educators Resource: Lowercase Letter Stories featuring sky-grass-dirt paper by Mead publications.
Writing Conventions	Use capital letters in the appropriate places, including at the beginning of sentences and at the beginning of names. Names includes the names of people and the names of places. Students use lowercase letters in the appropriate places. Use periods (stop marks), question marks, and exclamation marks (excited marks) appropriately at the end of sentences
Spelling	Use "Best Guess" spelling to spell phonetically and applies common spelling patterns in written work. Students correctly spell First Grade Dolch words and thematic words. Students check spelling using word walls (Dolch words and thematic words) and the dictionary.

Writing Process	<p>Follow the 6-step writing process of prewriting, drafting, revising, editing, publishing, and presenting.</p> <ul style="list-style-type: none"> • Use prewriting graphic organizers to help them select a topic, organize their ideas, and plan their writing. • Use their plan to create a written draft of their work that follows and expands on their plan. • Revise their work to improve its organization, content, and enrich their word choice, including adding/substituting in descriptive words. Students conference with teacher for a final revision of their work. • Once work is revised, students edit their work for capitalization, end marks, and spelling of Dolch words and thematic words. Students conference with teacher for a final edit of their work. • Publish a final draft of their work and illustrate it. • Present their work to an audience. <p>Once work has been published and shared, students evaluate their writing based on a set of criteria provided in a rubric and sets goals for their writing.</p> <p>Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p>
Tools for Revision	<p>To support the revising and editing process, the teacher provides checklists and rubrics for written work and models using checklists and rubrics in the revision and editing process repeatedly throughout the year.</p> <p>When students are at the revision and editing stage of the writing process, they use a teacher-provided rubric or checklist to revise or edit their own work. This is the first step of the three step revision and editing process. After each step, the student makes the revision or editing changes before proceeding to the next step.</p> <ul style="list-style-type: none"> • First, students revise or edit their own work. • Second, a classmate revises or edit their work. • Third, the teacher revises or edits their work in a writing conference.

Writing Application - 1st grade

Experience/ Knowledge Based Topics	<p>Use the writing process to write short narratives describing personal experiences.</p> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>
Expository Writing	<p>Use the writing process to write for the purposes of informing, explaining, describing, or defining familiar objects, people, places, or events using sensory details in their descriptions.</p> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>
Story Writing	<p>Use the writing process to write stories with a beginning, middle and end.</p> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>

DEVELOPING STAGE – (APPROXIMATELY SECOND/THIRD GRADE)

This stage of development marks the beginning of the transition from “learning to read “ to “reading to learn”. Developing readers use the information gained through reading to increase their own knowledge and they share this information with others. It is important for students to develop confidence in their ability to read, to enjoy the independence that comes from being able to read whatever one chooses, and to use this ability as a tool to learn new things and to explore new genres of literature . When we observe children, coming into the lunchroom with a book to read when they are finished or hear our students talking about the latest book in the Magic Tree House series, we know that they are going to be successful readers.

Children who are at this stage of the continuum need to continue to experience reading and writing as related skills. They need to write about what they read and read their own writing and that of others. Writing should draw thematic vocabulary from what is being read and what is being learned through “best guess”/ developmental spelling (phonetic encoding) should support the process of decoding unknown words in text, when appropriate . Also at this point, students need to become more aware of standard English conventions. CRA has developed a Thematic Word Expansion Process to ensure these needs are met.

Second/Third Grade students:

- Begin to rapidly expand their reading vocabulary by reading a wide variety of texts.
- Analyze how authors use words to convey specific meanings by using synonyms, antonyms, alliterations, similes, and onomatopoeia.
- Collect words for categorization as part of the **CRA Thematic Word Expansion Process** and to use those words to create more complex sentences in their writing.
- Analyze texts more deeply, generating questions, making predictions, summarizing, and comparing genres and authors.
- Use text features to find information and they interpret graphs and tables, incorporating that information to better understand the text.
- Read a wide variety of written documents including books, magazines, on-line, brochures, and other functional print.

Second/Third Grade teachers:

- Facilitate deeper discussions about the text.
- Ask questions, lead discussions, and have children write about the books they have read.
- Facilitate children's reading the words and then ask questions to help them understand what the words mean in relation to the story.

Reading & Writing Instruction Process:

In the beginning stage of reading, teachers facilitate children's reading the words and then ask questions to help them understand what the words mean in relation to the story. Teachers lead discussions, ask questions, and compare reading responses from the students regarding specific texts. For example, if several children write a summary about a book and then compare those summaries, they begin to think about what details are most critical to understanding a story and need to be included for a reader of the summary who has not read the book to be able to understand the story. This process takes children way beyond simple knowledge of the story, but to a level where he or she is creating an understanding of the story based on the shared perspectives of several readers. They are then having to evaluate that understanding to determine what would need to be communicated to a person who has not read the story, but needed to know about the story, then create a written retelling of the story that accomplishes that goal. This written retelling is an integrated reading, writing, and art activity. (Example: a poetry pattern with the art element of line regarding the setting of the thematic story. Thus you are teaching writing, art, & reading skills in a full literacy integrated activity.) This entire process deepens the understanding of the term theme, the story elements, and the writing skill involved allowing students to analyze and synthesize the story using the elements of literature and the elements of art.

Cedar River Academy provides daily opportunities to practice revising and editing of writing pieces. Each morning two or three sentences related to the current theme are placed on the board. These sentences will include mistakes in punctuation, spelling, or grammar. The children are asked to copy these sentences, correcting the mistakes. This is then reviewed as a class, which allows the teacher to guide the discussion, relate current situations to past, and provide helpful hints for future writing tasks. By providing consistent guided practice with this skill, students continually improve their ability to edit and revise their own writing.

The second focus for students at these stages of development is for students to continually expand their vocabulary and word choice and to increase the complexity of the students' sentence patterns. To do this, our teachers utilize the CRA Thematic Word Expansion Process. Teachers guide students to create thematically -related word lists of adjectives, nouns, verbs, and adverbs, that can be used in student writing. They provide students with examples of sentence patterns that encourage greater use of description. For example students are encouraged to use two adjectives, then a noun (or character's name), then a verb and adverb. As students move solidly into the developing stage, they use a thesaurus as a resource to support this process and teachers add prepositional phrases as part of the sentence construction process.

In addition to these strategies, our beginning and developing readers participate in a systematic review of spelling patterns to ensure that they are able to apply conventional spelling in their writing. These spelling patterns are reviewed using a process similar to the DEP process described above. Typical English spelling patterns are given (example: -ight) and then different beginning sounds/blends, prefixes, and suffixes are added. (example: might, right, bright, brightly, upright) As these word lists are generated, students can use these words to support writing in the same manner as the words generated through the Thematic Word Expansion Process.

All of these strategies are applied within the process of writing about the work the students are doing. Cedar River Academy is dedicated to integrated thematic instruction and recognizes the importance of applied learning. Our

students write about what they have learned, about the themes they are studying, and about the literature they are reading. As beginning readers they learn about the writing process (pre-writing, drafting, revising, editing, and publishing) and as developing writers they apply these skills as they write narratives and informational pieces.

CRA believes that students must master reading and writing by knowing the writing process, being proficient at manuscript/cursive, writing in complete sentences creating simple paragraphs, and revising and editing to ensure standard conventions. This mastery must occur prior to the use of computers to ensure students know the process and the skills. For this reason, our students generally do not use computers for writing prior to the extending phase, at which point we begin our “Writing Explosion Process.”

Reading:

Word Analysis – 2nd grade

By the end of the year, Second Grade students should be able to do the following:

Fluency	<p>A fluent 2nd grade reader should:</p> <ul style="list-style-type: none"> • Read sight words and accurately decodes most words. • Always recognize inaccurate decoding attempts and try a new strategy. • While reading aloud, make short pauses at commas and longer pauses at ending punctuation. • Read with expression and feeling; interesting to listen to. <p>Practice fluency through reading aloud to teachers, partners, listening phones, and choral reading. Average 2nd grade fluency rates (from Reading A to Z): Fall- 70 wpm Spring- 100 wpm</p>								
Alphabetizing	<p>Alphabetize a list of ten words (including reverse order). Properly use the guide words in a dictionary to find a word. Practice alphabetizing by organizing the classroom library sections by author's last name.</p>								
High Frequency Words and Contractions	<p>Consistently read, write, and spell every word on the 2nd Grade Dolch Sight Word List Accurately read, write, and spell theme-related words determined by teacher. Consistently read, write, and spell the following contractions: isn't, won't, don't, didn't, shouldn't, wouldn't, can't, hadn't, haven't, I'll, I'm, I've, you'll, you're, you've, he'll, he's, he'd, she'll, she's , she'd, they'll, they're, we'll, we've, we'd, we're, it'll, it's, what's, where's, who's, when's, how's, why's. Understand what two words combine to form the new word and the purpose of the apostrophe.</p>								
Syllables	<p>Accurately “clap out” and segments words up to three syllables (orally and written). Identify each segment as an open or closed vowel. Use syllables to help with spelling.</p>								
Prefixes	<table border="0"> <tr> <td>dis(not)</td> <td>non(not)</td> </tr> <tr> <td>mid(middle)</td> <td>pre(before)</td> </tr> <tr> <td>mis(wrong)</td> <td>re(again)</td> </tr> <tr> <td>over(too much)</td> <td>un(opposite of)</td> </tr> </table>	dis (not)	non (not)	mid (middle)	pre (before)	mis (wrong)	re (again)	over (too much)	un (opposite of)
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-ful (full of)	-ness (state or quality of)								
Vocabulary Work	<p>Define one or two vocabulary words each week. The words are related to the literature they are studying. Vocabulary Procedure:</p> <ol style="list-style-type: none"> 1. Predict the meaning of the word using the context clues in the book 2. Write the dictionary definition in your own words 3. Identify which part of speech the word is 4. Use the word in a sentence related to the context (theme work or literature) 5. Illustrate the definition <p>Independently use a dictionary to correct misspelled words and look up definitions of unknown words.</p>								

Parts of Speech	<p>Identify, describe, and categorize nouns, adjectives, verbs, adverbs, and prepositions.</p> <p>Identify and correctly apply verb tenses, proper nouns, possessives, comparative adjectives, subjects, and predicates.</p> <p>Use parts of speech to build complex sentences that make sense.</p> <p>Replace verbs and adjectives with synonyms.</p> <p>Identify antonyms for adjectives.</p>
Phonics Instruction	<p>Review Consonant Digraphs</p> <p>Three Letter Beginning Blends</p> <p>Open and Closed Vowels</p> <p>Long-a patterns: aCe, ai, ay, ea, eigh</p> <p>Long-e patterns: eCe, ea, ie</p> <p>Long-i patterns: iCe, ie, y, ye, igh</p> <p>Long-o patterns: oCe, oa, o, ow, oCC</p> <p>Long-u patterns: uCe, ui, ue, ew</p> <p>Other vowel patterns: ow, ou, oo, oo=u, ough, oi</p> <p>R-Controlled Vowels: ar, ear, eer, er, ur, ir, or</p> <p>Identifies and correctly applies homophones.</p> <p>Resources: Reading A-Z Phonics Lessons 51- 68 and Words Their Way</p>
Reading Goals	<p>Choose “Just-Right” books to read independently and demonstrates comprehension of book through storyboards and book reports.</p> <p>Independently recognize when a book is too easy, just right, or too challenging and independently makes the decision to choose a new one if it is not a right fit. This is based on the ability to decode the words and the ability to understand the concepts in the book. Non-fiction books typically should be an easier level than fiction books.</p> <p>Track reading level, length, and genre* of “Just-Right” books using a reading log.</p> <p>*Genre Choices: Poetry, Traditional Literature, Fantasy, Realistic Fiction, Mystery, Historical Fiction, Science Fiction, Informational, Biography, and Autobiography</p>

Comprehension & Literary Analysis – Second Grade

Comprehension

Author's Purpose	<p>P-persuade</p> <p>I-inform</p> <p>E-entertain</p> <p>Identify the author's purpose in a variety of texts using the three labels- persuade, inform, and entertain.</p> <p>Define each term and consider the benefits of using each one.</p>
Schema and Connections	<p>Develop an understanding of the concept of schema. Schema is thinking about what you already know to help understand the text before reading, during reading, and after reading.</p> <p>Then, students use their schema to make text-self connections, text-to-text connections, and text-to-world connections.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>
Schema and Mental Images	<p>Use schema and book clues to develop, illustrate and record (in writing) mental images from the text. A mental image uses your schema and five senses to make a movie in your mind to help you understand the text.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>
Schema and Predictions	<p>Use schema and book clues (front cover, table of contents, pictures, and book summary) to make predictions about fiction and non-fiction texts before reading and during reading. Predictions should vary between being communicated verbally and written.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>
Schema and Inferences (Drawing Conclusions)	<p>Use schema, connection skills, and mental image skills to figure out what is happening in the text without the author explicitly stating it- uncovering the hidden details. Inferences should vary between being communicated verbally and written.</p> <p>Suggested Resource: Reading with Meaning by Debbie Miller</p>

Schema and Questions	<p>Students ask (verbally and written) questions related to reading.</p> <ul style="list-style-type: none"> • Ask questions about events or characters in a fiction book that relate to the development of the story. • Ask questions about non-fiction texts to show further thinking/curiosity about the subject. <p>Students answer (verbally and in writing) comprehension questions related to their guided reading book. If reading a chapter book, typically one question per chapter is sufficient. Comprehension questions should vary between restating facts, analyzing events and characters, comparing & contrasting, and making inferences. Answers should always be stated in the students' own words.</p>
Context Clues for Vocabulary	Predict the meaning of a word (verbally or written) based on the sentence and/or paragraph it can be found in using various forms of text.
Fact and Opinion	Understand the difference between fact and opinion. Identify facts and opinions in fiction and non-fiction texts, and then record them on a graphic organizer.
Main Idea	Identify and communicate (verbally and written) the main idea of a short story, paragraph, or chapter in their own words using fiction and non-fiction texts.
Sequence Events, Summarize Details, and Retell Plot	Independently use storyboards to sequence stories by summarizing the details for each event using at least three sentences and sketching an illustration to match. For example, if reading a picture book, students will complete storyboards squares for the beginning, middle, and end. If reading a chapter book, students will complete storyboards for each chapter. All storyboard work should include a clear beginning, middle, end, problem, solution, setting, and main character(s) when complete.
Graphic Organizers	Independently and accurately use and understand Venn diagrams, T-Charts, concept webs, and tables.
Expository Text	Understand the purpose of a non-fiction text and how to read and use the table of contents, chapter titles, sub-headings, illustration captions, glossary, and index.
Identifying Genres	Throughout the year, students will identify books from a variety of genres to read and explain why a book belongs in a specific genre. <ul style="list-style-type: none"> • Poetry • Fiction: Traditional Literature, Fantasy, Realistic Fiction, Mystery, Historical Fiction, and Science Fiction • Non-Fiction: Informational, Biography, and Autobiography

Literary Analysis - 2nd grade

Alternative Endings	Understand the ending of the story is when the problem is solved. Identify the problem, solution, and actual ending in a story and then create their own ending that includes a solution to a problem. Explain how their ending is different from the author's and explain how it changes the original story.
Setting	Use context clues from the text to identify, describe (with words and pictures), and create mental images of the setting(s) in a text.
Character Analysis	Compare and contrast two characters from the same story. Choose one character from a story and describe their personality, physical looks, likes/dislikes, and how they change throughout the story. Record descriptions and comparisons using four square charts and Venn diagrams.
Point of View	Identify if the text is being told from first person or third person and understands that definition of each. If applicable, students will also identify which character is telling the story and discuss why the author chose this character to tell the story.
Comparing/Contrasting	Compare and contrast different versions of the same story with a focus on characters, setting, and plot. Compare and contrast characters from the same book with a focus on their personality traits, likes/dislikes, and role in the story. Record comparisons Venn diagrams.

Cause and Effect	Understand that Event B happened because of Event A. Identify cause and event events in fiction texts and record them on a graphic organizer using words and pictures.
Poetry	Read a variety of poems, make mental images for each poem, and identify literary devices such as rhyme, rhyme scheme, rhythm, alliteration, similes, and onomatopoeia. Discuss why poets choose to use certain literary devices and experiment with their own poem writing.

Writing:

Writing Strategies - 2nd grade

Writing Process	Follows the steps of the writing process: <ul style="list-style-type: none"> • Pre-writing: Brainstorm ideas on graphic organizers using pictures and/or words. • Drafting: Writes a rough draft on a plan sheet to guide expected format • Revising: Uses thesaurus to replace boring words with juicier ones; varies words at the beginning of sentences; ensures each sentence is complete and makes sense; and ensures ideas are focused and sequential. • Editing: Ensures there are capitals and punctuation in the correct places, and ensures spelling is corrected. • Conference: Conference with teacher to discuss revisions and edits before proceeding to final draft. • Publishing: Writes a final draft using their neatest printing and presents finished product to peers. Optional- Illustrates a picture or cover to accompany written work. <p>Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p>
Narrative & Informational Paragraphs	Understands that a paragraph is structured with an introduction sentence (to tell readers the main idea of what you are writing about), three detail sentences , and a conclusion sentence (to wrap-up what you wrote and remind readers of the main idea). Able to write two-paragraphs about a single topic with a clear, smooth transition to connect the two paragraphs. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.
Descriptive Writing	Based on an illustrated image of a character, scene, or setting from a book using various elements of art, students write a paragraph using sentence patterns and juicy words to describe the illustration. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing. Teaching Tip: Have students use sentence patterns for the introduction and conclusion sentence OR the three detail sentences in the descriptive paragraph. Resource: Project Success Enrichment
Word Choice	Uses “Word Worth Charts” to identify and replace juicy synonyms for boring, worn-out adjectives and verbs. Replaces two or three boring, worn-out adjectives or verbs with juicier ones in most writing assignments. Resource: Project Success Enrichment
Sentence Fluency	Uses resource lists (i.e. list of common adverbs) provided by teacher and word banks created as a class to independently apply the sentence patterns below. Sentence patterns can be used in paragraph writing, poetry writing, and short two or three sentence assignments. Common 2 nd grade sentence patterns: <ul style="list-style-type: none"> • adj-n-v-adv-pp • adv-adj-n-v-pp • pp-adj-n-v-adv <p>Resource: Project Success Enrichment</p>

Imagery	Creates a simple one sentence simile and a mental image to match it. Simile writing is usually used to describe a character or setting related to a book. Similes can be connected to other writing projects, such as poetry, or can be used as a requirement in reader's response activities. Resource: Project Success Enrichment
Spelling	Independently uses word charts, dictionaries, and assignment sheets as resources for spelling correctly. Word charts in classroom should include commonly used words organized alphabetically or by related words and thematic key-word charts.
Editing and Revising	Revising and Editing Process: <ol style="list-style-type: none"> 1. Whisper read your work slowly and carefully. Point to each word as you read. 2. Read your work to a friend to see if it makes sense to them. Ask for feedback. 3. Conference with teacher. Revising Requirements: <ul style="list-style-type: none"> • Uses thesaurus to replace boring words with juicier ones. • Varies words at the beginning of sentences. • Each sentence is complete and makes sense. • Ideas are detailed, focused, and sequential. Editing Requirements: <ul style="list-style-type: none"> • Checks for capitals and punctuation in the correct places. • Ensures spelling is corrected, paying close attention to Dolch sight words and thematic words that can be found in classroom.
Tools for Revision – (checklists, rubrics, spelling lists)	To support the revising and editing process, the teacher provides checklists and rubrics for written work and models using checklists and rubrics in the revision and editing process repeatedly throughout the year. Once work has been published and shared, students evaluate their writing based on a set of criteria provided in a rubric and sets goals for their writing.

Writing Application - 2nd grade

Experience/ Knowledge Based Topics	Uses writing process to write based on knowledge or experience, moving through a logical sequence, and providing appropriate details based on the intended audience. Writing should be done in paragraph form. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.
Expository Writing	Understands the purpose of expository writing is to teach readers about a topic. Researches topics and rephrases facts in own words to demonstrate understanding of information. Then, shares information in one or more paragraphs using the writing process. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.
Genre Forms – (letters, invitations, thank you notes, etc.)	Writes friendly letters complete with date, salutation, a one-paragraph body, closing, and signature. Writes birthday cards to peers and teachers with a special note written in the correct format. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.
Poetry	Creates a 3-D project or illustration and writes a 5-7 line poem to accompany it. The poem pattern is structured by the teacher. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing. Resource: Project Success Enrichment

DEVELOPMENTAL INSTRUCTION PROCESS – MIDDLE CHILDHOOD EDUCATION

Expanding Stage – (approximately Third/Fourth Grade or age 8/9)

As the children enter the expanding stage there is truly an explosion of activity. Usually children enter this stage around third grade or around age 8 or 9. At this time, there are significant developmental differences in the way children are beginning to process information and their behavior. Some of this is based on maturation, but most is based on their new abilities in reading, writing, math, thinking and their knowledge of academic content. Students

begin the intensive process of reading to learn. As the children have constructed a deep understanding based on their own experiences, their brains have literally re-organized to allow for more efficient processing and retention of information. While primary experiences are always the best way to learn, much of what we know we must learn from secondary sources such as books, online, other people, etc. During this stage, the “writing explosion” phase is now used as a communication tool and students write for many purposes.

Applying/Connecting Stages

As students move to the applying stage, the pace and complexity of these activities increases. Reading now is becoming a tool for learning rather than a distinct subject area. Students are also expanding their knowledge of how to seek information from print sources. In writing, word choice now focuses on creating imagery through simile, metaphor, personification, and alliteration. Students are able to write technical documents as well as poetry, narratives, and journals. As students approach the end of these stages of reading development, teachers are rarely assisting with a specific reading problem. They are assisting students in understanding the ever expanding world of information that is opening up to them.

Once our students have demonstrated mastery of the skills through the developing stage of our continuum, they are ready to participate in our “writing explosion” phase. At this stage students continue to apply all of the strategies described earlier, but more frequently and at a more rapid pace. Writing is now used as a communication tool and students write for many purposes. Word choice now focuses on creating imagery through simile, metaphor, personification, and alliteration. Students write poetry, reports, technical documents, narratives, personal letters, job applications, and personal journals. They understand the importance of sequence and develop an increasing awareness of the reader.

At this stage, students use computers to research topics as well as to prepare final drafts. Given their solid background of skills, they are able to apply this knowledge as they revise and edit whether on paper or on computers.

At all levels, our teachers work with students individually to ensure that each student is making continuous progress towards independence in the writing process. It is our goal that each child shall reach this stage by 6th grade.

From using our Thematic Word Expansion Cards and Decoding/Encoding Process through our Thematic Word Expansion and Writing Explosion Processes, our students learn writing as a meaningful tool that can be applied to their learning rather than an isolated set of skills or programs. They become excellent writers who are able to use this skill as they become contributors in their communities.

Third & Fourth Grade students:

- have the ability to think more abstractly and learn from secondary sources more efficiently
- expand their vocabulary and knowledge rapidly as they read
- read many different genres of literature as well as non-fiction texts
- analyze the characteristics of each genre and compare and contrast books within each genre, developing personal standards for selecting their own favorites
- analyze the role of the protagonist and antagonist using their knowledge of literature and their own experiences.
- relate the settings of stories to the historical and social contexts of the time and place
- seek information using indexes, table of contents, library searches and select books for specific purposes
- share what they have learned through their writing, oral discussions, and formal presentations, that often include visuals
- study literature to learn more about how authors convey meaning
- analyze, compare, and contrast plots, settings, characters, problems, and solutions
- use their prior knowledge of academic subjects and the real world to understand not only what is written in the book but its inferences and implications.
- able to dissect stories with plots and sub-plots by the end of the applying and connecting stage
- understand and can differentiate opinion and fact
- recognize what authors are trying to convey and realize that others may have a different idea of the authors message, based on their own background knowledge as it relates to the story.
- use the dictionary, thesaurus, and resource books to expand their vocabulary and their knowledge of words
- apply their knowledge of the origins of words to predict the meaning of unknown words
- write poetry, reports, technical documents, narratives, personal letters, job applications, and personal journals
- understand the importance of sequence and develop an increasing awareness of the reader.

Third & Fourth Grade teachers:

- focus more intently on facilitating literary analysis
- assign children to literature circles to collaboratively read and discuss a story
- become resources and guides as students develop projects to demonstrate their own learning.
- provide support by finding resources, providing questions and feedback to encourage deeper thinking, and by suggesting extensions for current investigation or proposing new areas of investigation

Reading & Writing Instruction Process:

At this stage students begin focusing on the elements of literature by analyzing, inferring, and comparing and contrasting texts. The teacher facilitates this by monitoring literature groups while students collaboratively discuss plot sequence, characters, setting, theme, protagonist, antagonist, cause & effect, author's style, and other elements as determined by the teacher. Once students are able to dissect a story, they write descriptive paragraphs, setting descriptions or character descriptions about the story. Though students still require word analysis skills, comprehension skills take the forefront to deepen the understanding of the theme of the term.

While reading, students learn to ask the questions, "What do I understand about this page/chapter?" and "What don't I understand about this page/chapter?". This is especially critical for ELL students due to misinterpretation of language. It is here that the teacher constantly questions the students orally about what they have read and discusses the meaning of the language with them, particularly the vocabulary and specific phrases eliciting their understanding of the text. When the skill of questioning what is read is internalized, students are expected to do this independently using sticky notes, journals, etc. Clarity of the information is key to the learner.

Writing becomes an integrated part of the literacy component as well as art. After reading a thematic literature book, a specific type of writing is expected from students, (ie. a descriptive paragraph, a short poetry pattern, or a few descriptive sentences), focusing on a particular element of literature, (ie. a character, setting, or theme). In the beginning, small sentence patterns are introduced and students, as a class, brainstorm a list words for each part of speech in the pattern creating word caches about a specific book or theme, usually beginning with nouns. Using the sentence pattern, students take words from the word cache and create meaningful sentences about the theme or book. They then choose several adjectives to "expand" using a thesaurus to choose a more sophisticated synonym. When this step is finished, the student writes a draft of their composition/paragraph/poem checking to make sure it makes sense to the reader and focuses on the theme or book. Once the students become proficient at generating word caches for sentence patterns, more sophisticated patterns are introduced as well as various types of writing. Students move from sentences to paragraphs to character and setting descriptions, etc. This process is done with narrative as well as expository writing. NOTE: ELL students may need extra support with choosing words for descriptive writing and poetry patterns. Scaffolding this process is essential, starting with small word patterns and providing charts with words available for each part of speech in the pattern.

Once the integrated writing and literature piece is finished, students create an artistic representation of the writing employing a specific element of art, (ie. line, color, texture, form, shape, space, value). This entire process deepens the understanding of the theme of the term, the story elements, and the writing skill involved, allowing students to analyze and synthesize the story using the elements of literature and the elements of art.

Reading:

Word Analysis – 3rd Grade

By the end of the year, Third Grade students should be able to do the following:

<p>Fluency</p>	<p>A fluent 3rd grade reader...</p> <ul style="list-style-type: none"> • Reads grade level material aloud with accuracy, volume and flow that sounds like everyday speech. • Analyzes and explains relationships between expository and narrative text. • While reading aloud, makes short pauses at commas and longer pauses at ending punctuation. • Reads with expression and feeling; interesting to listen to. • Identifies author's purpose and makes connections between text to text and text to self. • Is able to identify the main idea, problem and solution in the story. <p>Reading Fluency Words Per Minute 3rd Grade: Fall: 50-110 wpm Winter: 70-120 wpm Spring: 80-140 wpm</p>			
	<p>Expression & Volume</p>	<p>Phrasing & Intonation</p>	<p>Smoothness</p>	<p>Pace</p>
<p>1</p>	<p>Reads words to simply get them out. Quiet voice, little sense of text sound being in a natural voice.</p>	<p>Reads monotone, reads word by word.</p>	<p>Makes frequently extended pauses, false starts, sound-outs, repetitions or multiple attempts.</p>	<p>Reads slow and laboriously.</p>
<p>2</p>	<p>Begins to make text sound natural, focus remains largely on pronunciation of words.</p>	<p>Frequently reads in two to three word phrases, sounding choppy. Fails to mark pauses and end of sentences.</p>	<p>Experiences several "rough spots" where you will notice extended pauses or hesitation.</p>	<p>Reads moderately slowly or two quickly.</p>
<p>3</p>	<p>Text sounds natural throughout most of the passage, occasionally slips into expressionless reading. Volume is generally appropriate throughout most of the text.</p>	<p>Reads with a mixture of run-on, mid sentence pauses for breath, and some chopiness.</p>	<p>Occasionally breaks smooth rhythm because of difficulty with tough words or structures.</p>	<p>Reads with an uneven mixture of fast and slow pace.</p>
<p>4</p>	<p>Reads with good expression and enthusiasm throughout whole text. Varies expression and volume to match their interpretation of the text.</p>	<p>Generally reads with good phrasing mostly in clause and sentence units.</p>	<p>Reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.</p>	<p>Consistently reads at a conversational pace, appropriate rate throughout the reading.</p>
<p>High Frequency Words</p>	<p>Accurately reads, writes and spells words on the Dolch High Frequency Word List (up to the third grade level) Level is determined by a pretest given by the teacher using words from as low as first grade up to third grade. Can either give theme related OR higher level Dolch list as weekly spelling words.</p>			

Syllables	Identifies each segment as an open or closed vowel Separates words into correct syllables Uses syllables to help with spelling																																								
Prefixes	dis- (not) non- (not) in- (not) mid- (middle) pre- (before) im- (not) mis- (wrong) re- (again) tele- (far,distant) over- (too much) un- (opposite of)																																								
Suffixes	-able (is/can be) -less (without) -ies (plural) -er (one who or more) -ly (in the manner of) -ied (past tense) -est (most) -ment (state, act, or process of) -ed (past tense) -ful (full of) -ness (state or quality of) -ing (action/process)																																								
Vocabulary Work	Each student will define two to four vocabulary words each week. The words are related to the literature/theme they are studying. Vocabulary Procedure: <ol style="list-style-type: none"> 1. Predict the meaning of the word 2. Write the dictionary definition in your own words 3. Identify the word's part of speech 4. Use the word in a sentence related to the context (theme work or literature) 5. Uses a thesaurus to identify synonym of word (antonym if applicable) 6. Uses context clues to identify definition of word (while reading) 7. Illustrate the word Students uses a dictionary to independently correct misspelled words and independently looks up definitions of unknown words. Uses thesaurus for synonyms and antonyms.																																								
Parts of Speech	Identifies, describes, and categorizes nouns, adjectives, verbs (verb tense), adverbs, pronouns, proper nouns, homonyms/homophones (see list below), prepositional phrases, irregular plurals, comparative and superlative adjectives Identifies antonyms and synonyms Suggested Homophones List: <table border="0"> <tr> <td>tied/tide</td> <td>dear/deer</td> <td>be/bee</td> <td>in/inn</td> </tr> <tr> <td>cell/sell</td> <td>role/roll</td> <td>sun/son</td> <td>ad/add</td> </tr> <tr> <td>pear/pair</td> <td>to/too/two</td> <td>close/clothes</td> <td>bare/bear</td> </tr> <tr> <td>break/brake</td> <td>steak/stake</td> <td>for/four</td> <td>wood/would</td> </tr> <tr> <td>won/one</td> <td>flour/flower</td> <td>ate/eight</td> <td>rap/wrap</td> </tr> <tr> <td>right/write</td> <td>wait/weight</td> <td>sent/cent/scent</td> <td>know/no</td> </tr> <tr> <td>by/buy</td> <td>berry/bury</td> <td>new/knew</td> <td>beet/beat</td> </tr> <tr> <td>we/wee</td> <td>weather/whether</td> <td>our/hour</td> <td>through/threw</td> </tr> <tr> <td>rode/road</td> <td>sore/soar</td> <td>see/sea</td> <td></td> </tr> <tr> <td>wore/war</td> <td>board/bored</td> <td></td> <td></td> </tr> </table>	tied/tide	dear/deer	be/bee	in/inn	cell/sell	role/roll	sun/son	ad/add	pear/pair	to/too/two	close/clothes	bare/bear	break/brake	steak/stake	for/four	wood/would	won/one	flour/flower	ate/eight	rap/wrap	right/write	wait/weight	sent/cent/scent	know/no	by/buy	berry/bury	new/knew	beet/beat	we/wee	weather/whether	our/hour	through/threw	rode/road	sore/soar	see/sea		wore/war	board/bored		
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Phonics Instruction	Identify and use contractions (For example, knows that don't means do not and doesn't means does not, etc. and that a letter is substituted by the apostrophe) Identify initial, medial and final sounds and syllables Identify correct words through abbreviations Roots (along with suffix and prefix instruction) Understands prefixes and suffixes change the meaning of a word; pre - , un, etc. Double the p when adding ing Double the b when adding ed ed is added when words end in ch Double the p when adding er Plurals using 's' and 'es' (Changes y to ies to make word(s) plural) Review Consonant Digraphs Double consonants, vowel/consonant combinations, vowel parts and spelling patterns Open and Closed Vowels R-Controlled Vowels: ar, ear, eer, er, ur, ir, or Complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) Read, write say complex vowel combinations (oa, ie, ei, ea) Identify and use compound words Resources: Reading A-Z Phonics Lessons and Words Their Way																																								

Reading Goals	<p>Chooses “Just-Right” books to read independently</p> <p>Independently recognizes when a book is too easy, just right, or too challenging and independently makes the decision to choose a new one if it is not a right fit.</p> <p>Identifies own reading strengths and weaknesses.</p> <p>Set own personal reading goals and monitors progress on a reading log or journal.</p>
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Comprehension – 3rd grade

Author's Purpose	<p>P-persuade I-inform E-entertain</p> <p>Identify the author's purpose in a variety of texts using the three labels- persuade, inform, and entertain. Define each term and consider the benefits of using each one. Explain and identify the author's purpose, style of writing and effectiveness for a specific audience.</p>
Schema & Connections	<p>Understand the concept of schema. Schema is thinking about what you already know to help understand the text before, during, and after reading. Use schema to make text-self, text-to-text, and text-to-world connections.</p> <ul style="list-style-type: none"> • Text to text connections • Text to self connections • Text to world connections
Schema and Mental Images	<p>Use schema to create and record mental images from the text. A mental image uses your schema and five senses to make a movie in your mind to help you understand the text.</p> <ul style="list-style-type: none"> • Demonstrate monitoring for meaning, creating mental images, generating questions and supporting answers using information from the text.
Schema and Predictions	<p>Make predictions based on schema and book clues (front cover, table of contents, pictures, and book summary) about fiction and non-fiction texts before and during reading. Predictions should vary between being communicated verbally or written.</p> <ul style="list-style-type: none"> • Will predict what will happen in the book overall, what will happen as they read chapter to chapter, what will happen with the characters, how problems will be solved, etc.
Schema and Inferences/ Questions	<p>Use schema, connection skills, and mental image skills to figure out what is happening in the text without the author explicitly stating it- uncovering the hidden details.</p> <p>Apply comprehension monitoring strategies for determining the theme, and main idea with supporting details.</p> <p>Use schema, predict and infer, and summarize text.</p> <ul style="list-style-type: none"> • How can you relate this story to your own life? • How are the problems, events or subject matter similar to your own life, someone you know or the world around you?
Fact and Opinion	<p>Define fact and opinion.</p> <p>Identify facts and opinions in fiction and non-fiction texts.</p> <p>Locate and record facts for research and when reading.</p> <p>Differentiate between fact and opinion in a variety of texts;</p> <p>Read biography, fiction, and non-fiction texts and determine if something is indeed a fact. Transfer to a writing assignment if needed.</p> <p>Justify opinion with supporting details from what was read or from own experiences.</p>
Main Idea	<p>Identify and communicate (verbally and written) the main idea of a short story, paragraph, or chapter in own words using fiction and non-fiction texts.</p> <p>Differentiate between main idea and problem/solution while reading.</p>
Sequence Events, Summarize Details, and Retell Plot	<ul style="list-style-type: none"> • Retell a story in the correct sequence. Pick up where left off in a story and tell what was previously read in the correct sequence. • Give supporting details from the story in the order requested (chapter by chapter, event by event, etc.) <p>Summarize the plot both verbally and in either written or picture form. Describe the problem and solution along with the other story elements (character, setting, author's purpose).</p>

Graphic Organizers	Independently and accurately use and understand Venn diagrams, T-Charts, concept webs, and tables.
Expository Text	Understand the purpose of a non-fiction text and how to read and use the table of contents, chapter titles, sub-headings, illustration captions, glossary, and index.
Identifying Genres	Identify books from a variety of genres to read. Explain why a book belongs in a specific genre. <ul style="list-style-type: none"> • Poetry • Fiction: Traditional Literature, Fantasy, Realistic Fiction, Mystery, Historical Fiction, and Science Fiction • Non-Fiction: Informational, Biography, and Autobiography

Literary Analysis - 3rd grade

Alternative Endings	Understand the ending of the story is when the problem is usually solved. Students will identify the problem, solution, and actual ending in a story and then create their own ending that includes a solution to a problem. Students will explain how their ending is different from the author's ending and explain how it changes the original story.
Setting	Use context clues from the text to identify, describe (with words and pictures), and create mental images of the setting(s) in a text.
Character Analysis	Compare and contrast two characters from the same story. Choose one character from a story and describe their personality, physical looks, likes/dislikes, and how they change throughout the story.
Point of View	Identify if the text is being told from first person or third person and understands the definition of each. If applicable, students will also identify which character is telling the story and discuss why the author chose this character to tell the story.
Comparing/Contrasting	Compare and contrast different versions of the same books with a focus on characters, setting, and plot. Compare and contrast characters from books with a focus on their personality traits, likes/dislikes, and role in the story.
Cause and Effect	Understand that Event B happened because of Event A . Students will be able to identify cause and effect events in fiction texts and record them on a graphic organizer using words and pictures. When asked, students can explain the cause and effect of specific situations in what they are reading and can give supporting details as to why they believe this to be true.
Poetry	Read a variety of poems, make mental images for each poem, and identify literary devices such as rhyme, rhyme scheme, rhythm, alliteration, similes, and onomatopoeia. Students can read a poem and identify its pattern and what type of poem it is (pattern, rhyming, Haiku, etc.) <ul style="list-style-type: none"> • Students analyze, identify and use similes, metaphor, alliterative sentences, onomatopoeia.

Writing:

Writing Strategies - 3rd grade

Writing Process	<p>Follow the steps of the writing process below, to improve the sequence, coherence, and progression of their ideas. Students use various resources including rubrics, editing guidelines, and a writing portfolio to monitor their progress for completion of a writing project.</p> <ul style="list-style-type: none">• Pre-writing• Drafting• Revising• Editing• Conferencing• Writing the final draft• Publishing• Illustrating (optional) <p>Demonstrate organization (revealing a beginning, middle and end) when writing narrative or informational paragraphs, character and setting descriptions, and stories. Students use supporting details and dialogue in these writing projects.</p> <p>Self and peer analyze and evaluate writing to establish goals for continued improvement.</p> <p>Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p> <p>Suggested Resource for writing mini-lessons and conferencing conversations: Guiding Readers and Writers Grades 3-6 By: Fountas and Pinnell pgs 50-87</p>
Word Choice	<p>Create vocabulary and word worth charts based on a theme or subject which demonstrate a sequence of sophistication in word choice using a thesaurus.</p> <p>Explain the steps in using a thesaurus for vocabulary development</p> <p>Suggested Resource for word expansion process: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p>
Sentence Fluency (Patterns)	<p>In third grade, students use a variety of sentence patterns incorporating specific parts of speech (adjectives, nouns, verbs, adverbs, and prepositional phrases) to describe people, events, or scenes in a descriptive paragraph.</p> <p>Some sample third grade sentence patterns include:</p> <ul style="list-style-type: none">• A-N-V-AV-PP• PP-A-N-V-AV• A-A-N-V-AV• A-N-AV-V-PP• A-A-N-V-PP-AV• A-A-N-V-A-A-N <p><u>3rd Grade students should be sure to include the following in their writing:</u></p> <ul style="list-style-type: none">• Nouns & proper nouns• Adjectives• Verbs• Adverbs• Prepositional Phrases• Homonyms• Proper verb tense <p>Suggested Resource for word caches: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p> <p>Suggested Resource for writing applications: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell pg 423-460</p>

<p>Imagery</p>	<p>Listen to passages from various types of stories and poetry and create mental images, which they may or may not draw. Students share examples with each other and the teacher. Students practice using imagery in their writing of sentence patterns or in a self-contained descriptive writing project based on a mental or concrete image. The following are types of imagery introduced and used in third grade:</p> <ul style="list-style-type: none"> • Similes • Personifications • Metaphors • Alliterations • Onomatopoeia <p>Suggested Resource: Project Success Enrichment Language Arts Manual Introductory Unit pgs 42-52</p>
<p>Descriptive Writing</p>	<p>Third graders use descriptive writing to describe thematic topics, characters and settings from books. Descriptive writing can be introduced by the following:</p> <ul style="list-style-type: none"> • Writing about an abstract noun • Character Descriptions • Setting Descriptions <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Use descriptive writing during various thematic projects including MathQuests, projects, and book reports.</p> <p>Suggested Resource: Project Success Enrichment Language Arts Manual Introductory Unit pgs 78-95</p>
<p>Narrative & Informational Paragraphs</p>	<p>Understands that a paragraph is structured with an introduction sentence (to tell readers the main idea of what you are writing about), detail sentences, and a conclusion sentence (to wrap-up what you wrote and remind readers of the main idea).</p> <p>Able to write two to four-paragraphs regarding a single topic with clear, smooth transitions to connect the paragraphs. Students demonstrate organization and sequence in their narrative and informational paragraphs.</p> <p>Narrative Paragraphs should include:</p> <ul style="list-style-type: none"> • Dialogue • Metaphors • Similes • Correct pronouns • Appropriate homonyms • Sophisticated word choice <p>Informational Paragraphs should include:</p> <ul style="list-style-type: none"> • Justifying opinions • Main ideas with supporting details • Logical progression of ideas • Conventional citing of sources <p>Write in a variety of informational genres including reports, procedures, schedules, directions, charts or rules.</p> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Suggested Resource for word caches: Project Success Enrichment Language Arts Manual Introductory Unit</p>
<p>Spelling</p>	<p>Independently uses word charts, dictionaries, and assignment sheets as resources for spelling correctly. Word charts in classroom should include commonly misspelled words, thematic word charts, and parts of speech charts.</p>

<p>Editing and Revising</p>	<p>Self- and peer-edit writing for spelling and conventions in a writing document. Third graders should edit to ensure standard conventions such as:</p> <ul style="list-style-type: none"> • capitals • periods • commas • quotation marks • apostrophes • paragraph indentation • proper manuscript or cursive handwriting <p>Self- and peer- revise writing to improve sequence, coherence, and logical progression of writing. Third graders should revise for:</p> <ul style="list-style-type: none"> • sufficient details • run-on or fragmented sentences • correct pronouns • proper verb tense • progression of writing <p>Suggested Resource for symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>
<p>Tools for Revision – (checklists, rubrics, spelling lists)</p>	<p>To support the revising and editing process, the teacher provides checklists and rubrics for written work and models using checklists and rubrics in the revision and editing process repeatedly throughout the year.</p> <p>When students are at the revision and editing stage of the writing process, they use a teacher-provided rubric or checklist to revise or edit their own work. This is the first step of the three step revision and editing process. After each step, the student makes the revision or editing changes before proceeding to the next step.</p> <ul style="list-style-type: none"> • First, students revise or edit their own work by reading it aloud to themselves, checking spelling, capitalization, punctuation, and organization and sequence. • Second, a classmate revises or edit their work, double checking for any missed spelling, punctuation, capitalization as well as to make sure that the writing makes sense to the reader. • Third, the teacher revises or edits their work in a writing conference. <p>Suggested Resource for editing/revising symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>

Writing Application - 3rd grade

<p>Experience/ Knowledge Based Topics</p>	<p>Uses writing process to write based on knowledge or experience, moving through a logical sequence, and providing appropriate details based on the intended audience. Writing should be done in paragraph form.</p>
<p>Expository Writing</p>	<p>Understands the purpose of expository writing is to teach readers about a topic. Researches topics and rephrases facts in own words to demonstrate understanding of information. Then, shares information in two or more paragraphs using the writing process.</p>

<p>Genre Forms – (letters, invitations, thank you notes, etc.)</p>	<p>Write in the following forms/genres:</p> <ul style="list-style-type: none"> • Personal and formal letters • Procedures • Tables • Reports • Charts • Thank you notes • Descriptive paragraphs • Informational paragraphs • Procedures • Summaries • Directions • Newsletters • Schedules • Rules • Free Verse • Narratives • Character descriptions • Setting descriptions • Journal writing <p>All forms/genres should demonstrate organization, ideas with supporting details, and sequence. Students should also be allowed/encourage to write in other genres that fit the current classroom theme or ability of the student.</p>
<p>Poetry</p>	<p>Use a variety of poetry patterns to create free verse poems. They use thesaurus and the word expansion process to make their word choice more sophisticated. Integrate art elements such as color, line, texture, tone, etc. in order to represent their poetry in various ways.</p> <p>Suggested Resource for poetry patterns: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u> pgs 53-78</p> <p>Suggested Resource for poetry mini-lessons: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell pg 415</p>

Reading:

Word Analysis – 4th Grade

By the end of the year, Fourth Grade students should be able to do the following:

<p>Fluency</p>	<p>A fluent 4th grade reader...</p> <ul style="list-style-type: none"> • Reads sight words and accurately decodes new words using strategies such as context clues, knowing the meaning of the root, prefix, or suffix. • Always recognizes inaccurate decoding attempts and tries a new strategy. • While reading aloud, makes short pauses at commas and longer pauses at ending punctuation. • Reads with expression, intonation, phrasing, smoothness, and proper pacing depending on the assigned reading. • Can vary their tone, pace, and expression based on the intended audience and type of story. The students puts themselves in the characters shoes. <p>Practices fluency through reading aloud to teachers, partners, parents, listening phones, and choral reading. Reading is practiced daily in class as well as 30 minutes a night at home. Two nights of the week students should read aloud to practice their fluency with a sibling or parent.</p> <p>Reading Fluency Words Per Minute 4th Grade: Fall: 70-120wpm Winter: 80-130wpm Spring: 90-140wpm Sample Rubric:</p>			
	Expression & Volume	Phrasing & Intonation	Smoothness	Pace
1	Reads words to simply get them out. Quiet voice, little sense of text sound being in a natural voice.	Reads monotone, reads word by word.	Makes frequently extended pauses, false starts, sound-outs, repetitions or multiple attempts.	Reads slow and laboriously.
2	Begins to make text sound natural, focus remains largely on pronunciation of words.	Frequently reads in two to three word phrases, sounding choppy. Fails to mark pauses and end of sentences.	Experiences several "rough spots" where you will noticed extended pauses or hesitation.	Reads moderately slowly or two quickly.
3	Text sounds natural throughout most of the passage, occasionally slips into expressionless reading. Volume is generally appropriate throughout most of the text.	Reads with a mixture of run-on, mid sentence pauses for breath, and some choppiness.	Occasionally breaks smooth rhythm because of difficulty with tough words or structures.	Reads with an uneven mixture of fast and slow pace.
4	Reads with good expression and enthusiasm throughout whole text. Varies expression and volume to match their interpretation of the text.	Generally reads with good phrasing mostly in clause and sentence units.	Reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at a conversational pace, appropriate rate throughout the reading.
(3-Minute Read Assessments, Scholastic Teaching Resources)				
<p>High Frequency Words</p>	<p>Accurately read, write and spell words up to 4th grade Dolch Sight Word List. Students take a pre-test at the beginning of the year using this list. The teacher individualizes spelling lists from the Dolch List. If the student masters the list, he/she moves on to the next grade level. Work on word analysis skills is based around the spelling and meaning of prefixes, suffixes, and roots. The weekly list of 10 words may incorporate words with prefixes, suffixes, and roots as well.</p>			

Vocabulary Work	<p>4th grade students:</p> <ul style="list-style-type: none"> • use a dictionary to locate meanings of unknown words without assistance. • use and apply synonyms and antonyms from a thesaurus. In the beginning, during writing, students should be required to expand at least 5 words per writing piece with a thesaurus. As the year continues the teacher should expect the students to be doing this on their own and encouraging their peers during peer revision. • accurately read, write and spell literature/ theme-related words determined by the teacher. Approximately 5 new theme words are given per week. In addition, the student should be able to use the word in a sentence showing they understand the meaning of the word and context in which the word can be used. <p>Vocabulary Procedure:</p> <ol style="list-style-type: none"> 1. Predict the meaning of the word 2. Write the dictionary definition in your own words 3. Identify the word's part of speech 4. Use the word in a sentence related to the context (theme work or literature) 5. Use a thesaurus to identify a synonym of the word 6. Use context clues to identify the definition of word (while reading) 7. Illustrate the word
Prefixes	<ul style="list-style-type: none"> • non-(not) • over-(to much, above) • re-(again) • mis-(bad or badly, wrong or wrongly) • de-(reduce down, away from) • under-(to little/below) • bi-(two) • tri-(three) • quad-(four) • oct-(eight) • in-(meaning not or opposite) • im-(meaning not or opposite) • un-(meaning not or opposite) • under-(meaning under or without)
Suffixes	<ul style="list-style-type: none"> • -er, -or (one who, that which) • -est (meaning more or most) • -tion (act of, state of, result of) • -al, -ial (related to, characterized by) • -ness (condition, state of) • -ment (act, process) • -en (made of, to make) • -ful (meaning full or with) • -able (meaning able to)

Roots	<ul style="list-style-type: none"> • Aqua (water) • bio (life) • gen (birth) • mater/ matr (mother) • spec(see, look) • cogn (know) • loc (place) • nat (born) • ped (foot) • sign (mark) • aud (hear) • photo (light) • struct (build) • therm (heat) • vis (see) • act (do) • cycl (circle) • graph (write) • mem (recall) • tact (touch) • rupt (break, burst) • terr (land) • geo (land) • tract (pull, drag) • meter (measure)
Parts of Speech	<p>Recognize, categorize and apply the following parts of speech in their reading and writing:</p> <ul style="list-style-type: none"> • nouns • proper nouns • verbs • adverbs • prepositional phrases • conjunctions • homonyms • similes • metaphors • personification • onomatopoeia • alliteration
Reading Goals	<p>Students:</p> <ul style="list-style-type: none"> • choose appropriate books for their reading level in a variety of genres • read at least 2 different genres per term. By the end of the year students should have read all of the following genres at least once: <ul style="list-style-type: none"> ○ Mystery ○ Science Fiction ○ Historical Fiction ○ Realistic Fiction ○ Fantasy ○ Traditional Literature ○ Autobiography ○ Biography ○ Poetry ○ Informational • identify their own reading strengths and weaknesses. • set their own personal reading goal and monitor their progress in a reading log or journal.

Comprehension & Literary Analysis – 4th Grade

<p>Author's Purpose</p>	<p>P-persuade I-inform E-entertain</p> <p>Identify the author's purpose in a variety of texts using the three labels- persuade, inform, and entertain. They will define each term and consider the benefits of using each one.</p> <p>Mini lessons/discussions about <u>purpose</u>:</p> <ul style="list-style-type: none"> • Why do people write? • Writing to express personal opinions • Writing to express feelings • Writing to describe beauty • Using writing to get something done • Using writing to persuade • Using writing to inform or explain • Using writing to engage readers in an experience <p>Analyze the effectiveness of a writer based on word choice, sentence length, and literary devices.</p>
<p>Schema, Mental Images & Connections</p>	<p>Use their schema that they have gained from personal, world and other text experiences. Discuss and respond to the following:</p> <ul style="list-style-type: none"> • Text to Text Connections (connections between books) • Text to Self Connections (connection between book and yourself or personal experiences) • Text to World Connections (connections between the book and the world) <p>Questions to help students make personal connections:</p> <ul style="list-style-type: none"> • How are the events in or the subject matter of this text similar to your own life? Different from your own life? • How are the events in or the subject matter of this text similar to the life of people you know? Different from people you know? • What does this book's (characters, setting, plot,etc.) remind you of?
<p>Context Clues for Vocabulary</p>	<p>Use a range of problem-solving strategies to take words apart and understand word meaning while reading continuous written text.</p> <p>4th Grade readers:</p> <ul style="list-style-type: none"> • Recognize unknown words • Use letters and letter clusters at the beginning, middle, and end of words • Use syllables to break up words for analysis • Use parts and base words within wholes of written language • Analyze words from left to right, using letters and letter clusters • Use know words, word parts, and base words in solving new words. • Use meaningful parts of words (prefix, roots, suffix) to solve words • Use letter/sound relationships and visual information in connecting with meaning and language knowledge • Combine word-solving strategies in flexible ways • Use language and text meaning to gain individual word meanings
<p>Fact and Opinion</p>	<p>Defines fact and opinion.</p> <p>Identify facts and opinions in fiction and non-fiction texts. They should be able to justify their opinions with supporting details verbally and in written form.</p>

<p>Summarizing</p>	<p>Note important information/details while reading. Teachers help readers learn how to:</p> <ul style="list-style-type: none"> • Relate important ideas, events, details, or other information and relating to comprehending the whole text. • Continually organize information extracted from the print in various ways such as graphic organizers. • Distinguish between summarizing important information and remember/retelling all details of a text. • Select important information after reading and bring together in a concise report, essay, oral presentation, etc. <p>Activities to support summarizing:</p> <ul style="list-style-type: none"> • Write a summary of a text that is known or have read and discuss what makes it a summary. • Use short texts with fewer details and increase in complexity. • Work in small groups to create group summaries including multiple details. • Work in pairs to create summaries. Share these, pointing out that summarizes are concise and include only necessary details. • Write summaries and share with partners. • Summarize text in writing journals, teacher writes response to student. • Encourage students to summarize using book talks to recommend books to their friends
<p>Predictions</p>	<p>Anticipate what follows before and during reading continuous text. Vary the types of predictions made based on literary elements. Reflect on the accuracy of predictions and form new ones while reading.</p>
<p>Inferences</p>	<p>Go beyond the literal meaning of a text to derive what is not there but is implied, (inference). Questions to guide inferring:</p> <ul style="list-style-type: none"> • What did _____ make you think of? • What do you think this character really meant by saying that? • Why did this character (act, think, talk, etc.) that way? • What's this story really about? • What does this character want to do? • What do you think this character might do? • What is the author really trying to say?
<p>Questions</p>	<p>Ask questions and answer questions before, during, and after reading a variety of text. The teacher should model asking questions throughout and encourage students to do the same. Some topics that students should be encouraged to ask questions about the following:</p> <ul style="list-style-type: none"> • Personal and Textual Connections • Setting • Characters • Plot • Theme • Perspective • Language • Illustrations • Author/Illustrator • Genre • Accuracy/ Authenticity • Style • Text Structure/Organization • Events

<p>Graphic Organizers</p>	<p>Be exposed to and use a variety of graphic organizers throughout the year to interpret elements of literature.</p> <p>Ideas for graphic organizers:</p> <ul style="list-style-type: none"> • Character web • Character comparisons • Character's response to events • Character chart • Story maps • Important elements chart • Book comparison chart • Biographical web • Important life events • Cause and effect chart • KWL
<p>Identifying Genres</p>	<p>Identify and read the following genres independently. Main genres to track are:</p> <ul style="list-style-type: none"> ○ Mystery ○ Science Fiction ○ Historical Fiction ○ Realistic Fiction ○ Fantasy ○ Traditional Literature ○ Autobiography ○ Biography ○ Poetry ○ Informational <p>More Specific Ideas:</p> <ul style="list-style-type: none"> ○ Non-Fiction <ul style="list-style-type: none"> ▪ Biography ▪ Autobiography ▪ Diary/Journal ▪ Informational Books ▪ Directions ▪ Experiments ▪ Interviews ▪ Letters ▪ Newspapers ▪ Recipes ○ Fiction <ul style="list-style-type: none"> ▪ Folktales ▪ Fairy tales ▪ Myths ▪ Legends ▪ Tall Tales ▪ Fables ▪ Fantasy ▪ Realistic Fiction ▪ Science Fiction ▪ Historical Fiction ▪ Horror Stories ▪ Mysteries ▪ Humor ▪ Riddles ▪ Jokes ▪ Humorous Tales

Literary Terms	Know the definitions and recognize the following literary terms: <ul style="list-style-type: none">• Author• Cause and Effect• Character Development• Character Description• Chronological Order• Climax• Dialogue• Episode• Factual• Fiction• Hero/Heroine• Incident• Key Events• Protagonist• Antagonist• Non-fiction• Plot• Point-Of-View• Publication Date• Setting• Author's Style• Theme• Villain• Title
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Literary Analysis - 4th grade

<p>Comparing/ Contrasting Elements of Literature</p>	<p>Discuss and analyze various elements of literature throughout the year. This is done independently, in small groups, or whole group. Record comparisons in a journal during the year. Teachers use the elements below to guide comparisons within genres and across genres.</p> <p>Elements of Fiction:</p> <ul style="list-style-type: none"> • Characters, people, animals or inanimate objects in a story. • Plot, the interplay of action and tension in the story (what happens). • Setting, time and place in which the story takes place (when and where). • Theme, the story message or messages. • Perspective, the point of view taken by the narrator of the story. • Style and language, how the author uses language to convey meaning. • Illustrations, how meaning is communicated by the art that accompanies the text. • Design, the entire organization and visualization of the text. <p>Elements of Non-Fiction</p> <ul style="list-style-type: none"> • Integrity • Accuracy and Authenticity • Style and Language • Print Features- font, bullets, titles, headings, subheadings, italics, labels, and captions. • Graphic Aids- diagrams, sketches, graphs, figures, maps, charts, tables, cross-sections, time lines, and overlays. • Organizational Aids- tables of contents, index, glossary, preface, pronunciation guide, appendix. • Illustrations- colored photographs, colored drawings, black and white photos, black and white drawings, labeled drawings, enlarged photographs, acrylic, watercolor and oil paintings. <p>Elements of Biography</p> <ul style="list-style-type: none"> • Setting • Characterization of subject • Theme • Accuracy • Structure • Illustrations • Graphic Features • Structural Patterns • Organizational Features <p>Suggested Resource: Guiding Readers and Writers Grades 3-6 By: Fountas and Pinnell</p>
<p>Cause and Effect</p>	<p>Provide explanations for phenomena or elements of a story. Represent learning by discussing findings, writing them in a journal, or presenting them through a project. Teachers teach students to look/ use words like the ones listed below to identify cause and effect:</p> <ul style="list-style-type: none"> • because, since, thus, so that, if....then, therefore, nevertheless, due to, this lead to, as a result of, then....so..., for this reason, on the account of, consequently
<p>Point of View</p>	<p>Analyze how author's use the first (I), second (you), and third (he, she, they) person and how it effect the reader.</p>
<p>Poetry</p>	<p>Read and write poetry. Students should be exposed to:</p> <ul style="list-style-type: none"> • Various types of poetry • Student examples of poetry • Famous poems • Various poetry patterns <p>Suggested Resource: Project Success Enrichment</p>

Personal Response	<p>Analyze and respond to text in a reader's journal.</p> <p>Mini-lessons to promote quality responses throughout the year are as follows:</p> <ul style="list-style-type: none"> ○ Writing quality responses ○ Choosing topics for response ○ Proofreading your own written response ○ Responding to an assigned topic for response ○ Thinking about how stories make you feel ○ Identifying how you as a reader feel about how characters act ○ How characters remind you of people in your lives ○ How your book makes you think of your own life
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Students Monitor Progress - 4th grade

Monitor Progress	<p>Monitor their reading to make sure it sounds right, looks right, and makes sense. They identify and write or verbally share personal strengths or weaknesses. They set personal reading goals, and monitor their progress weekly.</p> <p>4th grade readers:</p> <ul style="list-style-type: none"> • Notice when they do not understand • Search for and use information that will increase understanding • Notice mismatches between their responses and the print • Self-correct when essential for understanding or oral reading performance (varying pace, expression, volume, tone, etc.) • Use multiple sources of information to check on and correct reading.
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Writing:

Writing Strategies - 4th grade

Writing Process	<p>Write, revise, and edit drafts to improve the sequence, coherence, and logical progression of ideas adding descriptive detail and using multiple resources while doing so. Follow the 8- step writing process listed below when completing a writing project:</p> <ul style="list-style-type: none"> • Pre-writing • Drafting • Revising • Editing • Conferencing • Writing the final draft • Publishing • Illustrating (optional) <p>Once a writing project is complete, students track their writing projects in a writing portfolio, analyze and evaluate their writing, and set personal goals for themselves for further projects. Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p> <p>Suggested Resource for writing mini-lessons and conferencing conversations: Guiding Readers and Writers Grades 3-6 By: Fountas and Pinnell pgs 50-87</p>
Word Choice	<p>Use a thesaurus to select and apply progressively sophisticated vocabulary. Students use word caches to complete the word expansion process for nouns, adjectives, verbs, adverbs, and prepositional phrases and then expand them by using a thesaurus for a more sophisticated word choice.</p> <p>Suggested Resource for word expansion process: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p>

<p>Sentence Fluency (Patterns)</p>	<p>Use a sentence pattern chart to expand their thoughts, leading to writing descriptive and informational paragraphs using specific parts of speech (adjectives, nouns, verbs, adverbs, and prepositional phrases) to describe people, events, or scenes in descriptive paragraph form. Some sample sentence patterns:</p> <ul style="list-style-type: none"> • A-N-V-AV-PP • PP-A-N-V-AV • A-A-N-V-AV • A-N-AV-V-PP • A-A-N-V-PP-AV • A-A-N-V-A-A-N <p><u>4th Grade students include the following in their writing:</u></p> <ul style="list-style-type: none"> • Nouns & proper nouns • Adjectives • Verbs • Adverbs • Prepositional Phrases • Conjunctions • Homonyms • Proper verb tense • Similes • Metaphors • Personification • Alliterations • Onomatopoeia <p>Suggested Resource for word caches: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p> <p>Suggested Resource for writing applications: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell pg 423-460</p>
<p>Imagery</p>	<p>Review meanings and processes for writing imagery. They view student examples, and share their work with peers. Students are expected to use these forms of imagery in their writing. Teachers encourage the use of at least 3 types of imagery as a criteria for one writing assignment from the list below:</p> <ul style="list-style-type: none"> • Similes • Personifications • Metaphors • Alliterations • Onomatopoeia <p>Suggested Resource: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u> pgs 42-52</p>
<p>Descriptive Writing</p>	<p>Be exposed to word caches, sentence patterns, (see below), and imagery before moving on to descriptive paragraphs. Once proficient at these skills, students progress through the following descriptive writing skills:</p> <ul style="list-style-type: none"> • <u>Abstract noun descriptions</u> • <u>Character Descriptions</u> • <u>Setting Descriptions</u> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Use descriptive writing during various thematic projects including MathQuests, Science or Social Studies projects, and book reports/projects.</p> <p>Suggested Resource: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u> pgs 78-95</p>

<p>Narrative & Informational Paragraphs</p>	<p>Understands that a paragraph is structured with an introduction sentence (to tell readers the main idea of what you are writing about), detail sentences, and a conclusion sentence (to wrap-up what you wrote and remind readers of the main idea).</p> <p>They can write three to six paragraphs regarding a single topic with clear, smooth transitions to connect the the paragraphs. Students demonstrate organization and sequence in their narrative and informational paragraphs. The teacher should model, and expect students to use the following in their paragraphs:</p> <p>Narrative Paragraphs:</p> <ul style="list-style-type: none"> • Dialogue • Metaphors • Similes • Onomatopoeia • Supporting details • Sophisticated word choice <p>Informational Paragraphs:</p> <ul style="list-style-type: none"> • Justifying opinions • Narrowing topics/ideas • Elaborating with details • Citing sources <p>Use word caches in order to expand on their ideas for narratives or informational paragraphs. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Suggested Resource for word caches: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p>
<p>Spelling</p>	<p>Spell most words correctly, (or recognize incorrect spellings), and double check words in a dictionary independently. After a self and peer edit, the teacher edits for spelling and convention errors, using a circle around the word as a symbol to correctly spell that word.</p> <p>Students take a pre-test at the beginning of the year using the 4th grade Dolch Sight Word List. The teacher individualizes spelling lists from the Dolch List. If the student masters the list, he/she moves on to the next grade level. Work on word analysis skills is based around the spelling and meaning of prefixes, suffixes, and roots. The weekly list of 10 words may incorporate words with prefixes, suffixes, and roots as well.</p> <p>Suggested Resource: <u>Making Words</u> By: Patricia Cunningham</p>

<p>Editing and Revising</p>	<p>Revise and edit their own and a peer's work. Use common symbols in the classroom for revising so that they can interpret their peer's or teacher's revisions. 4th grade students recognize and edit the following:</p> <ul style="list-style-type: none"> • change a letter to a capital • add more information or detail • delete a word, phrase, or sentence • put a letter or letters in different order • check spelling • start a new paragraph • move a sentence or paragraph • proper manuscript or cursive handwriting • capitals • periods • commas • quotation marks • apostrophes • paragraph indentation <p>Self- and peer- revise writing to improve sequence, coherence, and logical progression of writing. Revise for:</p> <ul style="list-style-type: none"> • sufficient details • run-on or fragmented sentences • correct pronouns • proper verb tense • progression of writing <p>Teachers are encouraged to determine symbols for editing, so that they are used and easily interpreted.</p> <p>Suggested Resource for symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>
<p>Tools for Revision – (checklists, rubrics, spelling lists)</p>	<p>To support the revising and editing process, the teacher provides checklists and rubrics for written work and models using checklists and rubrics in the revision and editing process repeatedly throughout the year.</p> <p>When students are at the revision/editing stage, a rubric or checklist is provided to use as a guide. Students then make revisions or edits before proceeding to the the following:</p> <ul style="list-style-type: none"> • Revise or edit own work by reading it aloud to self, checking spelling, capitalization, punctuation, organization and sequence. • Revise or edit done by peer, double checking for any missed spelling, punctuation, capitalization as well as to make sure that the writing makes sense to the reader. • Revision or edits done by teacher in a writing conference. <p>Suggested Resource for editing/revising symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>

Writing Application - 4th grade

<p>Experience/ Knowledge Based Topics</p>	<p>Independently study areas based on the classroom/school wide theme. Engage in a variety of "Being There" experiences giving students real world experiences based on the theme. Some form of writing is completed with each independent project. Some examples for projects are:</p> <ul style="list-style-type: none"> • T-charts • Essay • Expository or narrative paragraph(s) • Captions for pictures • Fictional stories • Procedures • Tables • Newspaper articles • Scientific explanations • Multi-paragraph explanatory letters • Descriptive paragraphs • Informational paragraphs • Fantasy/Adventure stories • Character descriptions <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>
<p>Expository Writing</p>	<p>Explain a topic, procedure, etc. in writing. Include interesting facts/events and introductory sentences, multiple supporting details, and a strong conclusion summarizing the paragraph. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>
<p>Genre Forms – (letters, invitations, thank you notes, etc.)</p>	<p>Write in the following forms/genres:</p> <ul style="list-style-type: none"> • Fictional stories • Procedures • Tables • Newspaper articles • Scientific explanations • Multi-paragraph explanatory letters • Descriptive paragraphs • Informational paragraphs • Fantasy/Adventure stories • Narratives • Character descriptions • Setting descriptions • Book reviews • Journal writing <p>All forms/genres should demonstrate organization, detail with supporting details, and a beginning, middle, and end. Be allowed/encouraged to write in other genres focusing on current theme if developmentally appropriate to student. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p>
<p>Poetry</p>	<p>Use a variety of poetry patterns to create rhythmic and free verse poems. Use thesauruses and the word expansion process to make word choice more sophisticated. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing. Suggested Resource for poetry patterns: <u>Project Success Enrichment Language Arts Manual Introductory Unit pgs 53-78</u> Suggested Resource for poetry mini-lessons: <u>Guiding Readers and Writers 3-6 By: Fountas and Pinnell pg 415</u></p>

INDEPENDENT STAGE - (APPROXIMATELY FIFTH/SIXTH GRADE)

At this stage, reading is no longer taught as a separate area of study. Students move to content based studies, no longer skills based studies that focus on the process of reading. Our goal is to have children reach this stage by the end of grade 6, but many may reach it earlier, some later. As children reach this stage, a team of CRA teachers will review all of the children's work and compare it against the standards for this stage. Once students have mastered those standards and all other standards for reading at all levels, they have officially completed the journey and become "a reader." Now they are ready to move even more deeply into their role as "life long learner".

During the Independent stage, students are ready to participate in our "writing explosion" phase. At this stage students continue to apply all of the strategies described earlier, but more frequently and at a more rapid pace. Writing is now used as a communication tool and students write for many purposes. Word choice now focuses on creating imagery through simile, metaphor, personification, and alliteration. Students write poetry, reports, technical documents, narratives, personal letters, job applications, and personal journals. They understand the importance of sequence and develop an increasing awareness of the reader. Computers are used to research topics as well as to prepare final drafts of documents. Given their solid background of skills, they are able to apply this knowledge as they revise and edit whether on paper or on computers.

At all levels, our teachers work with students individually to ensure that each student is making continuous progress towards independence in the writing process. Our goal is to have students reach this level near the end of 6th grade.

From using our Thematic Word Expansion Cards and Decoding/Encoding Process through our Thematic Word Expansion and Writing Explosion Processes, our students learn writing as a meaningful tool that can be applied to their learning rather than an isolated set of skills or programs. They become excellent writers who are able to use this skill as they become contributors in their communities.

Fifth/Sixth Grade students: study American or British Literature, Greek Tragedies, the role of literature in conveying the social norms of a decade.

Fifth/Sixth Grade teachers: assist students in meeting any standards that are not demonstrated consistently.

Reading & Writing Instruction Process:

At the Independent stage, reading and writing become part of the integrated research process. Students are continually researching for information about their theme, constantly using previously learned word analysis, comprehension, and writing skills as well as integrating other subject areas. They collaboratively discuss plot sequence, characters, setting, theme, protagonist, antagonist, cause & effect, author's style, and other elements as determined by the teacher. Once students are able to dissect a story, they write descriptive paragraphs, setting descriptions or character descriptions about the story. Teachers evaluate student progress against specific standards. Students at this stage are fluent readers with strong comprehension and literary analysis skills. They possess high vocabularies allowing them to read many book genres. Goal setting and self-evaluation of strengths and weaknesses are characteristic of this stage as well.

While reading, students learn to ask the questions, "What do I understand about this page/chapter?" and "What don't I understand about this page/chapter?". This is especially critical for ELL students due to misinterpretation of language. It is here that the teacher constantly questions the students orally about what they have read and discusses the meaning of the language with them, particularly the vocabulary and specific phrases eliciting their understanding of the text. When the skill of questioning what is read is internalized, students are expected to do this independently using sticky notes, journals, etc. Clarity of the information is key to the learner.

Writing at this stage becomes an integrated part of the literacy component as well as art. After reading a thematic literature book, a specific type of writing is expected from students, (ie. a descriptive paragraph, a short poetry pattern, or a few descriptive sentences), focusing on a particular element of literature, (ie. a character, setting, or theme). In the beginning, small sentence patterns are introduced and students, as a class, brainstorm a list words for each part of speech in the pattern creating word caches about a specific book or theme, usually beginning with nouns. Using the sentence pattern, students take words from the word cache and create meaningful sentences about the theme or book. They then choose several adjectives to "expand" using a thesaurus to choose a more sophisticated synonym. When this step is finished, the student writes a draft of their composition/paragraph/poem checking to make sure it makes sense to the reader and focuses on the theme or book. Once the students become proficient at generating word caches for sentence patterns, more sophisticated patterns are introduced as well as various types of writing. Students move from sentences to paragraphs to character and setting descriptions, etc. This process is done with narrative as well as expository writing. (NOTE: ELL students may need extra support with choosing words for descriptive writing and poetry patterns. Scaffolding this process is essential, starting with small word patterns and providing charts with words available for each part of speech in the pattern.)

Once the integrated writing and literature piece is finished, students create an artistic representation of the writing employing a specific element of art, (ie. line, color, texture, form, shape, space, value). This entire process deepens the understanding of the theme of the term, the story elements, and the writing skill involved, allowing students to analyze and synthesize the story using the elements of literature and the elements of art.

Reading:

Word Analysis - 5th grade

By the end of the year, Fifth Grade students should be able to do the following:

<p>Fluency</p>	<p>A fluent 5th grade reader...</p> <ul style="list-style-type: none"> • Reads sight words and accurately, and decodes new words using strategies such as context clues, knowing the meaning of the root, prefix, or suffix. • Recognizes inaccurate decoding attempts and tries different strategies. • While reading aloud, makes short pauses at commas and longer pauses at ending punctuation. • Reads with expression, intonation, phrasing, smoothness, and proper pacing depending on the assigned reading. • Can vary their tone, pace, and expression based on the intended audience and type of story. The students puts themselves in the characters shoes. <p>Practice fluency through reading aloud to teachers, partners, parents, listening phones, and choral reading. Reading is practiced daily in class as well as 30 minutes a night at home. Two nights of the week students should read aloud to practice their fluency with a sibling or parent.</p> <p>Reading Fluency Words Per Minute 5th Grade: Fall: 80-130wpm Winter: 90-140wpm Spring: 100-150wpm Sample Rubric:</p>			
	<p>Expression & Volume</p>	<p>Phrasing & Intonation</p>	<p>Smoothness</p>	<p>Pace</p>
<p>1</p>	<p>Reads words to simply get them out. Quiet voice, little sense of text sound being in a natural voice.</p>	<p>Reads monotone, reads word by word.</p>	<p>Makes frequently extended pauses, false starts, sound-outs, repetitions or multiple attempts.</p>	<p>Reads slow and laboriously.</p>
<p>2</p>	<p>Begins to make text sound natural, focus remains largely on pronunciation of words.</p>	<p>Frequently reads in two to three word phrases, sounding choppy. Fails to mark pauses and end of sentences.</p>	<p>Experiences several "rough spots" where you will noticed extended pauses or hesitation.</p>	<p>Reads moderately slowly or two quickly.</p>
<p>3</p>	<p>Text sounds natural throughout most of the passage, occasionally slips into expressionless reading. Volume is generally appropriate throughout most of the text.</p>	<p>Reads with a mixture of run-on, mid sentence pauses for breath, and some choppiness.</p>	<p>Occasionally breaks smooth rhythm because of difficulty with tough words or structures.</p>	<p>Reads with an uneven mixture of fast and slow pace.</p>
<p>4</p>	<p>Reads with good expression and enthusiasm throughout whole text. Varies expression and volume to match their interpretation of the text.</p>	<p>Generally reads with good phrasing mostly in clause and sentence units.</p>	<p>Reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.</p>	<p>Consistently reads at a conversational pace, appropriate rate throughout the reading.</p>
<p>(3-Minute Reading Assessments, Scholastic Teaching Resources)</p>				
<p>High Frequency Words</p>	<p>Accurately reads, writes and spells words up to 5th grade Dolch Sight Word List. Students take a pre-test at the beginning of the year using this list. The teacher individualizes spelling lists from the Dolch List. If the student masters the list, he/she moves on to the next grade level. Work on word analysis skills is based around the spelling and meaning of prefixes, suffixes, and roots. The weekly list of 10 words may incorporate words with prefixes, suffixes, and roots as well.</p>			

Vocabulary Work	<p>Students:</p> <ul style="list-style-type: none"> • use a dictionary to locate meanings of unknown words without assistance. use and apply synonyms and antonyms from a thesaurus. In the beginning during writing, students are required to expand at least 5 words per writing piece with a thesaurus. As the year continues, the teacher should expect the students to be doing this on their own and encouraging their peers during peer revision. • accurately read, write and spell literature/ theme-related words determined by teacher. (Approximately 5 new words per week.) In addition, the student uses the word in a sentence showing understanding of the meaning in context. <p>Vocabulary Procedure:</p> <ol style="list-style-type: none"> 1. Predict the meaning of the word 2. Write the dictionary definition in your own words 3. Identify the word's part of speech 4. Use the word in a sentence related to the context (theme work or literature) 5. Use a thesaurus to identify a synonym of the word 6. Use context clues to identify the definition of word (while reading) 7. Illustrate the word
Prefixes	<ul style="list-style-type: none"> • en-, em- (to cause to be, to put into order, to go into or onto) • sub- (underneath, below, secondary) • fore- (before, earlier) • semi- (half) • anti- (opposite, against) • auto- (self) • re- (again, or back) • inter- (between) • mis- (wrongly, or bad) • dis- (opposite) • multi- (many, much) • poly- (many, much) • deca-, deci- (ten) • kilo- (1,000) • milli-, mille- (1,000) • centi- (100) • un-(meaning not or opposite) • under-(meaning under or without)
Suffixes	<ul style="list-style-type: none"> • -er, -or, -ist (person or thing who does something) • -est (meaning more or most) • -tion, -ion, -ation, -ition (act of, state of, result of) • -al, -ial (related to, characterized by) • -ness (condition, state of) • -ment (act, process) • -en (made of, to make) • -ful (meaning full or with) • -able, -ible (meaning able to) • -ive, -ative, -tive (inclined, tending toward an action) • -logy, -ology (science of, study of) • -ence, -ance (act, condition of) • -an (having a certain skill, relating to, belonging to)

Roots	<ul style="list-style-type: none"> • ast (star) • fac (make) • morph (shape) • brev (short) • cap (head) • ord (row, rank) • phil (love) • san (health) • log (word) • max (greatest) • nov (new) • pel (drive) • strict (draw tight) • mand (order) • min (small, less) • neg (no) • orig (beginning) • trib (give) • ject (to throw) • vid (see) • jur, juris (judge, oath, law) • log, logue (word) • path (feeling, suffering, disease) • mit (to send) • dict (to say, tell)
Parts of Speech	<p>Recognizes, categorizes and applies the following parts of speech in their reading and writing:</p> <ul style="list-style-type: none"> • nouns • proper nouns • verbs • adverbs • prepositional phrases • conjunctions • homonyms • similes • metaphors • personification • onomatopoeia • alliteration • idioms
Reading Goals	<p>Students:</p> <ul style="list-style-type: none"> • Choose appropriate books for their reading level in a variety of genres. • Read at least 2 different genres per term. By the end of the year students should have read the following genres at least once: <ul style="list-style-type: none"> ○ Mystery ○ Science Fiction ○ Historical Fiction ○ Realistic Fiction ○ Fantasy ○ Traditional Literature ○ Autobiography ○ Biography ○ Poetry ○ Informational • Identify their own reading strengths and weaknesses. • Set own personal reading goal and monitor progress in a reading journal.

Comprehension

<p>Author's Purpose</p>	<p>P-persuade I-inform E-entertain</p> <p>Identify the author's purpose in a variety of texts using the three labels- persuade, inform, and entertain. Define each term and consider the benefits of using each one.</p> <p>Mini lessons/discussions about <u>purpose</u>:</p> <ul style="list-style-type: none"> • Why do people write? • Writing to express personal opinions • Writing to express feelings • Writing to describe beauty • Using writing to get something done • Using writing to persuade • Using writing to inform or explain • Using writing to engage readers in an experience <p>Analyze the effectiveness of a writer based on word choice, sentence length, and literary devices.</p>
<p>Schema, Mental Images & Connections</p>	<p>Use schema from personal, world and other text experiences. Discuss and respond to the following:</p> <ul style="list-style-type: none"> • Text to Text Connections (connection between the text and another text) • Text to Self Connections (connection between personal experiences and the text) • Text to World Connections (connection between the text and the world) <p>Questions to help students make personal connections:</p> <ul style="list-style-type: none"> • How are the events in or the subject matter of this text similar to your own life? Different from your own life? • How are the events in or the subject matter of this text similar to the life of people you know? Different from people you know? • What does this book's (characters, setting, plot, etc.) remind you of?
<p>Context Clues for Vocabulary</p>	<p>Use problem-solving strategies to take words apart and understand meaning while reading written text.</p> <p>Learn/know how to:</p> <ul style="list-style-type: none"> • Recognize unknown words • Use letters and letter clusters at the beginning, middle, and end of words • Use syllables to break up words for analysis • Use parts and base words within wholes of written language • Analyze words from left to right, using letters and letter clusters • Use know words, word parts, and base words in solving new words. • Use meaningful parts of words (prefix, roots, suffix) to solve words • Use letter/sound relationships and visual information in connecting with meaning and language knowledge • Combine word-solving strategies in flexible ways • Use language and text meaning to gain individual word meanings
<p>Fact and Opinion</p>	<p>Defines fact and opinion.</p> <p>Identify facts and opinions in fiction and non-fiction texts. Generate own opinions and justify them with supporting details, recording them on various graphic organizer and in journals.</p>
<p>Summarizing</p>	<p>Gather important information while reading and add supporting details. Use journals or verbal explanations during discussions to summarize text and important details.</p> <p>Activities to support summarizing:</p> <ul style="list-style-type: none"> • Write a summary of a text that is known or have read and discuss what makes it a summary. • Use short texts with fewer details and increase in complexity. • Work in small groups to create group summaries including multiple details. • Work in pairs to create summaries. Share these, pointing out that summaries are concise and include only necessary details. • Write summaries and share with partners. • Summarize text in writing journals, teacher writes response to student. • Encourage students to summarize using book talks to recommend books to their friends.

Predictions	Anticipate next event before and during reading text. Vary the types of predictions made based on literary elements. Reflect on the accuracy of own predictions and form new ones as they read.
Inferences	<p>Go beyond the literal meaning of a text to derive what is not there but is implied, (inference). Questions to guide inferring:</p> <ul style="list-style-type: none"> • What did _____ make you think of? • What do you think this character really meant by saying that? • Why did this character (act, think, talk, etc.) that way? • What's this story really about? • What does this character want to do? • What do you think this character might do? • What is the author really trying to say?
Questions	<p>Ask and answer questions before, during, and after reading a variety of text. Teacher models asking questions and encourage students to do the same. Encourage students to ask questions regarding the following:</p> <ul style="list-style-type: none"> • Personal and Textual Connections • Setting • Characters • Plot • Theme • Perspective • Language • Illustrations • Author/Illustrator • Genre • Accuracy/ Authenticity • Style • Text Structure/Organization • Events
Graphic Organizers	<p>Be exposed to and use a variety of graphic organizers to interpret elements of literature. Ideas for graphic organizers:</p> <ul style="list-style-type: none"> • Character web • Character comparisons • Character's response to events • Character chart • Story maps • Important elements chart • Book comparison chart • Biographical web • Important life events • Cause and effect chart • KWL

Identifying Genres

Identify and read the following genres:

- Mystery
- Science Fiction
- Historical Fiction
- Realistic Fiction
- Fantasy
- Traditional Literature
- Autobiography
- Biography
- Poetry
- Informational

More specifically students should be exposed to:

- Non-Fiction
 - Biography
 - Autobiography
 - Diary/Journal
 - Informational Books
 - Directions
 - Experiments
 - Interviews
 - Letters
 - Newspapers
 - Recipes
- Fiction
 - Folktales
 - Fairy tales
 - Myths
 - Legends
 - Tall Tales
 - Fables
 - Fantasy
 - Realistic Fiction
 - Science Fiction
 - Historical Fiction
 - Horror Stories
 - Mysteries
 - Humor
 - Riddles
 - Jokes
 - Humorous Tales

Literary Terms	Know the definitions and recognize the following literary terms: <ul style="list-style-type: none">• Author• Cause and Effect• Character Development• Character Description• Chronological Order• Climax• Dialogue• Episode• Factual• Fiction• Hero/Heroine• Incident• Key Events• Protagonist• Antagonist• Non-fiction• Plot• Point-Of-View• Publication Date• Setting• Author's Style• Theme• Villain• Title
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Literary Analysis - 5th grade

<p>Comparing/ Contrasting Elements of Literature</p>	<p>Discuss and analyze various elements of literature. Do this independently, in small groups, or whole group. Record comparisons in a journal.</p> <p>Teachers use the elements below to guide comparisons within and across genres.</p> <p>Elements of Fiction:</p> <ul style="list-style-type: none"> • Characters, people, animals or inanimate objects in a story. • Plot, the interplay of action and tension in the story (what happens). • Setting, time and place in which the story takes place (when and where). • Theme, the story message or messages. • Perspective, the point of view taken by the narrator of the story. • Style and language, how the author uses language to convey meaning. • Illustrations, how meaning is communicated by the art that accompanies the text. • Design, the entire organization and visualization of the text. <p>Elements of Non-Fiction</p> <ul style="list-style-type: none"> • Integrity • Accuracy and Authenticity • Style and Language • Print Features- font, bullets, titles, headings, subheadings, italics, labels, and captions. • Graphic Aids- diagrams, sketches, graphs, figures, maps, charts, tables, cross-sections, time lines, and overlays. • Organizational Aids- tables of contents, index, glossary, preface, pronunciation guide, appendix. • Illustrations- colored photographs, colored drawings, black and white photos, black and white drawings, labeled drawings, enlarged photographs, acrylic, watercolor and oil paintings. <p>Elements of Biography</p> <ul style="list-style-type: none"> • Setting • Characterization of subject • Theme • Accuracy • Structure • Illustrations • Graphic Features • Structural Patterns • Organizational Features
<p>Cause and Effect</p>	<p>Provide explanations for phenomena or elements of a story. Represent learning by discussing findings, writing them in a journal, or presenting them through a project.</p> <p>Find and use words like the ones listed below to identify cause and effect:</p> <ul style="list-style-type: none"> • because, since, thus, so that, if....then, therefore, nevertheless, due to, this lead to, as a result of, then....so..., for this reason, on the account of, consequently
<p>Point of View</p>	<p>Analyze how author's use the first (I), second (you), and third (he, she, they) person and how it effect the reader.</p>
<p>Poetry</p>	<p>Read and write poetry. Students should be exposed to:</p> <ul style="list-style-type: none"> • Various types of poetry • Student examples of poetry • Famous poems • Various poetry patterns <p>Suggested Resource: Project Success Enrichment</p>

Personal Response	<p>Analyze and respond to text in a journal.</p> <p>Mini-lessons to promote quality responses:</p> <ul style="list-style-type: none"> ○ Writing quality responses ○ Choosing topics for response ○ Proofreading your own written response ○ Responding to an assigned topic for response ○ Thinking about how stories make you feel ○ Identifying how you feel about how characters act ○ How characters remind you of people in your lives ○ How your book makes you think of your own life
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Students Monitor Progress - 5th grade

Monitor Progress	<p>Monitor own reading to make sure it sounds right, looks right, and makes sense. Identify and write or verbally share personal strengths or weaknesses. Set personal reading goals, and monitor their progress weekly.</p> <p>The teacher helps the readers learn how to:</p> <ul style="list-style-type: none"> • Notice when they do not understand • Search for and use information to increase understanding • Notice mismatches between responses and the print • Self-correct when essential for understanding or oral reading performance (varying pace, expression, volume, tone, etc.) • Use multiple sources of information to check and correct reading.
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Writing:

Writing Strategies - 5th grade

Writing Process	<p>Write, revise, and edit drafts to improve the sequence, coherence, and logical progression of ideas adding descriptive detail and using multiple resources. Follow the 8- step writing process listed below:</p> <ul style="list-style-type: none"> • Pre-writing • Drafting • Revising • Editing • Conferencing • Writing the final draft • Publishing • Illustrating (optional) <p>Once a writing project is complete, students track their writing projects in a writing portfolio, analyze and evaluate their writing, and set personal goals for themselves for further projects. Art is frequently integrated into this process. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p> <p>Suggested Resource for writing mini-lessons and conferencing conversations:</p>
Word Choice	<p>Use a thesaurus to use and apply sophisticated vocabulary in writing. Use word caches to complete the word expansion process for nouns, adjectives, verbs, adverbs, and prepositional phrases and expand them by using a thesaurus for a more sophisticated word choice.</p> <p>Suggested Resource for word expansion process: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p>

<p>Sentence Fluency (Patterns)</p>	<p>Use a sentence pattern chart to generate sentences, leading to writing descriptive and informational paragraphs using specific parts of speech (adjectives, nouns, verbs, adverbs, and prepositional phrases) to describe people, events, or scenes in descriptive paragraph form. Some sample sentence patterns:</p> <ul style="list-style-type: none"> • A-N-V-AV-PP • PP-A-N-V-AV • A-A-N-V-AV • A-N-AV-V-PP • A-A-N-V-PP-AV • A-A-N-V-A-A-N <p><u>Include the following in written pieces:</u></p> <ul style="list-style-type: none"> • Nouns & proper nouns • Adjectives • Verbs • Adverbs • Prepositional Phrases • Conjunctions • Homonyms • Proper verb tense • Similes • Metaphors • Personification • Alliterations • Onomatopoeia <p>Suggested Resource for word caches: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p> <p>Suggested Resource for writing applications: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell pg 423-460</p>
<p>Imagery</p>	<p>Review meanings and processes for writing imagery. They view student examples, and share their work with peers. Students are expected to use these forms of imagery in their writing. Teachers encourage the use of at least 3 types of imagery as a criteria for one writing assignment from the list below:</p> <ul style="list-style-type: none"> • Similes • Personifications • Metaphors • Alliterations • Onomatopoeia <p>Suggested Resource: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u> pgs 42-52</p>
<p>Descriptive Writing</p>	<p>Be exposed to word caches, sentence patterns, (see below), and imagery before moving on to descriptive paragraphs. Once proficient at these skills, students progress through the following descriptive writing skills:</p> <ul style="list-style-type: none"> • <u>Abstract noun descriptions</u> • <u>Character Descriptions</u> • <u>Setting Descriptions</u> <p>Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Use descriptive writing during various thematic projects including MathQuests, Science or Social Studies projects, and book reports/projects.</p> <p>Suggested Resource: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u> pgs 78-95</p>

<p>Narrative & Informational Paragraphs</p>	<p>Understands that a paragraph is structured with an introduction sentence (to tell readers the main idea of what you are writing about), detail sentences, and a conclusion sentence (to wrap-up what you wrote and remind readers of the main idea).</p> <p>They can write three to six paragraphs regarding a single topic with clear, smooth transitions to connect the the paragraphs. Students demonstrate organization and sequence in their narrative and informational paragraphs. The teacher should model, and expect students to use the following in their paragraphs:</p> <p>Narrative Paragraphs:</p> <ul style="list-style-type: none"> • Dialogue • Metaphors • Similes • Onomatopoeia • Supporting details • Sophisticated word choice <p>Informational Paragraphs:</p> <ul style="list-style-type: none"> • Justifying opinions • Narrowing topics/ideas • Elaborating with details • Citing sources <p>Use word caches in order to expand on their ideas for narratives or informational paragraphs. Art elements such as color, line, texture, shape, space, etc. are integrated to create a pictorial representation of the thematic writing.</p> <p>Suggested Resource for word caches: <u>Project Success Enrichment Language Arts Manual Introductory Unit</u></p>
<p>Spelling</p>	<p>Spell most words correctly, (or recognize incorrect spellings), and double check words in a dictionary independently. After a self and peer edit, the teacher edits for spelling and convention errors, using a circle around the word as a symbol to correctly spell that word.</p> <p>Students take a pre-test at the beginning of the year using the 5th grade Dolch Sight Word List. The teacher individualizes spelling lists from the Dolch List. If the student masters the list, he/she moves on to the next grade level. Work on word analysis skills is based around the spelling and meaning of prefixes, suffixes, and roots. The weekly list of 10 words may incorporate words with prefixes, suffixes, and roots as well.</p> <p>Suggested Resource: <u>Making Words</u> By: Patricia Cunningham</p>

<p>Editing and Revising</p>	<p>Revise and edit their own work and peer's work. Use common symbols for revising so that they can interpret their peer's or teacher's revisions. 5th grade students recognize and edit the following:</p> <ul style="list-style-type: none"> • change a letter to a capital • add more information or detail • delete a word, phrase, or sentence • put a letter or letters in different order • check spelling • start a new paragraph • move a sentence or paragraph • proper manuscript or cursive handwriting • capitals • periods • commas • quotation marks • apostrophes • paragraph indentation <p>Self- and peer- revise writing to improve sequence, coherence, and logical progression of writing. Revise for:</p> <ul style="list-style-type: none"> • sufficient details • run-on or fragmented sentences • correct pronouns • proper verb tense • progression of writing <p>Teachers are encouraged to determine symbols for editing, so that they are used and easily interpreted. Suggested Resource for symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>
<p>Tools for Revision – (checklists, rubrics, spelling lists)</p>	<p>To support the revising and editing process, the teacher provides checklists and rubrics for written work and models using checklists and rubrics in the revision and editing process repeatedly throughout the year.</p> <p>When students are at the revision/editing stage, a rubric or checklist is provided to use as a guide. Students then make revisions or edits before proceeding to the following:</p> <ul style="list-style-type: none"> • Revise or edit own work by reading it aloud to self, checking spelling, capitalization, punctuation, organization and sequence. • Revise or edit done by peer, double checking for any missed spelling, punctuation, capitalization as well as to make sure the writing makes sense to the reader. • Revision or edits done by teacher in a writing conference. <p>Suggested Resource for editing/revising symbols: <u>Guiding Readers and Writers 3-6</u> By: Fountas and Pinnell, appendix 10</p>

Writing Application - 5th grade

Experience/ Knowledge Based Topics	<p>Independently study areas based on the classroom/school wide theme. Engage in a variety of "Being There" experiences giving students real world experiences based on the theme. Some form of writing is completed with each independent project. Some examples for projects might be:</p> <ul style="list-style-type: none"> • T-charts • Essay • Expository or narrative paragraph(s) • Captions for pictures • Fictional stories • Procedures • Tables • Newspaper articles • Scientific explanations • Multi-paragraph explanatory letters • Descriptive paragraphs • Informational paragraphs • Fantasy/Adventure stories • Character descriptions <p>Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p>
Expository Writing	<p>Explain a topic, procedure, etc. in writing. Include interesting facts/events and introductory sentences, multiple supporting details, and a strong conclusion summarizing the paragraph. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p>
Genre Forms – (letters, invitations, thank you notes, etc.)	<p>Write in the following forms/genres:</p> <ul style="list-style-type: none"> • Fictional stories • Procedures • Tables • Newspaper articles • Scientific explanations • Multi-paragraph explanatory letters • Descriptive paragraphs • Informational paragraphs • Fantasy/Adventure stories • Narratives • Character descriptions • Setting descriptions • Book reviews • Journal writing <p>All forms/genres should demonstrate organization, detail with supporting details, and a beginning, middle, and end. Be allowed/encouraged to write in other genres focusing on current theme if developmentally appropriate to student. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece.</p>
Poetry	<p>Use a variety of poetry patterns to create rhythmic and free verse poems. Use thesauruses and the word expansion process to make word choice more sophisticated. Art elements such as color, line, texture, shape, space, etc. are use by the student to create a pictorial representation for a published writing piece. Suggested Resource for poetry patterns: Project Success Enrichment Language Arts Manual Introductory Unit pgs 53-78 Suggested Resource for poetry mini-lessons: Guiding Readers and Writers 3-6 By: Fountas and Pinnell pg 415.</p>