Camino Nuevo Charter Academy
Proposal for CRES 315
Appendix

Attachment #	Attachment Name
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1b	Audited Financials
1c	Tax Exempt Letter
2	Place-Based Approach
3	2009 API Comparison
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6	Bilingual Program
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8	Four Blocks Literacy Framework
9	School Calendar
10	Bell Schedule
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17	Grade-Level Data Protocol
18	Data Conversation Map
19	Professional Development Calendar
20	Teacher Evaluation
21	Leadership Evaluation
22	Executive Summary of Mid-year Teacher Survey
23	Community Partnerships
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25	Board of Directors
26	Leadership Resumes
27	Staffing Model
28	Compensation Summary
29	Principal Job Description
30	Leadership Team Job Descriptions
31	Selection/Hiring Process
32	Operations Start-Up Matrix
33	Fiscal Policies

1.a.i   Camino Nuevo Charter Academy (CNCA) is an umbrella 501(c)(3) nonprofit public benefit corporation that has been in operation since 2000, whose central operations and support include: instructional oversight, special education management, compliance monitoring and reporting, back office management, human resources, technology, fundraising and legal (See Appendix, Attachment 1C: Tax Exempt Letter).

1.a.ii   CNCA will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded school including students with disabilities will be served first and foremost. To the extent that there is additional seat capacity above, a process will be established to enroll additional students interested in attending the school.

1.a.i ii   CNCA agrees that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.
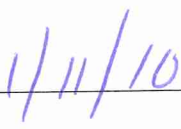
1.a.iv   CNCA maintains a solid record of financial solvency and sustainability (See Appendix, Attachment 1B: Financial Audit).

1.a.iv   Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy.

Collaboration with LAUSD will ensure compliance with the District's Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services.

_____   1/11/10
Ana F. Ponce, Chief Executive Officer   Date

CAMINO NUEVO CHARTER ACADEMY

Camino Nuevo Charter Academy K-8 School
Camino Nuevo High School
Early Childhood Education Program

Audited Financial Statements
for the Year Ended
June 30, 2009

CAMINO NUEVO CHARTER ACADEMY

TABLE OF CONTENTS
June 30, 2009

INDEPENDENT AUDITORS' REPORT

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the statement of financial position of Camino Nuevo Charter Academy (the Academy), a non-profit public benefit corporation, as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the Academy as of June 30, 2009, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 12, 2009 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

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Board of Directors
Camino Nuevo Charter Academy

The accompanying schedule of expenditures of federal awards on page 16 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* The supplementary schedules on pages 13-15 are presented for the purposes of additional analysis. These schedules are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vicenti, Floyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 12, 2009

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF FINANCIAL POSITION
June 30, 2009

<u>ASSETS</u>

	Preschool	K-8	High	Central Admin	Total
CURRENT ASSETS:					
Cash and cash equivalents	$ 43,547	$ 3,118,788	$ 95,171	$ 255,280	$ 3,512,786
Accounts receivable	47,295	1,787,739	773,093	44,943	2,653,070
Prepaid expenses and other assets	14,895	134,463	60,492	8,293	218,143
Total current assets	105,737	5,040,990	928,756	308,516	6,383,999
NON-CURRENT ASSETS:					
Notes receivable				400,000	400,000
Total non-current assets	-	-	-	400,000	400,000
PROPERTY, PLANT AND EQUIPMENT:					
Land and construction in progress				3,606,063	3,606,063
Leasehold improvements	14,636	828,564	160,091	8,578	1,011,869
Equipment & computers	13,998	801,350	478,574	53,806	1,347,728
Furniture	26,271	156,173	13,478	2,659	198,581
Accumulated depreciation	(9,152)	(1,092,305)	(215,970)	(26,940)	(1,344,367)
Total property, plant and equipment	45,753	693,782	436,173	3,644,166	4,819,874
Total assets	$ 151,490	$ 5,734,772	$ 1,364,929	$ 4,352,682	$ 11,603,873
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES:					
Accounts payable	$ 7,469	$ 389,307	$ 154,162	$ 392,952	$ 943,890
Accrued liabilities	25,375	509,200	226,511	83,850	844,936
Total current liabilities	32,844	898,507	380,673	476,802	1,788,826
NET ASSETS:					
Unrestricted	118,646	4,836,265	984,256	3,875,880	9,815,047
Total net assets	118,646	4,836,265	984,256	3,875,880	9,815,047
Total liabilities and net assets	$ 151,490	$ 5,734,772	$ 1,364,929	$ 4,352,682	$ 11,603,873

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2009

	Preschool	K-8	High	Central Admin	Total
REVENUES:					
Apportionment revenue	$	$ 4,164,176	$ 2,200,424	$	$ 6,364,600
Property tax revenue		1,248,379	526,818		1,775,197
State revenue	609,040	2,942,704	1,017,335		4,569,079
Federal revenue		1,918,503	696,418		2,614,921
Grants and contracts	100,000		26,820	234,163	360,983
Contributions - fundraising	321	49,142	40,701	81,088	171,252
Interest income				76,815	76,815
Other revenue		68,053	88,578	140,429	297,060
Total unrestricted revenues	709,361	10,390,957	4,597,094	532,495	16,229,907
EXPENSES:					
Program services	514,313	7,434,341	3,366,880		11,315,534
Management and general	103,277	2,311,626	1,176,016	784,409	4,375,328
Fundraising		15,929	9,151	849	25,929
Total expenses	617,590	9,761,896	4,552,047	785,258	15,716,791
Change in unrestricted net assets	91,771	629,061	45,047	(252,763)	513,116
Beginning unrestricted net assets, as originally stated	26,875	3,812,310	794,823	4,121,659	8,755,667
Adjustment for restatement (see Note 7)		394,894	144,386	6,984	546,264
Beginning unrestricted net assets, as restated	26,875	4,207,204	939,209	4,128,643	9,301,931
Ending unrestricted net assets	$ 118,646	$ 4,836,265	$ 984,256	$ 3,875,880	$ 9,815,047

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2009

	Preschool	K-8	High	Central Admin	Total
CASH FLOWS from OPERATING ACTIVITIES:					
Change in net assets	$ 91,771	$ 629,061	$ 45,047	$ (252,763)	$ 513,116
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:					
Depreciation	3,823	142,401	84,301	8,500	239,025
(Increase) decrease in operating assets:					
Accounts receivable	55,877	(248,018)	(226,638)	31,887	(386,892)
Intercompany receivable				100,827	100,827
Prepaid expenses	(1,127)	2,603	(1,860)	16,972	16,588
Increase (decrease) in operating liabilities:					
Accounts payable and accrued liabilities	2,063	104,866	49,757	375,365	532,051
Intercompany payable	(100,827)				(100,827)
Net cash provided (used) by operating activities	51,580	630,913	(49,393)	280,788	913,888
CASH FLOWS from INVESTING ACTIVITIES:					
Purchase of property, plant and equipment	(8,033)	(167,970)	(229,745)	(91,474)	(497,222)
Net cash used by investing activities	(8,033)	(167,970)	(229,745)	(91,474)	(497,222)
Net increase (decrease) in cash and cash equivalents	43,547	462,943	(279,138)	189,314	416,666
Cash and cash equivalents at the beginning of the year		2,655,845	374,309	65,966	3,096,120
Cash and cash equivalents at the end of the year	$ 43,547	$3,118,788	$ 95,171	$ 255,280	$3,512,786

The accompanying notes are an integral part of these financial statements.

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CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – Camino Nuevo Charter Academy (the Academy) is an organization designed to meet the educational needs of a largely Latino community in the MacArthur Park and Mid-Wilshire neighborhoods of Los Angeles. MacArthur Park is a densely populated area with over 90% of the population being economically disadvantaged. The Academy was established as an alternative to existing schools in the neighborhood where conditions of over-crowding and year-round schedules exist.

Cash and Cash Equivalents – The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of six months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Expenses are charged to program services and fundraising based on direct expenditures incurred. Expenditures not directly chargeable to program services are charged to support services.

Net Asset Classes – The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the Academy consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Academy does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Contributions and Grants – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. The Academy also receives a portion of its total revenue and support under various grants which pay the Academy based on reimbursable costs as defined by the grants. Reimbursements recorded under these grants are subject to audit by the granting agency. Management believes that no material adjustments will result from subsequent audits of costs reflected in the accompanying financial statements.

Land, Buildings and Equipment – Land, buildings and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The Academy capitalizes all expenditures for land, buildings and equipment in excess of $1,000.

Income Taxes – The Academy is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes.

Allocations Between Charter Schools – For the year ended June 30, 2009, the Academy has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

NOTE 2 – CONCENTRATION OF CREDIT RISK:

The Academy maintains bank accounts with one institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. The Academy occasionally has a need to maintain a cash balance in excess of the $250,000.

The Academy also maintains cash in the Los Angeles County Treasury. The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at cost which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

NOTE 3 – RELATED PARTY TRANSACTIONS:

The Academy obtained land to be used for a new high school facility. During the 05-06 year, PND and the Academy negotiated an agreement concerning a high school facility for Camino Nuevo High School students. The Academy entered into a ground lease with PND for $1 per year for 40 years. PND constructed a high school facility on this property and leased these facilities to CNCA (See Note 5).

The Academy entered into two promissory notes receivable with PND on June 18, 2008 for $200,000 each in connection with the dance studio construction at the Burlington campus and the soccer field construction at the High School campus. Both notes are to be repaid over 10 years at a 6% interest rate starting July 1, 2009.

NOTE 4 – CENTRAL ADMINISTRATION:

The Camino Nuevo Central Admin provides business management and oversight services to support the educational mission of the organization. Central Admin charges an indirect rate calculated by a percentage of government revenue to cover the costs related to the three program entities under the Camino Nuevo organizational umbrella: Camino Nuevo Charter Academy, Camino Nuevo High School and Camino Nuevo Early Childhood Center. The service level provided to the program entities vary based on programmatic scope. The following indirect rates were used:

Camino Nuevo Charter Academy:	9.825%
Camino Nuevo High School:	9.825%
Camino Nuevo Early Childhood Center:	6.000%

NOTE 5 – COMMITMENTS AND CONTINGENCIES:

The Preschool leases facilities from PND (a related party). The lease requires monthly payments of $14,386 and expires in June 2027.

The K-8 School leases several school sites from PND (a related party). The leases require monthly payments of $11,766, $6,000 and $15,117 and expire in July 2010.

The K-8 School also leases some of its facilities from an unrelated party for $43,585 per month. The original term expired in May 2007. The Academy exercised an option to renew for one additional five-year term.

The High School leases its school site from PND (a related party). The lease requires monthly payments of $52,527 and expires in 2012.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

NOTE 5 – COMMITMENTS AND CONTINGENCIES: (continued)

Future minimum rental payments at June 30, 2009 were as follows:

Year Ending June 30,	Related Party	Others	Total
2010	$ 1,197,547	$ 523,022	$ 1,720,569
2011	802,951	523,022	1,325,973
2012	802,951	479,437	1,282,388
2013	802,951		802,951
2014	802,951		802,951
Thereafter	4,257,247		4,257,247
Total	$ 8,666,598	$ 1,525,481	$10,192,079

For the year ended June 30, 2009, aggregate rent expense including property taxes was $2,030,717, which includes $1,197,547 related to facilities leased from PND.

NOTE 6 – EMPLOYEE RETIREMENT:

The Academy's certificated employees participate in the State Teachers Retirement System (STRS). The Academy reports all applicable information to STRS through the Los Angeles County Office of Education. The Academy is required to contribute 8.25% of annual payroll for active plan members. The required disclosure information regarding this plan can be found in the Los Angeles County Office of Education financial statements for the year ended June 30, 2009.

The Academy's classified employees participate in the California Public Employees Retirement System (CalPERS). The Academy reports all applicable information to CalPERS through the Los Angeles County Office of Education. The Academy is required to contribute 9.428% of annual payroll for active plan members. The required disclosure information regarding this plan can be found in the Los Angeles County Office of Education financial statements for the year ended June 30, 2009.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

NOTE 6 – EMPLOYEE RETIREMENT: (continued)

Contributions to STRS and PERS

The Academy's contributions to STRS and PERS for each of the last three fiscal years are as follows:

Year Ended June 30,	STRS		PERS	
	Required Contribution	Percent Contributed	Required Contribution	Percent Contributed
2007	$388,401	100%	$103,455	100%
2008	$377,785	100%	$137,067	100%
2009	$523,591	100%	$135,077	100%

NOTE 7 – RESTATEMENT OF NET ASSETS:

The beginning unrestricted net assets have been restated for the following:

K-8
    Income received during 2008-09 for prior year revenue in
    excess of State apportionment schedules available during
    closing of fiscal year 2007-08 $ 394,893

High School
    Income received during 2008-09 for prior year revenue in
    excess of State apportionment schedules available during
    closing of fiscal year 2007-08   144,386

Central Admin
    Adjustment to beginning balance of equipment and computers   6,984

                                        $ 546,263

SUPPLEMENTARY INFORMATION

CAMINO NUEVO CHARTER ACADEMY

HISTORY AND ORGANIZATION
For the Year Ended June 30, 2009

In November 1999, the Los Angeles Unified School District (the "LAUSD") Board of Education unanimously approved a charter submitted by the Academy to provide a comprehensive literacy program for students in grades K through five (the "Elementary School"). The Academy began operations in May 2000 and began providing instruction to students in August 2000. In addition to the literacy program that is the core of the school's educational vision, students also participate in dance and music programs and after-school enrichment activities. The charter number granted by State is 0293.

The Academy expanded its program to students in grades six through eight with a subsequent charter approved by the LAUSD Board of Education in July 2001. In August 2001, the Academy opened the Camino Nuevo Middle School (the "Middle School"), which operated as a division of the Academy under a separate charter. During the 2005 year the Elementary School and the Middle School merged into one charter (the "K-8 School") that now provides instruction to over 980 students. The financial activities of the K-8 School are included within the financial information presented for the Academy.

The Academy expanded its program to students in grades nine through twelve with a subsequent charter approved by the LAUSD Board of Education in July 2004. In August 2004, the Academy opened the Camino Nuevo High School (the "High School"), which operates as a division of the Academy under a separate charter. The High School provides instruction to over 440 students. The financial activities of the High School are included within the financial information presented for the Academy. The charter number granted by State is 0635.

In 2005-06, the Academy also started an Early Childhood Education Program to provide Pre-School services to the surrounding community. The Pre-School provides the program to over 100 students.

The Academy is the latest in a series of highly successful empowerment projects developed by Pueblo Nuevo Development ("PND"), a nonprofit community development corporation. The Executive Director of PND is also a member of the Board of Directors of the Academy.

CAMINO NUEVO CHARTER ACADEMY

HISTORY AND ORGANIZATION
For the Year Ended June 30, 2009

The Board of Directors and the Administrator for the fiscal year ended June 30, 2009 were as follows:

Board of Directors

Member	Office	Term Expires
Paul Cummins	Vice President	06/30/09
Mark H. Dalzell	Chairman	06/30/09
Shiho Ito	Secretary	06/30/11
Philip Lance	President	06/30/09
Alicia Maldonado	Member	06/30/09
Elliot Ponchick	Member	06/30/09
Robert Ronus	Member	06/30/09
Michael Russell	Member	06/30/10
Cindy Smet	Member	06/30/10
Samar Bloomingdale	Member	06/30/10
Georgia Eisner	Member	06/30/10
Bill Siart	Member	06/30/10
Patti Phillips	Member	06/30/10

Administrator

Ana Ponce – Chief Executive Officer

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF INSTRUCTIONAL MINUTES
For the Year Ended June 30, 2009

K-8:

Grade Level	2008-09 Minutes		Number of Instructional Days	Status
	Requirement	Actual		
Kindergarten	36,000	62,290	180	In compliance
Grade 1	50,400	59,590	180	In compliance
Grade 2	50,400	59,590	180	In compliance
Grade 3	50,400	59,590	180	In compliance
Grade 4	54,000	59,590	180	In compliance
Grade 5	54,000	59,590	180	In compliance
Grade 6	54,000	61,480	180	In compliance
Grade 7	54,000	61,480	180	In compliance
Grade 8	54,000	61,480	180	In compliance

High School:

Grade Level	2008-09 Minutes		Number of Instructional Days	Status
	Requirement	Actual		
Grade 9	64,800	65,100	180	In compliance
Grade 10	64,800	65,100	180	In compliance
Grade 11	64,800	65,100	180	In compliance
Grade 12	64,800	65,100	180	In compliance

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2009

Average Daily Attendance:

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
K-8:				
Kindergarten	94.46	94.46	95.36	95.36
Grades 1 through 3	290.83	290.83	291.12	291.12
Grades 4 through 6	339.99	339.99	340.40	340.40
Grades 7 through 8	225.11	225.11	225.03	225.03
ADA Totals	950.39	950.39	951.91	951.91
High School:				
Grades 9 through 12	398.74	398.74	395.55	395.55
ADA Totals	398.74	398.74	395.55	395.55

Supplemental Hourly Programs:

	K-8	High	Total
Grades K-12 Core Instruction	71,902	23,447	95,349
Grades 7-12 Remedial	5,248	13,162	18,410
Grades 2-9 Pupils Retained	18,203		18,203
Grades 2-6 Pupils at Risk	16,269		16,269
Total	111,622	36,609	148,231

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2009

There were no differences between the unrestricted net assets reported on the June 30, 2009 Annual Financial Report and the audited fund balances (net assets).

See the notes to the supplementary information.

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CAMINO NUEVO CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2009

Program Name	Federal Catalog Number	Pass-Through Entity Identifying Number	K-8 Expenditures	High School Expenditures	Total Federal Expenditures
U.S. Department of Education					
Pass-Through Program From California Department of Education:					
No Child Left Behind:					
Title I	84.010	03797	$ 655,702	$ 241,998	$ 897,700
Title II, Part A - Improving Teacher Quality	84.367	14341	48,594	10,784	59,378
Title II, Part D - Enhancing Education Through Technology	84.318	14334	4,732	1,574	6,306
Title III, Limited English Proficiency	84.365	10084	63,175	5,795	68,970
Title V, Part A - State Grants for Innovative Programs	84.298	14354	1,707	1,080	2,787
Title V, Part B - Charter Schools	84.282	14531	250,000		250,000
Total: U.S. Department of Education			1,023,910	261,231	1,285,141
U.S. Department of Agriculture					
Pass-Through Program From California Department of Education:					
Child Nutrition Cluster:					
Child Nutrition Program-Especially Needy Breakfast	10.553	13526	106,709	47,910	154,619
Child Nutrition Program-Lunch	10.555	13396	346,007	155,350	501,357
Child Nutrition Program-Meal Supplements	10.557	13396	19,771	8,877	28,648
Total: U.S. Department of Agriculture			472,487	212,137	684,624
Total Federal Programs			$ 1,496,397	$ 473,368	$ 1,969,765

Reconciliation to Federal Revenue			
Total Federal Program Expenditures	$ 1,496,397	$ 473,368	$ 1,969,765
Revenues in excess of expenditures related to Federal Entitlements:			
State Fiscal Stabilization Fund (SFSF)	422,106	223,050	645,156
Total Federal Program Revenue	$ 1,918,503	$ 696,418	$ 2,614,921

See the notes to the supplementary information.

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CAMINO NUEVO CHARTER ACADEMY

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2009

NOTE 1 – PURPOSE OF SCHEDULES

A.   Schedule of Instructional Minutes

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of Education Code Sections 46200 through 46206.

B.   Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

C.   Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of the charter school as reported on the Annual Financial Report form to the audited financial statements.

D.   Schedule of Expenditures of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs. To comply with A-133, this schedule was prepared for the District and is presented on the modified accrual basis of accounting.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the financial statements of Camino Nuevo Charter Academy (the Academy) as of and for the year ended June 30, 2009, and have issued our report thereon dated October 12, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Academy's internal control over financial reporting as a basis for designing our audit procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the organization's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the Academy's financial statements that is more than inconsequential will not be prevented or detected by the Academy's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Academy's internal control.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be a material weakness, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Camino Nuevo Charter Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County Office of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Floyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 12, 2009

REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Directors
Camino Nuevo Charter Academy
635 S. Harvard Blvd.
Los Angeles, CA 90005

Compliance

We have audited the compliance of Camino Nuevo Charter Academy (the Academy) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2009. The Academy's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Academy's management. Our responsibility is to express an opinion on the Academy's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Academy's compliance with those requirements.

In our opinion, the Academy complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2009.

REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133

Internal Control over Compliance

The management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Academy's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on the internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or a combination of control deficiencies, that adversely affect the Academy's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the Academy's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the Academy's internal control.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the Academy's internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses as defined above.

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 12, 2009

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VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

REPORT ON STATE COMPLIANCE

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the financial statements of Camino Nuevo Charter Academy (the Academy) as of and for the year ended June 30, 2009, and have issued our report thereon dated October 12, 2009. Our audit was made in accordance with auditing standards generally accepted in the United States of America, the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of The United States, and the *2008-09 Standards and Procedures for Audits of California K-12 Local Educational Agencies* published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The Academy's management is responsible for the Academy's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

Description	Procedures in Audit Guide	Procedures Performed
Attendance accounting:		
Attendance reporting	8	Not applicable
Continuation education	10	Not applicable
Adult education	9	Not applicable
Regional occupational centers and programs	6	Not applicable
Independent study	23	Not applicable

REPORT ON STATE COMPLIANCE

Description	Procedures in Audit Guide	Procedures Performed
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Community day schools	9	Not applicable
Class size reduction program (including charter schools):		
General requirements	7	Yes
Option 1	3	Yes
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Morgan-Hart class size reduction program	7	Not applicable
Instructional materials:		
General requirements	12	Not applicable
Grades K-8 only	1	Not applicable
Grades 9-12 only	1	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Mathematics and reading professional development	4	Not applicable
After School Education and Safety Program:		
General requirements	4	Yes
After school	4	Yes
Before school	5	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of instruction	1	Yes
Nonclassroom-based instruction/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 12, 2009

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2009

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued October 12, 2009:   *Unqualified*

Internal control over financial reporting:
      Material weakness(es) identified?   *No*
      Significant deficiencies identified that are
      not considered to be material weakness(es)?   *No*

Noncompliance material to financial statements noted?   *No*

Federal Awards

Internal control over major programs:
      Material weakness(es) identified?   *No*
      Significant deficiencies identified that are
      not considered to be material weakness(es)?   *No*

Type of auditor's report issued on compliance for major programs: *Unqualified*

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of (Circular A-133)?   *No*

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.555	Child Nutrition Cluster
84.282	Title V, Part B – Charter Schools

Dollar threshold used to distinguish between type A and type B programs: $300,000

Auditee qualified as low-risk auditee?   *Yes*

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2009

All audit findings must be identified as one or more of the following eleven categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings for the Preschool, K-8 or High School for June 30, 2009.

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
RELATED TO FEDERAL AWARDS
For the Year Ended June 30, 2009

There were no findings for K-8 or the High School for June 30, 2009.

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2009

Original Finding No.	Finding	Code	Recommendation	Current Status
08-1	**K-8 SCHOOL FINDINGS:** **STATE COMPLIANCE** **Program:** After School Education and Safety Program (ASES) **Criteria:** Indirect costs that are part of administrative costs may not exceed an agency's most current CDE approved indirect cost rate or 5 percent, whichever is less (EC Section 8483.9[a]). These indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the LEA or other agency but that cannot be tied to a particular program. It was noted during recalculation of indirect costs, charter school charged the greater of the two rates.	40000	We recommend that the School ensure that they are following guidelines set forth the ASES program per CDE in order to comply with requirements to operate the program.	Implemented.
08-2	**STATE COMPLIANCE** **Program:** After School Education and Safety Program (ASES) **Criteria:** The reported numbers of students served should agree with supporting documentation. Per review of ASES program, there is discrepancy between the reported number of students served and the totals noted in the supporting documentation.	40000	We recommend the Academy review attendance information for the ASES program, correct the report and re-submit report to the State.	Implemented.

CAMINO NUEVO CHARTER ACADEMY

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2009

Original Finding No.	Finding	Code	Recommendation	Current Status
08-3	**HIGH SCHOOL FINDINGS:** **ATTENDANCE REPORTING** During our testing of a sample of the attendance records at the school, it was noted that the detail reports provided from the PowerSchool attendance software did not tie to the monthly summary reports used to prepare the P-2.	10000	We recommend the School perform a full file review of the attendance records for the year ended June 30, 2008 and amend the attendance reports submitted to the State if necessary.	Implemented.

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: **FEB 26 2001**

Camino Nuevo Charter School
697 S. Burlington Ave.
Los Angeles, CA 90057

Employer Identification Number:
  95-4771789
Issuing Specialist:
  Andrew F. Megosh, Jr., ID#50-12597
Toll Free Customer Service Number:
  877-829-5500
Accounting Period Ending:
  June
Foundation Status Classification:
  509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
  Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. In addition, should your service providers change or lose their exempt status as an organization described in section 501(c)(3) of the Code, notify the Ohio TE/GE Customer Service office. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate a charter school. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify your Key District Office. If you continue to operate a school, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other

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Camino Nuevo Charter School

than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds $75. In addition, donors must have written substantiation from the charity for any charitable contribution of $250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, *Deductibility of Payments Made to Organizations Conducting Fund-Raising Events*, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. If your gross receipts each year are not normally more than $25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the $25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the $25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, *Tax-Exempt Status for Your Organization*, or you may call our toll free number shown above.

Attachment 1C- Tax Exempt Letter - CNCA

Camino Nuevo Charter School

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, *Exempt Organization Business Income Tax Return*. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,

Gerald V. Sack

Gerald V. Sack
Manager, Exempt Organizations
Technical Group 4

Enclosure:
Pub. 1771

CNCA Place-Based Approach

How CNCA "works" in a community, through strong partnerships with key community organizations

How CNCA operates its schools:

1. Committing to small schools, creating supportive environment with high expectations where individuals matter and are prepared to be "college ready, college bound"
2. Offering students and families critical, support services (e.g. health) through partnerships, so they can focus on education
3. Facilitating high parental involvement
4. Representing racial diversity of neighborhoods where schools are located
5. Encouraging and enabling its students and alumni to act as social agents of change, through critical thinking, problem-solving and use of technology with real-world connections to community*
6. Empowering grassroots leadership by encouraging stakeholder participation

And, CNCA teachers, administrators, students, & other stakeholders have strong ties and relationships to families, organizations, and institutions in surrounding community

Resulting in: Positively impacting our community

*Project-based learning, job-shadowing, internships, presentations of learning (POLs) where students problem-solve real community issues

2008–2009 Camino Nuevo Charter Academy

CNCA K-8 and HS API top LAUSD and CA scores!

API Scores

	2008	2009
CNCA K-8	779	817
CNCA HS	759	775
LAUSD	681	694
California	741	755
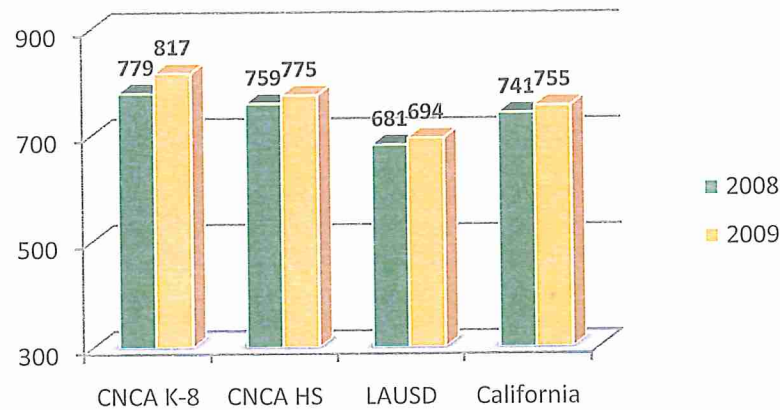
Growth in API from 2008 to 2009

	Growth
CNCA K-8	38
CNCA HS	16
LAUSD	13
California	14
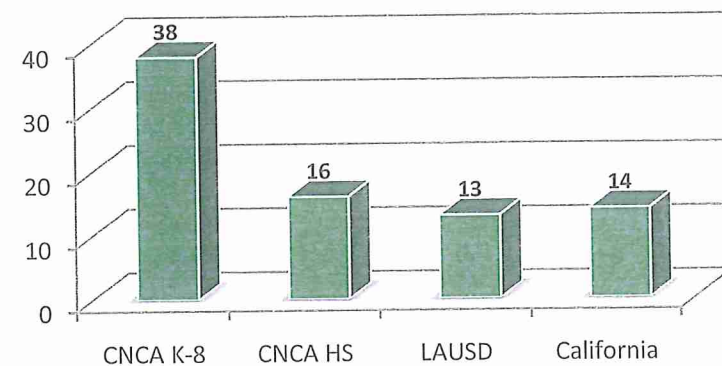
CNCA[1], LAUSD, and Charter School Comparisons

SITE	LEVEL	API	LAUSD RANK	LAUSD PERCENTILE RANK	LAUSD CHARTER RANK
CNCA	K-8	817	125/528	24%	12th
Burlington	2-5	817	125/528	24%	12th
Harvard	2-5	789	179/528	34%	16th
Burlington	6-8	813	11/107	10%	5th
Harvard	6-8	848	2/107	1%	2nd
CNHS	9-12	775	17/127	13%	12th

Source: www.cde.ca.gov

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[1]K-8 data disaggregated by CNCA.

Camino Nuevo
Charter Academy

School Name	Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	EL Percent	SED
CNCA K-8	Charter	K-8		779	817	38	802	85%	99%
Downtown Value School	Charter	K-8	1.52	719	713	-6	716	86%	91%
CNCA Burlington K-5	Charter	K-5		762	817	55		95%	99%
Neighborhood Schools									
Gabriella Charter School	Charter	K-6	1.06	852	854	2	849	69%	84%
Commonwealth Elementary	LAUSD	K-5	1.71	824	844	20	814	71%	92%
New Academy of Science and Art	Charter	K-5	0.63	729	768	39	769	95%	100%
Rosemont Elementary	LAUSD	1-5	1.44	736	751	15	729	72%	92%
Union Elementary	LAUSD	K-5	0.73	719	740	21	720	81.5%	94%
Hoover Elementary	LAUSD	K-5	0.86	700	701	1	700	92%	100%
Esperanza Elementary	LAUSD	K-5	0.09	670	658	7	664	89%	96%
Gratts Elementary	LAUSD	K-5	1	644	655	11	642	85%	98.5%
Charter Competition									
Milagro Charter	Charter	K-5		856	907	51	N/A	27%	80.5%
Synergy Charter Academy	Charter	K-5		901	898	-3	N/A	46%	81.5%
Ocean Charter School	Charter	K-5		842	896	54	N/A	0%	N/A
Larchmont Charter	Charter	K-5		875	889	14	N/A	10%	24.5%
Open Charter Magnet	Charter	K-5		883	881	-2	N/A	15%	16.5%
Gabriella Charter	Charter	K-6		852	854	2	849	69%	84%
View Park Preparatory Accelerated	Charter	K-5		813	853	40	N/A	N/A	50.0%
Our Community Charter	Charter	K-5		835	842	7	N/A	17%	46.0%
Ivy Academia	Charter	K-5		N/A	838	N/A	N/A	1%	25.0%
Antonio Maria Lugo Academy	Charter	K-5		785	825	40	815	80%	95.0%
Aspire Huntington Park Charter	Charter	K-5		N/A	818	N/A	803	87%	95.0%

School Name	Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
CNCA Harvard K-5	Charter	K-5		774	789	15		81%	99%

Neighborhood Schools

School Name	Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
Kim Elementary	LAUSD	K-5	1.01	841	863	22	836	68%	80%
Gabriella Charter School	Charter	K-6	1.18	852	854	2	849	69%	84%
Commonwealth Elementary	LAUSD	K-5	1.68	824	844	20	814	71%	92%
Harvard Elementary	LAUSD	K-5	1.63	807	836	29	819	71%	100%
Cahuenga Elementary	LAUSD	K-5	0.65	835	825	-10	818	78%	83%
Wilton Place Elementary	LAUSD	K-5	0.82	800	794	-6	770	69%	69%
Hobart Elementary	LAUSD	K-5	1.18	763	775	12	751	80%	90%
Del Olmo Elementary	LAUSD	K-5	1.58	745	741	-4	722	83%	99%
Alexandria Elementary	LAUSD	K-5	1.46	698	738	40	719	77%	96%
Hoover Elementary	LAUSD	K-5	1.55	700	701	1	700	92%	100%

Charter Competition

School Name	Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
Milagro Charter	Charter	K-5		856	907	51	N/A	27%	80.5%
Synergy Charter Academy	Charter	K-5		901	898	-3	N/A	46%	81.5%
Ocean Charter School	Charter	K-5		842	896	54	N/A	0%	N/A
Larchmont Charter	Charter	K-5		875	889	14	N/A	10%	24.5%
Open Charter Magnet	Charter	K-5		883	881	-2	N/A	15%	16.5%
Gabriella Charter	Charter	K-6		852	854	2	849	69%	84%
View Park Preparatory Accelerated	Charter	K-5		813	853	40	N/A	N/A	50.0%
Our Community Charter	Charter	K-5		835	842	7	N/A	17%	46.0%
Ivy Academia	Charter	K-5		N/A	838	N/A	N/A	1%	25.0%
Antonio Maria Lugo Academy	Charter	K-5		785	825	40	815	80%	95.0%
Aspire Huntington Park Charter	Charter	K-5		N/A	818	N/A	803	87%	95.0%
Watts Learning Center	Charter	K-5		825	813	-12	N/A	N/A	85%
CHIME Charter	Charter	K-5		777	802	25	N/A	17%	N/A
Montague Charter Academy	Charter	K-5		757	791	34	759	55%	94%
Crescendo Charter	Charter	K-5		783	775	-8	N/A	11.5%	98%

School Name	Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	EL Percent	SED
CNCA Burlington 6-8	Charter	6-8		772	813	41		92%	99%
Neighborhood Schools									
LA Leadership Academy	Charter	6-12	1.51	704	694	-10	654	62%	100%
Virgil Middle School	LAUSD	6-8	2.15	638	651	13	612	80%	93%
Berendo Middle School	LAUSD	6-8	1.59	641	639	-2	603	84%	100%
Liechty Middle School	LAUSD	6-8	0.29	647	635	12	618	85%	93.5%
Charter Competition									
Ivy Bound Academy of Math & Science	Charter	6-8		870	881	11	N/A	0.7%	11%
KIPP Los Angeles College Prep	Charter	6-8		731	831	101	761	39%	81.5%
Lakeview Charter Academy	Charter	6-8		801	828	27	N/A	53%	88%
View Park Prep Accelerated	Charter	6-8		779	822	43	N/A	N/A	52%

School Name	School Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
CNCA Harvard 6-8	Charter	6-8		795	848	53		81%	97%
Neighborhood Schools									
Burroughs Middle School	LAUSD	6-8	1.58	791	811	20	736	42%	64.5%
LA Leadership Academy	Charter	6-12	0.58	704	694	-10	654	62%	100%
Virgil Middle School	LAUSD	6-8	1.58	638	651	13	612	76%	93%
Berendo Middle School	LAUSD	6-8	1.7	641	639	-2	603	84%	100%
Charter Competition									
Ivy Bound Academy of Math & Science	Charter	6-8		870	881	11	N/A	0.7%	11%

School Name	School Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
Camino Nuevo High School	Charter	9-12		759	775	16		58%	98%

Neighborhood Schools

School Name	School Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
Downtown Magnets High	Magnet	9-12	4.68	736	745	9	N/A	47%	80%
CA Academy for Liberal Studies Early College High School	Charter	9-12	2.99	723	732	9	N/A	48.5%	81%
Hollywood Senior High School	LAUSD	9-12	4.17	613	702	89	625	53%	74%
LA Leadership Academy	Charter	6-12	1.68	704	694	-10	654	62%	100%
John Marshall High School	LAUSD	9-12	2.85	647	665	18	552	50%	76%
Central City Value School	Charter	9-12	0.33	622	647	25	565	50%	97%
LA High School of the Arts	LAUSD	9-12	2.21	N/A	645	N/A	616	73%	94%
SCH for Visual Arts & HUM	LAUSD	9-12	2.1	N/A	639	N/A	609	72%	91%
Belmont Senior High School	LAUSD	9-12	2.21	540	618	78	591	80%	93%
LA Global Studies	LAUSD	9-12	2.31	591	604	13	552	68%	71.5%
Miguel Contreras Learning Center	LAUSD	9-12	2.31	574	594	20	560	79%	98%
Soledad Enrichment Action Charter	Charter	9-12	0.17	517	588	71	592	80%	100%
Academic Leadership Community	LAUSD	9-12	2.31	N/A	585	N/A	553	79%	70%
Roybal Learning Center	LAUSD	9-12	2.1	N/A	572	N/A	535	76%	91%
Los Angeles Senior High School	LAUSD	9-12	4.11	NA	564	N/A	522	71%	79.5%
Civitas Leadership	LAUSD	9-11	2.1	N/A	554	N/A	513	72%	88%
LA Teacher Prep Academy	Magnet	9-11	2.21	N/A	551	N/A	544	89%	97.50%
New Village Charter SH	Charter	9-12	0.67	494	547	53	N/A	58%	96%

Charter Competition

School Name	School Type	Grade Level	Distance in Miles	2008 API	2009 API	Growth	EL API	ELL Percent	SED
Renaissance Arts Academy	Charter	9-12		854	881	27	N/A	17%	62%
College Ready Academy High #4	Charter	9-12		812	846	34	837	73%	99%
Granada Hills Charter High	Charter	9-12		813	843	30	740	14%	35%
Gertz-Ressler Academy High	Charter	9-12		778	827	49	821	65%	97%
Palisades Charter High	Charter	9-12		797	818	21	N/A	16%	28%
Bright Star Secondary Charter Academy	Charter	9-12		793	814	21	824	46%	86%
Charter High School of Arts-Multimedia	Charter	9-12		783	805	22	N/A	6%	N/A
College Ready Academy High #6	Charter	9-12		804	799	-5	800	72%	94%
High Tech High	Charter	9-12		785	797	12	N/A	2%	28%
Marc & Eva Stern Math and Science	Charter	9-12		792	788	-4	770	70%	98%
Huntington Park College-Ready Academy	Charter	9-12		716	781	65	772	80%	95%

CAMINO NUEVO CHARTER ACADEMY - CRES #15
FINANCIAL SUMMARY

The following business plan was designed to identify the costs associated with the operation of a charter school serving a population of students in grades 9-12. ExED completed this budget based on published information on the state direct funding model and a school design that maximizes the revenue that is generated. Benchmark averages were used for costs that were not immediately available.

Several assumptions were made in drafting this budget. They are:

1) $450,000 Public Charter Schools Grant Program
2) $200,000 Walton Grant - one time grant
3) 1% Oversight Fee will be paid to the district

The following statistics were used in determining the budget:

STUDENT CHARACTERISTICS	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment:	488	488	488	488	488
Student ADA:	464	464	464	464	464
Grades:	K-5	K-5	K-5	K-5	K-5
% of Free & Reduced Students:	93%	93%	93%	93%	93%
% of ELL/LEP Students:	50%	50%	50%	50%	50%
Avg. Number of Students / Class:	20.3	20.3	20.3	20.3	20.3

TEACHING STAFF STATISTICS	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Teachers:	24	24	24	24	24

FINAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue Limits	$2,247,464	$2,301,404	$2,361,240	$2,434,438	$2,509,906
Federal Revenue	690,346	240,346	263,526	263,526	263,526
Other State Revenue	1,034,015	1,046,735	1,060,846	1,078,108	1,095,906
Other Local Revenue	226,845	26,845	26,845	26,845	26,845
TTL Revenue:	$4,198,670	$3,615,329	$3,712,457	$3,802,917	$3,896,182
TTL Expense:	$3,467,047	$3,328,063	$3,400,561	$3,490,337	$3,594,787
TTL Reserve:	$725,259	$287,266	$311,896	$312,580	$301,395
NET CUMULATIVE CASH:	$ 300,705	$ 430,127	$ 541,198	$ 619,651	$ 646,434

CAMINO NUEVO CHARTER ACADEMY - CRES #15
START-UP COSTS

	Unit Price		Estimated Year 1 # of Units	Estimated Year 1 Yr 1 Cost	
VARIABLE (per student enrollment)					
Textbooks & Instructional Materials					
Textbooks	$100		488	48,800	
Books other than Textbooks ($50 after Year 1)	$50		488	24,400	
Instructional Materials	$50		0	-	
Other	$35		0	-	
Textbooks & Instructional Materials Subtotal				73,200	
Classroom Furniture					
Teachers' Desks/Chairs	$250		0	-	
Teachers' Filing/Storage Cabinets	$125		0	-	
Student Desks	$75		0	-	
Student Chairs	$40		0	-	
Bookshelves	$75		0	-	
Chalk /White/Bulletin Boards	$50		0	-	
Other FF&E	$100		0	-	
Classroom Furniture Subtotal				-	
Classroom Equipment					
Art/Science Equipment	$25		408	10,200	
Computers	$50,000		1	50,000	
Software	$50		408	20,400	
Computers/ Software (teachers)	$1,200		0	-	
Printers	$250		0	-	
Digital Cameras & Camcorders	$100		4	400	
Networking Equipment	$8,000		1	8,000	
Classroom Equipment Subtotal				89,000	
FIXED					
Administration Furniture					
Desks & Chairs	$400		0	-	
Filing/Storage Cabinets	$125		0	-	
Health & Safety Items (First Aid, Fire Extinguish	$100		23	2,300	ea. Room
Clocks & Bells	$25		0	-	
Administration Furniture Subtotal				2,300	
Administration Equipment					
Computers / Software	$1,500		5	7,500	
Printers/scanners	$640		3	1,920	
Servers	$2,000		0	-	
Telephones/Fax	$200		0	-	
Food Storage Equipment/ Misc.	$1,000		0	-	
Projectors, plus overheads @ $125	$125		0	-	
TV/VCR sets w/ carts	$500		0	-	
Administration Equipment Subtotal				9,420	
Facility					
Entitlements				-	
Carrying costs (Early Move-In)				-	
Utility deposits				-	
Permits				-	
Insurance					
Architect					
Tenant Improvements (Modulars)	$50,000		0	-	
Facility Subtotal				-	
Staff Early Hire (Consultants)/Staff Development					
Principal					
Teachers					
Staff Development					
Services of Non-Instructional Consultants					
Marketing and Recruitment	$2,000		5	10,000	
Admin. Assistant	$9,000		1	9,000	
Benefits				716	
Staff Early Hire/Staff Development Subtotal				19,716	
Subtotal: TXTBKS & INSTR. MATERIALS				73,200	
Subtotal: EQUIPMENT(Purchase)				98,420	
Subtotal: EQUIPMENT(Lease)				-	
Subtotal: EQUIPMENT(Replacement)					
Subtotal: FURNITURE				2,300	
Subtotal: STAFF EARLY HIRING				19,716	
Subtotal: SITE IMPROVEMENT				-	
Subtotal: OTHER COSTS				-	
Subtotal: SERVICES (Financial)				-	
Subtotal: FACILITIES				-	
TOTAL:				**193,636**	

CAMINO NUEVO CHARTER ACADEMY - CRES #15
5 YEAR BUDGET

	START-UP BUDGET	10-11 BUDGET	11-12 BUDGET Estimate	12-13 BUDGET Estimate	13-14 BUDGET Estimate	14-15 BUDGET Estimate	% of Budget	% of Change	Comments
Total Enrollment		488	488	488	488	488			
INCOME									
8011-8096 · Revenue Limit Sources									
8011 · Supplemental Hours		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8015 · Charter School General Purpose - State Aid		1,638,758	1,692,697	1,752,533	1,825,732	1,901,199	41.0%	-	Schedule A: Revenue
8096 · In lieu of Property Taxes		608,707	608,707	608,707	608,707	608,707	15.2%	-	Schedule A: Revenue
Total 8011-8096 · Revenue Limit Sources		2,247,464	2,301,404	2,361,240	2,434,438	2,509,906	56.2%	-	
8100-8290 · Other Federal Income									
8220 · Child Nutrition (Federal)		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8291 · Title I, A, Basic Low Income		226,920	226,920	226,920	226,920	226,920	5.7%	-	Schedule A: Revenue
8292 · Title II, A Teacher Quality		13,176	13,176	13,176	13,176	13,176	0.3%	-	Schedule A: Revenue
8293 · Title II, D EETT		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8294 · Title III, Limited English (LEP)		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8295 · Title V, A Innovative Education		23,180	23,180	23,180	23,180	23,180	0.0%	-	Schedule A: Revenue
8296 · Title V, B Charter Schools Grants		250	250	250	250	250	11.3%	-	Public Charter School Grant
8297 · Other Federal Income		450,000	0	0	0	0	0.0%	-	
Total 8100-8290 · Other Federal Income		690,346	240,346	263,526	263,526	263,525	17.3%	-	
8300-8599 · Other State Income									
8311 · Special Ed		236,900	236,900	236,900	236,900	236,900	5.9%	-	Schedule A: Revenue
8434 · Class Size Reduction (K-3)		342,720	350,945	360,070	371,232	382,740	8.6%	-	Schedule A: Revenue
8480 · Charter Sch Categorical Blk Gr		396,793	401,288	406,274	412,374	418,664	9.9%	-	Schedule A: Revenue
8520 · Child Nutrition (State)		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8560 · State Lottery Revenue		57,602	57,602	57,602	57,602	57,602	1.4%	-	Schedule A: Revenue
8591 · SB740		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8593 · Art and Music Block Grant		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8595 · Secondary School Counselors		0	0	0	0	0	0.0%	-	Schedule A: Revenue
8599 · Other State Revenue		0	0	0	0	0	0.0%	-	Facilities Incentive Grant, ASES, etc.
Total 8300-8599 · Other State Income		1,034,015	1,046,735	1,060,846	1,078,108	1,095,906	25.9%	-	
8600-8699 · Other Income-Local									
8634 · Food Service Sales		1,845	1,845	1,845	1,845	1,845	0.0%	-	Based on historical data
8660 · Interest Income		0	0	0	0	0	0.0%	-	Based on historical data
8690 · All Other Income		0	0	0	0	0	0.0%	-	Based on historical data
8698 · Grants	200,000	25,000	25,000	25,000	25,000	25,000	0.6%	-	Schedule B: Dev (Includes Foundation and Corporate grants)
8699 · Fundraising		0	0	0	0	0	0.0%	-	Schedule B: Dev (Individual donations, major gifts, and events)
8999 · Prior Year Adjustments		0	0	0	0	0	0.0%	-	
Total 8600-8699 · Other Income-Local	200,000	26,845	26,845	26,845	26,845	26,845	0.7%	-	
TOTAL INCOME	200,000	3,998,670	3,615,329	3,712,457	3,802,917	3,896,182	100.0%	-	
EXPENSE									
1000 · Certificated Salaries									
1110 · Teachers Salaries	0	1,320,000	1,339,800	1,366,596	1,400,761	1,442,784	40.3%	-	Schedule C: Salary
1170 · Teachers Subs		17,760	18,026	18,387	18,847	19,412	0.5%	-	Schedule C: Salary
1175 · Teachers - Extra Duty/Stipend		12,000	12,180	12,424	12,734	13,116	0.4%	-	Schedule C: Salary
1200 · Certificated Pupil Support		0	0	0	0	0	0.0%	-	Schedule C: Salary
1300 · Certificated School Administrators	0	225,000	228,375	232,943	238,766	245,929	6.9%	-	Schedule C: Salary
1900 · Other Certificated		0	0	0	0	0	0.0%	-	Schedule C: Salary
Total 1000 · Certificated Salaries	0	1,574,760	1,598,381	1,630,349	1,671,108	1,721,241	48.1%	-	
2000 · Classified Salaries									
2100 · Instructional Aides		116,000	117,740	120,095	123,097	126,790	3.5%	-	Schedule C: Salary
2200 · Classified Support (maintenance, food)		59,634	60,528	61,739	63,282	65,181	1.6%	-	Schedule C: Salary
2300 · Classified School Administrators		29,400	29,841	30,438	31,199	32,135	0.9%	-	Schedule C: Salary
2400 · Clerical/Technical/Office	9,000	98,342	99,817	101,813	104,359	107,490	3.0%	-	Schedule C: Salary
2900 · Other Classified (noon and yard supervisors, etc)		63,441	64,393	65,681	67,323	69,342	1.9%	-	Schedule C: Salary
Total 2000 · Classified Salaries	9,000	366,817	372,319	379,765	389,260	400,937	11.2%	-	
3000 · Employee Benefits									
3111 · STRS	0	129,916	131,866	134,504	137,866	142,002	4.0%	-	8.25% of Certificated Salaries
3212 · PERS		35,614	36,148	36,871	37,793	38,927	1.1%	-	9.709% of Classified Salaries
3311 · Social Security (OASDI)	558	22,743	23,084	23,545	24,134	24,858	0.7%	-	6.2% of certificated salaries
3331 · Medicare	131	28,153	28,575	29,147	29,875	30,772	0.9%	-	1.45% of All Salaries
3401 · H & W Payment (medical, dental, vision insurance)		198,000	213,840	230,947	249,423	269,377	8.0%	-	$550 X 12 month X # of employees
3501 · SUI Payment Account	27	5,825	5,912	6,030	6,181	6,367	0.2%	-	0.3% of All Salaries
3601 · Wkr Comp Payment Account		0	0	0	0	0	0.0%	-	3.5% of All Salaries
3901 · 403B		0	0	0	0	0	0.0%	-	
3902 · Other Benefits		0	0	0	0	0	0.0%	-	3% of Classified Salaries
Total 3000 · Employee Benefits	716	420,252	439,426	461,045	485,273	512,302	12.8%	-	
4000 · Supplies									
4110 · Textbooks	73,200	38,800	39,188	39,776	40,571	41,383	1.2%	-	Schedule D: Expense
4210 · Other Books and Reference Materials		24,400	24,644	25,014	25,514	26,024	0.7%	-	Schedule D: Expense
4310 · Instructional Materials		65,440	66,094	67,086	68,428	69,796	2.0%	-	Schedule D: Expense
4350 · Office Supplies		24,000	24,240	24,604	25,096	25,598	0.7%	-	Schedule D: Expense
4370 · Custodial Supplies		46,000	46,460	47,157	48,100	49,062	1.4%	-	Schedule D: Expense
4390 · Other Supplies		24,000	24,240	24,604	25,096	25,598	0.7%	-	Schedule D: Expense
4400 · Noncapitalized Furniture/Equipment	100,720	23,000	23,230	23,578	24,050	24,531	0.7%	-	Schedule D: Expense
4700 · Food Supplies		0	0	0	0	0	0.0%	-	Schedule D: Expense

CAMINO NUEVO CHARTER ACADEMY - CRES #15
5 YEAR BUDGET

	START-UP BUDGET	10-11 BUDGET	11-12 BUDGET Estimate	12-13 BUDGET Estimate	13-14 BUDGET Estimate	14-15 BUDGET Estimate	% of Budget	% of Change	Comments
4710 - Food for School Lunch Program	173,920	245,640	248,096	251,818	255,854	261,991	7.5%	-	
4790 - Food Supplies		0	0	0	0	0	0.0%	-	
Total 4000 - Supplies									
5000 - Operating Services									
5200 - Travel and Conferences	0	33,000	33,330	33,830	34,507	35,197	1.0%	-	Schedule D: Expense
5300 - Dues and Fees		0	0	0	0	0	0.0%	-	Schedule D: Expense
5450 - Insurance (property, student accident, board)		186,000	187,860	190,678	194,491	198,381	5.7%	-	Schedule D: Expense
5500 - Utilities and Housekeeping		0	0	0	0	0	0.0%	-	Schedule D: Expense
5510 - Electricity		0	0	0	0	0	0.0%	-	Schedule D: Expense
5520 - Gas		0	0	0	0	0	0.0%	-	Schedule D: Expense
5530 - Water		0	0	0	0	0	0.0%	-	Schedule D: Expense
5550 - Housekeeping Services		20,000	20,400	20,808	21,224	21,649	0.6%	-	Schedule D: Expense
5560 - Waste Disposal	0	0	0	0	0	0	0.0%	-	Schedule D: Expense
5610 - Building Rent	0	171,615	171,615	171,615	171,615	171,615	5.2%	-	Schedule D: Expense
5620 - Equipment Rental		12,000	12,120	12,302	12,548	12,799	0.4%	-	Schedule D: Expense
5630 - Vendor Repairs		20,000	20,200	20,503	20,913	21,331	0.6%	-	Schedule D: Expense
5812 - Pupil Transportation - General		23,000	23,230	23,578	24,050	24,531	0.7%	-	Schedule D: Expense
5820 - Legal/Audit		0	0	0	0	0	0.0%	-	Schedule D: Expense
5830 - Advertisement/Recruitment	10,000	6,000	6,060	6,151	6,274	6,399	0.2%	-	Schedule D: Expense
5840 - Computer/Technology Expenses		0	0	0	0	0			
5850 - Non-Instructional Consultants	0	30,000	30,300	30,755	31,370	31,997	0.9%	-	Schedule D: Expense
5851 - Instructional Consultants		109,785	110,883	112,546	114,797	117,093	3.4%	-	Schedule D: Expense
5853 - ExED		0	0	0	0	0	0.0%	-	Schedule D: Expense
5890 - Other Services & Operating Expe		5,000	5,050	5,126	5,228	5,333	0.2%	-	Schedule D: Expense
5895 - Bad Debt Expense		0	0	0	0	0			
5897 - Fundraising Cost		5,000	5,000	5,000	5,000	5,000	0.2%	-	Schedule D: Expense
5900 - Communications (tele, internet, postage)		16,600	16,766	17,017	17,358	17,705	0.5%	-	Schedule D: Expense
5910 - Telephone/Internet Expense		0	0	0	0	0	0.0%	-	
5920 - Internet Expense		0	0	0	0	0	0.0%	-	
5930 - Postage (UPS, Fedex, US Mail)		0	0	0	0	0	0.0%	-	
Total 5000 - Operating Services	10,000	638,000	642,813	649,908	659,374	669,029	19.6%	-	
6000 - Capital Outlay									
6900 - Depreciation		0	0	0	0	0	0.0%	-	Schedule F: Depreciation
Total 6000 - Capital Outlay	0	0	0	0	0	0	0.0%	-	
7000 - Other Outgo									
7299 - District Oversight Fee	0	26,443	27,027	27,675	28,468	29,286	0.8%	-	1% X (Categorical Block Grant, General Purpose, and In Lieu of Property)
7438 - Debt Service - Interest		1,500	0	0	0	0	0.0%	-	Schedule E: Loans
7310 - Indirect Cost Allocation									
Total 7000 - Other Outgo	0	27,943	27,027	27,675	28,468	29,286	0.8%	-	
TOTAL EXPENSES	193,636	3,273,411	3,328,063	3,400,561	3,490,337	3,594,787	100.0%	-	
NET INCOME	6,365	725,259	287,266	311,896	312,580	301,395			
8979 - Financing Sources (Incur Debt)	0	150,000	0	0	0	0			Schedule E: Loans
7439 - Debt Service - Principal	0	150,000	0	0	0	0			Schedule E: Loans
7310 - Indirect Cost Allocation	-	(317,746)	(287,079)	(294,849)	(302,086)	(309,547)			8%
CHANGE IN NET ASSETS	6,365	407,513	187	17,047	10,495	(8,152)			
TEMPORARILY RESTRICT ASSETS (ARRA 08-09)									
RELEASE FROM RESTRICTED ASSETS (ARRA 08-09)									
CHANGE IN UNRESTRICTED NET ASSETS	6,365	407,513	187	17,047	10,495	(8,152)			
Beginning Cash Balance		6,365	300,705	129,422	111,071	78,453			
Cash Flow from Operating Activities									
Net Income	6,365	407,513	187	17,047	10,495	(8,152)			
Change in Accounts Receivable		(319,510)	(191,342)	(42,856)	(52,426)	(54,052)			
Change in Due to									
Change in Accounts Payable		206,338	19,871	7,458	9,314	10,533			
Change in Due from									
Change in Payroll Liabilties									
Prepaid Expenditures									
Depreciation Expense						-			
Cash Flow from Investing Activities									
Capital Expenditures		-							
Cash flow from Financing Activities		-							
Debt									
Ending Cash Balance	6,365	300,705	129,422	111,071	78,453	26,783			

CAMINO NUEVO CHARTER ACADEMY - CRES #15
09-10 CASH FLOW FORECAST

	09-10 BUDGET	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Accrual	Jul '09 - Jun 10
Total Enrollment	498														
INCOME		P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-2	P-1	P-1	P-1	P-1	P-1	
8011-8096 · Revenue Limit Sources		6.0%	6.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	25.0%	
8011 · Supplemental Hours		1.0%	0.0%	9.0%	14.0%	4.5%	13.0%	13.5%	0.5%	9.0%	6.0%	4.5%	0.0%		(0.00)
8016 · Charter School General Purpose - State Aid	1,638,758				505,340		294,976				147,488	147,488	147,488		1,638,758
8096 · In lieu of Property Taxes	608,707				225,222		109,567		54,784	54,784	54,784	54,784	54,784		608,707
Total 8011-8096 · Revenue Limit Sources	2,247,464				831,562		404,544		202,272	202,272	202,272	202,272	202,272		2,247,464
8100-8280 · Other Federal Income															
8220 · Child Nutrition (Federal)	226,920							90,768				90,768		45,384	226,920
8291 · Title I, A. Basic Low Income	13,178								5,270				5,270	2,635	13,178
8292 · Title II, A Teacher Quality															
8293 · Title II, D EETT															
8294 · Title III, Limited English (LEP)	250									100			100	50	250
8295 · Title V, A Innovative Education															
8296 · Title V, B Charter Schools Grants	450,000					175,000		175,000		100,000					450,000
8297 · Other Federal Income															
Total 8100-8280 · Other Federal Income	690,348					175,000		265,768		100,000		90,768	6,370	48,069	690,348
8300-8599 · Other State Income															
8311 · Special Ed	236,900				87,653		42,842		21,321	21,321	21,321	21,321	21,321		236,900
8434 · Class Size Reduction (K-3)	342,720						85,680							257,040	342,720
8480 · Charter Sch Categorical Blk Gr	398,793				146,813		71,423		35,711	35,711	35,711	35,711	35,711		398,793
8520 · Child Nutrition (State)															
8560 · State Lottery Revenue	57,602						14,401			14,401			14,401	14,401	57,602
8691 · SB740															
8693 · Art and Music Block Grant															
8695 · Secondary School Counselors															
8599 · Other State Revenue															
Total 8300-8599 · Other State Income	1,034,015				234,466		214,145		57,032	57,032	57,032	57,032	74,433	271,441	1,034,015
8600-8699 · Other Income-Local															
8634 · Food Service Sales	1,845			205	205	205		102			205		205		1,845
8660 · Interest Income															
8660 · All Other Income															
8699 · Grants	25,000	60,850													25,000
8699 · Fundraising		53	4,313												
Total 8600-8699 · Other Income-Local	26,845	60,903	4,313	205	205										26,845
TOTAL INCOME	3,998,670	60,903	4,313	205	1,066,233	170,178	613,764	260,843	254,482	274,253	354,482	345,250	274,253	319,510	3,998,670
EXPENSE															
1000 · Certificated Salaries															
1110 · Teachers Salaries	1,320,000			120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	1,320,000
1170 · Teachers Subs	17,760			1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776	1,776		17,760
1175 · Teachers - Extra Duty/Stipend	12,000			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200		12,000
1200 · Certificated Pupil Support															
1300 · Certificated School Administrators	225,000		18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
1900 · Other Certificated															
Total 1000 · Certificated Salaries	1,674,760		18,760	141,726	141,726	141,726	141,726	141,726	141,726	141,726	141,726	141,726	141,726	138,760	1,674,760
2000 · Classified Salaries															
2100 · Instructional Aides	116,000			6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	116,000
2200 · Classified Support (maintenance, food)	59,634			3,313	3,313	3,613	3,313	3,313	3,613	3,613	3,613	3,613	3,613	3,313	59,634
2300 · Classified School Administrators	29,400		2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,307	2,307	2,307	2,450	2,450	29,400
2400 · Clerical/Technical/Office	98,342		8,195	8,195	8,195	8,195	8,195	2,402	2,595	2,595	2,595	2,595	8,195	8,195	98,342
2900 · Other Classified (noon and yard supervisors, etc)	63,441		3,525	3,525	7,049	7,049	3,525	3,525	7,049	7,049	7,049	7,049	7,049	3,525	63,441
Total 2000 · Classified Salaries	366,817		10,846	37,209	37,209	37,209	23,927	23,927	37,209	37,209	37,209	37,209	37,209	23,927	366,817
3000 · Employee Benefits															
3111 · STRS	129,918		1,547	11,692	11,692	11,692	11,692	11,692	11,692	11,692	11,692	11,692	11,692	11,447	129,918
3212 · PERS	35,614		1,034	2,323	3,613	3,613	2,323	2,323	3,613	3,613	3,613	3,613	3,613	2,323	35,614
3311 · Social Security (OASDI)	22,743		660	1,483	2,307	2,307	1,483	1,483	2,307	2,307	2,307	2,307	2,307	1,483	22,743
3331 · Medicare	28,153		426	2,402	2,595	2,595	2,402	2,402	2,595	2,595	2,595	2,595	2,595	2,359	28,153
3401 · H & W Payment (medical, dental, vision insurance)	198,000	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500		198,000
3501 · SUI Payment Account	5,825		88	497	537	537	497	497	537	537	537	537	537	488	5,825
3601 · Wkr Comp Payment Account															
3901 · 403B															
3902 · Other Benefits															
Total 3000 · Employee Benefits	420,252	16,500	20,285	34,898	37,243	37,243	34,898	34,898	37,243	37,243	37,243	37,243	37,243	18,100	420,252
4000 · Supplies															
4110 · Textbooks	38,800		12,933	12,933	12,933										38,800
4210 · Other Books and Reference Materials	24,400		8,133	8,133	8,133										24,400
4310 · Instructional Materials	65,440	5,453	5,453	5,453	5,453	5,453	5,453	5,453	5,453	5,453	5,453	5,453	5,453		65,440
4360 · Office Supplies	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000		24,000
4370 · Custodial Supplies	46,000	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833		46,000
4390 · Other Supplies	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000		24,000
4400 · Noncapitalized Furniture/Equipment	23,000		7,667	7,667	7,667										23,000
4700 · Food Supplies															
4710 · Food for School Lunch Program															
4790 · Food Supplies															
Total 4000 · Supplies	245,640	13,287	42,020	42,020	42,020	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287		245,640
5000 · Operating Services															
5200 · Travel and Conferences	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750		33,000
5300 · Dues and Fees															
5450 · Insurance (property), student accident, board)															
5500 · Utilities and Housekeeping	186,000	15,500	15,500	15,500	15,500	15,500	15,500	15,500	15,500	15,500	15,500	15,500	15,500		186,000
5510 · Electricity															
5520 · Gas															
5530 · Water															

5550 · Housekeeping Services	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000	
5560 · Waste Disposal	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
5610 · Building Rent	171,615	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301		171,615	
5620 · Equipment Rental	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000	
5630 · Vendor Repairs	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000	
5812 · Pupil Transportation - General	23,000	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917		23,000	0.00
5820 · Legal/Audit	-		-					-			-				-	
5830 · Advertisement/Recruitment	6,000	500	500	500	500	500	500	500	500	500	500	500	500		6,000	
5850 · Non-instructional Consultants	30,000			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000		30,000	
5851 · Instructional Consultants	109,785			10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979		109,785	
5853 · ExED	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
5890 · Other Services & Operating Expe	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000	
5897 · Fundraising Cost	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000	
5900 · Communications (tele, internet, postage)	16,600	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383		16,600	0.00
5910 · Telephone/Internet Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
5920 · Internet Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
5930 · Postage (UPS, Fedex, US Mail)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Total 5000 · Operating Services	638,000	41,518	41,518	55,496	55,496	55,496	55,496	55,496	55,496	55,496	55,496	55,496	55,496	-	638,000	(0.00)
6000 · Capital Outlay																
6900 · Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Total 6000 · Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7000 · Other Outgo																
7299 · District Oversight Fee	26,443	-	-	-	9,784	-	4,760	-	2,380	2,380	2,380	2,380	2,380	-	26,443	(0.00)
7438 · Debt Service - Interest	1,500	125	125	125	125	125	125	125	125	125	125	125	125		1,500	
Total 7000 · Other Outgo	27,943	125	125	125	9,909	125	4,885	125	2,505	2,505	2,505	2,505	2,505	-	27,943	(0.00)
Total Expenses	3,273,411	71,430	133,313	298,192	323,604	285,086	274,219	269,459	287,466	287,466	287,466	287,466	287,466	180,777	3,273,411	(0.00)
NET INCOME	725,259	(10,527)	(129,000)	(297,987)	742,629	(114,908)	339,546	(8,616)	(32,984)	(13,213)	67,016	57,784	(13,213)	138,732	725,259	0.00
8979 · Financing Sources (Incur Debt)	150,000	150,000	-	-	-	-	-	-	-	-	-	-	-		150,000	
7439 · Debt Service - Principal	150,000			-	-	-	150,000	-	-	-	-	-	-		150,000	
7310 · Indirect Cost Allocation	(317,746)	-	-	-	(85,282)	(14,000)	(49,495)	(21,261)	(20,744)	(22,326)	(28,744)	(28,006)	(22,326)	(25,561)	(317,746)	
Change In Net Assets	407,513	139,473	(129,000)	(297,987)	657,347	(128,908)	140,050	(29,877)	(53,729)	(35,539)	38,271	29,778	(35,539)	113,172	407,513	0.00
Beginning Cash Balance	6,365	6,365	145,838	16,838	(281,149)	376,198	247,289	387,340	357,463	303,734	268,195	306,467	336,245	300,705	6,365	
Cash Flow from Operating Activities															-	
Net Income	407,513	139,473	(129,000)	(297,987)	657,347	(128,908)	140,050	(29,877)	(53,729)	(35,539)	38,271	29,778	(35,539)	113,172	407,513	
Change in Accounts Receivable	(319,510)													(319,510)	(319,510)	
Change in Due to															-	
Change in Accounts Payable	206,338													206,338	206,338	
Change in Due from															-	
Change in Payroll Liabilties															-	
Prepaid Expenditures															-	
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash Flow from Investing Activities															-	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Cash flow from Financing Activities															-	
Debt															-	
Ending Cash Balance	300,705	145,838	16,838	(281,149)	376,198	247,289	387,340	357,463	303,734	268,195	306,467	336,245	300,705	300,705	300,705	-

	10-11 BUDGET	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Accrual	Jul '10 - Jun 11
Total Enrollment	438														438
INCOME															
8011-8096 · Revenue Limit Sources		P-2 5.0% 1.0%	P-2 5.0% 0.0%	P-2 9.0% 9.0%	P-2 9.0% 14.0%	P-2 9.0% 4.5%	P-2 9.0% 13.0%	P-2 9.0% 13.5%	P-2 9.0% 0.5%	P-1 9.0% 9.0%	P-1 9.0% 6.0%	P-1 9.0% 4.5%	P-1 9.0% 0.0%	P-1 25.0%	
8011 · Supplemental Hours															
8015 · Charter School General Purpose - State Aid	1,692,697	27,899	30,435	251,994	391,991	125,997	363,992	377,991	1,697	30,546	20,354	15,273		84,651	1,692,697
8096 · In lieu of Property Taxes	608,707	30,435	30,435	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784		608,707
Total 8011-8096 · Revenue Limit Sources	2,301,404	58,435	30,435	306,779	446,776	180,781	418,776	432,775	56,481	85,330	75,148	70,067	54,784	84,651	2,301,404
8100-8230 · Other Federal Income															
8220 · Child Nutrition (Federal)															
8291 · Title I, A Basic Low Income	226,920							90,768				90,768		45,384	226,920
8292 · Title II, A Teacher Quality	13,176									5,270			5,270	2,635	13,176
8293 · Title II, D EETT															
8294 · Title III, Limited English (LEP)															
8295 · Title V, A Innovative Education	250									100			100	50	250
8296 · Title V, B Charter Schools Grants															
8297 · Other Federal Income															
Total 8100-8230 · Other Federal Income	240,346							90,768		5,370		90,768	5,370	48,069	240,346
8300-8599 · Other State Income															
8311 · Special Ed	235,800	11,845	11,845	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321		235,800
8434 · Class Size Reduction (K-3)	350,945						87,736							263,209	350,945
8480 · Charter Sch Categorical Blk Gr	401,288	4,013		36,116	56,160	18,058	52,167	54,174	2,006	36,116	24,077	18,058		100,322	401,288
8520 · Child Nutrition (State)															
8560 · State Lottery Revenue	57,602						14,401			14,401			14,401	14,401	57,602
8591 · SB740															
8593 · Art and Music Block Grant															
8595 · Secondary School Counselors															
8599 · Other State Revenue															
Total 8300-8599 · Other State Income	1,046,735	15,858	11,845	57,437	77,501	39,379	175,625	75,495	23,327	71,837	45,398	39,379	35,722	377,932	1,046,735
8600-8699 · Other Income-Local															
8634 · Food Service Sales	1,845			205	205	205	102	102	205	205	205	205	205		1,845
8660 · Interest Income															
8690 · All Other Income							(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	
8699 · Grants	25,000	60,650		4,313			(4,926)	(546)	(546)	(546)	(546)	(546)	(546)	(546)	25,000
8699 · Fundraising		53													
Total 8600-8699 · Other Income-Local	26,845	60,903	4,313	4,313	205	205	(4,926)	(4,926)	(4,822)	(4,822)	(4,822)	(4,822)	(4,822)	(4,822)	26,845
TOTAL INCOME	3,615,329	135,196	46,593	364,420	524,481	215,338	589,476	594,113	74,986	157,716	115,724	195,382	91,054	510,852	3,615,329
EXPENSE															
1000 · Certificated Salaries															
1110 · Teachers Salaries	1,339,800			121,800	121,800	121,800	121,800	121,800	121,800	121,800	121,800	121,800	121,800	121,800	1,339,800
1170 · Teachers Subs	16,028			1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803		16,028
1175 · Teachers - Extra Duty/Stipend	12,180			1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218	1,218		12,180
1200 · Certificated Pupil Support															
1300 · Certificated School Administrators	228,375		19,031	19,031	19,031	19,031	19,031	19,031	19,031	19,031	19,031	19,031	19,031	19,031	228,375
1900 · Other Certificated															
Total 1000 · Certificated Salaries	1,598,381		19,031	143,852	143,852	143,852	143,852	143,852	143,852	143,852	143,852	143,852	143,852	140,831	1,598,381
2000 · Classified Salaries															
2100 · Instructional Aides	117,740		1,570	6,541	13,082	13,082	8,541	8,541	13,082	13,082	13,082	13,082	13,082	8,541	117,740
2200 · Classified Support (maintenance, food)	80,528		1,049	3,363	3,667	6,725	3,363	3,363	6,725	6,725	6,725	6,725	6,725	3,363	80,528
2300 · Classified School Administrators	29,841		670	2,487	2,487	2,487	2,487	2,487	2,342	2,342	2,342	2,342	2,342	2,487	29,841
2400 · Clerical/Technical/Office	99,817		433	2,438	2,633	2,633	2,438	2,438	2,633	2,467	2,633	2,633	2,633	2,487	99,817
2900 · Other Classified (noon and yard supervisors, etc)	64,393	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	8,318	17,820	17,820	17,820	8,318	64,393
Total 2000 · Classified Salaries	372,319	17,820	90	504	7,743	545	504	504	545	7,155	545	545	545	495	372,319
3000 · Employee Benefits															
3111 · STRS	131,866		1,570	11,868	11,868	11,868	11,868	11,868	11,868	11,868	11,868	11,868	11,868	11,619	131,866
3212 · PERS	36,148		1,049	2,358	3,667	3,667	2,358	2,358	3,667	3,667	3,667	3,667	3,667	2,358	36,148
3311 · Social Security (OASDI)	23,084		670	1,506	2,020	2,342	1,500	1,506	2,342	2,342	2,342	2,342	2,342	1,506	23,084
3331 · Medicare	28,575	5,508	433	5,508	5,508	2,633	2,497	2,438	2,633	2,467	2,633	2,633	2,633	2,394	28,575
3401 · H & W Payment (medical, dental, vision insurance)	213,840	2,020	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820		213,840
3501 · SUI Payment Account	5,912	3,872	90	504	2,020	545	504	504	545	545	545	545	545	495	5,912
3801 · Wkr Comp Payment Account		2,020		7,743	7,743										
3901 · 403B															
3902 · Other Benefits															
Total 3000 · Employee Benefits	439,426	17,820	21,631	36,494	38,874	38,874	36,494	36,494	38,874	38,874	38,874	38,874	38,874	18,372	439,426
4000 · Supplies															
4110 · Textbooks	39,188		13,063	13,063	13,063										39,188
4210 · Other Books and Reference Materials	24,644		8,215	8,215	8,215										24,644
4310 · Instructional Materials	66,094	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508		66,094
4350 · Office Supplies	24,240	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020		24,240
4370 · Custodial Supplies	46,460	3,872	3,872	3,872	3,872	3,872	3,872	3,872	3,872	3,872	3,872	3,872	3,872		46,460
4390 · Other Supplies	24,240	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020	2,020		24,240
4400 · Noncapitalized Furniture/Equipment	23,230	2,020	7,743	7,743	7,743										23,230
4700 · Food Supplies															
4710 · Food for School Lunch Program															
4790 · Food Supplies															
Total 4000 · Supplies	248,096	13,420	42,440	42,440	42,440	13,420	13,420	13,420	13,420	13,420	13,420	13,420	13,420		248,096
5000 · Operating Services															
5200 · Travel and Conferences	33,330	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778		33,330
5300 · Dues and Fees															
5450 · Insurance (property, student accident, board)															
5500 · Utilities and Housekeeping	187,860	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655	15,655		187,860
5510 · Electricity															

Note: This page is a landscape (rotated) financial spreadsheet. Columns are: Total (annual), followed by period columns (monthly), with a variance/check column (values in parentheses) at the far right of several rows.

Account	Total	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	Chk
5520 · Gas	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5530 · Water	20,400	-	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	(0.00)
5550 · Housekeeping Services	-														
5560 · Waste Disposal	-														
5610 · Building Rent	171,615	-	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	14,301	
5620 · Equipment Rental	12,120	-	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	
5630 · Vendor Repairs	20,200	-	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	
5612 · Pupil Transportation - General	23,230	-	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	(0.00)
5820 · Legal/Audit	-														
5830 · Advertisement/Recruitment	6,060	505	505	505	505	505	505	505	505	505	505	505	505	505	
5860 · Non-Instructional Consultants	30,300		3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030			0.00
5851 · Instructional Consultants	110,883	11,088	11,088	11,088	11,088	11,088	11,088	11,088	11,088	11,088	11,088				
5853 · ExED	-														
5890 · Other Services & Operating Expe	5,050	421	421	421	421	421	421	421	421	421	421	421	421	421	
5897 · Fundraising Cost	5,000	417	417	417	417	417	417	417	417	417	417	417	417	417	
5900 · Communications (tele, internet, postage)	16,766	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	1,397	(0.00)
5910 · Telephone/Internet Expense	-														
5920 · Internet Expense	-														
5930 · Postage (UPS, Fedex, US Mail)	-														
Total 5000 · Operating Services	642,813	41,803	41,803	55,921	55,921	55,921	55,921	55,921	55,921	55,921	55,921	55,921	55,921	55,921	
6000 · Capital Outlay	-														
6900 · Depreciation	-														
Total 6000 · Capital Outlay	-														
7000 · Other Outgo	-														
7298 · District Oversight Fee	27,027	624	304	3,429	5,030	1,988	4,709	4,869	585	1,214	992	881	546	1,852	0.00
7438 · Debt Service - Interest	-														0.00
Total 7000 · Other Outgo	27,027	624	304	3,429	5,030	1,988	4,709	4,869	585	1,214	992	881	546	1,852	(0.00)
Total Expenses	3,328,063	73,667	136,014	306,422	323,884	291,822	278,682	278,842	290,419	291,048	290,826	290,715	290,382	185,341	
NET INCOME	287,266	61,529	57,998	200,597	310,795	315,272								325,511	(0.00)
8979 · Financing Sources (Incur Debt)	-														
7438 · Debt Service - Principal	-														
7310 · Indirect Cost Allocation	(287,079)	(5,943)	(29,137)	(41,942)	(47,553)	(47,923)	(8,385)	(8,365)	(13,003)	(9,644)	(16,016)	(7,670)	(40,868)	(207,079)	
Change In Net Assets	187	55,586	28,861	158,655	263,242	267,349								284,643	(0.00)
Beginning Cash Balance	300,705	300,705	524,705	360,084	405,520	564,175	470,077	733,320	1,000,668	778,851	632,515	447,770	336,420		
Cash Flow from Operating Activities															
Net Income	187	55,586	28,861	158,655	263,242	267,349								284,643	
Change in Accounts Receivable	(191,342)	271,583	31,951		(92,803)	(94,097)	(221,817)		(184,746)	(146,336)	(111,350)	(184,746)	(205,998)	(510,852)	
Change in Due to		(103,169)	(103,169)												
Change in Accounts Payable	19,871		15,975											226,209	
Change in Due from	-														
Change in Payroll Liabilies	-														
Prepaid Expenditure	-														
Depreciation Expense	-														
Cash Flow from Investing Activities	-														
Capital Expenditures	-														
Cash flow from Financing Activities	-														
Debt	-														
Ending Cash Balance	129,422	524,705	360,084	405,520	564,175	470,077	733,320	1,000,668	778,851	632,515	447,770	336,420	129,422		

CAMINO NUEVO CHARTER ACADEMY - CRES #15
11-12 CASH FLOW FORECAST

	11-12 BUDGET	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Accrual	Jul '10 - Jun-11
Total Enrollment	408														
INCOME															
8011-8096 · Revenue Limit Sources		P-2 5.0% 1.0%	P-2 5.0% 0.0%	P-2 9.0% 9.0%	P-2 9.0% 14.0%	P-2 9.0% 4.5%	P-2 9.0% 13.0%	P-2 9.0% 13.8%	P-2 9.0% 0.5%	P-1 9.0% 9.0%	P-1 9.0% 6.0%	P-1 9.0% 4.5%	P-1 9.0% 0.0%	P-1 25.0%	
8011 · Supplemental Hours	-														-
8016 · Charter School General Purpose - State Aid	1,752,533	27,999	-	251,894	391,981	125,997	383,992	377,991	2,362	42,514	28,342	21,257	-	118,083	1,752,533
8096 · In lieu of Property Taxes	608,707	30,435	30,435	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	-	608,707
Total 8011-8096 · Revenue Limit Sources	2,361,240	58,435	30,435	306,778	446,775	180,781	418,776	432,775	57,145	97,297	83,126	76,040	54,784	118,083	2,361,240
8100-8290 · Other Federal Income															
8220 · Child Nutrition (Federal)	226,920							90,768						45,384	226,920
8291 · Title I, A Basic Low Income	13,176									5,270			5,270	2,635	13,176
8292 · Title II, A Teacher Quality															
8293 · Title II, D EETT															
8294 · Title III, Limited English (LEP)	23,180									100			23,180		23,180
8295 · Title V, A Innovative Education	250											100		50	250
8296 · Title V, B Charter Schools Grants															
8297 · Other Federal Income															
Total 8100-8290 · Other Federal Income	263,526							90,768		6,370		90,768	28,550	48,069	263,526
8300-8599 · Other State Income															
8311 · Special Ed	236,900	11,845	11,845				21,321	21,321	21,321	21,321	21,321	21,321	21,321	-	236,900
8434 · Class Size Reduction (K-3)	380,070						80,017							270,052	380,070
8480 · Charter Sch Categorical Blk Gr	408,274	4,013	-	36,116	56,180	18,058	52,167	54,174	2,082	37,113	24,742	18,557	-	103,082	408,274
8520 · Child Nutrition (State)															
8560 · State Lottery Revenue	57,602						14,401			14,401			14,401	14,401	57,602
8591 · SB740															
8593 · Art and Music Block Grant															
8595 · Secondary School Counselors															
8599 · Other State Revenue															
Total 8300-8599 · Other State Income	1,060,846	16,858	11,845	57,437	77,601	39,379	177,906	76,496	23,393	72,835	46,063	39,878	35,722	387,545	1,060,846
8600-8699 · Other Income-Local															
8634 · Food Service Sales	1,845			205	205	205	102	102	205	205	205	205	205	-	1,845
8660 · Interest Income															
8680 · All Other Income															
8690 · Grants	25,000	60,850					(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	-	25,000
8699 · Fundraising		53	4,313				(546)	(546)	(546)	(546)	(546)	(546)	(546)	-	
Total 8600-8699 · Other Income-Local	26,845	60,903	4,313	205	205	205	(4,925)	(4,925)	(4,822)	(4,822)	(4,822)	(4,822)	(4,822)	-	26,845
TOTAL INCOME	3,712,457	135,195	46,593	364,420	524,481	215,338	591,757	594,113	75,706	170,680	124,367	201,864	114,234	553,708	3,712,457
EXPENSE															
1000 · Certificated Salaries															
1110 · Teacher's Salaries	1,366,596			124,236	124,236	124,236	124,236	124,236	124,236	124,236	124,236	124,236	124,236	124,236	1,366,596
1170 · Teacher's Subs	18,387			1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839		18,387
1175 · Teacher's - Extra Duty/Stipend	12,424			1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242		12,424
1200 · Certificated Pupil Support															
1300 · Certificated School Administrators	232,943		19,412	19,412	18,412	19,412	19,412	19,412	19,412	19,412	19,412	19,412	19,412	19,412	232,943
1900 · Other Certificated															
Total 1000 · Certificated Salaries	1,630,349		19,412	146,729	146,729	146,729	146,729	146,729	146,729	146,729	146,729	146,729	146,729	143,648	1,630,349
2000 · Classified Salaries															
2100 · Instructional Aides	120,095			6,672	13,344	13,344	6,672	6,672	13,344	13,344	13,344	13,344	13,344	6,672	120,095
2200 · Classified Support (maintenance, food)	61,739			3,430	6,860	6,860	3,430	3,430	6,860	6,860	6,860	6,860	6,860	3,430	61,739
2300 · Classified School Administrators	30,438		2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	30,438
2400 · Clerical/Technical/Office	101,813		8,484	8,484	8,484	8,484	8,484	8,484	8,484	8,484	8,484	8,484	8,484	8,484	101,813
2900 · Other Classified (noon and yard supervisors, etc)	65,581			3,649	7,298	7,298	3,649	3,649	7,298	7,298	7,298	7,298	7,298	3,649	65,581
Total 2000 · Classified Salaries	379,766		11,021	24,772	38,623	38,623	24,772	24,772	38,623	38,623	38,623	38,623	38,623	24,772	379,766
3000 · Employee Benefits															
3111 · STRS	134,504		1,601	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	12,105	11,651	134,504
3212 · PERS	36,871		1,070	2,405	3,740	3,740	2,405	2,405	3,740	3,740	3,740	3,740	3,740	2,405	36,871
3311 · Social Security (OASDI)	23,545		583	1,536	2,388	2,388	1,536	1,536	2,388	2,388	2,388	2,388	2,388	1,536	23,545
3331 · Medicare	29,147		441	2,487	2,686	2,686	2,487	2,487	2,686	2,686	2,686	2,686	2,686	2,442	29,147
3401 · H & W Payment (medical, dental, vision insurance)	230,947	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,246	19,248	230,947
3501 · SUI Payment Account	6,030		91	515	556	556	515	515	556	556	555	556	556	505	6,030
3601 · Wkr Comp Payment Account															
3801 · 403B															
3902 · Other Benefits															
Total 3000 · Employee Benefits	461,045	19,246	23,133	38,283	40,721	38,283	38,293	38,283	40,721	40,721	40,721	40,721	40,721	18,739	461,045
4000 · Supplies															
4110 · Textbooks	39,776	13,821	13,259	13,259	13,259										39,776
4210 · Other Books and Reference Materials	25,014		8,338	8,338	8,338										25,014
4310 · Instructional Materials	67,096	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590		67,096
4350 · Office Supplies	24,604	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050		24,604
4370 · Custodial Supplies	47,157	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930		47,157
4390 · Other Supplies	24,604	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050	2,050		24,604
4400 · Noncapitalized Furniture/Equipment	23,578		7,859	7,859	7,859										23,578
4700 · Food Supplies															
4710 · Food for School Lunch Program															
4780 · Food Supplies															
Total 4000 · Supplies	251,818	13,821	43,077	43,077	43,077	13,621	13,621	13,621	13,621	13,621	13,621	13,621	13,621	-	251,818
5000 · Operating Services															
5200 · Travel and Conferences	33,830	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819	2,819		33,830
5300 · Dues and Fees															
5450 · Insurance (property, student accident, board)															
5500 · Utilities and Housekeeping	190,676	15,890	15,890	15,890	15,890	15,890	15,890	15,890	15,890	15,890	15,890	15,890	15,890		190,676
5510 · Electricity															
5520 · Gas															
5530 · Water															

	Total
5550 · Housekeeping Services	20,808
5560 · Waste Disposal	-
5610 · Building Rent	171,615
5620 · Equipment Rental	12,302
5630 · Vendor Repairs	20,503
5812 · Pupil Transportation - General	23,578
5820 · Legal/Audit	-
5830 · Advertisement/Recruitment	6,151
5860 · Non-instructional Consultants	30,755
5861 · Instructional Consultants	112,546
5863 · ExED	-
5890 · Other Services & Operating Expe	5,128
5887 · Fundraising Cost	5,000
5900 · Communications (tele, internet, postage)	17,017
5910 · Telephone/Internet Expense	-
5920 · Internet Expense	-
5930 · Postage (UPS, Fedex, US Mail)	-
Total 5000 · Operating Services	649,908
6000 · Capital Outlay	-
6900 · Depreciation	-
Total 6000 · Capital Outlay	-
7000 · Other Outgo	-
7299 · District Oversight Fee	27,675
7438 · Debt Service - Interest	-
Total 7000 · Other Outgo	27,675
Total Expenses	3,400,561
NET INCOME	311,896
8979 · Financing Sources (Incur Debt)	-
7439 · Debt Service - Principal	-
7310 · Indirect Cost Allocation	(284,849)
Change in Net Assets	17,047
Beginning Cash Balance	129,422
Cash Flow from Operating Activities	-
Net Income	17,047
Change in Accounts Receivable	(42,856)
Change in Due to	-
Change in Accounts Payable	7,458
Change in Due from	-
Change in Payroll Liabilties	-
Prepaid Expenditures	-
Depreciation Expense	-
Cash Flow from Investing Activities	-
Capital Expenditures	-
Cash flow from Financing Activities	-
Debt	-
Ending Cash Balance	111,071

CAMINO NUEVO CHARTER ACADEMY - CRES #15
12-13 CASH FLOW FORECAST

	12-13 BUDGET	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Accrual	Jul '12 - Jun 13
Total Enrollment	438													P-1	
INCOME															
8011-8096 - Revenue Limit Sources		P-2 6.0% 1.0%	P-2 5.0% 0.0%	P-2 9.0% 9.0%	P-2 9.0% 14.0%	P-2 9.0% 4.5%	P-2 9.0% 13.0%	P-2 9.0% 13.5%	P-2 9.0% 0.5%	P-1 9.0% 9.0%	P-1 9.0% 6.0%	P-1 9.0% 4.5%	P-1 9.0% 0.0%	P-1 25.0%	
8011 - Supplemental Hours															
8015 - Charter School General Purpose - State Aid	1,625,732	27,999		251,994	391,991	125,997	363,992	377,991	3,175	57,153	38,102	28,577		158,759	1,825,732
8096 - In lieu of Property Taxes	608,707	30,435	30,435	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	608,707
Total 8011-8096 - Revenue Limit Sources	2,434,438	58,435	30,435	306,778	446,776	180,781	418,776	432,776	57,959	111,937	92,886	83,360	54,784	168,759	2,434,438
8100-8290 - Other Federal Income															
8220 - Child Nutrition (Federal)															
8291 - Title I, A Basic Low Income	226,920							90,768				90,768		45,384	226,920
8292 - Title I, A Teacher Quality	13,176									5,270			5,270	2,635	13,176
8293 - Title II, D EETT															
8294 - Title III, Limited English (LEP)	23,180									100			23,180		23,180
8295 - Title V, A Innovative Education	250											100		50	250
8296 - Title V, B Charter Schools Grants															
8297 - Other Federal Income															
Total 8100-8290 - Other Federal Income	263,526							90,768		5,370		90,768	28,550	48,069	263,526
8300-8599 - Other State Income															
8311 - Special Ed	236,800	11,845	11,845	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321		236,800
8434 - Class Size Reduction (K-3)	371,232						92,808							278,424	371,232
8480 - Charter Sch Categorical Blk Gr	412,374	4,013		36,116	56,160	18,058	52,167	54,174	2,130	38,333	25,555	19,167		106,481	412,374
8520 - Child Nutrition (State)															
8560 - State Lottery Revenue	57,602						14,401			14,401			14,401	14,401	57,602
8591 - SB740															
8593 - Art and Music Block Grant															
8595 - Secondary School Counselors															
8599 - Other State Revenue															
Total 8300-8599 - Other State Income	1,078,108	15,858	11,845	57,437	77,661	39,379	160,697	76,495	23,451	74,055	46,876	40,488	35,722	399,306	1,078,108
8600-8699 - Other Income--Local															
8634 - Food Service Sales	1,845			205	205	205	102	102	205	205	205	205	205		1,845
8660 - Interest Income															
8690 - All Other Income															
8699 - Grants	25,000	50,650													25,000
8699 - Fundraising		53	4,313												
Total 8600-8699 - Other Income--Local	26,846	60,703	4,313	205	205	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)	(4,481)		26,846
						(546)	(546)	(546)	(546)	(546)	(546)	(546)	(546)		
TOTAL INCOME	3,802,917	135,196	46,593	364,420	524,481	215,338	594,548	594,113	76,587	186,540	134,940	209,794	114,234	606,134	3,802,917
EXPENSE															
1000 - Certificated Salaries															
1110 - Teachers Salaries	1,400,761			127,342	127,342	127,342	127,342	127,342	127,342	127,342	127,342	127,342	127,342	127,342	1,400,761
1170 - Teachers Subs	18,847			1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885		18,847
1175 - Teachers - Extra Duty/Stipend	12,734			1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273		12,734
1200 - Certificated Pupil Support															
1300 - Certificated School Administrators	238,786		19,897	19,897	19,897	19,897	19,897	19,897	19,897	19,897	19,897	19,897	19,897	19,897	238,786
1900 - Other Certificated															
Total 1000 - Certificated Salaries	1,671,108		19,897	150,397	150,397	150,397	150,397	150,397	150,397	150,397	150,397	150,397	150,397	147,239	1,671,108
2000 - Classified Salaries															
2100 - Instructional Aides	123,097		1,642	6,839	13,677	13,677	6,839	6,839	13,677	13,677	13,677	13,677	13,677	6,839	123,097
2200 - Classified Support (maintenance, food)	63,282		1,097	3,516	7,031	7,031	3,516	3,516	7,031	7,031	7,031	7,031	7,031	3,516	63,282
2300 - Classified School Administrators	31,199		700	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	1,574	31,199
2400 - Clerical/Technical/Office	104,359	2,600	452	8,697	8,697	8,697	8,697	8,697	8,697	8,697	8,697	8,697	8,697	8,697	104,359
2900 - Other Classified (noon and yard supervisors, etc)	67,323	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	8,740	67,323
Total 2000 - Classified Salaries	389,260		94	527	570	570	527	527	570	570	570	570	570	516	389,260
3000 - Employee Benefits															
3111 - STRS	137,666		1,642	13,524	13,524	13,677	6,839	12,408	12,408	12,408	12,408	12,408	12,408	12,147	137,666
3212 - PERS	37,793		8,505	8,505	8,505	3,834	3,516	2,465	3,834	3,834	3,834	3,834	3,834	2,465	37,793
3311 - Social Security (OASDI)	24,134	5,702	5,702	5,702	5,702	2,448	2,600	1,574	2,448	2,448	2,448	2,448	2,448	1,574	24,134
3331 - Medicare	28,675	2,091	2,091	2,091	2,091	2,753	2,549	2,549	2,753	2,753	2,753	2,753	2,753	2,503	28,675
3401 - H & W Payment (medical, dental, vision insurance)	249,423	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785	20,785		249,423
3501 - SUI Payment Account	6,181		8,017	8,017	8,017	570	527	527	570	570	570	570	570	518	6,181
3601 - War Comp Payment Account															
3901 - 403B															
3902 - Other Benefits															
Total 3000 - Employee Benefits	485,273	20,785	24,770	43,838	43,838	42,798	40,308	40,309	42,798	42,798	42,798	42,798	42,798	19,208	485,273
4000 - Supplies															
4110 - Textbooks	40,571			13,524	13,524										40,571
4210 - Other Books and Reference Materials	25,514		13,524	8,505	8,505										25,514
4310 - Instructional Materials	68,428	5,702	8,505	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702		68,428
4350 - Office Supplies	25,096	2,091	5,702	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,081		25,096
4370 - Custodial Supplies	48,100	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008		48,100
4380 - Other Supplies	25,096	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091	2,091		25,096
4400 - Noncapitalized Furniture/Equipment	24,050		8,017	8,017	8,017										24,050
4700 - Food Supplies															
4710 - Food for School Lunch Program															
4790 - Food Supplies															
Total 4000 - Supplies	256,854	13,893	43,838	43,838	43,838	13,893	13,893	13,893	13,893	13,893	13,893	13,893	13,893		256,854
5000 - Operating Services															
5200 - Travel and Conferences	34,507	2,876	2,876	2,876	2,876	2,876	2,876	2,876	2,876	2,876	2,876	2,876	2,876		34,507
5300 - Dues and Fees															
5450 - Insurance (property, student accident, board)															
5500 - Utilities and Housekeeping	194,491	16,208	16,208	16,208	16,208	16,208	16,208	16,208	16,208	16,208	16,208	16,208	16,208		194,491
5510 - Electricity															
5520 - Gas															
5530 - Water															

Account	Total
5560 · Housekeeping Services	21,224
5560 · Waste Disposal	-
5610 · Building Rent	171,815
5620 · Equipment Rental	12,548
5630 · Vendor Repairs	20,813
5812 · Pupil Transportation - General	24,050
5820 · Legal/Audit	-
5830 · Advertisement/Recruitment	8,274
5850 · Non-Instructional Consultants	31,370
5851 · Instructional Consultants	114,797
5863 · ExEd	-
5890 · Other Services & Operating Expe	5,228
5897 · Fundraising Cost	5,000
5900 · Communications (tele, internet, postage)	17,358
5910 · Telephone/Internet Expense	-
5920 · Internet Expense	-
5930 · Postage (UPS, Fedex, US Mail)	-
Total 6000 · Operating Services	658,374
6000 · Capital Outlay	-
6900 · Depreciation	-
Total 6000 · Capital Outlay	-
7000 · Other Outgo	-
7289 · District Oversight Fee	28,468
7438 · Debt Service - Interest	-
Total 7000 · Other Outgo	28,468
Total Expenses	3,490,337
NET INCOME	312,580
8979 · Financing Sources (Incur Debt)	-
7439 · Debt Service - Principal	(302,086)
7310 · Indirect Cost Allocation	-
Change In Net Assets	10,495
Beginning Cash Balance	111,071
Cash Flow from Operating Activities	
Net Income	10,495
Change in Accounts Receivable	(52,426)
Change in Due to	
Change in Accounts Payable	9,314
Change in Due from	
Change in Payroll Liabilities	
Prepaid Expenditures	
Depreciation Expense	
Cash Flow from Investing Activities	
Capital Expenditure	
Cash flow from Financing Activities	
Debt	
Ending Cash Balance	78,453

CAMINO NUEVO CHARTER ACADEMY - CRES #15
13-14 CASH FLOW FORECAST

	13-14 BUDGET	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Accrual	Jul '13 - Jun 14
Total Enrollment	488														
INCOME															
8011-8096 · Revenue Limit Sources		P-2 6.0%	P-2 6.0%	P-2 9.0%	P-2 9.0%	P-2 9.0%	P-2 9.0%	P-2 9.0%	P-2 9.0%	P-1 9.0%	P-1 9.0%	P-1 9.0%	P-1 9.0%	P-1 28.0%	(0.00)
8011 · Supplemental Hours		1.0%	0.0%	9.0%	14.0%	4.5%	13.0%	13.5%	0.5%	9.0%	6.0%	4.5%	0.0%	0.0%	
8016 · Charter School General Purpose - State Aid	1,801,199	27,999		251,994	391,891	125,997	363,982	377,991	4,014	72,247	48,165	36,123		200,686	1,801,199
8096 · In lieu of Property Taxes	608,707	30,435	30,435	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784	54,784		608,707
Total 8011-8096 · Revenue Limit Sources	2,509,906	58,435	30,435	306,778	446,775	180,781	418,776	432,775	58,797	127,030	102,848	90,907	54,784	200,686	2,509,906
8100-8299 · Other Federal Income															
8220 · Child Nutrition (Federal)	226,920													45,304	226,920
8291 · Title I, A, Basic Low Income	13,176							90,768				90,768		2,635	13,176
8292 · Title II, A Teacher Quality										5,270			5,270		
8293 · Title II, D EETT															
8294 · Title III, Limited English (LEP)	23,180											23,180			23,180
8295 · Title V, A Innovative Education	250									100		100		50	250
8296 · Title V, B Charter Schools Grants															
8297 · Other Federal Income															
Total 8100-8299 · Other Federal Income	263,526									6,370		90,768	28,550	48,089	263,526
8300-8599 · Other State Income															
8311 · Special Ed	236,900	11,845	11,845	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321		236,900
8434 · Class Size Reduction (K-3)	382,740						95,685							287,055	382,740
8480 · Charter Sch Categorical Blk Gr	418,684	4,013		36,116	56,180	18,058	52,167	54,174	2,200	39,591	26,394	19,796		109,975	418,684
8520 · Child Nutrition (State)															
8560 · State Lottery Revenue	57,602					14,401	14,401			14,401			14,401	14,401	57,602
8591 · SB740															
8593 · Art and Music Block Grant															
8695 · Secondary School Counselors															
8599 · Other State Revenue															
Total 8300-8599 · Other State Income	1,095,906	15,858	11,845	57,437	77,501	39,379	183,574	75,495	23,520	75,313	47,715	41,116	35,722	411,431	1,095,906
8600-8699 · Other Income-Local															
8634 · Food Service Sales	1,845			205	205	205	102	102	205	205	205	205	205		1,845
8660 · Interest Income															
8690 · All Other Income															
8693 · Grants	25,000	60,850												25,000	25,000
8699 · Fundraising		53	4,313												
Total 8600-8699 · Other Income-Local	26,845	60,903	4,313	205	205	(4,481) (546) (4,822)	(4,481) (546) (4,922)	(4,481) (546) (4,926)	(4,481) (546) (4,822)	(4,481) (546) (4,922)	(4,481) (546) (4,822)	(4,481) (546) (4,822)	(4,481) (546) (4,822)		26,845
TOTAL INCOME	3,896,182	135,196	46,593	364,420	524,481	215,338	597,425	594,113	77,495	202,691	145,841	217,969	114,234	660,186	3,896,182
EXPENSE															
1000 · Certificated Salaries															
1110 · Teachers Salaries	1,442,784			131,162	131,162	131,162	131,162	131,162	131,162	131,162	131,162	131,162	131,162	131,162	1,442,784
1170 · Teachers Subs	19,412			1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941	1,941		19,412
1175 · Teachers - Extra Duty/Stipend	13,116			1,312	1,312	1,312	1,312	1,312	1,312	1,312	1,312	1,312	1,312		13,116
1200 · Certificated Pupil Support															
1300 · Certificated School Administrators	245,929		20,494	20,494	20,494	20,494	20,494	20,494	20,494	20,494	20,494	20,494	20,494	20,494	245,929
1900 · Other Certificated															
Total 1000 · Certificated Salaries	1,721,241		20,494	154,909	154,909	154,909	154,909	154,909	154,909	154,909	154,909	154,909	154,909	151,656	1,721,241
2000 · Classified Salaries															
2100 · Instructional Aides	128,790			7,044	14,088	14,088	7,044	14,088	14,088	14,088	14,088	14,088	14,088	7,044	128,790
2200 · Classified Support (maintenance, food)	85,181			3,621	7,242	7,242	3,621	7,242	7,242	7,242	7,242	7,242	7,242	3,621	85,181
2300 · Classified School Administrators	32,135		2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	2,678	32,135
2400 · Clerical/Technical/Office	107,490		8,957	8,957	8,957	8,957	8,957	8,957	8,957	8,957	8,957	8,957	8,957	8,957	107,490
2900 · Other Classified (noon and yard supervisors, etc)	69,342			3,852	7,705	7,705	3,852	7,705	7,705	7,705	7,705	7,705	7,705	3,852	69,342
Total 2000 · Classified Salaries	400,937		11,635	26,153	40,670	40,670	26,153	40,670	40,670	40,670	40,670	40,670	40,670	26,153	400,937
3000 · Employee Benefits															
3111 · STRS	142,002		1,891	12,780	12,780	12,780	12,780	12,780	12,780	12,780	12,780	12,780	12,780	12,512	142,002
3212 · PERS	38,927		1,130	2,539	3,849	3,849	2,539	3,849	3,849	3,849	3,849	3,849	3,849	2,539	38,927
3311 · Social Security (OASDI)	24,858	5,816	721	1,621	2,522	2,522	1,621	2,522	2,522	2,522	2,522	2,522	2,522	1,621	24,858
3331 · Medicare	30,772	2,133	466	2,625	2,836	2,836	2,625	2,836	2,836	2,836	2,836	2,836	2,836	2,578	30,772
3401 · H & W Payment (medical, dental, vision insurance)	289,377	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448		289,377
3501 · SUI Payment Account	6,357	2,133	98	543	587	587	543	587	587	587	587	587	587	533	6,357
3601 · Wkr Comp Payment Account		2,133													
3601 · 403B															
3902 · Other Benefits															
Total 3000 · Employee Benefits	512,302	22,448	26,552	26,153	45,121	45,121	42,557	45,121	45,121	45,121	45,121	45,121	45,121	19,784	512,302
4000 · Supplies															
4110 · Textbooks	41,383		13,794	13,794	13,794										41,383
4210 · Other Books and Reference Materials	26,024		8,675	8,675	8,675										26,024
4310 · Instructional Materials	69,796	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816		69,796
4350 · Office Supplies	25,598	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133		25,598
4370 · Custodial Supplies	49,062	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089		49,062
4380 · Other Supplies	25,598	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133		25,598
4400 · Noncapitalized Furniture/Equipment	24,531		8,177	8,177	8,177										24,531
4700 · Food Supplies															
4710 · Food for School Lunch Program															
4790 · Food Supplies															
Total 4000 · Supplies	261,891	14,171	44,817	44,817	44,817	14,171	14,171	14,171	14,171	14,171	14,171	14,171	14,171		261,891
5000 · Operating Services															
5200 · Travel and Conferences	35,197	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933		35,197
5300 · Dues and Fees															
5450 · Insurance (property, student accident, board)															
5550 · Utilities and Housekeeping	198,381	16,532	16,532	16,532	16,532	16,532	16,532	16,532	16,532	16,532	16,532	16,532	16,532		198,381
5510 · Electricity															
5520 · Gas															
5530 · Water															
5550 · Housekeeping Services	21,649	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804		21,649

Account	Total
5560 · Waste Disposal	171,615
5610 · Building Rent	12,799
5620 · Equipment Rental	21,331
5630 · Vendor Repairs	24,531
5812 · Pupil Transportation - General	
5820 · Legal/Audit	6,399
5833 · Advertisement/Recruitment	31,997
5860 · Non-Instructional Consultants	117,093
5861 · Instructional Consultants	
5865 · ExED	5,333
5890 · Other Services & Operating Expe	5,000
5897 · Fundraising Cost	17,705
5900 · Communications (tele, internet, postage)	
5910 · Telephone/Internet Expense	
5920 · Internet Expense	
5930 · Postage (UPS, Fedex, US Mail)	
Total 5000 · Operating Services	668,028
6000 · Capital Outlay	
6900 · Depreciation	
Total 6000 · Capital Outlay	
7000 · Other Outgo	29,286
7239 · District Oversight Fee	
7433 · Debt Service - Interest	28,286
Total 7000 · Other Outgo	3,594,787
Total Expenses	301,395
NET INCOME	
8979 · Financing Sources (Incur Debt)	
7439 · Debt Service - Principal	(309,547)
7310 · Indirect Cost Allocation	(8,152)
Change in Net Assets	78,453
Beginning Cash Balance	
Cash Flow from Operating Activities	(8,152)
Net Income	(54,052)
Change in Accounts Receivable	
Change in Due to	10,533
Change in Accounts Payable	
Change in Due from	
Change in Payroll Liabilities	
Prepaid Expenditures	
Depreciation Expense	
Cash Flow from Investing Activities	
Capital Expenditures	
Cash flow from Financing Activities	
Debt	
Ending Cash Balance	26,783

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Kindergarten Bilingual Program
80% Spanish/ 20% English
ELD/A instruction = approximately 60 minutes daily

Key
Bolded items are new objectives for that unit.
(R) refers to repeated objectives throughout the year.
High-frequency words are subject to change depending on students' needs

Unit 1
Timeframe: August-September
Theme/Big Idea: *Let's go to School-Unit 1*

Unit 1 Description: During this unit, the theme materials focus on going to school. Students will learn vocabulary relating to school, such as colors, school tools, sizes, and people and places in school.

Unit 1 Assessments:
1. BOY diagnostics (ELA)
   a. CELDT (anecdotal observations)

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand…	Resources and/or Activities
Reading to			
Listening and Speaking	1.1 Understand and follow one and two-step directions.	• SWBAT listen to a story while following classroom routine for read-alouds (R)	Read-alouds-going to school books Role-play how to sit, listen and ask/answer questions Tree map-what does read-aloud time sound like, look like and feel like.

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

	Reading with		
Reading: Concepts about Print	1.1 Identify the front cover, back cover and title page of a book. 1.2 Follow words from left to right and from top to bottom on a printed page.	• SWBAT "pretend read" (R) • SWBAT hold a book, identify cover, back cover and spine, and point from left to right and top to bottom (R)	Shared reading of big books **Big Books**-Come with Me to School, To Be a Kid, A School (souvenirs)
	Phonemic Awareness/Phonics		
Listening and Speaking	2.2 Recite short poems, rhymes, and songs.	• SWBAT chant letters in names • SWBAT recite poems and rhymes	Star of the Day-writing the name, chanting letters and cutting activity **Illustrate rhymes** (Ms. Meacham)-poetry journal where students illustrate their poem Big Book of Rhymes and Rhythms
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight owrds0	• SWBAT read and use high frequency words from the word wall.	HF: I, a Thematic words (thinking map)
	Writing for		
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing (R)	Afternoon message
	Writing with		
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT help the teacher write simple words (names and object in the classroom)	Shared writing-labels (red), Getting to know you, names Star of the Day-writing the name, chanting letters and cutting activity

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Unit 2
Timeframe: October
Theme/Big Idea: *Look at Me! Unit 7*

Unit 2 Description: Children learn about themselves. The unit covers body parts, feelings, the five senses, and actions.

Unit 2 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
		Reading to	
Comprehension	2.2 Use pictures and context to make predictions about story content 2.4 Retell familiar stories 2.5 Ask and answer questions about essential elements of a text. L/S 1.2 Share information and ideas, speaking audibly in complete and coherent sentences.	• **SWBAT use pictures to predict (R)** • **SWBAT retell a story (R)** • **SWBAT answer questions about a story (R)**	Read-alouds Think/pair/share partners -model how to think-pair-share Flannel stories/puppets to retell stories
		Reading with	
Comprehension	2.1 Locate the title, table of contents, name of author, and name of illustrator. 2.2 Use pictures and context to	• **SWBAT use pictures to predict (R)** • **SWBAT answer questions about**	**Big books** **The Body Book, What is it?, To Be a Kid** (souvenirs)

Camino Nuevo Charter Academy **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

	make predictions about story content 2.4 Retell familiar stories 2.5 Ask and answer questions about essential elements of a text.	**a story (R)** • **SWBAT to identify title and author (R)**	Think/pair/share partners
	Phonemic Awareness/Phonics		
Listening and Speaking	2.2 Recite short poems, rhymes, and songs.	• SWBAT chant letters in names • SWBAT recite poems and rhymes	Star of the Day-writing the name, chanting letters and cutting activity Reading rhyming books, Dr. Seuss books, finger-plays with rhyming words (One, Two, buckle my Shoe" and "Five Little Pumpkins"
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight words)	• SWBAT read and use high frequency words from the word wall.	HF: to, see, my, like Thematic words (thinking map)
	Writing for		
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing.	Afternoon message
	Writing with		
Written and Oral English Language Conventions	1.1 Recognize and use complete and coherent sentences when speaking.	• **SWBAT help the teacher write predictable sentences (R)**	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) My name is… I like… My favorite color…

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Unit 3
Timeframe: November
Theme/Big Idea: *We Are a Family Unit 2*

Unit 3 Description: Children discuss how many members there are in their family. They will develop an awareness of differences in families.

Unit 3 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand…	Resources and/or Activities
Reading to			
Listening and Speaking	1.2 Share information and ideas, speaking audibly in complete and coherent sentences.	• **SWBAT share information from non-fiction books**	Think-pair-share Thanksgiving and food non-fiction read-alouds
Comprehension	2.3 Connect to life experiences the information and events in text.	• **SWBAT connect books to their lives (self to text and text to self)**	
Reading with			
Listening and Speaking	1.3 Share information and ideas, speaking audibly in complete and coherent sentences.	• **SWBAT share information from non-fiction books**	Shared Reading Big Books: Feast for 10, The Picnic, other big books
Comprehension	2.3 Connect to life experiences the information and events in text. 2.1 Locate the title, table of	• **SWBAT connect books to their lives (self to text, and text to self)** • **SWBAT identify the illustrator.**	

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

	contents, name of author, and name of illustrator.		
Phonemic Awareness/Phonics			
Reading: Phonemic Awareness	1.10 Identify and produce rhyming words in response to an oral prompt 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	• **SWBAT find rhyming words in books** • **SWBAT orally identify initial sound in a word**	Dr. Seuss books Phonemic awareness activities using picture cards and names to find initial sound
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight words)	• SWBAT read and use high frequency words from the word wall.	HF: is, the, go, and Thematic words (thinking map)
Writing for			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing. • **SWBAT count the words in each sentence.**	Afternoon message-focus on "writing with" skills (modeled writing)
Writing with			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• **SWBAT write words by sharing the pen with the teacher**	Interactive/Getting to know you chart –pg. 44 of month-by Month Building blocks

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

| Reading: Phonemic Awareness | 1.12 Track auditorily each word in a sentence and each syllable in a word. | • **SWBAT count words in each sentence.** | Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) My favorite food is… There are…members in my family. I have a …(family members) |

Unit 4
Timeframe: December
Theme/Big Idea: Just Around the Corner unit 4

Unit 4 Description: During this unit the theme materials focus on getting to know the structures of different types of homes. Students will learn vocabulary related to homes such as the different rooms in a home, household objects, different types of homes, and daily routines.

Unit 4 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand…	Resources and/or Activities
		Reading to	
Listening and Speaking	1.2 Share information and ideas, speaking audibly in complete and coherent sentences.	• SWBAT share information from non-fiction books	Think-pair-share Holiday and home-related/routine non-fiction read-alouds
Comprehension	2.3 Connect to life experiences the information and events in text.	• SWBAT connect books to their lives (self to text, and text to self)	

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Reading with

<table>
<tr><td colspan="4" align="center">Reading with</td></tr>
<tr>
<td>Listening and Speaking</td>
<td>1.2 Share information and ideas, speaking audibly in complete and coherent sentences.</td>
<td>• SWBAT share information from non-fiction books</td>
<td rowspan="2">Shared Reading
Big Books: <u>Bear About Town, In the City, See the firefighter</u></td>
</tr>
<tr>
<td>Comprehension</td>
<td>2.3 Connect to life experiences the information and events in text.</td>
<td>• SWBAT connect books to their lives (self to text, and text to self)</td>
</tr>
<tr><td colspan="4" align="center">Phonemic Awareness/Phonics</td></tr>
<tr>
<td>Reading: Phonemic Awareness</td>
<td>1.10 Identify and produce rhyming words in response to an oral prompt
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.13 Count the number of sounds in syllables and syllables in words.</td>
<td>• SWBAT find rhyming words in books
• SWBAT orally change initial sound in a word
• SWBAT clap (segment) syllables in words.</td>
<td>Dr. Seuss or other rhyming books

Phonemic Awareness activities: using names to make initial sound changes and clapping syllables</td>
</tr>
<tr>
<td>Reading: Decoding and Word Recognition</td>
<td>1.15 Read Simple one-syllable words and high-frequency words (sight words)</td>
<td>• SWBAT read and use high frequency words from the word wall.</td>
<td>HF: look, it, we, at
Thematic words (thinking map)</td>
</tr>
<tr><td colspan="4" align="center">Writing for</td></tr>
</table>

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing- • SWBAT count words in each sentence. • **SWBAT sound out words, focusing on initial sound.**	Afternoon message-focus on "writing with" skills (modeled writing)
		Writing with	
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT write words by sharing the pen with the teacher	Interactive/Getting to know you chart –pg. 44 of month-by Month Building blocks
Reading: Phonemic Awareness	1.12 Track auditorily each word in a sentence and each syllable in a word. 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	• SWBAT count words in each sentence. • **SWBAT sound out words, focusing on initial sound.**	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) I live in… For Christmas, I want… I saw…(after walking around the neighborhood and taking pictures)

Unit 5
Timeframe: January
Theme/Big Idea: *Welcome home Unit 10*

Unit 5 Description: Children get to know their neighborhood. The concepts covered in this unit are places, workers, opposites, and safety.

Unit 5 Assessments:

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
Reading to			
Comprehension	2.5 Ask and answer questions about essential elements of texts.	• **SWBAT answer questions in complete sentences.**	Think-pair-share with sentence starters ie. My favorite part was..., I liked it when..., The book made me feel..., This reminds me of...
Reading with			
Reading: concepts of print	1.5 Distinguish letters from words.	• **SWBAT count letters in a word**	Shared Reading Big Books: <u>Buzz, The Big Bear, The Gingerbread Man</u>
Comprehension	2.3 Connect to life experiences the information and events in text.	• SWBAT connect books to their lives (self to text, and text to self)	Think-pair-share with sentence starters ie. My favorite part was..., I liked it when..., The book made me feel..., This book reminds me of...
Phonemic Awareness/Phonics			
Reading: Phonemic Awareness	1.10 Identify and produce rhyming words in response to an oral prompt 1.9 Blend vowel-consonant sounds orally to make words or syllables	• SWBAT find rhyming words in books • **SWBAT blend syllables in words** • **SWBAT blend sounds to make words**	Dr. Seuss or other rhyming books Phonemic Awareness activities: using names to make initial sound changes and clapping syllables
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight words)	• SWBAT read and use high frequency words from the word wall.	HF: can, you, on, in Thematic words (thinking map)
Writing for			

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing. • **SWBAT sound out and count letters in a word.**	Afternoon message-focus on "writing with" skills (modeled writing)
Writing with			
Reading: Phonemic Awareness	1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	• **SWBAT sound out and count letters in a word.**	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) I want to be a… I like to go to…
Writing by			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• **SWBAT write a journal entry using a sentence starter/picture.**	Sentence starters, in response to literature (read-aloud)

Unit 6
Timeframe: February
Theme/Big Idea: Hello Sunshine unit 5

Unit 6 Description: Children get acquainted with weather. The concepts covered in this unit are kinds of weather, seasons, clothing, and actions that can be done.

Unit 6 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand…	Resources and/or Activities

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

	Reading to		
Reading: concepts of print	1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	• **SWBAT generate words that start with the same letter (alphabet books)**	Alphabet books-circle maps for the letters The Alphabet Song" "Being the Alphabet" pg. 73 month-by-month Building Blocks
Decoding and word Recognition	1.14 Match all consonant and short vowel sounds to appropriate letters.		
	Reading with		
Literary Response and Analysis	3.3 Identify characters, setting, and important events.	• **SWBAT identify the characters in a story (R)**	Shared Reading Big books: In the Yard, Changes, what can you do? And other weather/season related books
Reading: concepts of print	1.4 Recognize that sentences in print are made up of separate words.	• **SWBAT count words in a sentence.**	
	Phonemic Awareness/Phonics		
Reading: Phonemic Awareness	1.9 Blend vowel-consonant sounds orally to make words or syllables.	• **SWBAT make pattern words (making words)**	Making Words book for Kindergarten-1/2 times a week
Reading: Phonemic Awareness	1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	• **SWBAT identify the beginning sounds in tongue twisters**	Tongue Twister of the Day pg. 87 month-by-month building blocks
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight owrds0	• SWBAT read and use high frequency words from the word wall.	HF: this, are, he, she Thematic words (thinking map)

Created by M. Montoya and E. Sandoval 7/28/08

Camino Nuevo Charter Academy　　**Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

Writing for			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT observe modeled writing and know the purpose of writing. • **SWBAT capitalize sentences and proper nouns.**	Afternoon message-focus on "writing with" skills (modeled writing)
Writing with			
Writing		• SWBAT capitalize sentences and proper nouns.[i]	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) My favorite season is.. I can...(action words) I wear...
Writing by			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT write a journal entry using a sentence starter/picture.	Sentence starters, in response to literature (read-aloud)

Unit 7
Timeframe: March
Theme/Big Idea: Here We Go! Unit 3

Unit 7 Description: Children discuss the different types of vehicles used in the past and present. This will enable students to appreciate the diversity of experiences that people have with vehicles.

Unit 7 Assessments:

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
**Reading to**			
Comprehension/Literary Response and Analysis	2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text. 3.3 Identify characters, setting, and important events.	• **SWBAT sequence a story.** • **SWBAT ask questions about a book.** • **SWBAT identify the setting of a story. (R)**	Read-alouds-use pictures to sequence a story using pocket chart, class or individual flow map Model how to ask questions, generate list of possible questions to ask
**Reading with**			
Comprehension	3.3 Identify characters, setting, and important events.	• **SWBAT identify the setting of a story. (R)**	Shared Reading Big Books: The Bus for Us, In the City, The Ride
Writing		• *SWBAT identify punctuation in a sentence.* [ii]	Highlight punctuation in big books
**Phonemic Awareness/Phonics**			
Decoding and word Recognition	1.16 Understand that as letters of words change, so do the sounds.	• SWBAT make pattern words (making words) clapping? (R)	Making Words book for Kindergarten, 1-2 lessons per week
Reading: Phonemic Awareness	1.10 Identify and produce rhyming words in response to an oral prompt	• **SWBAT find similar rhyming words in a book**	"Rounding up the Rhymes" pg. 98 of month-by-month Connect to making words by following the pattern found in book
Reading: Phonemic Awareness	1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d,	• SWBAT identify the beginning sounds in tongue twisters (R)	Tongue Twister of the Day pg. 87 month-by-month building blocks

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
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	j/).		
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight owrds0	• SWBAT read and use high frequency words from the word wall.	HF: have, what, little, your Thematic words (thinking map)
Writing for/with			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• **SWBAT write known words ie. sight words** • **SWBAT use punctuation in a sentence.**	Afternoon message-focus on "writing with" skills (modeled writing)
Writing with			
Writing		• **SWBAT use punctuation in a sentence.**	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) I ride/see a… I have a… During vacation, I will…
Writing by			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write CVC words.	• **SWBAT write a journal entry using sight words.**	Model a journal entry using sight words

Unit 8
Timeframe: April
Theme/Big Idea: To Market Unit 9

Camino Nuevo Charter Academy   **Grade Level/Subject: Kindergarten**
Standards-Based Pacing Plan

Unit 8 Description: Children get to know how different products get to the grocery store. The concepts covered in this unit are fruits/vegetables, plants, farm to table, and buy/selling products.

Unit 8 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
Reading to			
Comprehension	2.3 Connect to life experiences the information and events in texts.	• **SWBAT make text to world connections**	Read-aloud using sentence starters ie This reminds me of... Vegetables/Fruit and plant books
Reading with			
Comprehension	2.3 Connect to life experiences the information and events in texts.	• **SWBAT make text to world connections**	Shared Reading Big Books: Market Day, Seeds, and other plant related books
Reading: Concepts about Print	1.4 Recognize that sentences in print are made up of separate words.	• **SWBAT count sentences in a book**	
Phonemic Awareness/Phonics			
Reading: Decoding and Word Recognition	1.16 Understand that as letters of words change, so do the sounds. Read simple and one-syllable words.	• SWBAT make pattern words (making words) (R)	Making Words book for Kindergarten, 1-2 lessons per week
Reading: Phonemic Awareness	1.10 Identify and produce rhyming words in response to an oral prompt	• SWBAT find similar rhyming words in a book	**"Rounding up the Rhymes" pg. 98 of month-by-month** Connect to making words by following the pattern found in book

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Reading: Phonemic Awareness	1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	• SWBAT identify the beginning sounds in tongue twisters (R) • **SWBAT clap syllables in words**	Tongue Twister of the Day pg. 87 month-by-month building blocks Phonemic awareness using theme-related words
Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight words)	• SWBAT read and use high frequency words from the word wall.	HF: where, big, not, yes Thematic words (thinking map)
Writing with			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• **SWBAT ask and answer questions (skills learned previously in "writing with")**	Star of the Day-interview students and write complete sentences.
Writing		• **SWBAT identify the use of spaces in a sentence**	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) A plant … My favorite fruit/vegetable is…
Writing by			
Writing	1.3 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT write a journal entry using sight words.	Model a journal entry using sight words
Written and Oral Language Conventions	1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.		

Camino Nuevo Charter Academy	Grade Level/Subject: Kindergarten
Standards-Based Pacing Plan	

Unit 9
Timeframe: May/June
Theme/Big Idea: Oink! Quack/Moo unit 8 and Wild Woolly Unit 6

Unit 9 Description: Children explore the different kinds of animals and their habitats.

Unit 9 Assessments:

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
Reading to			
Comprehension	2.3 Connect to life experiences the information and events in texts.	• SWBAT make text to world connections	Read-aloud using sentence starters ie This reminds me of... Farm and Wild Animals books
Reading with			
Comprehension	2.3 Connect to life experiences the information and events in texts.	• SWBAT make text to world connections	Shared Reading Big Books: Silly Little Goose, Changes, Baby Animals
Phonemic Awareness/Phonics			
Reading: Decoding and Word Recognition	1.16 Understand that as letters of words change, so do the sounds. Read simple and one-syllable words.	• SWBAT make pattern words (making words) (R)	Making Words book for Kindergarten, 1-2 lessons per week
Reading: Phonemic Awareness	1.10 Identify and produce rhyming words in response to an oral prompt	• SWBAT find similar rhyming words in a book	**"Rounding up the Rhymes" pg. 98 of month-by-month** Connect to making words by following the pattern found in book

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Reading: Decoding and Word Recognition	1.15 Read Simple one-syllable words and high-frequency words (sight words)	• SWBAT read and use high frequency words from the word wall.	HF: will, there, do Thematic words (thinking map)
Writing with			
Writing	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT ask and answer questions (skills learned previously in "writing with"	Star of the Day-focus on "writing with" skills (modeled writing)
Writing		• SWBAT identify the use of spaces in a sentence	Predictable Charts-2 week process Connect shared reading to predictable chart when possible (repetitive phrase from big book used in predictable chart) A …lives in a … A…has…(animal, characteristics ie appendages, covering,etc) A ….(movement) example A pig runs.
Writing by			
Writing	1.4 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	• SWBAT write a journal entry using sight words.	Model a journal entry using sight words

To do:
1. Add HF words
2. Make sure all standards are covered
3. Figure use of Avenues-add in songs/vocab builder to shared reading
4. Skeletal breakdown of shared reading and predictable chart component
5. Check standard numbers (they change)

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Standards-Based Pacing Plan

6. Letters/sounds-second semester-focus on the letters that don't transfer
7. Assessments

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[i] Important concept but not a California kinder standard
[ii] Important concept but not a California kinder standard

| **Camino Nuevo Charter Academy** | **Kindergarten** |
| **Lecto-Escritura en Español** | |

80% Español 20% Inglés

Clave:
(R) se refiere a estándares que se repiten.
Palabras de uso frecuente cambiaran según las necesidades de los estudiantes.

Primera Unidad: _____ **Tiempo: agosto**

Tema/ Gran Idea: **Bienvenidos a Kindergarten**

Exámenes:
1. Kindergarten Readiness Checklist

Estándares de Lecto-Escritura	**Objetivos**	**Recursos o Actividades**
Conocimiento fonológico:		**Leyendo a...**
1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. 1.12 Siguen cada una de las palabras en una oración y de cada sílaba en una palabra. Conceptos acerca de lo impreso: 1.1 Identifican la portada, contraportada y el título del libro. 1.2 Siguen las palabras de izquierda a derecha. Comprensión: 2.1 Localizan el título, el índice, autor e ilustrador. Escritura: 1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba	Los estudiantes podrán escuchar un cuento mientras siguen las rutinas de la lectura en voz alta. Los estudiantes podrán contestar preguntas sencillas siguiendo una guía. Los estudiantes reconocerán que un libro es compuesto de partes diferentes. Los estudiantes escucharan libros con palabras que riman.	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 8-9 Lectura en voz alta: Chica Chica Bum, Bum Un beso en mi mano El pez arco iris El día de Ricardo **libros de ficción y no-ficción sobre la escuela, libros alfabéticos, y libros con palabras que riman. Responder a la literatura: Oración guía: Mi parte favorita es___.
		Leyendo con

Camino Nuevo Charter Academy **Kindergarten**
Lecto-Escritura en Español

hacia abajo. Normativas del español oral y escrito 1.2 En la estructura de la oración, reconocen y emplean oraciones completas y coherentes al hablar. (R) Audición y el habla 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R)	Los estudiantes podrán escuchar un cuento mientras siguen las rutinas de la lectura en voz alta. Los estudiantes podrán seguir y repetir lectura sencilla. Los estudiantes reconocerán que un libro es compuesto de partes diferentes. Los estudiantes reconocerán que cuando leemos, lo hacemos desplazando de izquierda a derecha y de arriba hacia abajo.	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 42-61 Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 10-13 Lectura compartida Así vamos a la escuela Voy a la escuela Libros alfabéticos *lectura compartida de los carteles de las estrellas del día "The Names Book" página 84 Poemas A,a,a mi abuelita me dará Cancionero
	Conocimiento fonológico/fonética	
	Los estudiantes comenzarán a contar el número de palabras en oraciones sencillas. Los estudiantes comienzan a identificar palabras que riman. Los estudiantes reconocen que diferentes objetos y partes del cuerpo producen diferentes sonidos.	Mensaje Mañanero: - deletrear al escribir - estirar e identificar los sonidos de las palabras Conocimiento Fonológico: 5-10 minutos diariamente Ideas and Activities for Developing Phonological Awareness Skills http://141.104.22.210/VDOE/iNSTRUCTION/rEADING/FINDINGS.pdf Durante la lectura en voz alta, la maestra identifica palabras que riman Cartel de los sonidos iniciales - repaso del canto diario durante calendario Letra de la semana: O - Escribir la letra y hacer su sonido Mapa de circulo de la letra O: palabras que comienzan con la

Camino Nuevo Charter Academy   Kindergarten
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	O.
	Escribiendo Para...
Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra. Los estudiantes reconocen que lo que se dice se escribe. Los estudiantes reconocen que pueden obtener información por medio de la escritura. Los estudiantes entienden que se escribe de izquierda a derecha y de arriba hacia abajo.	Mensaje Mañanero Hoy es____. El tiempo está___. The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 71-76
	Escribiendo con...
Siguiendo una guía los estudiantes forman y dicen una oración completa. Los estudiantes podrán contar el número de palabras en una oración.	Oraciones Predecibles Me llamo... Mi letra favorita es... Estrella del día Etiquetas para el salón-mapa de círculo de los lugares en el salón, los estudiantes copean las palabras e ilustran el lugar. The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 81-100

Segunda Unidad: **Tiempo: Septiembre**

Tema/ Gran Idea: ¡Mira como somos!

| **Camino Nuevo Charter Academy** | **Kindergarten** |
| Lecto-Escritura en Español | |

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
<u>Conocimiento fonológico:</u>		**Leyendo a...**
1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. 1.12 Siguen cada una de las palabras en una oración y de cada sílaba en una palabra. 1.13 Cuentan el número de los sonidos en las sílabas y **el número de las sílabas en una palabra.** <u>Conceptos acerca de lo impreso:</u> 1.1 Identifican la portada, contraportada y el título del libro. 1.2 Siguen las palabras de izquierda a derecha. 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. <u>Decodificación:</u> 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. <u>Comprensión:</u>	Los estudiantes escucharan libros con palabras que riman. Los estudiantes escucharan libros sobre las culturas latinas y entenderán que el idioma español se habla por toda latina América y los estados unidos. Los estudiantes podrán escuchar un cuento mientras siguen las rutinas de la lectura en voz alta. Los estudiantes podrán contestar preguntas sencillas siguiendo una guía. Los estudiantes podrán localiza el título del libro y saben la importancia del título. Los estudiantes reconocerán los personajes principales de un cuento. Los estudiantes harán predicciones antes de leer un libro.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 29-40 <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u> por D. Hall y P. Cunningham, páginas 8-9 <u>Lectura en voz alta:</u> Ya soy grande Tengo seis anos De pies a cabeza Libros con palabras que riman-Dr. Seuss *libros sobre el comportamiento, las reglas de la escuela, el aspecto físico de los estudiantes, semejanzas y diferencias entre los estudiantes, las culturas diferentes de los estudiantes (Mes de herencia latina) Responder a la literatura: Oración guía: Me gustó cuando___.
2.1 Localizan el **título**, el índice, autor e ilustrador.		**Leyendo con...**
2.2 Usan las ilustraciones y el contexto para hacer sus predicciones sobre el	Los estudiantes podrán escuchar un cuento mientras siguen las rutinas de la lectura en voz alta.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 42-61

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contenido del cuento. 2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto. Respuesta y análisis literario 3.3 Identifican **personajes,** ambientes y acontecimientos importantes. Escritura: 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. 1.4 Escriben las letras mayúsculas y minúsculas de alfabeto por sí mismos, tomando en cuenta tanto la forma como el espacio. Normativas del español oral y escrito 1.1 Se estudia que el idioma español es una de las lenguas más importantes del mundo y al igual que todos los idiomas es para comprendernos y llevarnos mejor los unos con los otros.	Los estudiantes podrán localizar y leer el título y saber la importancia de un título. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes podrán seguir y repetir lectura sencilla. Los estudiantes podrán contestar preguntas sencillas siguiendo una guía. Los estudiantes reconocerán que cuando leemos, lo hacemos desplazando de izquierda a derecha y de arriba hacia abajo. Los estudiantes podrán identificar y leer palabras de uso frecuente en los libros. Los estudiantes reconocerán los personajes principales de un cuento. Los estudiantes recitaran poemas y cantaran canciones sencillas.	Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 10-13 Libros grandes: Mira mis manos ¿Cómo te sientes? ¿Como dicen? ¡Vamos a jugar! ¿Qué hay en la tina? *lectura compartida de los carteles de las estrellas del día "The Names Book" página 84 Responder a la literatura: Oración guía: Me gustó cuando___. Piensa-pareja-comparte Poemas: Cancionero Los días de la semana Hojitas de otoño mamá papá Cuadrado
1.2 En la estructura de la oración, reconocen y emplean oraciones completas y coherentes al hablar. (R) La Audición y el Habla 1.1 Entienden y siguen instrucciones	**Conocimiento fonológico/fonética**	
	Los estudiantes contarán el número de sílabas en una palabra. (1 2 sílabas) Los estudiantes podrán identificar la letra correspondiente del sonido que escuchan. Los estudiantes reconocerán que su	Haciendo palabras-nombres Oruga de palabras de uso frecuente – repaso de palabras diario - Palabras de uso frecuente: yo, mamá, papá, a, de - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas

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orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)	propio nombre está compuesto de sonidos distintos y cada sonido tiene una letra correspondiente. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente. Los estudiantes podrán identificar la letra correspondiente del sonido que escuchan.	Mapa de árbol (sonidos iniciales) a, i, e, u Cartel de los sonidos iniciales - repaso del canto diariamente durante calendario Mensaje Mañanero - deletrear al escribir - estirar e identificar los sonidos de las palabras Conocimiento Fonológico: 5-10 minutos diariamente Ideas and Activities for Developing Phonological Awareness Skills http://141.104.22.210/VDOE/iNSTRUCTION/rEADING/FINDINGS.pdf Juegos con los nombres-(jmeacham.com) - rompecabezas de nombres - identificar los nombres con las caras de los compañeros - contar las letras de los nombres/ gráfica - reconocer los nombres de los compañeros - cuentan las silabas de los nombres/ gráfica Durante la lectura en voz alta, la maestra identifica palabras que riman - Los estudiantes producen una palabra que rima al recibir un estimulo oral. Letra de la semana: - Escribir la letra y hacer su sonido - Mapa de círculo de la letra O: palabras que comienzan con la O.
	Escribiendo Para...	
	Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra.	Mensaje Mañanero Hoy es____. El tiempo está___. Hoy vamos a ___.

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	Los estudiantes reconocen que lo que se dice se escribe.	
	Los estudiantes reconocen que pueden obtener información por medio de la escritura.	
	Los estudiantes entienden que se escribe de izquierda a derecha y de arriba hacia abajo.	

| | **Escribiendo con...** | |
| | Siguiendo una guía los estudiantes forman y dicen una oración completa.

Los estudiantes podrán contar el número de palabras en una oración.

Los estudiantes podrán leer su oración predecible de izquierda a derecha apuntando a las palabras.

Los estudiantes podrán ilustrar su oración predecible. | Oraciones Predecibles
1. Yo puedo...
2. Mi pelo es...
3. Mis ojos son...
4. Mira mis...
5. Me siento...

Estrella del día

Etiquetas para el salón-mapa círculo de los lugares en el salón, los estudiantes copean las palabras e ilustran el lugar. |

Tercera Unidad: _____   **Tiempo: Octubre**

Tema/ Gran Idea: Explorando Nuestro Mundo-los cinco sentidos

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades

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Conocimiento Fonológico:	Leyendo a...	
1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. 1.11 Distinguen oralmente palabras monosílabas y **separan los sonidos al inicio** y al final de las palabras. 1.12 Siguen cada una de las palabras en una oración y de cada sílaba en una palabra. 1.13 Cuentan el número de los sonidos en las sílabas y **el número de las sílabas en una palabra.** Conceptos acerca de lo impreso: 1.3 Entienden que los materiales impresos proporcionan información. 1.4 Reconocen que las oraciones impresas están formadas de palabras separadas. 1.5 Distinguen las palabras de las letras. 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. Decodificación: 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético.	Los estudiantes comenzaran a describir un personaje y sus acciones en un cuento. Los estudiantes escucharan libros sobre las culturas latinas y entenderán que el idioma español se habla por toda latina América y los estados unidos. Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes identifican el ambiente de un cuento. Los estudiantes pueden compartir información aprendida por medio de un libro. Los estudiantes entienden el trabajo de un autor y localizan su nombre en la portada de un libro. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 29-40 <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u> por D. Hall y P. Cunningham, página 28 <u>Lectura en voz alta:</u> Quiero una lonchera Libros con palabras que riman-Dr. Seuss *libros sobre el los cinco sentidos (no-ficción)las culturas diferentes de los estudiantes (Mes de herencia latina) Responder a la literatura: Oración guía: Pienso que___. (predicciones) Yo aprendí que_____.
Desarrollo de vocabulario y conceptos 1.18 Describen objetos y eventos comunes empleando tanto un lenguaje específico como uno general.	Leyendo con	
	Los estudiantes podrán identificar la portada y la contraportada de un libro. Los estudiantes pueden contar y localizar las palabras en una oración de un cuento.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 42-61 <u>Shared Reading with Big Books,</u> D. Hall y J. Furhmann, pg. 6-10 <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u>

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Comprensión: 2.1 Localizan el título, el índice, autor e ilustrador. 2.2 Usan las ilustraciones y el contexto para hacer sus predicciones sobre el contenido del cuento. 2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto. Respuesta y análisis literario 3.3 Identifican personajes, **ambientes** y acontecimientos importantes. Escritura: 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo.(R)	Los estudiantes localizan letras y palabras específicas dentro de un cuento. Los estudiantes entienden el trabajo de un autor y localizan su nombre en la portada de un libro. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes identifican el ambiente de un cuento. Los estudiantes podrán dar la palabra que rima en un libro.	por D. Hall y P. Cunningham, páginas 29 Libros grandes: Salí de paseo ¿Cuál es mi color favorito? En el mar azul ¿A qué te dedicas Norbert Wu? Responder a la literatura: Oración guía: Creo que_____. (predicciones) El ambiente de este cuento es_____. Piensa-pareja-comparte Poemas: Cancionero Triangulo Rectángulo círculo Cinco Calabacitas

Conocimiento fonológico/fonética

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1.4 Escriben las letras mayúsculas y minúsculas del alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. (R) <u>Normativas del español oral y escrito</u> 1.1 Se estudia que el idioma español es una de las lenguas más importantes del mundo y al igual que todos los idiomas es para comprendernos y llevarnos mejor los unos con los otros. <u>La Audición y el Habla</u> 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.1 Describen personas, lugares, cosas, sitios y acciones (su forma, color, tamaño). 2.2 Recitan poemas breves, rimas y canciones. (R) 2.3 Narran una experiencia o un cuento creativo en secuencia lógica.	Los estudiantes parean oralmente las letras del abecedario con su sonido correspondiente. Los estudiantes identificarán palabras que riman al recibir un estímulo oral. Los estudiantes identifican el sonido inicial de su nombre y los nombres de sus compañeros. Los estudiantes identifican los sonidos iniciales de palabras comunes. Los estudiantes contarán el número de sílabas en una palabra. (1, 2 o 3 sílabas) Los estudiantes parean las letras del abecedario con su sonido correspondiente. Los estudiantes producen palabras que comienzan con un sonido inicial específico. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente.	Haciendo palabras-nombres Oruga de palabras de uso frecuente – repaso de palabras diariamente - Palabras de uso frecuente: yo, mamá, papá, a, de - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas - **en centros:** - rompecabezas de palabras de uso frecuente y nombres - trazar las palabras con texturas diferentes - crear las palabras artísticamente (con cereal, hilo, pintura...) - sorteo de sonidos iniciales Mapa de árbol (sonidos iniciales): _____ Cartel de los sonidos iniciales - repaso del canto diariamente durante calendario Mensaje Mañanero - deletrear al escribir palabras claves - estirar e identificar los sonidos de las palabras Conocimiento Fonológico: 5-10 minutos diariamente Ideas and Activities for Developing Phonological Awareness Skills http://141.104.22.210/VDOE/iNSTRUCTION/rEADING/FINDINGS.pdf Juegos con los nombres-(jmeacham.com) - **en centros** - rompecabezas de nombres - nombres bajo su letra inicial en el abecedario - identificar los nombres con las caras de los compañeros - contar las letras de los nombres/ gráfica - reconocer los nombres de los compañeros - cuentan las silabas de los nombres/ gráfica Durante la lectura en voz alta, la maestra identifica palabras que riman

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		- Los estudiantes producen una palabra que rima al recibir un estimulo oral. (**centros**) Letra de la semana: - Escribir la letra y hacer su sonido - Mapa de círculo de la letra ___: palabras que comienzan con la ____. - Sorteo de la letra ____.
	Escribiendo Para...	
	Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra. Los estudiantes podrán contar las letras en una palabra. Los estudiantes podrán localizar palabras de uso frecuente.	Mensaje Mañanero Querida clase, Hoy es _____, __ de octubre del 2009. ¿Sobre qué vamos a leer hoy? Escribiendo sobre un objeto utilizando los cinco sentidos.

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	Los estudiantes reconocen que lo que se dice se escribe. Los estudiantes reconocen que pueden obtener información por medio de la escritura.	
	Escribiendo con...	

	Los estudiantes podrán deletrear con la maestra palabras de uso frecuente.
	
	Siguiendo una guía los estudiantes forman y dicen una oración completa.
	
	Los estudiantes podrán contar el número de palabras en una oración.
	
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.
	
	Los estudiantes entienden que se escribe de izquierda a derecha y de arriba hacia abajo.
	
	Los estudiantes podrán leer su oración predecible de izquierda a derecha apuntando a las palabras.
	
	Los estudiantes podrán identificar los espacios entre las palabras, recortarlas y poner las palabras en orden.
		Mapa de árbol- los cinco sentidos
		
		Oraciones Predecibles
		   1. Me gusta el color...
		   2. Yo vi...
		   3. Yo quiero...
		   4. La calabaza ...
		
		Escribiendo los nombres de los colores y sorteando objetos que van con cada color. (mapa de circulo para cada color)

Cuarta Unidad: **Tiempo: noviembre**

Tema/ Gran Idea: Familias y Celebraciones (st. K.6.3)

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Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
Conocimiento Fonológico:		**Leyendo a...**
1.9 **Mezclan oralmente sonidos que contienen el patrón fonético CV, CVC para estructurar sílabas** y palabras. 1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. Conceptos acerca de lo impreso: 1.3 Entienden que los materiales impresos proporcionan información. 1.4 Reconocen que las oraciones impresas están formadas de palabras separadas. 1.5 Distinguen las palabras de las letras. 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. Decodificación: 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente.	Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes pueden compartir información aprendida por medio de un libro. Los estudiantes entienden el trabajo de un ilustrador y localizan su nombre en la portada de un libro. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes harán conexiones a sus vidas personales cuando escuchan un cuento. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, página 37-38 Lectura en voz alta: Jonathan y su mamá *libros sobre las familias y las celebraciones Responder a la literatura: Oración guía: Pienso que____. (predicciones) Yo aprendí que_____. Tengo una conexión. Mi conexión es____.
1.16 Principio Alfabético. Desarrollo de vocabulario y conceptos		**Leyendo con**
	Los estudiantes podrán identificar la portada y la contraportada de un libro. Los estudiantes pueden contar y localizar	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 42-61

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1.17Identifican y categorizan las palabras más comunes en campos semánticos.	las letras en una palabra y las palabras en una oración de un cuento.	Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 39-40
Comprensión: 2.1 Localizan el título, el índice, autor e ilustrador.	Los estudiantes localizan letras y palabras específicas dentro de un cuento.	Libros grandes:
2.3 Relacionan la información y los acontecimientos del texto con sus experiencias personales.	Los estudiantes entienden el trabajo de un ilustrador y localizan su nombre en la portada de un libro.	Tortillas y Cancioncitas Las Familias Zapatos para el invierno Yo amo a mi familia La Casa Adormecida
2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto.	Los estudiantes harán predicciones antes de leer un libro.	Recurso para la Casa Adormecida: Shared Reading with Big Books, página119
Respuesta y análisis literario 3.3 Identifican personajes, ambientes y **acontecimientos importantes.**	Los estudiantes harán conexiones a sus vidas personales cuando escuchan un cuento.	Responder a la literatura: Oración guía: Creo que_____. (predicciones)
Escritura: 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos.	Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Tengo una conexión. Mi conexión es____. Piensa-pareja-comparte
1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV	Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento.	Poemas: Cancionero Mi familia En la alacena 10 pavitos
La Audición y el Habla 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R)	Los estudiantes podrán dar la palabra que rima en un libro.	
1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R)	**Conocimiento fonológico/fonética**	
	Los estudiantes parean oralmente las letras del abecedario con su sonido correspondiente.	Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes empiezan a contar el número de palabras en su oración.
2.0 Los estudiantes hacen breves narraciones y presentaciones orales acerca de sus experiencias comunes	Los estudiantes identificarán palabras que riman al recibir un estímulo oral.	Haciendo palabras-palabras temáticas

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e intereses. 2.1 Describen personas, lugares, cosas, sitios y acciones (su forma, color, tamaño). 2.2 Recitan poemas breves, rimas y canciones. (R) 2.3 Narran una experiencia o un cuento creativo en secuencia lógica.	Los estudiantes identifican los sonidos iniciales de palabras comunes. Los estudiantes contarán el número de sílabas en una palabra. (1, 2, 3 o 4 sílabas) Los estudiantes mezclan dos sonidos en una sílaba. Los estudiantes producen palabras que comienzan con un sonido inicial específico. Los estudiantes cuentan con la maestra el número de palabras en una oración. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente.	Oruga de palabras de uso frecuente – repaso de palabras diariamente - Palabras de uso frecuente: _____ - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas - **en centros:** - rompecabezas de palabras de uso frecuente y nombres - trazar las palabras con texturas diferentes - crear las palabras artísticamente (con cereal, hilo, pintura...) - sorteo de sonidos iniciales - mapa de árbol de los sonidos iniciales Mapa de árbol (sonidos iniciales): _____ Cartel de los sonidos iniciales - repaso del canto diariamente durante calendario Mensaje Mañanero - deletrear al escribir palabras claves - estirar e identificar los sonidos de las palabras Conocimiento Fonológico: 5-10 minutos diariamente Ideas and Activities for Developing Phonological Awareness Skills http://141.104.22.210/VDOE/iNSTRUCTION/rEADING/FINDINGS.pdf Juegos con los nombres-(jmeacham.com) - **en centros** - rompecabezas de nombres - nombres bajo su letra inicial en el abecedario - identificar los nombres con las caras de los compañeros - contar las letras de los nombres - reconocer los nombres de los compañeros - cuentan las silabas de los nombres Durante la lectura en voz alta, la maestra identifica palabras que riman

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		- Los estudiantes producen una palabra que rima al recibir un estimulo oral. Letra de la semana: - Escribir la letra y hacer su sonido - Mapa de círculo de la letra ___: palabras que comienzan con la ____. - Sorteo de la letra ____.
	Escribiendo Para...	
	Los estudiantes podrán distinguir entre una letra y una palabra. Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra. Los estudiantes podrán contar las letras en una palabra. Los estudiantes podrán localizar palabras de uso frecuente. Los estudiantes reconocen que lo que se dice se escribe. Los estudiantes reconocen que pueden obtener información por medio de la escritura.	Mensaje Mañanero Querida clase, Jueves es un día festivo. Es día de acción de gracias. ¡No tenemos escuela! Diario al fin del día Hoy_____. Después _____. Terminamos con _____.
	Escribiendo con...	
	Los estudiantes podrán letrear con la maestra palabras de uso frecuente. Siguiendo una guía los estudiantes	Oraciones predecibles: Estudiantes utilizaran pizarras 1. Mi familia es de… 2. Mi mamá es…

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	forman y dicen una oración completa. Los estudiantes podrán contar el número de palabras en una oración. Los estudiantes entienden que se escribe de izquierda a derecha y de arriba hacia abajo. Los estudiantes escribirán palabras de tipo CV, VC, CVCV. Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos. Los estudiantes podrán leer su oración predecible de izquierda a derecha apuntando a las palabras. Los estudiantes podrán identificar los espacios entre las palabras, recortarlas y poner las palabras en orden.	3. Mi papá es... 4. Doy gracias por.... Mapa de círculo-cosas que familias hacen juntas Proyecto- Mi familia???? Diario- Yo doy gracias _____. Mi familia y yo _____. Mapa de circulo- Yo doy gracias
	Escuchar y hablar	
	Los estudiantes harán presentaciones breves sobre sus familias. Los estudiantes escucharan presentaciones y harán preguntas sobre el contendido de las presentaciones.	Presentaciones sobre un miembro de la familia: ¿qué jugaba cuando era joven?, etc.

Quinta Unidad: _____   **Tiempo: diciembre**

Tema/ Gran Idea: Días Festivos

Exámenes:

1.

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Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
Conocimiento Fonológico:		**Leyendo a...**
1.9 Mezclan oralmente sonidos que contienen el patrón fonético CV, CVC para estructurar sílabas y **palabras.** 1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. Conceptos acerca de lo impreso: 1.4 Reconocen que las oraciones impresas están formadas de palabras separadas. 1.5 Distinguen las palabras de las letras. 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. Decodificación: 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. Desarrollo de vocabulario y conceptos 1.17Identifican y categorizan las palabras más comunes en campos semánticos. Comprensión: 2.2 Usan las ilustraciones y el contexto para hacer sus predicciones sobre el contenido del cuento.	Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes pueden compartir información aprendida por medio de un libro. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes harán conexiones a sus vidas personales cuando escuchan un cuento. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, página 48 Lectura en voz alta: El muñeco de jengibre-varias versiones *libros sobre los días festivos Responder a la literatura: Oración guía: Pienso que___. (predicciones) Yo aprendí que____. Tengo una conexión. Mi conexión es____.
		Leyendo con
	Los estudiantes podrán identificar la portada y la contraportada de un libro. Los estudiantes pueden contar y localizar las letras en una palabra y las palabras en una oración de un cuento. Los estudiantes localizan letras y palabras específicas dentro de un cuento. Los estudiantes entienden el trabajo de un ilustrador y localizan su nombre en la	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 42-61 Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 49-50 Libros grandes: Festín para Diez El muñeco de jengibre

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2.3 Relacionan la información y los acontecimientos del texto con sus experiencias personales. Respuesta y análisis literario 3.3 Identifican personajes, ambientes y acontecimientos importantes. Escritura: 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV 1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. 1.4Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. La Audición y el Habla 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)	portada de un libro. Los estudiantes harán predicciones antes de leer un libro. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes podrán dar la palabra que rima en un libro.	Responder a la literatura: Oración guía: Creo que_____. (predicciones) Tengo una conexión. Mi conexión es____. Piensa-pareja-comparte Poemas: Diciembre Árbol de Navidad Feliz Navidad

	Conocimiento fonológico/fonética	
	Los estudiantes identifican palabras que riman. Los estudiantes comparan los sonidos iniciales de dos letras distintas.* Los estudiantes cuentan el número de silabas en palabras comunes. Los estudiantes combinan silabas para formar palabras comunes. Los estudiantes cuentan el número de palabras en oraciones simples. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente.	Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes empiezan a contar el número de palabras en su oración. - Los estudiantes usan palabras de uso frecue3nte en su oración predecible Haciendo palabras-palabras temáticas Oruga de palabras de uso frecuente – repaso de palabras diariamente - Palabras de uso frecuente: _____ - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas **en centros:** - rompecabezas de palabras de uso frecuente - trazar las palabras con texturas diferentes

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		- crear las palabras artísticamente (con cereal, hilo, pintura...)
		- sorteo de sonidos iniciales
		- mapa de árbol de los sonidos iniciales
		- parear el abecedario con mayúsculas y minúsculas
		
		Mapa de árbol (sonidos iniciales): _____
		
		Cartel de los sonidos iniciales - repaso del canto diariamente durante calendario
		
		Mensaje Mañanero
		  - deletrear al escribir palabras claves
		  - estirar e identificar los sonidos de las palabras
		  - contar el numero de palabras en el mensaje
		
		Conocimiento Fonológico: 5-10 minutos diariamente
		Ideas and Activities for Developing Phonological Awareness Skills
		http://141.104.22.210/VDOE/iNSTRUCTION/rEADING/FINDINGS.pdf
		
		Juegos con las palabras de uso frecuente- **en centros**
		  - rompecabezas de palabras
		  - palabras bajo su letra inicial en el abecedario
		  - identificar los nombres con las caras de los compañeros
		
		-Los estudiantes crean un mapa de árbol de palabras que riman
		-Los estudiantes sortean palabras que riman según su rima.
		
		Letra de la semana:
		  - Escribir la letra y hacer su sonido
		  - Mapa de círculo de la letra ___: palabras que comienzan con la ____.
		Sorteo de la letra ____.

		Escribiendo Para...

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	Los estudiantes podrán distinguir entre una letra y una palabra. Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra. Los estudiantes podrán contar las letras en una palabra. Los estudiantes podrán localizar palabras de uso frecuente. Los estudiantes reconocen que lo que se dice se escribe. Los estudiantes reconocen que pueden obtener información por medio de la escritura.	Mensaje Mañanero Querida clase, Hoy es ____, ___ de diciembre. Tengo un libro nuevo para leer hoy. Se trata de Hanukkah. Ayer, leímos un nuevo libro. ¿De qué se trataba? ¿Que aprendieron? Diario al fin del día Hoy_____. Después _____. Terminamos con _____.

		Escribiendo con...

	Los estudiantes podrán deletrear palabras de uso frecuente.
	
	Siguiendo una guía los estudiantes forman y dicen una oración completa.
	
	Los estudiantes podrán contar el número de palabras en una oración.
	Los estudiantes entienden que se escribe de izquierda a derecha y de arriba hacia abajo.
	
	Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones
		Oraciones predecibles: Estudiantes utilizaran pizarras
		
		1. Tengo algo...
		   (name and word w/ same initial sound)
		2. Yo celebro...
		3. (Para los días festivos)
		   Yo quiero....
		
		Una carta a Santa Claus
		
		Mapa de árbol- Días festivos
		Hanukkah, Kwanzaa, Navidad

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	predecibles)	Carpeta de KWL- Sobre cada día festivo en el mes de diciembre.
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	
	Los estudiantes podrán leer su oración predecible de izquierda a derecha apuntando a las palabras.	
	Los estudiantes podrán identificar los espacios entre las palabras, recortarlas y poner las palabras en orden.	

Sexta Unidad:　　　　　　　　　　　　　　　　　　　　　　　　　　　**Tiempo: Enero**

Tema/ Gran Idea: Mi comunidad

Exámenes:
1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
Conocimiento Fonológico:	**Leyendo a...**	
1.7 Siguen la trayectoria, moviéndose en secuencia de un sonido a otro, e identifican la cantidad de sonidos, la similitud-diferencia, y el orden de dos o tres fonemas separados. 1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral. 1.13 Cuentan el número de los sonidos en las sílabas y el **número de las sílabas en las palabras.**	Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes pueden compartir información aprendida por medio de un libro. Los estudiantes harán predicciones durante la lectura de un libro. Los estudiantes harán conexiones a sus vidas	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, página 56 Lectura en voz alta: Mi papá y yo *libros sobre la comunidad

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Conceptos acerca de lo impreso: 1.4 Reconocen que las oraciones impresas están formadas de palabras separadas. 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. <u>Decodificación:</u> 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. 1.16.1 entienden que cuando cambian las letras en una palabra, también cambia el significado (masculino/femenino, singular/plural) <u>Comprensión:</u> 2.2 Usan las ilustraciones y el contexto para hacer sus predicciones sobre el contenido del cuento. 2.3 Relacionan la información y los acontecimientos del texto con sus experiencias personales. <u>Escritura:</u> 1.0 Escriben palabras y oraciones pequeñas legibles. 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV	personales cuando escuchan un cuento. Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Responder a la literatura: Oración guía: Pienso que___. (predicciones) Yo aprendí que_____. Tengo una conexión. Mi conexión es___.

Leyendo con	
Los estudiantes pueden contar y localizar las letras en una palabra y las palabras en una oración de un cuento. Los estudiantes localizan letras y palabras específicas dentro de un cuento. Los estudiantes harán predicciones durante la lectura de un libro. Los estudiantes podrán leer palabras monosílabas de uso frecuente. Los estudiantes entenderán que cuando cambian las letras en una palabra, cambia el significado (singular/plural). Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes podrán seguir la secuencia de los acontecimientos en un cuento. Los estudiantes podrán dar la palabra que rima en un libro.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 42-61 <u>Shared Reading with Big Books,</u> D. Hall y J. Furhmann, pg. 6-10 <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u> por D. Hall y P. Cunningham, páginas 56 <u>Libros grandes:</u> El Alfabeto de Alberto y Zoila Leemos Juntos Los amigos ayudan a los amigos Bolas de nieve Responder a la literatura: Oración guía: Pienso que___. (predicciones) Yo aprendí que_____. Piensa-pareja-comparte <u>Poemas:</u> Canción de enero Mi comunidad Martin Luther King, Jr.
Conocimiento fonológico/fonética	

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1.3Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. 1.4Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. <u>La Audición y el Habla</u> 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)	*Los estudiantes identifican una letra.* *Los estudiantes identifican una palabra.* *Los estudiantes identifican una oración.* Los estudiantes cuentan el número de silabas en palabras de 1, 2, 3 y 4 sílabas. Los estudiantes combinan sílabas para formar palabras. *Los estudiantes mezclaran un sonido inicial con una rima común.* Los estudiantes identifican palabras que riman. *Los estudiantes dividen palabras en sílabas.* Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente. Los estudiantes recitaran las silabas.	Canto Silabario Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes empiezan a contar el número de palabras en su oración. - Los estudiantes usan palabras de uso frecuente en su oración predecible Haciendo palabras-palabras temáticas Oruga de palabras de uso frecuente – repaso de palabras diariamente - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas, contar las letras -La <u>palabra llave</u>: Los estudiantes identifican la palabra de la semana y esta es su llave para salir al recreo. <u>Dime la palabra</u> (oralmente): Los estudiantes combinan las <u>sílabas</u> que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que da la maestra y ellos mismos la segmentan en <u>sílabas</u>. <u>Dime la palabra</u> (oralmente): Los estudiantes combinan los <u>sonidos</u> que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que da la maestra y ellos mismos la segmentan en <u>sonidos</u>. **en centros:** - rompecabezas de palabras de uso frecuente - trazar las palabras con texturas diferentes - crear las palabras artísticamente (con cereal, hilo, pintura...)

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		- sorteo de sonidos iniciales - mapa de árbol de los sonidos iniciales - parear el abecedario con mayúsculas y minúsculas -juegos de sílabas (creando palabras con sílabas, bingo de sílabas)
	**Escribiendo Para...**	
	Los estudiantes podrán distinguir entre una letra y una palabra. Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra. Los estudiantes podrán contar las letras en una palabra. Los estudiantes podrán localizar palabras de uso frecuente. Los estudiantes reconocen que pueden obtener información por medio de la escritura.	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz) Querida clase, Es el mes de enero. ¿Cómo está el clima? (Estudiantes dan ideas para escribir en el mensaje) Diario al fin del día Hoy_____. Después _____. Terminamos con
	**Escribiendo con...**	

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	Los estudiantes podrán deletrear palabras de uso frecuente.	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz)
	Los estudiantes escriben palabras en un mensaje (cuento, carta compartiendo el lápiz)	Oraciones predecibles: Estudiantes utilizaran pizarras
	Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones predecibles)	1. Este año, yo... 2. En las vacaciones... 3. Yo quiero ser....
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	4. En mi comunidad... 5. Un ____ los ayuda cuando _____.
	Los estudiantes podrán identificar los espacios entre las palabras, recortarlas y poner las palabras en orden.	Mapa de circulo- Ayudantes en nuestra comunidad
		Mapa de doble burbuja- Compara dos ayudantes de la comunidad
		Proyecto- Cuando yo sea grande

Séptima Unidad: **Tiempo: Febrero**

Tema/ Gran Idea: Transportación, Día Centésimo, los Presidentes

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
Conocimiento Fonológico:	**Leyendo a...**	
1.7 Siguen la trayectoria, moviéndose en secuencia de un sonido a otro, e identifican la cantidad de sonidos, la similitud-diferencia, y el orden de dos o tres fonemas	Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final).	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40
	Los estudiantes pueden compartir información	Month by Month Reading, Writing and Phonics

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separados.	aprendida por medio de un libro.	for Kindergarten, por D. Hall y P. Cunningham, página 72
1.10 **Identifican** y producen palabras que riman en respuesta a un estímulo oral.	Los estudiantes harán predicciones durante la lectura de un libro.	Lectura en voz alta: Ruedas chéveres
1.13 **Cuentan el número de los sonidos en las sílabas** y el número de las sílabas en las palabras.	Los estudiantes podrán identificar si un texto es de fantasía o de realidad y dar la razón para justificar su decisión.	*libros sobre la transportación, los presidentes, día centésimo
1.13.1 Distinguen la diferente acentuación y significado que tiene una misma palabra (papa, papá)		Responder a la literatura: Oración guía:
Conceptos acerca de lo impreso:	Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Al principio, medio, final...
1.4 Reconocen que las oraciones impresas están formadas de palabras separadas.		Pienso que___. (predicciones) Yo aprendí que_____.
1.6 Reconocen y nombran las letras mayúsculas y minúsculas.		Este libro es de fantasía (realidad) porque...

Decodificación:	**Leyendo con**	
1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes.	Los estudiantes pueden contar y localizar las letras en una palabra y las palabras en una oración de un cuento.	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 42-61
1.15 Leen palabras monosílabas de uso frecuente.		Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10
1.16 Principio Alfabético.	Los estudiantes localizan letras y palabras específicas dentro de un cuento.	Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 73
Comprensión:		
2.4 Pueden recontar anécdotas comunes.	Los estudiantes podrán leer palabras de uso frecuente.	
Respuesta y análisis literario		Libros grandes:
3.1 Distinguen entre un texto de fantasía y uno real.		Las ruedas del autobús
Escritura:	Los estudiantes entenderán que cuando cambian las letras en una palabra, cambia el significado (masculino/femenino).	Busca las ruedas Chu, chu, chu, pasa el tren
1.0 escriben palabras y oraciones pequeñas legibles.		
1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos.	Los estudiantes podrán contestar preguntas sobre los acontecimientos importantes de un cuento.	Responder a la literatura: Oración guía: Al principio, medio, final...
1.2 Escriben palabras de tipo-CVC		Pienso que___. (predicciones)
1.2.1 Escriben palabras de tipo CV, VC, CVCV	Los estudiantes podrán dar la palabra que rima en un libro.	Yo aprendí que_____.

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		Este libro es de fantasía (realidad) porque...
1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. 1.4 Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. La Audición y el Habla 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R)		Piensa-pareja-comparte Poemas: La transportación Bicicletas El Amor Los coches
1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)	**Conocimiento fonológico/fonética**	
	Los estudiantes identifican palabras que riman. Los estudiantes comienzan a contar el número de sonidos en palabras simples con la maestra. Los estudiantes identificaran la palabra que se forma cuando sonidos individuales son combinados. Los estudiantes identificaran la palabra que queda cuando un sonido es omitido. Los estudiantes podrán leer palabras sencillas de uso frecuente que tiene diferente acentuación-(mama, mamá) Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente.	Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes empiezan a contar el número de palabras en su oración. - Los estudiantes usan palabras de uso frecuente en su oración predecible Haciendo palabras-palabras temáticas Oruga de palabras de uso frecuente: – repaso de palabras diariamente - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas, contar las letras -La palabra llave: Los estudiantes identifican la palabra de la semana y esta es su llave para salir al recreo. Dime la palabra (oralmente): Los estudiantes combinan las sílabas que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que da la maestra y ellos mismos la segmentan en sílabas.

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<u>Dime la palabra</u> (oralmente): Los estudiantes combinan los <u>sonidos</u> que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que da la maestra y ellos mismos la segmentan en <u>sonidos</u>.

<u>Rimas:</u>
-Los estudiantes identifican tarjetas de dibujos que riman
-Familias de palabras con rimas comunes

en centros:
- rompecabezas de palabras de uso frecuente
- trazar las palabras con texturas diferentes
- sorteo de sonidos iniciales
- sorteo de <u>sílabas</u> iniciales
- mapa de árbol de las <u>sílabas</u> iniciales
- parear el abecedario con mayúsculas y minúsculas
-juegos de sílabas (creando palabras con sílabas, bingo de sílabas)

Escribiendo Para...

Los estudiantes podrán distinguir entre una letra y una palabra.	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz)
Los estudiantes cuentan el número de palabras en el mensaje mañanero con la maestra.	Querida clase, Hoy vamos _____. Escribiremos sobre ____. ¿ Que dibujaras? (Estudiantes dan ideas para escribir en el mensaje)
Los estudiantes podrán contar las letras en una palabra.	
Los estudiantes podrán localizar palabras de uso frecuente.	Diario al fin del día Hoy_____. Después _____. Terminamos con

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	Los estudiantes podrán dictar sus ideas para un mensaje (carta, cuento)	
	Escribiendo con...	
	Los estudiantes podrán deletrear palabras de uso frecuente.	Oraciones predecibles: Estudiantes utilizaran pizarras
	Los estudiantes podrán escribir palabras en un mensaje (cuento, carta: compartiendo el lápiz)	1. Yo amo a... 2. Tengo ___ pennies. 3. Yo traje cien _____ 4. Un carro tiene... (llantas) 5. Me gustaría viajar en...
	Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones predecibles)	
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	Mapa de árbol- Diferentes tipos de transportación (agua, tierra, cielo)
		Mapa de doble burbuja- Comparar los dos presidentes (Abraham y Washington)

Octava Unidad: **Tiempo: marzo**

Tema/ Gran Idea: Plantas

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
Conocimiento Fonológico:	**Leyendo a...**	
1.8 Siguen la trayectoria, moviéndose en secuencia de un sonido a otro, e identifican los cambios cuando se añade, sustituye, **cambia, omite** o repite un sonido en sílabas simples y palabras que contienen dos o tres	Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final). Los estudiantes podrán identificar si un texto es de fantasía o de realidad y dar la razón para justificar	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 29-40 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham,

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sonidos. 1.10 Identifican y **producen** palabras que riman en respuesta a un estímulo oral. <u>Conceptos acerca de lo impreso:</u> 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. <u>Decodificación:</u> 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. <u>Comprensión:</u> 2.4 Pueden recontar anécdotas comunes. 2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto. <u>Respuesta y análisis literario</u> 3.1 Distinguen entre un texto de fantasía y uno real. 3.2 Identifican las diferentes formas de materiales impresos más comunes. <u>Escritura:</u> <u>1.0 escriben palabras y oraciones pequeñas legibles.</u> 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV 1.3 Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de	su decisión. Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes identifican las diferentes formas de materiales impresos (poemas, cuentos, letreros, adivinanzas).	página 91 <u>Lectura en voz alta:</u> *libros sobre las plantas y la primavera (ficción y no-ficción) Responder a la literatura: Oración guía: Al principio, medio, final… Pienso que___. (predicciones) Yo aprendí que_____. Este libro es de fantasía (realidad) porque…

Leyendo con

Los estudiantes podrán leer palabras de uso frecuente. Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final). Los estudiantes podrán identificar si un texto es de fantasía o de realidad y dar la razón para justificar su decisión. Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes producen palabras que riman en respuesta a un estimulo oral.	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 42-61 <u>Shared Reading with Big Books,</u> D. Hall y J. Furhmann, pg. 6-10 <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u> por D. Hall y P. Cunningham, páginas 91 <u>Libros grandes:</u> Llegó la primavera ¿Qué estación es esta? Mi prima Vera Trabajos de primavera La margarita friolenta La visita de la primavera Responder a la literatura: Oración guía: Al principio, medio, final… Pienso que___. (predicciones)

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arriba hacia abajo. 1.4Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. <u>La Audición y el Habla</u> 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)		Yo aprendí que_____. Este libro es de fantasía (realidad) porque… Piensa-pareja-comparte <u>Poemas:</u> El día de San Patricio La semilla Que llueva El arco iris Canción al sol La lluvia
<u>Normativas del español oral y escrito</u> 1.4 Reconocen que existe un orden alfabético	**Conocimiento fonológico/fonética**	
	Los estudiantes identifican palabras que riman. Los estudiantes identifican la palabra cuando un sonido es omitido en una palabra. (sonido final) Los estudiantes identifican la palabra que se forma cuando el sonido inicial cambia. Los estudiantes combinan sonidos para formar palabras. Los estudiantes identifican la palabra formada cuando escuchan sonidos combinados. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente. Los estudiantes podrán cantar la canción del abecedario.	Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes empiezan a contar el número de palabras en su oración. - Los estudiantes usan palabras de uso frecuente en su oración predecible Haciendo palabras-palabras temáticas Oruga de <u>palabras de uso frecuente</u>: – repaso de palabras diariamente - Decir las palabras de formas distintas: deletrear, estirar en sonidos, sílabas, contar las letras -La <u>palabra llave</u>: Los estudiantes identifican la palabra de la semana y esta es su llave para salir al recreo. <u>Dime la palabra</u> (oralmente): Los estudiantes combinan las <u>sílabas</u> que da la maestra e identifican la palabra. *Los estudiantes

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		nombran la palabra que da la maestra y ellos mismos la segmentan en <u>sílabas</u>. Dime la palabra (oralmente): Los estudiantes combinan los <u>sonidos</u> que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que da la maestra y ellos mismos la segmentan en <u>sonidos</u>. *Los estudiantes nombran la nueva palabra cuando se omite o se cambia el último sonido. <u>Rimas:</u> -Los estudiantes identifican tarjetas de palabras y dibujos que riman o no riman. -Familias de palabras con rimas comunes **en centros:** - tarjetero: completa la oración con tarjetas de dibujos y tarjetas de palabras -clasificando palabras en grupos - sorteo de sonidos iniciales - sorteo de <u>sílabas</u> iniciales - mapa de árbol de las <u>sílabas</u> iniciales - parear el abecedario con mayúsculas y minúsculas (en grupos) -juegos de sílabas (creando palabras con sílabas, bingo de sílabas)
	Escribiendo Para...	
	Los estudiantes podrán contar las letras en una palabra. Los estudiantes podrán escribir palabras de uso frecuente en un mensaje (carta, cuento)	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz) Querida clase, Hoy es _____. Vamos a plantar una semilla.

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	Los estudiantes podrán escribir su propio mensaje y corregir sus errores.	¿Qué es una semilla? (Estudiantes dan ideas para escribir en el mensaje) Diario al fin del día Hoy_____. Después _____. Terminamos con
	Escribiendo con...	
	Los estudiantes podrán escribir palabras de uso frecuente en una carta, mensaje, o cuento. Los estudiantes podrán escribir oraciones pequeñas en un mensaje (cuento, carta: compartiendo el lápiz) Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones predecibles) Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	Oraciones predecibles: Estudiantes utilizaran pizarras 1. Las plantas... 2. En la primavera... 3. Mi vegetal favorito es... 4. Mi fruta favorita es ... 5. El viento soplo... Mapa Llave- las partes de una planta las partes de una semilla Mapa Serie- ¿Cómo plantar una semilla?

Décima Unidad: **Tiempo: abril**

Tema/ Gran Idea: _Animales/Partes del cuerpo (6 semanas)_

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
<u>Conocimiento Fonológico:</u>	**Leyendo a...**	
1.8 Siguen la trayectoria, moviéndose en secuencia de un sonido a otro, e identifican los cambios cuando se **añade, sustituye,**	Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final).	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D.

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cambia, omite o repite un sonido en sílabas simples y palabras que contienen dos o tres sonidos. 1.10 Identifican y **producen** palabras que riman en respuesta a un estímulo oral. 1.11 Distinguen palabras monosílabas y separan los sonidos al inicio y **al final de las palabras.** Conceptos acerca de lo impreso: 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. Decodificación: 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes. 1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. Comprensión: 2.4 Pueden recontar anécdotas comunes. 2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto. Respuesta y análisis literario 3.1 Distinguen entre un texto de fantasía y uno real. 3.2 Identifican las diferentes formas de materiales impresos más comunes. Escritura: 1.0 escriben palabras y oraciones pequeñas legibles. 1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos	Los estudiantes podrán identificar si un texto es de fantasía o de realidad y dar la razón para justificar su decisión. Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes identifican las diferentes formas de materiales impresos (periódicos, revistas, trabalenguas).	Hall y E. Williams, páginas 29-40 Lectura en voz alta: *libros sobre los animales y los hábitats (no-ficción) Responder a la literatura: Oración guía: Al principio, (medio, final)… Este libro es de fantasía (realidad) porque…
	Leyendo con	
	Los estudiantes podrán leer palabras en un cuento. Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final). Los estudiantes podrán identificar si un texto es de fantasía o de realidad y dar la razón para justificar su decisión. Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes producen palabras que riman en respuesta a un estimulo oral	Recursos: The Teacher's Guide to Building Blocks, por D. Hall y E. Williams, páginas 42-61 Shared Reading with Big Books, D. Hall y J. Furhmann, pg. 6-10 Month by Month Reading, Writing and Phonics for Kindergarten, por D. Hall y P. Cunningham, páginas 105 Libros grandes: Vacas en la cocina El cumpleaños de Ratón ¡Plaf! Los animalitos juegan Plumas para almorzar ¿Quién puede ser mi mamá? El bosque tropical ¿Quién vive aquí? Responder a la literatura: Oración guía: Al principio, (medio, final)… Este libro es de fantasía (realidad) porque…

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		Piensa-pareja-comparte
y acontecimientos. 1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV (1.3)Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. (1.4) Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio.		Poemas: Mi granja El zoológico El bosque El desierto El bosque tropical La sabana Mundo polar Mundo marino
La Audición y el Habla	**Conocimiento fonológico/fonética**	
1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.0 Los estudiantes hacen breves narraciones y presentaciones orales acerca de sus experiencias comunes e intereses. 2.2 Recitan poemas breves, rimas y canciones. (R) Normativas del español oral y escrito 1.4 Reconocen que existe un orden alfabético.	Los estudiantes identifican el sonido omitido en una palabra. (Sonido media) final? Identify? Los estudiantes identifican la palabra que se forma cuando el sonido inicial cambia. Los estudiantes identificaran la palabra cuando se añade un sonido. Los estudiantes clasificar palabras que riman. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente. Los estudiantes podrán cantar la canción del abecedario y podrán poner 5 letras/palabras en orden alfabético.	*Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes cuentan el número de palabras en su oración. - Los estudiantes usan palabras de uso frecuente en su oración. Haciendo palabras-palabras temáticas (independientemente) *Oruga de palabras de uso frecuente: – repaso de palabras diariamente - Decir las palabras de formas distintas: deletrear, estirar en sonidos, en sílabas, contar las letras, porras de palabras -La palabra llave: Los estudiantes identifican la palabra de la semana y ésta es su llave para salir al recreo. *Dime la palabra (oralmente): Los estudiantes combinan las sílabas que da la maestra e identifican la palabra. *Los estudiantes

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		nombran la palabra que dice la maestra y ellos mismos la segmentan en <u>sílabas</u>. *<u>Dime la palabra</u> (oralmente): Los estudiantes combinan los <u>sonidos</u> que dice la maestra e identifican la palabra. *Los estudiantes nombran la palabra que dice la maestra y ellos mismos la segmentan en <u>sonidos</u>. *Los estudiantes nombran la nueva palabra cuando se omite, se cambia, o se añade el último sonido. *<u>Rimas</u>: -Los estudiantes identifican tarjetas de palabras y dibujos que riman o no riman. -Familias de palabras con rimas comunes -mapa puente con rimas (___∧___ **RF**: rima con) -dile la rima a tu compañero ***En centros:** - tarjetero: completa la oración con tarjetas de dibujos y tarjetas de palabras -clasificando palabras en grupos - sorteo de sonidos iniciales - sorteo de <u>sílabas</u> iniciales - mapa de árbol de las <u>sílabas</u> iniciales -mapa de árbol del # de sílabas (1,2,3 y 4) - parear el abecedario con mayúsculas y minúsculas (en grupos) -juegos de sílabas (creando palabras con sílabas, bingo de sílabas, rueda la sílaba, pesca de silabas)
	Escribiendo Para...	

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	Los estudiantes podrán contar oraciones en un mensaje, una carta, o cuento.	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz)
	Los estudiantes podrán escribir palabras de uso frecuente en un mensaje (carta, cuento)	Durante este tiempo los estudiantes quieren hacer mayoría del trabajo. ¡Está bien! Deja que los estudiantes deletrean las palabras largas y difíciles con su ayuda. (Estudiantes dan ideas para escribir en el mensaje)
	Los estudiantes podrán escribir su propio mensaje y corregir sus errores.	
		Diario al fin del día Hoy_____. Después _____. Terminamos con
	Escribiendo con...	
	Los estudiantes podrán escribir palabras de uso frecuente en una carta, mensaje, o cuento.	Oraciones predecibles: Estudiantes utilizaran pizarras
	Los estudiantes podrán escriben oraciones pequeñas en un mensaje (cuento, carta: compartiendo el lápiz)	1. Un _____ tiene _____ para _____. 2. En el zoológico _____. 3. En la granja _____. 4. El/la puede _____.
	Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones predecibles)	Mapa Llave: partes de un animal
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	Mapa de doble burbuja: comparar dos animales diferentes
		Reporte de información sobre un animal
		Mapa de circulo: nombres de diferentes animales
		Mapa Puente: Un _____ es mama de _____ como ...
	Escuchar y hablar	

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	Los estudiantes harán presentaciones breves sobre los animales. Los estudiantes escucharan presentaciones y harán preguntas sobre el contendido de las presentaciones.	

Undécimo Unidad: **Tiempo: mayo/junio**

Tema/ Gran Idea: Americana/símbolos americanos y estatales (6 semanas)

Exámenes:

1.

Estándares de Lecto-Escritura	Objetivos	Recursos o Actividades
<u>Conocimiento Fonológico:</u>	**Leyendo a...**	
1.7 Siguen la trayectoria, moviéndose en secuencia de un sonido a otro, e identifican la cantidad de sonidos, la similitud-diferencia, y el orden de dos o tres fonemas separados. 1.10 Identifican y **producen** palabras que riman en respuesta a un estímulo oral. <u>Conceptos acerca de lo impreso:</u> 1.6 Reconocen y nombran las letras mayúsculas y minúsculas. <u>Decodificación:</u> 1.14 Parean el sonido de todas las consonantes y las vocales a sus letras correspondientes.	Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final). Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes identifican las diferentes formas de materiales impresos (periódicos, revistas, trabalenguas).	Recursos: <u>The Teacher's Guide to Building Blocks,</u> por D. Hall y E. Williams, páginas 29-40 <u>Lectura en voz alta:</u> La historia de la casa blanca *libros sobre los símbolos americanos Responder a la literatura: Oración guía: Al principio, (medio, final)…
1.15 Leen palabras monosílabas de uso frecuente. 1.16 Principio Alfabético. <u>Respuesta y análisis literario</u>	**Leyendo con**	
	Los estudiantes podrán leer oraciones sencillas en un cuento. Los estudiantes podrán recontar la secuencia de un cuento (principio, medio, final).	Recursos: <u>Month by Month Reading, Writing and Phonics for Kindergarten,</u> por D. Hall y P. Cunningham, páginas 118

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3.2 Identifican las diferentes formas de materiales impresos más comunes. Comprensión: 2.4 Pueden recontar anécdotas comunes. 2.5 Formulan y responden a preguntas acerca de los elementos básicos de un texto.	Los estudiantes formularan preguntas sobre los acontecimientos importantes de un cuento. Los estudiantes producen palabras que riman en respuesta a un estimulo oral.	Libros grandes/Poemas *poemas de Alma Flor Ada Responder a la literatura: Oración guía: Al principio, (medio, final)… Piensa-pareja-comparte

Escritura:

1.0 escriben palabras y oraciones pequeñas legibles.	Conocimiento fonológico/fonética	
1.1 Emplean letras y palabras deletreadas de forma fonética para escribir acerca de sus experiencias, cuentos, personas, objetos y acontecimientos. 1.2 Escriben palabras de tipo-CVC 1.2.1 Escriben palabras de tipo CV, VC, CVCV (1.3)Al escribir con letra de molde, escriben desplazándose de izquierda a derecha y de arriba hacia abajo. (1.4)Escriben las letras mayúsculas y minúsculas de alfabeto por si mismos, tomando en cuenta tanto la forma como el espacio. La Audición y el Habla 1.1 Entienden y siguen instrucciones orales que constan de una o dos indicaciones.(R) 1.2 Comparten información e ideas, expresándose de forma audible, con oraciones completas y coherentes. (R) 2.2 Recitan poemas breves, rimas y canciones. (R)	Los estudiantes identifican el sonido omitido en una palabra. (sonido media) final? Identify? Los estudiantes identifican la palabra que se forma cuando el sonido inicial cambia. Los estudiantes identificaran la palabra cuando se añade un sonido. Los estudiantes clasificar palabras que riman. Los estudiantes comienzan a reconocer algunas palabras simples de uso frecuente.	Oraciones predecibles – - Los estudiantes forman su propia oración siguiendo una oración guía. - Los estudiantes cuentan el número de palabras en su oración. - Los estudiantes usan palabras de uso frecuente en su oración. Haciendo palabras-palabras temáticas (independientemente) *Oruga de palabras de uso frecuente: – repaso de palabras diariamente - Decir las palabras de formas distintas: deletrear, estirar en sonidos, en sílabas, contar las letras, porras de palabras -La palabra llave: Los estudiantes identifican la palabra de la semana y ésta es su llave para salir al recreo. *Dime la palabra (oralmente): Los estudiantes combinan las sílabas que da la maestra e identifican la palabra. *Los estudiantes nombran la palabra que dice la maestra y ellos mismos la segmentan en sílabas.

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		*<u>Dime la palabra</u> (oralmente): Los estudiantes combinan los <u>sonidos</u> que dice la maestra e identifican la palabra. *Los estudiantes nombran la palabra que dice la maestra y ellos mismos la segmentan en <u>sonidos</u>. *Los estudiantes nombran la nueva palabra cuando se omite, se cambia, o se añade el último sonido. *<u>Rimas</u>: -Los estudiantes identifican tarjetas de palabras y dibujos que riman o no riman. -Familias de palabras con rimas comunes -mapa puente con rimas (___Λ___ **RF**: rima con) -dile la rima a tu compañero ***En centros:** - tarjetero: completa la oración con tarjetas de dibujos y tarjetas de palabras -clasificando palabras en grupos - sorteo de sonidos iniciales - sorteo de <u>sílabas</u> iniciales - mapa de árbol de las <u>sílabas</u> iniciales -mapa de árbol del # de sílabas (1,2,3 y 4) - parear el abecedario con mayúsculas y minúsculas (en grupos) -juegos de sílabas (creando palabras con sílabas, bingo de sílabas, rueda la sílaba, pesca de sílabas)
	Escribiendo Para...	

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	Los estudiantes podrán contar oraciones en un mensaje, una carta, o cuento.	Mensaje Mañanero (Los estudiantes escriben palabras en el mensaje compartiendo el lápiz)
	Los estudiantes podrán escribir palabras de uso frecuente en un mensaje (carta, cuento)	Durante este tiempo los estudiantes quieren hacer mayoría del trabajo. ¡Está bien! Deja que los estudiantes deletrean las palabras largas y difíciles con su ayuda. (Estudiantes dan ideas para escribir en el mensaje)
	Los estudiantes podrán escribir su propio mensaje y corregir sus errores.	
		Diario al fin del día Hoy_____. Después _____. Terminamos con
Escribiendo con...		
	Los estudiantes podrán escribir palabras de uso frecuente en una carta, mensaje, o cuento.	Oraciones predecibles: Estudiantes utilizaran pizarras
	Los estudiantes podrán escriben oraciones pequeñas en un mensaje (cuento, carta: compartiendo el lápiz)	1. Mi mamá... 2. Mi papá... 3. En las vacaciones... 4. Yo aprendí.... 5. La bandera....
	Los estudiantes escribirán palabras de tipo CV, VC, CVCV. (oraciones predecibles)	
	Los estudiantes podrán escribir letras minúsculas y mayúsculas del alfabeto por si mismos.	Reporte de información sobre un símbolo americano. Mapa de circulo para cada símbolo americano

Camino Nuevo Charter Academy   Grade Level/Subject: Math
Standards-Based Pacing Plan
Template (May 2007)

Unit 1: Calendar & weather   Timeframe: Aug. – Sept.

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	* 1.2 Count, recognize, represent, name, and order a number of objects (up to 10).	Distribute number cards in Back to School Night p. 3-4
Algebra & functions	* 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	Use manipulatives to sort and count objects. Use number puzzles.
Measurement & geometry	* 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). * 1.3 Name the days of the week. * 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, and rectangle). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	Calendar activities: shapes review, days of the week, months of the year.... Pattern blocks: introduce the different shapes and their colors. TE p. 16
Statistics, data analysis & probability	1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs. * 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors (AB).	Attendance and weather graph. TE p. 24 Calendar activities: daily patterns.

Assessments / Major Class Projects:
1. Kindergarten BOY checklist

* Non-negotiable standards.
√ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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Unit 2: Shapes & numbers   Timeframe: October

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number Sense	* 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. * 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). ✓ Counting backwards 10-0.	Sequencing numbers activities. TE p. 21 – 23, 26 – 29, 33 – 36, 49 – 50, 66 – 70, 77, 79, 80, 82, 116.
Measurement & geometry	* 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, and rectangle). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	Body and rope shapes TE p. 71 – 73, 78, 106, 108, 110, 162, 195, 218, 270. Create shapes with straws & "twist-ties" or toothpicks & marshmallows TE p. 73. Use pattern blocks to fill out shapes p. 30 TE p. 162. Bring objects from home to do a tree map

Assessments / Major Class Projects:
1. Number Book p. 17 – 27 +.
2. Simple shapes museum.

Unit 3: Numbers & patterns   Timeframe: November

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	* 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. (<, >, =) 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	"Monster squeeze" game p. 11 – 15. TE p. 84 – 86.

* Non-negotiable standards.
✓ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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Measurement & geometry	*2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, and rectangle). ✓ Symmetry	Circle and triangle symmetry p. 5 TE p. 61, 62 & 65. Use pattern blocks to fill out shapes p. 31.
Statistics, data analysis & probability	*1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors (ABB).	Use simple pattern book with linking cubes.

Assessments / Major Class Projects:
1. 1st Testing period Kindergarten checklist.

Unit 4:   Addition & measurement   Timeframe: Dec. – Jan.

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	*1.2 Count, recognize, represent, name, and order a number of objects (up to 31). 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have. *2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). Main focus is on addition. ✓ Counting backwards 20-0.	Number sequencing activities. Play "top it" in the computer. Students will use manipulatives to complete addition exercises (work mats). TE p. 90, 201, 202, 209.
Measurement & geometry	✓ Symmetry & halves. ✓ Identify different measuring tools. 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	Snowflake symmetry activity p. 6. Use different drawings to show halves (cardboards). Look for objects taller, the same or lower than your height p 16. Use pattern blocks t fill out shapes p. 32.
Mathematical reasoning	*1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. *2.1 Explain the reasoning used	Demonstrate how the thermometer moves up and down to show how hot or cold it is TE p. 56. Recording

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✓ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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| with concrete objects and/or pictorial representations. | daily temperature in a graph. |

Assessments / Major Class Projects:
1. 2nd testing period Kindergarten checklist.

Unit 5: Money & the 100th day   Timeframe: February

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	✓ Recognize the characteristics and value of the penny and quarter. * 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). Daily count from 0 to 100 as a whole class. * 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). Main focus is on addition.	Penny: TE p. 178, 15, 40 – 42, 88, 178. Quarter: TE p. 180. 100th day activities TE p. 212, 214, 216. Dice addition TE p. 277.
Measurement & geometry	1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more). ✓ Identify a foot as a measuring tool.	Measure objects using a paper foot and a ruler TE p. 136, 138, 146. Heart symmetry activity p. 7.
Statistics, data analysis & probability	* 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors (ABC).	Use pattern books. TE p. 39, 75, 76, 103, 163, 187, 188.
Mathematical reasoning	* 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. * 2.1 Explain the reasoning used with concrete objects and/or pictorial representations.	Number stories TE p. 90, 201. Adding stories using dollars p. 41 – 42.

Assessments / Major Class Projects:
1. 100 objects collections.

* Non-negotiable standards.
✓ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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Unit 6:   Subtraction & 3D shapes   **Timeframe: March**

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	* 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). Daily count from 0 to the number of days in school. * 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). Main focus is on subtraction. ✓ Daily practice: counting by tens to 100. ✓ Recognize the characteristics and value of the dime.	Students will use manipulatives to complete subtraction exercises (work mats). TE p. 87, 90, 196, 198, 201, 202, 209, 227. Count by 10's: TE p. 131, 185. Dimes: TE p. 142, 143, 290.
Measurement & geometry	* 2.1 Identify and describe common geometric objects (e.g., cone, sphere, cube and cylinder). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	3D shapes TE p. 273. Create shapes with straws & "twist-ties" or toothpicks & marshmallows TE p. 73. Butterfly symmetry activity p. 8.
Mathematical reasoning	* 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. * 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.	Class addition storybook TE p. 228.

Assessments / Major Class Projects:

1. 3D shapes museum.
2. Class addition storybook.
3. 3rd testing period Kindergarten checklist.

* Non-negotiable standards.
✓ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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Unit 7: Addition, subtraction and time

Timeframe: April

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	√ Daily practice: counting by fives to 100. √ Recognize the characteristics and value of the nickel. * 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). Daily count from 0 to the number of days in school. * 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). Main focus is on subtraction.	Counting by 5's: TE p. 175, 176, 237. Nickel: TE p. 144.
Measurement & geometry	* 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). * 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night). √ Symmetry & fourths.	Telling time: p. 33, 37 - 40 TE p. 159, 191, 192. Use different drawings to show fourths (cardboards)
Mathematical reasoning	* 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. * 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations (word problems).	Fraction stories: TE p. 245 – 246.

Assessments / Major Class Projects:
1. Class fraction storybook.

* Non-negotiable standards.

√ Important concept but not a California standard.

p. Page number in the students' workbook.

TE p. Page number in the teacher's edition mini-book.

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Unit 8:   EOY Concept review   Timeframe: May & June

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Number sense	* 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). Daily count from 0 to the number of days in school.	Counting by 2's TE p. 141, 167. Reading three digit numbers: TE p. 284, 286, 295.
	✓ Daily practice: counting by twos to 20.	
	✓ Reading numbers from 100-199.	
	* 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). Main focus is on subtraction.	
Measurement & geometry	* 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	Telling time to the half hour. p. 39 – 40 TE p. 254, 256, 258. Use different drawings to show thirds (cardboards).
	* 1.4 Identify the time (to the nearest half hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	
	✓ Symmetry & thirds.	
Mathematical reasoning	* 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations (word problems).	Class subtraction storybook TE p. 228.

Assessments / Major Class Projects:
1. 4th testing period Kindergarten checklist.
2. Class subtraction storybook.

* Non-negotiable standards.
✓ Important concept but not a California standard.
p. Page number in the students' workbook.
TE p. Page number in the teacher's edition mini-book.

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First Grade Bilingual Program **70% Spanish/ 30% English** **ELD/A instruction = approximately 90 minutes daily**

Key:
BOY: Beginning of year
EOY: End of year
RC: Reading Comprehension
LR:
WC:
WS:
WA:

Major Assessments:

Assessment	Timeframe
BOY- Core Phonic (Letter recognition and consonant sounds)	**Ongoing**
CELDT (Anecdotal notes)	
High Frequency Words	**Ongoing**
Quarter Assessments (1-4)	**Each Quarter**
Hougthon Mifflin Assessment kit	**Ongoing**

Ongoing Standards:
-

SEMESTER 1:

Unit 1: Getting to Know You & Readers Build Good Habits   **Timeframe: August-September**
Content of Study: Social Studies 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.

Description: In this unit, you will want to focus on getting to know the students and their attitudes, strengths and challenges with English. The focus is on giving students safe opportunities to play with language by using their names, and likes and dislikes to explore phonemic awareness,

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phonics, and oral and written language. In this unit it is suggested to focus on the social studies strand 1.4-1, which states to focus on examining the structure of schools and communities in the past.

Unit 1 Assessments:
1. Core Phonics

Subject Matter Topics	State Standards Addressed	Objectives Students will know and understand...	Resources and/or Activities
Working With Words			
Speaking Applications	LS 2.1 Recite poems, rhymes, **songs**, and stories **Kindergarten standard** 1.6 Recognize all uppercase and lowercase letters of the alphabet	• SWBAT recall letter names learned in Kindergarten • SWBAT sing the alphabet song to learn the letter names • SWBAT to identify the 26 uppercase and lowercase letters of the alphabet	• Music: ABC Rock by Greg and Steve Suggested Book: Chicka, Chicka, Boom Boom, Who took the cookie from the cookie jar? • Time for School (Avenues chant)
Decoding and Word Recognition	1.10: Generate sounds from all the letters and letter patterns, including consonant blends and long and short-vowel patterns, and blend those sounds into recognizable words.	• SWBAT make an alphabet book and fill with pictures from the school environment that begin with each letter to reinforce letter names and letter sounds. • SWBAT identify letters in the alphabet that make a sound that bounces (b, c, d, etc.) and a sound that stretches (a, e, I, o, u, etc.) • SWBAT to know letters and sounds that transfer from Spanish to English.	• Alphabet books with names of school materials, or settings. • (The Names Book- 4 Blocks Resource) •

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Concepts About Print Decoding and Word Recognition	1.3 Identify letters, words and sentences 1.16* Read with Fluency 1.10: Generate sounds from all the letters and letter patterns, including consonant blends and long and short-vowel patterns, and blend those sounds into recognizable words	• SWBAT chorally read a predictable chart (name chart) and identify how many words in the sentences. • SWBAT read interactive name charts fluently and be able to identify names that begin with the same letter.	• Predictable charts with students' names • My name is _____ • Choral and Echo Reading • Interactive Charts • (The Names Book p. 66)
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT read sight words they see in the predictable and interactive charts (TBD)	Note: Only student names on the word wall during the 1st month
Speaking Applications	LS 2.1 Recite poems, **rhymes**, songs and stories	• SWBAT work with Nursery Rhyme interactive charts and be able to recite the rhymes fluently.	• The Names Book (p.62)
Phonemic Awareness	**1.4 Distinguish initial, medial and final sounds in single syllable words.**	• SWBAT distinguish beginning sound in their names and identify the name of their first letter in their name and their classmates' names.	• The Cookie Jar • Time for School • Other Back to School Songs (TBD)
Vocabulary and Concept Development	1.17 Classify grade-appropriate categories of words	• SWBAT read and identify the names of tools and objects found at school and understand their function.	• Circle Map (illustrated) word bank that stays up throughout the unit
Guided Reading (Shared Reading of Predictable Big Books)			
Literary Response and Analysis	3.3 Recollect, talk and write about books read during the school year	• SWBAT read together with a partner • SWBAT understand that a reading partner can help them with tricky words • SWBAT stop and help their partner think about what they just read • SWBAT learn the important responsibility of thinking and talking about books that they	• Chicka, Chicka, Boom Boom! • Who took the Cookie from the cookie jar? • Shared Reading of Predictable Big Books • Re-reading • Think Aloud • Retelling • The Wheels on the Bus • Avenues Daniels First Day pg. 12

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		have read.	
Concepts of Print	1.1 Match oral words to printed words	• SWBAT understand that good readers follow along with their fingers as they read to keep help them get through new words	• Teacher models during Guided Reading and during Self-selected reading
Reading Comprehension	2.6 Relate prior knowledge to textual information	• SWBAT make text-to-self connections with their reading partners in the texts that are read aloud during Guided Reading.	• Shared Reading of Predictable Big Books • Chart: When the author said..., It made me think of ..., Name the person or event that it reminded them of...
Reading Comprehension	**2.2 Respond to who,** what , **where** and how questions	• SWBAT listen attentively to a story to identify the character(s) is in the story • **SWBAT identify the character(s) in the story** • SWBAT listen attentively to a story to identify the setting of the story • **SWBAT to identify the setting in the stories read in Guided Reading**	• Differentiate according to ELD level • Sentence starters/ frames
Reading Comprehension	2.7 Retell central ideas of simple expository or narrative passages	• SWBAT retell stories with a partner using one sentence • SWBAT retell stories with a partner using a phrase or word.	• Set expectations for partner work • Model pair share
Concepts of Print	1.2 Identify the title and author of a reading selection	• SWBAT that when picking up a book readers first notice the title and author to get an understanding of what the book might be about.	• A teacher modeled activity

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Writing			
Written and Oral English Language Conventions	Sentence Structure 1.1 Write and speak in complete coherent sentences. Penmanship 1.3 Print legibly and space letters, words, and sentences appropriately Capitalization **1.7 Capitalize the first word of a sentence,** names of people, and the pronoun I.	• SWBAT to identify their favorite part of a story by drawing pictures, writing words, phrases or sentence using phonetic spelling. • SWBAT to participate in Interactive writing led by the teacher	• Response to Literature ELA journal • Interactive writing
Self Selected Reading/ Other (Listening and Speaking)			
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meaning	• SWBAT to read using the pictures of a storybook to make a story up.	• Alphabet Books Available • Concept books available such as books about numbers, colors and etc.
Concepts of Print	1.1 Match oral words to printed words	• SWBAT point to each word as they are reading.	• Students will use their index finger which will be their "magic finger"
Reading Comprehension	**2.2 Respond to who,** what , where and how questions	• SWBAT discuss who the characters are in the books they are reading with their reading partners and share it with the class.	

Unit 2: Readers Read Just Right Books Readers Use Print Strategies   Timeframe: October

Description: Seasons and Weather

Unit 2 Assessments:
1. Sight words (12)
2. Create and present their own alphabet book (Score with Rubric)
3. Assess letter and sound recognition of Mm, Ss, Ff, Hh, Tt and short Aa (Core Phonic)
4.

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Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Decoding and Word Recognition	1.10 **Generate sounds from all of the letters**, and letter patterns, consonant blends and long and short vowel patterns.	• SWBAT identify beginning sounds of words with m,s,f,h,t, and short Aa • SWBAT make associations with the letters in their names and identify the sounds they produce • SWBAT review consonant sounds	• Month-by-month phonics • Phonics Street (chants and songs) • (m, s, f, h, t) • Month-by-Month Phonics (p. 33)
Speaking Applications	LS 2.1 Recite poems, rhymes, songs and stories	• SWBAT recite the phonic song of the week • SWBAT identify words in the phonics song that begin with the focus letter • SWBAT produce the letter sounds in the phonics chant of the week • SWBAT identify the letter sound in the phonics chant of the week	• Phonics Street (chants and songs) • Guess the covered word
Decoding and Word Recognition	1.10 **Generate sounds from all of the letters**, and letter patterns, consonant blends and long and short vowel patterns.	• SWBAT to stretch out the first sound in each tongue twister to develop phonemic awareness	• Tongue Twisters (include kids names and m, s, f, h, t) • Month-by-Month Phonics (p. 35)
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read and spell 12 word wall words (TBD)	• English Word Wall (3 words/week) • Words come from interactive

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			charts (e.g. is, I, the, like, etc.)
	2.4 Use context to resolve ambiguities about word and sentence meanings 2.6 Relate prior knowledge to textual information	• SWBAT use phonological and context clues to guess a missing word	• Guess the Covered Word • Month-by-Month Phonics (p. 37)
Guided Reading (Shared Reading)			
Decoding and Word Recognition	1.16 Read aloud with fluency in a manner that sounds like natural speech	• SWBAT read along with teacher during Guided Reading • SWBAT choral read the story read during Guided Reading • SWBAT read with smooth voices and try to sound like storytellers	• 1st week-*Fall Is Not Easy* (Avenues Big Book) • Shared Reading • 2nd week- *Around the Seasons* • 3rd week- *Fall Leaves Fall* • Other Literature about Seasons (TBD)
Reading Comprehension	2.0 Reading Comprehension	• SWBAT successfully choose books at their level (just-right) using the 5 finger rule.	•
Concepts of Print	1.1 Match oral words to printed words	• SWBAT point to each word as they are reading.	• Around the Seasons (rhyming text)
Concepts of Print Reading Comprehension	1.2 Identify the title and author of a reading selection 2.5 Confirm predictions about what will happen next in a text by identifying key words	• SWBAT get their minds ready to read their books by looking at the cover identifying the author and sharing what they think the book will be about	• Around the Seasons (rhyming text) • (Avenues T.E. p. T55a)
Reading Comprehension	**2.2. Respond to who**, what, **when, where,** and how **questions**	• SWBAT pair share to respond to who, where, and when questions in response to a story read in guided reading.	• During Read Aloud
Reading Comprehension	**2.4 Use context to resolve ambiguities about word and sentence meanings**	• SWBAT search for information in the pictures that might give	• Chant: Count the Seasons (Avenues Language Songs Big

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		• them clues to problem solve • SWBAT use pictures in the text to figure out a new word on the page • SWBAT to acquire strategies so that they can figure out hard works	Book p.5)
Reading Comprehension	2.6 Relate prior knowledge to textual information	• SWBAT make text-to-self connections with their reading partners in the texts that are read aloud during Guided Reading.	
Reading Comprehension	2.7 Retell central ideas of simple expository or narrative passages	• SWBAT retell stories read together using one sentence, phrase or word	

Writing			
	Sentence Structure • 1.1 Write and speak in complete, coherent sentences • WS 1.1 Select a focus when writing **Capitalization** 1.7 Capitalize pronoun I	• SWBAT to identify their favorite part of a story by drawing pictures, writing words, phrases or sentences using phonetic spelling. • SWBAT identify their favorite season and write a sentence using a sentence frame	• Response to Literature • ELA journal • Interactive Charts • "My favorite season is _____ because _____."

Self-Selected Reading			
Literary Response and Analysis	**3.3 Recollect, talk, and write about books read during the school year**	• SWBAT explore different ways of reading independently (knowing the difference between the English and the Spanish books in the classroom) • SWBAT think and talk about their books with others	• Fall Leaves Fall • Theme Related Book Basket • Student/ class made books • Alphabet books
Reading Comprehension	**2.4 Use context to resolve ambiguities about word and**	• SWBAT use a variety of strategies to figure out hard	

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	sentence meanings	words.	

Unit 3: Readers Use the Patterns in Their books To Read with Accuracy, Fluency and Comprehension   **Timeframe: November**

Description: What is a Family

Unit 3 Assessments:
1. Sight words (12)

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Decoding and Word Recognition	1.10 **Generate sounds from all of the letters**, and letter patterns, **consonant blends** and long and **short vowel** patterns.	• SWBAT identify words that have consonant sounds c, p, l, g, r and short vowel Aa.	• Street Phonics songs and phonics activities
Listening and Speaking	2.1 Recite poems, rhymes, and stories 1.5 **Distinguish** long and **short vowel sounds in orally stated single-syllable words**	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	• Use Family songs from Avenues family unit
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	

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Phonemic Awareness	**1.5 Distinguish** long and **short vowel sounds in orally stated single-syllable words** 1.4 Distinguish **initial**, medial, and **final** sounds in single syllable words 1.8 Blend two to four phonemes into recognizable words 1.15 Read common word families 1.9 Segment single syllable words into their components 1.6 Create and state a series of rhyming words	• SWBAT hear, state, make, sort and transfer words that have short Aa vowel patterns in orally stated ones.	
Guided Reading			
Decoding and Word Recognition	**1.16 Read aloud with fluency in a manner that sounds like natural speech**	• SWBAT use patterns in their books to help them read smoothly • SWBAT read along with teacher during Shared Reading and apply this independently	•
Reading Comprehension	**2.4 Use context to resolve ambiguities about word and sentence meanings**	• SWBAT identify patterns in books that help readers read them well • SWBAT notice and name the patterns in the book	
Reading Comprehension	**2.6 Relate prior knowledge to textual information**	• SWBAT make text-to-self connections with their reading partners in the texts that are read aloud during Guided Reading.	
Literary Response	**3.3 Recollect, talk, and write about books read during the school year**	• SWBAT think and talk about the meaning in their pattern books	
Reading Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words	• SWBAT get their minds ready to read their books by looking at the cover identifying the author and sharing what they think the book will be about	

Revised on 06/2008

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Writing			
		•	
		•	
		•	
		•	
		•	
Self-Selected Reading			
Literary Response	**3.3 Recollect, talk, and write about books read during the school year**	• SWBAT to use post-it notes to quickly jot down their predictions about the book	•
Reading Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words	• SWBAT get their minds ready to read their books by looking at the cover identifying the author and sharing what they think the book will be about	
Decoding and Word Recognition	**1.16 Read aloud with fluency in a manner that sounds like natural speech**	• SWBAT use patterns in their books to help them read smoothly	•

Unit 4: Readers Read and Talk about Books to Grow Ideas: A Spotlight on Comprehension   **Timeframe: December**

Description:

Unit 4 Assessments:
1. Sight words (12)
2.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities

Camino Nuevo Charter Academy   **Grade Level/Subject: FIRST GRADE**
Standards-Based Pacing Plan

Working With Words			
Decoding and Word Recognition	1.10 **Generate sounds from all of the letters,** and letter patterns, **consonant blends** and long and **short vowel** patterns.	• SWBAT identify words that have consonant sounds d, k, n and v and short vowel Ee.	
Listening and Speaking	2.1 **Recite poems**, rhymes, **songs** and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	
Phonemic Awareness	1.4 Distinguish **initial**, medial and **final** sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT hear, state, make, sort and transfer words that have short Ee vowel patterns in orally stated ones.	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	
Guided Reading			
Literary Response and Analysis	3.3 **Recollect, talk and write about books read during the school year**	• SWBAT read and discuss book with a partner • SWBAT respond to what they read and use tools to record their thoughts (post-its, lit response journal)	•
Literary Response and Analysis	3.1 **Identify** and describe the elements of **plot, setting, and character(s)** in a story as well as the beginning, middle, and ending.	• SWBAT read thoughtfully because they will be talking about their books with a partner	
Reading Comprehension	2.6 **Relate prior knowledge to textual information**	• SWBAT make text-to-text connections and continue making text-to-self connections in the stories they read	

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Standards-Based Pacing Plan

Reading Comprehension	2.7 **Retell central ideas of simple expository or narrative passages** 2.2 **Retell stories using basic story grammar and relating sequence of the story events by answering who, what, when, where, why and how questions**	• SWBAT retell their stories and then share their ideas about them with a partner.	
Writing			
		•	
		•	
		•	
		•	
Self-Selected Reading			
Reading Comprehension	2.7 **Retell central ideas of simple expository or narrative passages**	•	•
Reading Comprehension	2.2 **Retell stories using basic story grammar and relating sequence of the story events by answering who, what, when, where, why and how questions**	•	
		•	•

Unit 5: Readers Bring Word Power to Reading As They Acquire the Print Strategies Necessary to Read Increasingly More Challenging Books   **Timeframe: January**

Description:

Unit 5 Assessments:
1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities

Camino Nuevo Charter Academy
Standards-Based Pacing Plan

Grade Level/Subject: FIRST GRADE

Working With Words			
Decoding and Word Recognition	1.10 **Generate sounds from all of the letters, and letter patterns, consonant blends** and long and **short vowel patterns**.	• SWBAT hear the consonant sounds j, b, w, z, y, q, x • SWBAT identify words that have consonant sounds j, b, w, z, y, q, x, • SWBAT produce the consonant sounds j, b, w, z, y • SWBAT identify the sound for short Oo and short Ii • SWBAT produce the sounds for short Oo and short Ii	
Listening and Speaking	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	
Phonemic Awareness	1.5 **Distinguish** long and **short vowel sounds in orally stated single-syllable words** 1.4 Distinguish **initial**, medial and **final** sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT hear, state, make, sort and transfer words that have short Oo, and Ii vowel patterns in orally stated ones. • SWBAT to hear, state, make, sort and transfer words with consonant blends	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	
Guided Reading			
Reading	2.4 **Use context to resolve**	• SWBAT use new strategies to	•

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Standards-Based Pacing Plan

Grade Level/Subject: FIRST GRADE

Comprehension	ambiguities about word and sentence meanings	figure out the trickiest words in their books. • SWBAT pay attention to new vocabulary or unfamiliar words because they are word detectives	
Reading Comprehension	2.6 Relate prior knowledge to textual information	• SWBAT continue to make text-to-text and text-to-self connections	
Decoding and Word Recognition	1.16 Read aloud with fluency in a manner that sounds like natural speech	• SWBAT read and then reread their books in order to practice reading with fluency • SWBAT self-monitor while they read and self corrections	
Reading Comprehension	2.7 Retell the central ideas of simple expository or narrative passages	• SWBAT retell their stories and then share their ideas about them with a partner.	
Writing			
		•	
		•	
		•	
		•	
		•	
Self-Selected Reading			
Reading Comprehension	2.7 Retell the central ideas of simple expository or narrative passages	•	•
Decoding and Word Recognition	1.16 Read aloud with fluency in a manner that sounds like natural speech	•	
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meanings	•	•

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: FIRST GRADE

Unit 6: Non-fiction Reading Strategies and Reading Centers: Readers Read and Think about Sets of Texts They Gather Around an Interest   **Timeframe: February**

Description:

Unit 6 Assessments:

1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
		Working With Words	
Decoding and Word Recognition	**1.10 Generate sounds from all of the letters, and letter patterns, consonant blends and long and short vowel patterns.**	• SWBAT identify and generate sounds from all the consonants • SWBAT identify and generate short vowel sounds. • SWBAT identify all short vowel word families. • SWBAT identify the long a spelling pattern a_e. • SWBAT list words that have the spelling pattern a_e • SWBAT identify the long a spelling pattern ai. • SWBAT list words that have the long a spelling pattern ai. • SWBAT identify the long a spelling pattern ay • SWBAT list words that have the long a spelling pattern ay	

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Standards-Based Pacing Plan

Listening and Speaking	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	
Phonemic Awareness	1.4 Distinguish **initial**, medial and **final** sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT hear, state, make, sort and transfer words that have short vowel patterns in orally stated ones. • SWBAT hear, state, make, sort and transfer words that have long Aa vowel patterns in orally stated ones.	• Making Words •
Guided Reading			
Reading Comprehension	**2.7 Retell the central ideas of simple expository** or narrative passages	• SWBAT gather information from non-fiction text (ie. Read with a purpose) and discuss with classmates what they learned. • SWBAT retell central ideas in non-fiction text	•
Reading Comprehension	**2.4 Use context to resolve ambiguities about word and sentence meanings**	• SWBAT use strategies to read non-fiction text	
Literary Response and Analysis	3.3 Recollect, talk, and write about books read during the school year	• SWBAT pick a topic of interest and put together a set of books to study that interest with classmates • SWBAT distinguish between fiction and non-fiction texts	
Reading Comprehension	2.6 Relate prior knowledge prior knowledge to textual information	• SWBAT to make text-to-world connections in the reading	
Reading Comprehension	**2.1 Identify text that uses sequence or other logical order**	• SWBAT identify features of non-	

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: FIRST GRADE

			fiction text such as headings, table of contents, and captions.	
			Writing	
			•	
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			•	
			•	
			Self-Selected Reading	
Literary Response and Analysis	**3.3 Recollect, talk, and write about books read during the school year**	•		•
Reading Comprehension	**2.6 Relate prior knowledge prior knowledge to textual information**	•		
Reading Comprehension	**2.7 Retell the central ideas of simple expository** or narrative passages	•		•

Unit 7: Readers Read with Fluency By Capturing the Tone of a Text, Sounding like Characters, and Understanding the Story
Timeframe: March

Description:

Unit 7 Assessments:
1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
		Working With Words	
Decoding and Word Recognition	**1.10 Generate sounds from all of the letters, and letter patterns, consonant blends and long** and short vowel patterns.	• SWBAT identify the long Oo spelling pattern o_e and oa • SWBAT list words with the long O spelling pattern o_e and oa	• Rounding up the rhymes • Use a tree map to list the spelling patterns

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Standards-Based Pacing Plan

		• SWBAT identify the long Oo spelling patterns –ow and old. • SWBAT list words with the long Oo spelling patterns –ow and old. • SWBAT identify long Ii spelling patterns i_e, -ie, and –igh • SWBAT list words that have the long Ii spelling patterns i_e, -ie, and -igh	
Listening and Speaking	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	
Grammar	1.3 Identify and correctly use contractions in writing and speaking	• SWBAT use a bridge map and match contractions to the words that make up the contraction	
	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	

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Standards-Based Pacing Plan**

Grade Level/Subject: FIRST GRADE

Phonemic Awareness	1.4 Distinguish **initial**, medial and **final** sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT hear, state, make, sort and transfer words that have long Oo and Ii vowel patterns in orally stated ones.	
Guided Reading			
Decoding and Word Recognition	**1.16 Read aloud with fluency in a manner that sounds like natural speech**	• SWBAT read easier text to be able to read fluently • SWBAT to read to convey the mood and the meaning of a text • SWBAT read with the voices of storytellers	• Reader's Theatre
Literary Response and Analysis	2.2 Respond to who, what, when, where, and how questions 3.1 Identify and describe the elements of plot, setting, and characters in a story	• SWBAT discuss with their peers the elements of setting, characters, and plot.	
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meaning	• SWBAT apply strategies to read tricky words	
Literary Response and Analysis	3.3 Recollect, talk, and write about books read during the school year	• SWBAT to work in groups to "do the book" (act out a story)	
Written and Oral English Language Convention	1.4 Distinguish between declarative, exclamatory and interrogative sentences	• SWBAT read declarative, exclamatory and interrogative sentence with the correct intonation.	
Writing			
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Revised on 06/2008

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Self-Selected Reading			
Decoding and Word Recognition	**1.16 Read aloud with fluency in a manner that sounds like natural speech**	•	•
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		•	•

Unit 8: Readers Care About Characters and Become Character Experts in Reading Centers   **Timeframe: April**

Description:

Unit 8 Assessments:
1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Decoding and Word Recognition	1.10 Generate sounds from all of the letters, and letter patterns, consonant blends and **long and short vowel patterns.**	• SWBAT identify long Ee spelling patterns ee, ea, and -y in words. • SWBAT list words that have the long Ee spelling patterns ee, ea, and –y • SWBAT identify long Uu sound	

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Standards-Based Pacing Plan

		and spelling patterns u_e, ue, and ui • SWBAT list words that the long Uu sound spelling patterns u_e, ue, and ui	
Listening and Speaking	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence	
Decoding and Word Recognition	**1.14 Read inflectional forms (-ed, -ing)** and root words	• SWBAT sort words according to the inflectional form	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	
Decoding and Word Recognition	**1.13 Read compound words** and contractions	• SWBAT understand that a compound word is made up of two words and identify them in their reading.	
Phonemic Awareness	**1.5 Distinguish long and short vowel sounds in orally stated single-syllable words** 1.4 Distinguish initial, medial and final sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT hear, state, make, sort and transfer words that have long Ee and Uu vowel patterns in orally stated ones.	
Guided Reading			

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Literary Response and Analysis	**3.1 Identify and describe the elements of plot**, setting, and **character(s)** in a story, as well as the story's beginning, middle, and ending.	• SWBAT identify characters and develop strategies to learn more about them as they read. • SWBAT pay attention to what characters say and do because this helps readers understand their stories better • SWBAT get ideas about characters and then prove their ideas or revise their ideas by finding evidence in the text	•
Reading Comprehension	**2.6 Relate prior knowledge to textual information**	• SWBAT make text-to-text connections to deepen their understanding of characters • SWBAT make text-to-self connection to deepen their understanding of characters	
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meaning	• SWBAT apply strategies to read tricky words	
Literary Response and Analysis	3.3 Recollect, talk and write about books read during the school year	• SWBAT to discuss characters characteristics and compare them to other characters that their classmates have read about	
		Writing	
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		Self-Selected Reading	
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Camino Nuevo Charter Academy	Grade Level/Subject: FIRST GRADE
Standards-Based Pacing Plan	

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Unit 9: Readers Think Across Books in Reading Centers: Reading, Thinking, and Talking About Texts That Go Together
Timeframe: May

Description:

Unit 9 Assessments:
1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Decoding and Word Recognition	**1.14 Read inflectional forms (eg. –s, -ed, -ing) and root words**	• SWBAT define what an inflectional form is and the different kinds there are • SWBAT to identify inflectional form -ed in words • SWBAT to identify the inflectional word –ing in words • SWBAT to identify the root words in words with inflectional forms	• Create a bridge map •
Speaking Applications	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence and to delvelop their oral language	
Decoding and Word Recognition	1.13 Read compound words and contractions	• SWBAT identify compound words and contractions in the poems that are read chorally by the class	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	

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Phonemic Awareness	**1.5 Distinguish long and short vowel sounds in orally stated single-syllable words** 1.4 Distinguish initial, medial and final sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components	• SWBAT continue reviewing and making words that have short and long vowel patterns • SWBAT make and sort words with inflectional forms	• Making words
Guided Reading			
Reading Comprehension	2.6 Relate prior knowledge to textual information	• SWBAT think about all the characters and authors that they have read about in the year and the identify any themes	•
Literary Response and Analysis	**3.3 Recollect, talk and write about books read during the school year**	• SWBAT to engage in an author study or theme study to analyze books that related in some way	
Literary Response and Analysis	3.1 Identify and describe the elements of plot, setting and character(s) in a story as well as the story's beginning, middle, and ending.	• SWBAT identify the relationship in characters, plot, setting and sequence in the author studies or theme studies they engage in	
Literary Response and Analysis	**3.2 Describe the roles of authors and illustrators and their contribution to print materials.**	• SWBAT identify the reasoning behind the writing in their author studies or theme studies	
Decoding and Word Recognition	1.16 Read aloud with fluency in a manner that sounds like speech.	• SWBAT articulate which word attack or decoding strategies they use when they encounter a difficult word	
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meanings.	• SWBAT articulate which comprehension strategy they used when they did not understand a word or phrase	

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: FIRST GRADE

Writing			
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		•	
Self-Selected Reading			
		•	•
		•	
		•	•

Unit 10: Readers Make Plans for Their Reading and Invent Their Own Reading Projects   **Timeframe: June**

Description:

Unit 10 Assessments:
1.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Decoding and Word Recognition	**1.13 Read compound words and contractions**	• SWBAT define what a compound word is • SWBAT identify compound words • SWBAT list compound words • SWBAT define what contractions are • SWBAT identify contractions and what two words make up the	• Bridge map for contractions

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Standards-Based Pacing Plan

Grade Level/Subject: FIRST GRADE

		contraction • SWBAT list different contractions	
Speaking Applications	2.1 Recite poems, rhymes, and stories	• SWBAT recite songs to produce specific sounds and make letter sound correspondence and to develop their oral language	
Phonemic Awareness	**1.5 Distinguish long and short vowel sounds in orally stated single-syllable words** 1.4 Distinguish initial, medial and final sounds in single syllable words 1.8 Spell three-and-four-letter short vowel words and grade level appropriate sight words correctly 1.12 Use knowledge of vowel digraphs 1.15 Read common word families 1.9 Segment single syllable words into their components 1.7 Add, delete, or change target sounds to change words 1.8 Blend two to four phonemes into recognizable words	• SWBAT continue review all short and long vowel patterns by making words that have them and sort them.	
Decoding and Word Recognition	1.11 Read common, irregular sight words	• SWBAT recognize, read, spell and say 12 sight words. (TBD)	
Guided Reading			
Literary Response and Analysis	3.3 Recollect, talk, and write about books during the school year	•	•
Reading Comprehension	2.2 Respond to who, what, when, where, and how questions	•	
Reading Comprehension	2.7 Retell the central ideas of simple expository or narrative passages	•	
Literary Response and Analysis	3.1 Identify and describe the elements of plot, setting, and characters in the	•	

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	story as well as the beginning, middle and ending		
Reading Comprehension	2.4 Use context to resolve ambiguities about word and sentence meanings	•	
Reading Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words	•	
Reading Comprehension	2.6 Relate prior knowledge to textual information	•	
Writing			
		•	
		•	
		•	
		•	
		•	
Self-Selected Reading			
Reading Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words	•	•
Reading Comprehension	2.6 Relate prior knowledge to textual information	•	
Literary Response and Analysis	3.1 Identify and describe the elements of plot, setting, and characters in the story as well as the beginning, middle and ending	•	•

Camino Nuevo Charter Academy   Grade Level/Subject: 1st grade / Math
Standards-Based Pacing Plan
2009 – 2010 School Year   Timeframe: 1 month

Unit 1: Establishing Routines

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Counting to 30	NS 1.1 - count, read & write whole #'s to 100.	Calendar, hundred's chart, 1.1 Daily routines (EDM), 1.2 Investigating the number line (EDM)
Skip counting up to 20	NS 2.4 - count by 2's, 5's, and 10's to 100.	1.4 Number Writing Practice (EDM) 1.7 Recording Tally counts (EDM) 1.11 Exploration: Exploring Math Materials (EDM)
Mathematical symbols	AF 1.2 - Understand the meaning of the symbols +, -, =	Problem Solving Journal (Teacher Created) *focus on addition, and equal
Tally marks, bar graphs, and picture graphs	SDP 1.2 - Represent and compare data (e.g. largest, smallest, most often) by using pictures, bar graphs, tally charts, and picture graphs.	1.7 Recording Tally counts (EDM) *Making Tally marks with craft sticks (teacher created) Marilyn Burns activities Calendar
Patterns	SDP 2.1 – Describe, extend and explain ways to get to a next element in simple repeating patterns (e.g. rhythmic, numeric, color and shape).	Calendar, hundred's chart 1.11 Exploration: Exploring Math Materials. Enrichment: Drawing Pattern-block designs (EDM) Name pattern grid
Draw, think and solve	MR 1.1 – Determine the approach, materials, and strategies to be used.	Problem Solving Journal (Teacher Created)
Draw, think and solve	MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Problem Solving Journal (Teacher Created)
Draw, think and solve	MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Problem Solving Journal (Teacher Created)
Pennies	NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Ongoing Money Reference Book (Teacher Created)
	3.1 Make reasonable estimates when comparing small or larger numbers	

Assessments / Major Class Projects:
1. Ongoing Money Reference Book
2. Unit 1 assessment Sept. 25

Camino Nuevo Charter Academy   Grade Level/Subject: 1ˢᵗ grade / Math
Standards-Based Pacing Plan
2009 – 2010 School Year

Timeframe: 1 month

Unit 2: Everday Use of Numbers

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Counting to 40	Cont: NS 1.1 - count, read & write whole #'s to 100.	Calendar, hundred's chart, 2.1 Number Grids
Pennies and Nickels	NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Ongoing Money Reference Book (Teacher Created) 2.8 Pennies (EDM) 2.9 Nickels (EDM) 2.10 Counting Pennies and Nickels Nickel/Penny Grab Record Sheet Nickel and Penny Exchange Game
Skip counting up to 40	Cont: NS - 2.4 - count by 2's, 5's, and 10's to 100.	Calendar, hundred's chart,
Mathematical symbols	NS 2.5 - meaning of + (putting together, increasing) and – (taking away, comparing, finding the difference).	2.3 Complements of 10 *Combinations of Two numbers whose sum is 10 Introduce addition facts for 0 & 1. 2.11 Addition Number Models 2.12 Subtraction Number Models *Hundred's chart *Decomposing and composing numbers
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Problem Solving Journal (Teacher Created) 2.13 Number Stories
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Problem Solving Journal (Teacher Created) 2.13 Number Stories Solving Real-world problems p.1
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Problem Solving Journal (Teacher Created) 2.13 Number Stories
Estimating	NS 3.1 Make reasonable estimates when comparing small or larger numbers	Calendar activities Month to Month Guide – Estimation worksheet – pg. 288 Teaching # sense – Pg. 119
Making Necklaces	SDP 2.1 Describe, extend, explain repeating patterns	Collection of math lessons pg. 11

Assessments / Major Class Projects: 1. Quarter 1 assessment Oct. 19 - 23
2. Unit 2 assessment Oct. 30

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry;
SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

Camino Nuevo Charter Academy   Grade Level/Subject: 1st grade / Math
Standards-Based Pacing Plan
2009 – 2010 School Year

Unit 3: Measurement and Basic Facts   Timeframe: 1 month

Subject Matter Topic	State Standards Addressed	Resources and/or Activities
Counting to 60	Cont: NS 1.1 - count, read & write whole #'s to 100.	Calendar, hundred's chart, 3.3 Number Grid patterns
Dimes	Cont: NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Ongoing Money Reference Book (Teacher Created) 3.11 Dimes 3.12 Counting Dimes, Nickels, and Pennies Month to month: Coins and jelly beans pg. 248
One more, one less	NS. 2.3 - Identify one more than, one less than, 10 more than and 10 less than a given number.	3.3 Number Grid Patterns 3.5 Counting on the Number line 3.8 Introduction to Frames and Arrows 3.9 Frames and arrows *Two of everything
Skip counting to 60	Cont: NS 2.4 - count by 2's, 5's, and 10's to 100.	Calendar, hundred's chart, 2.1 Number Grids
Sum of 3 one-digit numbers	NS 2.7 - Find the sum of the three one-digit numbers	About teaching mathematics: Addition and subtraction pg. 183, 163-164
Frames and arrows	A&F 1.3 - Create problem situations that might lead to given number sentences involving addition and subtraction.	3.8 Introduction to Frames and Arrows 3.9 Frames and arrows *Have students write the equations that go with the frames and arrows About teaching mathematics: Snap it pg. 170 Pgs. 166-67
Draw, think and solve	Cont: MR 1.1 - Determine the approach, materials, and strategies to be used.	Problem Solving Journal (Teacher Created) Supplement with Marylin Burn Activities Math thoughts journal
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Problem Solving Journal (Teacher Created) Math thoughts journal
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Problem Solving Journal (Teacher Created) Math thoughts journal
Estimating	NS 3.1 Make reasonable estimates when comparing small or larger numbers	Calendar Calendar activities Month to Month Guide – Estimation worksheet – pg. 288 Teaching # sense – Pg. 119 Estimate and count pg. 11
Project 3 pumpkin math	MG 1.1 compare length, weight and volume	EDM

Assessments / Major Class Projects: 1. Unit 3 Assessment Nov. 27
2. Project 3 Pumpkin Math pg. 412
Unit 4:Place value, Number Stories, Basic Facts   Timeframe: 1 month

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry; SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

Camino Nuevo Charter Academy   Grade Level/Subject: 1ˢᵗ grade / Math
Standards-Based Pacing Plan
2009 – 2010 School Year

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Counting to 80	Cont: NS 1.1 - count, read & write whole #'s to 100.	Calendar, hundred's chart, 4.11 Number Scrolls
Quarters	Cont: NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Ongoing Money Reference Book (Teacher Created) Month to month: Race for a quarter pg. 264
10 more, 10 less	Cont: NS. 2.3 – Identify one more than, one less than, 10 more than and 10 less than a given number.	Collection of math lessons: Making tens and ones pg. 63-70, place value menu pg. 71-82
Skip counting to 80	Cont: NS 2.4 - count by 2's, 5's, and 10's to 100.	Calendar, hundred's chart,
Clocks – time to the nearest ½ hour.	M&G 1.2 – Tell time to the nearest half hour and relate time to events (e.g. before/after, shorter/longer).	4.8 Telling time on the quarter Hour 4.9 Timelines
	MG 1.1 compare length, width and volume using a non-standard unit	4.2 Personal "Foot" and standard foot *How big is a foot?
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Problem Solving Journal (Teacher Created) Math thoughts journal
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Problem Solving Journal (Teacher Created) Math thoughts journal
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Problem Solving Journal (Teacher Created) Math thoughts journal
Estimating	3.1 Make reasonable estimates when comparing small or larger numbers	Calendar
Project 4 Geometric Gift Wrap and Greeting Cards	MG 2.1 Identify, compare and describe shapes	EDM

Assessments / Major Class Projects:
1. Unit 4 Assessment Dec. 18
2. Project 4 Geometric Gift Wrap and Greeting Cards

Unit 5: Developing Fact Power   **Timeframe: 1 month**

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry;
SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

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Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Counting to 100	Cont: NS 1.1 - count, read & write whole #'s to 100.	Calendar, hundred's chart,
Compare numbers using <, >, = to 100	NS 1.2 - Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	5.3 Relations: Greater than, less than, and equal to Developing Number Concepts 1, more or less pg. 125-174
Decomposing and composing numbers	NS 1.3 – Represent equivalent forms of the same number through the use of physical models, diagrams, and the number expressions (to 20) (e.g. 8 may be represented as 4+4, 5+3, 2+2+2+2, 10-2, 11-3).	Month to month: Butterfly Combinations pg. 55, Build a number pg. 81, Ten Frames pg. 85 About teaching mathematics: Snap it
Tens & Ones	NS 1.4 - Count and group object in ones and tens (e.g. three groups of 10 and 4 equals 34, or 30 + 4).	5.2 Place value: Tens and Ones 5.3 Place value with calculators Collection of math lessons: Activities with base ten blocks pg. 83
Combination of coins (1, 5, 10, 25)	Cont: NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Ongoing Money Reference Book (Teacher Created) 5.8 Solving number stories Classroom store
Addition facts to 12 - ? . Commit to memory.	NS 2.1 - Know the addition facts (sums of 20) and the corresponding subtraction facts and commit them to memory.	These facts should be introduced earlier during the year building up to 20. Maybe introduced in unit 2 (sums of 0-5) unit 3 (6-10) unit 4 (11-15) unit 5 (16-20). About Teaching Mathematics: Number Bracelets pg. 130
Skip counting to 100	Cont: NS 2.4 - count by 2's, 5's, and 10's to 100.	Calendar, hundred's chart,
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Problem Solving Journal (Teacher Created) Math thoughts journal
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Problem Solving Journal (Teacher Created) Math thoughts journal
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Problem Solving Journal (Teacher Created) Math thoughts journal

Assessments / Major Class Projects:
1. Quarter 2 Jan. 18 (units 3 & 4)
2. Unit 5 assessment Jan. 29

Unit 6: Developing Fact Power

Timeframe: 1 month

NS – Number Sense; **A&F** – Algebra & Functions; **M&G** – Measurement & Geometry; **SDP** – Statistics, Data Analysis and Probability; **MR** – Mathematical Reasoning;

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Subject Matter Topics	State Standards Addressed	Resources and/or Activities
	NS 2.2 - Use the inverse relationship between addition and subtraction to solve problems.	5.12 Wheat's my rule?
Measurement: length, volume and weight.	M&G 1.1 – Compare the length, weight, and volume of two or more objects by using direct comparison or a non-standard unit.	5.4 Exploring Area, weigth, and counting 5.5 Animal weights
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Math journals
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Math journals
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Math journals.

Assessments / Major Class Projects:
1. Assessment 6 February 26
2.

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry; SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

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Unit 7: Developing Fact Power   Timeframe: 1 month

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
Shapes	M&G 2.1 - Identify, describe and compare triangles, rectangles, squares and circles, including the faces of three-dimensional objects.	7.1 Attribute Rules 7.2 Exploring attributes 7.3 Pattern block and template shapes 7.4 Making polygons 7.5 Spheres, cylinders, and rectangular prisms 7.6 pyramids, cones and cubes About teaching mathematics: Sorting shapes on the geo-board p. 96 Square up pg. 96
Solid shapes	M&G 2.2 - Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.	7.7 Symmetry About teaching mathematics: Coloring 0-99 patterns, pg. 181 A collection of math lessons: 0-99 patterns pg. 81
Position of Objects & Shapes	M&G 2.4 - Arrange and describe objects in space by proximity, position and direction (e.g. near, far, below, above, up, down, behind, in front of, next to, left or right of).	These concepts should be introduce earlier; before Standardized Testing. About teaching mathematics: Shapes! Shapes! Shapes! Shape construction on the geo-board p. 97 Square up pg. 96
Sorting & Categorizing	SDP 1.1 - Sort objects and data by common attributes and describe the categories.	About teaching mathematics: Graphing in the classroom pg. 75-77
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Math journals
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Math journals
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Math journals.

Assessments / Major Class Projects: 1. Unit 7 March 19   Timeframe: 1 month
Unit 8: Geometry and Attributes

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry; SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

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Subject Matter Topics	State Standards Addressed	Resources and/or Activities
	A&F 1.1 - Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Math journals
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Math journals
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Math journals.

Assessments / Major Class Projects:
1. Unit 8 assessment April 12
2. Quarter 3 Assessment April 19

NS – Number Sense; A&F – Algebra & Functions; M&G – Measurement & Geometry;
SDP – Statistics, Data Analysis and Probability; MR – Mathematical Reasoning;

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Unit 9: <u>Place Value and Fractions</u>   Timeframe: <u>1 month</u>

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
	NS 2.6 - Solve addition and subtraction problems with one and two digit numbers (e.g. 5 + 58 =).	
Draw, think and solve	Cont: MR 1.1 – Determine the approach, materials, and strategies to be used.	Math journals
Draw, think and solve	Cont: MR 1.2 - Use tools, such as manipulatives or sketches to model problems.	Math journals
Draw, think and solve	Cont: MR. 2.1 - Explain the reasoning used and justify the procedures selected.	Math journals.

Assessments / Major Class Projects:
1. Unit 9 Assessment May 14
2.

NS – Number Sense; **A&F** – Algebra & Functions; **M&G** – Measurement & Geometry;
SDP – Statistics, Data Analysis and Probability; **MR** – Mathematical Reasoning;

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Unit 10: <u>Review Objectives</u>   Timeframe: <u>1 month</u>

Subject Matter Topics	State Standards Addressed	Resources and/or Activities
End of the year classroom stores!	NS 1.5 - Identify and know the value of coins and show different combination of coins that equal the same value.	Teacher created activity

Assessments / Major Class Projects:
1. Unit 10 assessment June 11
2. Quarter 4 assessment June 11?

Standards not currently being covered in EDM???:

☐ **M&G 2.3 - Give and follow directions about location**

☐ **MR 2.2 - Make precise calculations and check the validity of the results from the context of the problem.**

☐ **NS 3.1 - Make reasonable estimates when comparing larger or smaller numbers.**

NS - Number Sense; **A&F** - Algebra & Functions; **M&G** - Measurement & Geometry;
SDP - Statistics, Data Analysis and Probability; **MR** - Mathematical Reasoning;

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Major Assessments:	Timeframe
STAR	BOY, MOY, EOY
Quarterly Benchmarks	Last week of Q1, Q2, Q3
	BOY, MOY, and EOY (until student passes with no more than 2 questions wrong)
CELDT	September
APRENDA 3 Spanish Standards Test (STS)	Spring
ELD Portfolios	December/May (On-going Process)

Key:
BOY = Beginning of Year   MOY = Middle of Year   EOY = End of Year
() = Appears after standard to indicate # of questions on the CST
Bold = Power standards that have 3 or more questions on the CST

Ongoing Standards: Taught explicitly when noted on plan, continues as an on-going standard

Essential Standards

Primary Resources
The Four Blocks Teacher's Guide
Month-by-Month Phonics for 2nd Grade

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Unit 1: Appreciation of WE

Timeframe: 1st Quarter

Theme/Big Idea: The classroom community acquires an awareness of themselves, their families, and those around them while simultaneously developing positive learning habits that help foster a productive learning environment.

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Unit 1: Appreciation of WE   **Timeframe: 1st Quarter**

Theme/Big Idea: The classroom community acquires an awareness of themselves, their families, and those around them while simultaneously developing positive learning habits that help foster a productive learning environment.

Assessments:
1. CELDT
2. STAR
3. BOY Writing (English & Spanish)
4. CORE Phonics (English & Spanish)
5. Words Their Way (English Spelling)
6. 100 High Frequency Words (English & Spanish) – EOY GOAL 300
7. Mid-unit quiz on standards _____
8. Unit test on all standards _____

OPTIONAL:
1. Timed Reading Fluency

As NEEDED:
1. CORE Phonemic Awareness
2. Leveled Reading Passages (yellow box)
3. DRA (Evaluacion del Desarrollo de la Lectura)

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Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
		Working With Words	
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading (3).	• ELD Beginning and Early Intermediate students recognize and use knowledge of a few simple spelling patterns (e.g., long and short vowels), and phonemes that correspond to sounds students hear and produce in their primary language. • ELD Intermediate students recognize sounds/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. • **SWBAT recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowels spellings) when reading.**	**August/September** Getting to Know You: **10-15 minute activities** (p.11) Name Cheers – 5 per day (p. 12) Letter Sorts (p.12) Review beginning sounds – names that DO NOT begin w/ vowels (p.12) Clap syllables (use student names) (p. 12) Matching beginning sounds (p.13) Hearing Rhyming Words (student names) (p. 13) Segmenting words into sounds (p.13) Getting to Know You : **20 minute activities** Key Names for Consonants: consonant letters, common blends, & common digraphs (p.14) Vowel posters: 6 sessions, 1 vowel per person (p. 15) Alphabet Books & Picture Dictionaries- *include onsets to explore beginning sounds for beginning letters* (p.16)
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per) (3).	• ELD Beginning students apply knowledge of a few basic syllabication rules using simple, known words with closed syllables and unlike consonants (e.g., un-der, can-dle, sen-tence) • ELD Intermediate students apply knowledge of many basic syllabication rules using simple, unknown words with closed syllables and unlike consonants. (e.g., ud-der, dod-dle, non-sense) • **SWBAT apply knowledge of basic syllabication rules when reading (e.g., vowel/consonant-vowel=su/per, vowel-consonant/consonant-vowel=sup/per)**	**Segment One** Word Wall *student writing samples used to choose words* (p.18) Daily Word Wall Practice (p.20) **Segment Two** Rounding Up the Rhymes *to focus on spelling patterns* (p. 23) Guess the Covered Word *to crosscheck using context, word length, & phonics clues* (p. 26)
	1.3 Decode two-syllable nonsense words and regular multisyllable words (3).	• ELD Beginning students decode a few known simple two-syllable words and familiar regular multi-syllable words (e.g., /r/ /a/ /b/ - /b/ /i/ /t/=rabbit, /u/ /m/ /b/ /r/ /e/ /l/ /l/ /a/ = umbrella • ELD Intermediate students decode some two-syllable nonsense words and a few regular multi-syllable words.	**October** **Segment One** Word Wall (p.33) On-the-Back Word Wall Activities – *Same Spelling Patterns* (p.34) **Segment Two** Rounding Up the Rhymes (p. 35) Guess the Covered Word (p. 39) Making Words (p. 40)

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		• **SWBAT decode two-syllable nonsense and regular multi-syllable words.**	Changing A Hen To A Fox *to review beginning, middle (vowel), and ending sounds* (p.47)
	1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives) (2).	• ELD Beginning students identify and use simple plurals formed with –s or –es in simple, known, regular words (e.g., desk/desks, watch/watches) • ELD Early Intermediate students identify and use simple plurals formed with –s or –es and a few irregular plurals (e.g., fly/flies, leaf/leaves) • ELD Intermediate students identify and use nouns that change in different to indicate plurals (e.g., man/men, woman/women, child/children). • **SWBAT identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).**	
	1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why) (2).	• ELD Beginning students demonstrate understanding meaning of frequently and irregular words in context and with teacher assistance. • ELD Early Intermediate identify and copy frequently used, irregular words (e.g., was, were, says, said, who, why) from a word bank to use in context. • ELD Intermediate spell frequently used, irregular words correctly (e.g., was, were, says, said, who, why) with some inconsistency. • ELD Early Advanced students spell frequently used, irregular words correctly (e.g., was, were, says, said, who, why) independently and edit for consistency. • **SWBAT spell frequently used irregular words correctly (e.g., was, were, says, said, who, why).**	

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Guided Reading			
	1.6* Read aloud fluently and accurately and with appropriate intonation and expression (0).	• ELD Beginning students repeat simple sentence to begin to match the rhythm and natural speech patterns of English (e.g., I like to play, Do you want to play with me?) • ELD Early Intermediate students choral or echo read aloud with fluency in manner that begins to sound like natural native speech (e.g., "Sing!" said the mother. "We sing," said the three. So they sang and were glad in the hole in the three). • ELD Intermediate students read familiar predictable pattern language text.. (e.g., I see a big black cat. Do you see that cat? I love cats! I see a big red fox. Do you see a big...) • ELD Early Advanced students read alud with fluency in a manner that sounds like natural speech text previously heard and read aloud by teacher. • **SWBAT read aloud fluently, accurately, and with intonation and expression.**	<u>Suggested Mini-Lessons</u> *Procedural:* Block Expectations, Word Wall connection <u>Focus:</u> Cause & Effect , Good reading habits (Into-Thru-Beyond) <u>Activities</u> <u>Before</u> the children read, the teacher helps them with building and assessing prior knowledge, making connections to personal experiences, developing vocabulary essential for comprehension, taking a "picture walk", making predictions, setting purposes for their reading, and starting a geographic organizer or KWL chart. <u>During:</u> choral reading, echo reading, shared reading, partner reading, Everyone read to...(ERT). <u>After:</u> discussing the text/literature, connecting new knowledge to what they knew before, and following up predictions.
Writing			
	Sentence Structure 1.1 Distinguish between complete and incomplete sentence (2) 1.2 Recognize and use the correct word order in written sentences (0).	• ELD Beginning students copy complete sentences and illustrate or diagram with assistance to identify the subject and the predicate. (e.g., who/did what) • ELD Early Intermediate students recognize and identify subject and predicate in a sentence using a sentence diagram (e.g., who/did what) • **SWBAT distinguish complete and incomplete sentences.** • ELD Beginning students follow a sentence model and choose from an illustrated word bank to write a sentence using correct word order. • ELD Intermediate students use standard	<u>Focus:</u> Cause & Effect, Personal heroes <u>Suggested Mini-Lessons</u> *Procedural:* Block Expectations, Word Wall connection, Folders, Writing Stages, "driting," How to handle spelling during writing, WWW corrections, selecting topics (Heart Map), the Writing Process, Author's Chair *Conventional:* Develop editor's checklist, revising <u>Culminating Projects:</u> - All about Me and Family/Star of the Week Book (Write a brief narrative of themselves and family. They will place important events of their lives (e.g., time line or

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	Grammar 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking (2).	word order to write a sentence, but may have some inconsistent grammatical forms, (e.g., subject/verb without inflections). • **SWBAT recognize and use correct word order in written sentences.** • ELD Beginning students recognize and identify various parts of speech, including nouns and verbs. Using familiar vocabulary, models, diagrams and pattern sentences wit assistance. • ELD Early Intermediate students identify and use various parts of speech, including nouns and verbs, following a sentence model and choosing from a word bank to form a simple sentence. • ELD Early Advanced students identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking more detailed sentences but may have some inconsistent grammatical forms. • **SWBAT identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.**	storyboard). Trace the history of their family using primary and secondary sources) - Heroes Biographies Presentations (i.e., Family Heroes, Latin American Heroes, African American Heroes, Women Heroes) (Students understand the importance of individual action. Explain how heroes made a difference in their lives. Report on a topic with facts and details, drawing from several sources of information).
	Capitalization 1.6 *Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. (2)	• ELD Beginning students use capitalization when writing own name and initials of people. • ELD Early Intermediate students use capitalization to begin sentences, titles and proper nouns. • ELD Intermediate students capitalize months and days of the week, and greetings. • ELD Early Advanced students capitalize all proper nouns, words at the beginning of sentences and in greetings, months and days of the week, and titles and initials of people independently and edit for consistency. • **SWBAT to capitalize all proper nouns, words at the beginning of sentences and in greetings, moths and days of the week, and titles and initials of**	

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		people.	
	Penmanship 1.2* Create readable documents with legible handwriting (N/A).	• ELD Beginning students copy the English alphabet legibly. • ELD Early Intermediate students print legibly and space letters, words, and sentences appropriately. • **SWBAT create readable documents with legible handwriting.**	
	Organization and Focus 1.1 Group related ideas and maintain a consistent focus (3).	• ELD Beginning students group related ideas, and maintain a consistent focus using graphic organizers and key words and phrases. • ELD Intermediate students group related ideas, and maintain a consistent focus using detailed sentences and key transition terms (e.g., fist, next, last). • **SWBAT group related ideas to maintain a consistent focus.**	

Self-Selected Reading

	Comprehension 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text (1).	• ELD Beginning students while reading aloud in a group, point out basic text features such as title, table of contents, and chapter headings. • ELD Early Intermediate students recognize and identify • **SWBAT locate information in expository text.**	**Focus:** Cause & Effect **Suggested Mini-Lessons** Procedural: Block Expectations, Word Wall connection, book baskets/boxes, selecting 'just right books' (level/genres), Reader's Chair **Suggested Read-Alouds** Miss Nelson is Missing, Eve Bunting: (A Day's Work, The Wednesday Surprise, The Memory String, Going Home), Tomie dePaola: (Andy : That's My Name, Big Anthony, Oliver Button Is A Sissy, The Night of the Posadas, The Lady of Guadalupe, Nana Upstairs & Nana Downstairs, The Quilt Story, Now One Foot, Now the Other)

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Listening & Speaking			
	Comprehension 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment) (N/A).	• ELD Beginning students demonstrate understanding that written and oral messages have various purposes by listening attentively to songs, poems, stories and informational text, or explanations and responding using non-verbal and one or two words answers to determine purpose. • ELD Intermediate students listen attentively to songs, poems, stories and informational text, or explanations and respond using simple sentences to determine the purpose. • **SWBAT determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).**	**Focus:** Cause & Effect **Suggested Mini-Lessons** Attentive listening vs. listening **Culminating Projects:** - All about Me and Family/Star of the Week Presentations Students present brief narrative of themselves and family. They will place important events of their lives (e.g., time line or storyboard). Trace the history of their family using primary and secondary sources. - Heroes Biographies Presentations (i.e., Family Heroes, Latin American Heroes, African American Heroes, Women Heroes) (Students understand the importance of individual action. Explain how heroes made a difference in their lives. Report on a topic with facts and details, drawing from several sources of information).
	1.2 Ask for clarification and explanation of stories and ideas (N/A).	• ELD Beginning students demonstrate understanding of stories and ideas using non-verbal communication, illustrations and one- or two-words, or phrases. • ELD Intermediate students ask for clarification and explanation of stories and ideas by asking and answer instructional questions using simple sentences. • **SWBAT ask for clarification and explanation of stories and ideas.**	
	1.3 Paraphrase information that has been shared orally by others (N/A).	• ELD Beginning students repeat verbatim simple comprehensible information that has been shared orally by others (e.g., Ducks are birds). • ELD Early Intermediate students repeat simple comprehensible information that has been shared orally by others using simple sentences. (e.g., Not all ducks can swim) • ELD Intermediate students retell	

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	1.4* Give and follow three-and four-step oral directions (N/A).	information that has been shared orally by others using expanded vocabulary. (e.g., Some ducks live in ponds. They eat fish, insects and plants). • **SWBAT paraphrase information that has been shared orally by others.** • ELD Beginning students demonstrate understanding by following simple one and two step directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). • ELD Early Intermediate students demonstrate understanding by following two or three step directions by recognizing key words and phrases. (underline, circle, bubble in, fill out) • ELD Intermediate students give one to two step directions using key words and phrases (underline, circle, fill out, turn, move, bring, take out) related to classroom activities. • **SWBAT give and follow three- and four-step oral directions.**	

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Unit 2: Cultural Awareness
Timeframe: 2nd Quarter

Theme/Big Idea: After having acquired a greater sense of self, the classroom community learns about the North American continent and its geographical regions and economic practices. The community also learns about the diversity of individuals and their contributions which had a great impact on their lives and the world around them.

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Unit 2: Cultural Awareness   **Timeframe: 2nd Quarter**

Theme/Big Idea: After having acquired a greater sense of self, the classroom community learns about the North American continent and its geographical regions and economic practices. The community also learns about the diversity of individuals and their contributions which had a great impact on their lives and the world around them.

Assessments:
1. STAR
2. Quarterly Writing (English & Spanish)
3. 200 High Frequency Words (English & Spanish) – EOY GOAL 300
4.

OPTIONAL:
1. Timed Reading Fluency

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
	Working With Words		
	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.) (1).	• ELD Beginning students recognize a few common abbreviations for known words. (e.g., Mr. or Mrs., Dr.) • ELD Early Intermediate students recognize some common abbreviations for known words (e.g., Jan., Feb., Mar.). • ELD Intermediate students recognize many common abbreviations (e.g., St., Rd., Ave., Ct.). • **SWBAT recognize common abbreviations.**	**NOVEMBER** Segment One Word Wall (p.52) On-the-Back Word Wall Activities – Endings (p.53) Segment Two Rounding Up the Rhymes which review beginning sounds & spelling patterns to spell more words (p. 54) Guess the Covered Word (p. 56) Making Words (p. 57) Reading/Writing Rhymes (p.58)
	1.7 Understand and explain common antonyms and synonyms (3)	• ELD Beginning students demonstrate understanding of simple antonyms and synonyms using illustrations, actions, and responding appropriately in word games. • ELD Intermediate students recognize and identify simple known antonyms and synonyms in text.	**DECEMER** Segment One Word Wall review by writing new words w/ that rhyme (p.64) On-the-Back Word Wall Activities – Extending 5 WWW to other rhyming words (p.64) Use theme words (Holiday) (p.65) Segment Two

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		• ELD Advanced students understand and explain common antonyms and synonyms (e.g., big, small; tall, short; fat, thin; new, old) • **SWBAT understand and explain common antonyms and synonyms.**	Rounding Up the Rhymes (p. 66) Guess the Covered Word: *use holiday words* (p. 68) Making Words *less cueing by teacher* (p. 69) Reading/Writing Rhymes: *short vowel patterns* (p.71)
	1.8 Use knowledge of individual words in unknown compound words to predict their meaning (2).	• ELD beginning students use knowledge of individual known words to derive meaning of compound words (e.g., tooth/brush: toothbrush; star/fish: starfish) demonstrating understanding by using labeled illustrations and pictures. • ELD Early Intermediate students use knowledge of familiar compound words to segment into individual known words (e.g., snowman = snow-man; toothache = tooth-ache). • ELD Intermediate students use knowledge of familiar words in unknown compound words to predict their meaning (e.g., sun/flower = sunflower; moon/light = moon/light; skate/board = skateboard). • **SWBAT use knowledge of individual words to predict their meaning (e.g., space/ship=spaceship; river/boat=riverboat; fire/fighter=firefighter).**	
	1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly) (3).	• ELD Beginning students recognize the meaning of words with simple prefixes attached to commonly used, known vocabulary (e.g., write/rewrite; tie/untie). • ELD Intermediate students recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping). • ELD Advanced students know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly). • **SWBAT demonstrate knowledge of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).** • ELD Beginning students demonstrate understanding that words have multiple	

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		meanings using labeled illustrations.	
	1.10 Identify simple multiple-meaning words (3).	• ELD Early Intermediate students recognize the meaning of known multiple words in simple sentences (e.g., Please get the can of tuna; I can eat tuna). • ELD Intermediate students identify simple multiple meaning in text. • **SWBAT identify simple multiple-meaning words.**	
Guided Reading			
	2.3 Use knowledge of the author's purpose(s) to comprehend informational text (2).	• ELD Beginning students demonstrate understanding of author's purpose by using graphic organizers, illustration and key words. • ELD Intermediate students orally identify, using key words or phrases the author's purpose to comprehend informational text. • **SWBAT use knowledge of the author's purpose(s) to understand informational text.**	<u>Suggested Mini-Lessons</u> <u>Procedural:</u> Word Wall connection, Pair Reading <u>Activities</u> <u>Before</u> : See Unit l <u>During:</u> See Unit l *and* "doing" the book, and sticky note reading. <u>After:</u> See Unit l *and introduce* beach ball activity, discuss what they have learned, and how they are becoming better readers by using the reading strategies).
	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how) (2).	• ELD Beginning students listen to expository text read aloud, use key words, graphic organizers and pictures to determine why, what, if, and how with assistance. • ELD Early Intermediate students ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how) by using key words or phrases. • ELD Intermediate students ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how) by using simple sentences. • **SWBAT ask clarifying questions concerning essential textual elements of exposition (e.g., why, what, if, how).**	
	2.5 Restate facts and details in the text to clarify and organize ideas (3).	• ELD Beginning students restate facts and details in text to clarify and organize ideas using graphic organizers, key words and phrases. • ELD Early Intermediate students restate facts and details in text to clarify and	

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		organize facts by using outlines, key words and phrases. • ELD Intermediate students restate facts and details in text to clarify and organize ideas by using simple sentences. • **SWBAT restate fact and details in text to clarify and organize ideas.** • ELD Beginning students understand and follow simple one-step directions for classroom activities (e.g., open the box).	
	2.8* Follow two-step written instructions (2).	• SWBAT follow two-step written instructions.	
Writing			
	2.1 Write brief narratives based on their experiences (N/A): a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	• ELD Beginning students use illustrations, pictures, graphic organizers, lists, charts and outlines to write brief narratives based on their experiences that a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. • ELD Early Intermediate students use words and phrases along with sequentially arranged illustrations to write brief narratives based on their experience that a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. • ELD Intermediate students use simple sentences along with sequentially arranged illustrations to write brief narratives based on their experience that a. Move through a logical sequence of	<u>Focus:</u> Biographies <u>Suggested Mini-Lessons</u> <u>Procedural:</u> Word Wall connection, using resources in Folders, conferences, continue Writing Process, deepening Author's Chair segment (providing feedback, asking deep questions <u>Culminating Projects:</u> - Tracing Family History (Students compare and contrast their lives with those of their parents, grandparents, and/or guardians). - Community Tridimensional Project (Locate on a simple letter-number grid system the specific locations and geographic features of their neighborhood or community).

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		events.	
		b. Describe the setting, characters, objects, and events in detail.	
		• ELD Early Advanced students use detailed and related sentences along with illustrations to write brief narratives based on their experience that	
		a. Move through a logical sequence of events.	
		b. Describe the setting, characters, objects, and events in detail.	
		• **SWBAT write brief narratives based on their experiences that**	
		a. Move through a logical sequence of events.	
		b. Describe the setting, characters, objects, and events in detail.	
	1.5 Use quotation marks correctly (2).	• ELD Beginning students recognize and identify in context the use quotation marks that indicate a speaker's exact word in text. • ELD Intermediate students use quotation marks by copying from a model or sentence structure (e.g., My friend said "-_____," before he left. • ELD Intermediate students use quotation marks with some inconsistency. • ELD Advanced students use quotation marks independently and edit for consistency. • **SWBAT correctly use quotation marks.**	

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	Research 1.3* Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas) (2).	• ELD Beginning students understand the purpose and use a grade level dictionary in English and in the student's primary language. • ELD Early Intermediate students understand the purpose and use an English picture dictionary. • ELD Intermediate students understand the purpose and use of some reference materials (e.g., picture encyclopedia, atlas). • ELD Early Advanced students understand the purpose of various reference materials (e.g., dictionary, thesaurus, and atlas). • **SWBAT understand and use various reference materials correctly (e.g., dictionary, thesaurus, atlas).**	
	Evaluation and Revision 1.4* Revise original drafts to improve sequence and provide more descriptive detail (3).	• ELD Beginning students draw from illustrations to provide more descriptive detail and improve sequence. Rearrange words in simple sentences to improve readability and grammar, with assistance. • ELD Early Intermediate students rearrange sentence to improve sequence and provide more descriptive detail with assistance. • ELD Intermediate students revise original drafts to improve sequence and provide more descriptive detail by using expended vocabulary. • **SWBAT to revise original drafts to improve sequence and provide more descriptive detail.**	
**Self-Selected Reading**		
	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how) (2).	• ELD Beginning students listen to expository text read aloud, use key words, graphic organizers and pictures to determine why, what, if, and how with assistance. • ELD Early Intermediate students ask clarifying questions concerning essential textual elements of	**Suggested Mini-Lessons** Procedural: Word Wall connection, selecting 'just right books', deepening Reader's Chair (Sentence Frames & asking critical thinking questions, book sharing, book choices, conferencing scheduling and focus, assessment **Suggested Read-Alouds** Eve Bunting: (One Candle), Tomie dePaola: (Things Will Never

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		exposition (e.g., why, what-if, how) by using key words or phrases. • ELD Intermediate students ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how) by using simple sentences. • **SWBAT ask clarifying questions concerning essential textual elements of exposition (e.g., why, what, if, how).**	Be the Same)
	2.5 Restate facts and details in the text to clarify and organize ideas (3).	• ELD Beginning students restate facts and details in text to clarify and organize ideas using graphic organizers, key words and phrases. • ELD Early Intermediate students restate facts and details in text to clarify and organize facts by using outlines, key words and phrases. • ELD Intermediate students restate facts and details in text to clarify and organize ideas by using simple sentences. • **SWBAT restate fact and details in text to clarify and organize ideas.**	

Listening & Speaking			
	2.1 Recount experiences or present stories (N/A): a. Move through a logical sequence of events. b. Describe story elements (e.g.,	• ELD Beginning students retell experiences or present stories using illustrations, pictures and graphic organizers that: • Move through a logical sequence of events. • Describe story elements (e.g., characters, plot, setting). • ELD Early Intermediate students recount experiences or present stories using key	**Focus:** Cause & Effect **Suggested Mini-Lessons** Attentive listening vs. listening **Culminating Projects:** - Tracing Family History (Students compare and contrast their lives with those of their parents, grandparents, and/or guardians).

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		characters, plot, setting).	words (first, than, after) in sentences that: • Move through a logical sequence of events. • Describe story elements (e.g., characters, plot, setting). • ELD Intermediate students recount experiences or present stories using key words and expanded vocabulary that: • Move through a logical sequence of events. • Describe story elements (e.g., characters, plot, setting). • **SWBAT recount experiences or stories that:** • **Move through a logical sequence of events.** • **Describe story elements (e.g., characters, plot, setting).**	- Community Tridimensional Project (Locate on a simple letter-number grid system the specific locations and geographic features of their neighborhood or community).
		Organization and Delivery of Oral Communication 1.5 Organize presentations to maintain a clear focus (N/A).	• ELD Beginning students use illustrations, pictures, graphic organizers, lists, charts and outlines to organize presentations and maintain a clear focus. • ELD Early Intermediate students use key words and phrases along with sequentially arranged illustrations to organize presentations and maintain a clear focus. • ELD Intermediate students use simple sentences along with sequentially arranged illustrations to organize presentations and maintain a clear focus. • **SWBAT organize presentations to maintain a clear focus.**	
			• ELD beginning students begin to speak clearly using words and phrases. • ELD Early Intermediate students begin to	

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	1.6* Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class) (N/A).	be understood when speak clearly using simple sentences and rudimentary English grammatical forms and sounds. • ELD Intermediate students make oneself understood when speaking using expanded vocabulary, descriptive words in simple sentences. • ELD Early Advances students make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonations, pitch, and modulation, but make random errors. • ELD Advances students speak clearly and at an appropriate pace for the type of · communication (e.g., informal discussion, repot to class). • **SWBAT speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, repot to class).**
	1.7 Recount experiences in a logical sequence (N/A).	• ELD Beginning students speak a few words about an experience in a logical sequence using illustrations, pictures and graphic organizers (e.g., I get up. I walk to school, I do my work). • ELD Early Intermediate students recount experiences using key words in simple sentences to emphasize a logical sequence (e.g., First, I get up. Then, I walk to school. Later, I do my work). • ELD Intermediate students recount experiences in a logical sequence, using key words and expended vocabulary (e.g., I wake up early in the morning. Then I walk to school with my friends. At school, I read, write and learn a lot). • **SWBAT recount experiences in logical order.**
		• ELD Beginning students retell simple stories by using drawings, words, or phrases.

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	1.8* Retell stories, including characters, setting, and plot (N/A).	- ELD Early Intermediate students retell familiar stories using characters, setting and plot by using appropriate gestures, expressions, illustrations and simple sentences. - ELD Intermediate students retell stories in greater detail using characters, setting and plot using expanded vocabulary and descriptive words and paraphrasing. - ELD Advances students retell stories in greater detail using characters, setting and plot. **SWBAT retell stories including characters, setting, and plot.**	
	1.9* Report on a topic with supportive facts and details (N/A).	- ELD Beginning students use illustrations, pictures, graphic organizers, lists, charts and outlines to report on a topic, including supportive facts and details. - ELD Early Intermediate students use key words and phrases along illustrations that follow an organizational pattern and focus to report on a topic, including supportive facts and details. - ELD Intermediate students use simple related sentences along illustrations that follow an organizational pattern and focus to report on a topic, including supportive facts and details. **SWBAT report on a topic, including supportive facts and details.**	

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Unit 3: Global Awareness

Timeframe: <u>3rd Quarter</u>

Theme/Big Idea: The community of learners learns about the interrelatedness among nations (resources, history of life, etc).

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Unit 3: Global Awareness   **Timeframe: 3rd Quarter**
Theme/Big Idea: The community of learners learns about the interrelatedness among nations (resources, history of life).

Assessments:
1. APRENDA
2. Spanish Standards Test (STS)
3. Quarterly Writing (English & Spanish)
4. Leveled Reading Passages (yellow box)
5. DRA (Evaluacion del Desarrollo de la Lectura)
6.

OPTIONAL:
1. Timed Reading Fluency

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
	Working With Words		
	Revisit standards not mastered on benchmark analysis.	•	**January** _Segment One_ Word Wall (p.74) On-the-Back Word Wall Activities – _Reviewing rhyming words & starting alphabetical order_ (p.75) _Segment Two_ Guess the Covered Word: _with an emphasis on 2-3 letter blends_ (p. 76) Making Words: _an emphasis on blends_ (p. 78) Reading/Writing Rhymes: _long vowel patterns_ (p.71) **February** _Segment One_ Word Wall (p.92)

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			On-the-Back Word Wall Activities – *Focusing on words in sentences* (p.92) *drop the "e" before adding the ending* (p. 93) **Segment Two** Guess the Covered Word: *cont. to emphasize 2-3 letter blends* (p. 94) Making Words: *an emphasis on 2 and 3 letter blends, patterns, & endings* (p. 96) Reading/Writing Rhymes: *more than one spelling pattern* (p.97) **March** **Segment One** Word Wall (p.102) On-the-Back Word Wall Activities – *combine rhyming words & endings* (p.102) **Segment Two** Guess the Covered Word: *paragraphs not just sentences* (p. 103) Making Words: *an emphasis on book/writing words, beginning letter clusters, plurals, homophones, & changing letters around to make new words* (p. 104) Reading/Writing Rhymes: *with O vowel pattern* (p.105) Using Words You Know (p.107)
		Guided Reading	
	2.6 Recognize cause-and-effect relationships in a text (3).	• ELD Beginning students recognize cause-and-effect relationships in text by using graphic organizers, illustrations, key words and phrases. • ELD Early Intermediate students recognize cause-and-effect relationships in text by identifying key cause-and-effect terms. • ELD Intermediate students recognize cause-and-effect relationships in text identifying cause-and-effect sentence structures. • **SWBAT recognize cause-and-effect relationships in text.** • ELD Beginning students interpret information from diagrams, charts, and graphs by pointing and responding to	Focus: Suggested Mini-Lessons Activities Before : See Unit 1,and 2 During: Unit 1,and 2 *and* three ring circus After: Unit 1,and 2 *and* complete graphic organizers Culminating Projects: - Learning about another country (i.e., laws, government, culture, traditions)

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	2.7 Interpret information from diagrams, charts, and graphs.	yes/no questions. • ELD Intermediate students interpret information from diagrams, charts, and graphs using key words and phrases. • **SWBAT interpret information from diagrams, charts, and graphs.**	
	3.1 Compare and contrast plots, settings, and characters presented by different authors (2).	• ELD Beginning students compare and contrast plots, settings, and characters presented by different authors using graphic organizers, pictures, key words and phrases with assistance. • ELD Early Intermediate students compare and contrast plots, settings, and characters presented by different authors using compare and contrast key terms in modeled sentence structures. • ELD Intermediate students compare and contrast plots, settings, and characters presented by different authors using compare and contrast sentence structures. • ELD Early Advanced students compare and contrast plots, settings, and characters presented by different authors using compare and contrast sentence structure with expanded vocabulary and details. • **SWBAT compare and contrast plots, settings, and characters presented by different authors using the Venn Diagram/Double Bubble Map.**	
	3.3 Compare and contrast different versions of the same stories that reflect different cultures (1).	• ELD Beginning students compare and contrast different versions of the same stories that reflect different cultures using graphic organizers, pictures, key words and phrases. • ELD Intermediate students compare and contrast different versions of the same stories that reflect different cultures using compare and contrast key terms modeled sentence structures. • ELD Advanced students compare and contrast different versions of the same stories that reflect different cultures with	

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		expanded vocabulary and details. • **SWBAT compare and contrast different versions of the same stories using a Venn Diagram/Double Bubble Map that reflect different cultures.**	

		Writing	
	2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature (N/A).	• ELD Beginning students use friendly letter model or outline and illustrations to write a friendly letter complete with date, salutation, body, closing, and signature. • ELD Early Intermediate students use friendly letter model and words or phrases to write a friendly letter complete with date, salutation, body, closing, and signature. • ELD Intermediate students use simple sentences to write a friendly letter complete with date, salutation, body, closing, and signature. • ELD Advanced students use detailed and related sentences to write a friendly letter complete with date, salutation, body, closing, and signature. • **SWBAT write a friendly letter with date, salutation, body, closing, and signature).**	<u>Suggested Mini Lessons</u> Introduce reports-focused Writing (e.g., brainstorm, narrowing the topic, read, research, and take notes, writing the report). <u>Culminating Project</u> -Tourist Books (i.e., laws, government, culture, traditions) (Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. Describe the ways in which groups and nations interact with one another to try to resolve problems).
	Punctuation 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series (2).	• ELD Beginning students use commas in the greeting and closure of a letter, with dates by copying from a model. Recognize the use of comas in a series in text. • ELD Intermediate students use commas in the greeting and closure of a letter, with dates, by using an outline or letter structure. Demonstrate understanding of the use of comas in a series of words by drawing from a word bank to complete a sentence. • ELD Early Advanced students use commas in the greeting and closure of a	

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		letter and with dates and words in a series independently and edit for consistency. • **SWBAT use commas in the friendly letter correctly (i.e., date, greeting, and closure).**	
		•	

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Self-Selected Reading

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	3.1 Compare and contrast plots, settings, and characters presented by different authors (2).	• ELD Beginning students compare and contrast plots, settings, and characters presented by different authors using graphic organizers, pictures, key words and phrases with assistance. • ELD Early Intermediate students compare and contrast plots, settings, and characters presented by different authors using compare and contrast key terms in modeled sentence structures. • ELD Intermediate students compare and contrast plots, settings, and characters presented by different authors using compare and contrast sentence structures. • ELD Early Advanced students compare and contrast plots, settings, and characters presented by different authors using compare and contrast sentence structure with expanded vocabulary and details. • **SWBAT compare and contrast plots, settings, and characters presented by different authors using the Venn Diagram/Double Bubble Map.**	<u>Suggested Mini-Lessons</u> Procedural: Word Wall connection, selecting 'just right books', deepening Reader's Chair (Sentence Frames & asking critical thinking questions <u>Suggested Read-Alouds</u> Eve Bunting: (The Butterfly House, Flower Garden), Magic Tree House (Dinosaurs Before Dark/Dino Non-Fiction)

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Unit 4: Creators of Social Change

Timeframe: <u>4th Quarter</u>

Theme/Big Idea: Students develop a keen understanding of the role they play in the world. They begin to develop ways to take action in their communities to protect the environmental elements and better the world around them.

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Unit 4: Creators of Social Change   **Timeframe: 4th Quarter**
Theme/Big Idea: Students develop a keen understanding of the role they play in the world. They begin to develop ways to take action in their communities to protect the environmental elements and better the world around them.

Assessments:
1. CST
2. STAR
3. Quarterly Writing (English & Spanish)
4. Leveled Reading Passages (yellow box)
5. DRA (Evaluacion del Desarrollo de la Lectura)
6. 300 High Frequency Words (English & Spanish) – EOY GOAL 300
7.

OPTIONAL:
1. Timed Reading Fluency

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
	Working With Words		
	1.8 Spell basic short-vowel, long-vowel, r- controlled, and consonant-blend patterns correctly (2).	• ELD Beginning students recognize and use knowledge of a few simple spelling patterns that correspond to sounds students hear and produce in their primary language. • ELD Early Intermediate students recognize and use knowledge of most simple spelling patterns (e.g., long and short vowels) and phonemes that do not correspond to sounds students hear and produce in their primary language. • ELD Intermediate students spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly with some inconsistency. • ELD Advanced students spell basic short-vowel, long-vowel, r-controlled, and	**April** **Segment One** Word Wall (p.110) Be A Mind Reader (p. 110) On-the-Back Word Wall Activities – *5 different words that rhyme w/ word wall words* (p.112) **Segment Two** Guess the Covered Word: *with paragraphs & unusually short/long words* (p. 113) Making Words: *where children lead the sorts* (p. 114) Reading/Writing Rhymes: *with ar, art, orn, ear, eer patterns* (p.116) Using Words You Know (p.117)

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		consonant-blend patterns independently and edit for consistency. • **SWBAT spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.**	**May/ June** **Segment One** Word Wall (p.123) Word Wall Riddles (p. 123) Be A Mind Reader (p. 124) **Segment Two** Guess the Covered Word: *with paragraphs & 2 and 3 letter clusters at the beginning of the covered words* (p. 125) Making Words: *with letters y and z and some summer words* (p. 126) Reading/Writing Rhymes: with *oy, ow, & several charts to write some rhymes* (p.127) Using Words You Know: *number words* to write other words

Guided Reading

	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives (1).	• ELD Beginning students generate alternative endings to plots, using graphic organizers, pictures, key words and phrases. • ELD Early Intermediate students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using simple words or phrase. • ELD Intermediate students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using simple sentences. • ELD Advanced students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using sentences with expended vocabulary and details. • **SWBAT generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives.**	**Activities** Before : See Units 1-3 During: Units 1-3 *and* book club groups After: Unit 1- 3
	3.4 Identify the use of rhythm, rhyme, and alliteration in poetry (2).	• ELD Beginning students listen and respond to poems, charts and songs with physical action and other means of non-verbal communication. • ELD Early Intermediate students listen, respond to and recite poems, chants and songs by echoing and choral	

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		participation. • ELD Intermediate students listen, respond to and recite familiar poems, chants and songs independently. • **SWBAT identify rhythm, rhyme, and alliteration in poetry.**	
Writing			
	Revisit standards not mastered on benchmark analysis.	•	**Suggested Mini-Lesson** Introduce Reports-Focused Writing (e.g., brainstorm, narrowing the topic, read, research, and take notes, writing the report). **Culminating Project** Study of community organizations and the resources available to assist their communities (e.g., poetry writing, song, book, theatrical presentation, dance, art)
Self-Selected Reading			
	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives (1).	• ELD Beginning students generate alternative endings to plots, using graphic organizers, pictures, key words and phrases. • ELD Early Intermediate students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using simple words or phrase. • ELD Intermediate students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using simple sentences. • ELD Advanced students generate alternative endings to plots, and identify the reason or reasons for, and impact of, the alternatives using sentences with expended vocabulary and details. • **SWBAT generate alternative endings to plots, and identify the reason or reasons for, and**	**Suggested Read-Alouds** Eve Bunting: (Fly Away Home, Train to Somewhere), Bill Peet: (The Wump World, Farewell to Shady Glade)

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	3.4 Identify the use of rhythm, rhyme, and alliteration in poetry (2).	impact of, the alternatives. • ELD Beginning students listen and respond to poems, charts and songs with physical action and other means of non-verbal communication. • ELD Early Intermediate students listen, respond to and recite poems, chants and songs by echoing and choral participation. • ELD Intermediate students listen, respond to and recite familiar poems, chants and songs independently. • **SWBAT identify rhythm, rhyme, and alliteration in poetry.**	

| Camino Nuevo Charter Academy | Grade Level/Subject: 2nd Grade Mathematics |
| Standards-Based Pacing Plan | is Calic |

Major Assessments:	Timeframe
Basic Math Mastery Test (give in 2 days)	BOY and EOY
Quarterly Benchmarks	Last week of Q1, Q2, Q3
Concept Math Mastery Test	At the conclusion of each concept covered
CELDT	September
CST: Math	May

Key:
BOY = Beginning of Year   MOY = Middle of Year   EOY = End of Year
() = Appears after standard to indicate # of questions on the CST
Bold = Power standards that have 3 or more questions on the CST

Quarter 1:   Timeframe: 30 days
Theme/Big Idea:

- **Number Relationships, Equivalence, and Place Value**
  Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart)

- **Data Analysis and Patterns**
  Predictions and generalizations can be made from analysis of data and patterns.

Standards:
NS 1.1 Court, read, and write whole numbers to 1,000 and identify the place value for each digit.
NS 1.2 Use words, models, and expanded forms (eg. 45= 4 tens + 5) to represent numbers (to 1,000)
NS 1.3 Order and compare whole numbers to 1,000 by using the symbols <,=,>.
NS 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 − 6 = 8)
NS 2.2 Find the sum or difference of two whole numbers up to three-digits long.
AF 1.1 Use the commutative and associative rules to simplify mental calculations and to check results.
AF 1.2 Relate problem situations to number sentences involving addition and subtraction.
AF 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

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SDAP 1.0 Students collect numerical data and record, organize, display and interpret the data or bar graphs and other representations.

SDAP 1.1 Record numerical data in systematic ways, keeping track of what has been counted.

SDAP 1.2 Represent the same data set in more than one way (e.g., bar graphs, and charts with tallies).

SDAP 1.3 Identify features of data sets (range and mode)

SDAP 1.4 Ask and answer simple questions related to data representations.

SDAP 2.0 Students demonstrate and understanding of patterns and how patterns grow and describe them in general ways.

SDAP 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses.

SDAP 2.2 Solve problems involving simple number patterns.

Subject Matter Topics / Concepts	Standards	Objectives	Resources and/or Activities
Addition Strategies (6 days)	NS 2.1 NS 2.2 AF 1.1	**Order and Zero Properties**: To review Order and Zero Properties for addition. **Count on 1, 2, and 3**: To review counting on to find sums. **Doubles and Doubles Plus One**: To explore doubles plus one facts. **Make a Ten**: To use the make a ten strategy to find sums to 18. **Add 3 Numbers**: To find the sum of three addends. **Problem Solving**: To solve problems by drawing a picture.	Harcourt *About Teaching Mathematics* (Burns) • Acting out Addition and Subtraction Stories, p. 164 *Developing Number Concepts Book 2* (Richardson) • How Do You See It? Adding Number Shapes. Literature Connections: *Mission: Addition* by Loreen Leedy *Mice Twice* by Joseph Low
Subtraction Strategies (5 days)	NS 2.1 NS 2.2 AF 1.2	**Subtract All or Zero**: To subtract all or zero from a group of 20 or less. **Count Back**: To count back 1, 2, or 3 to find differences from 20 of less.	Harcourt *About Teaching Mathematics* (Burns) • Snap It! P. 170

Camino Nuevo Charter Academy	
Standards-Based Pacing Plan	*Grade Level/Subject:* 2nd Grade Mathematics

Subject Matter Topics / Concepts	Standards	Objectives	Resources and/or Activities
Subtraction Strategies	NS 2.1 NS 2.2 AF 1.2	**Think addition to Subtract**: To use addition to model subtraction as an inverse operation. **Fact Families**: To use fact families to find sums and differences. **Number Expressions**: To show addition and subtraction expressions that name the same number.	Harcourt *About Teaching Mathematics* (Burns) • Snap It! p. 170 • Empty the Bowl, p. 171 Literature Connection: *Sea Sums* by Joy Hulme *Monster Math* by Anne Miranda
Addition and Subtraction Practice (4 days)	NS 2.1 NS 2.2 AF 1.2	**Remember Addition**: To remember addition facts to 20. **Missing Number**: To identify missing numbers in addition and subtraction sentences. **Remember Subtraction Facts**: To remember subtraction facts to 20. **Problem Solving – Write a Number Sentence**: To write number sentences to solve a story problems.	Harcourt *50 Problem Solving Lessons* (Burns) • The Raccoon Problem p.31-32 Literature Connection: *Splash!* By Ann Jonas
Numbers to 100 (4 days)	NS 1.1 NS 1.2 NS 1.3	**Tens**: To count groups of tens and identify their corresponding number of ones. **Tens and Ones**: To model and identify tens and ones in two-digit numbers to 99. **Understanding Place Value**: To learn the place value of two-digit numbers. **Read and Write Numbers**: To read and write numbers less than 100.	Harcourt *About Teaching Mathematics* (Burns) • How Many Fingers? P. 174 • Individual Assessments, p.182 Literature Connection: *The King's Commissioners* By Aileen Friedman

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Standards-Based Pacing Plan | | | Grade Level/Subject: 2nd Grade Mathematics |

Subject Matter Topics / Concepts	Standards	Objectives	Resources and/or Activities
Number Patterns, Compare and Order (5 days)	NS 1.2 NS 1.2 NS 1.3 SDAP 2.0 SDAP 2.1 SDAP 2.2	**Compare Numbers / >, =, <:** To compare two-digit numbers using >, =, or <. **Order Numbers – Before, After, Between:** To identify the number that is before, after, or between given two-digit numbers. **Even and Odd:** to model even and odd numbers. **Skip-Count:** To skip-count by twos and threes. **Problem Solving, Find a Pattern:** To use a pattern to solve a problem.	Harcourt *A Collection of Math Lesson from Grades 1 through 3* (Burns) • Making Tens and Ones, p. 63-70 • A Place Value Menu, p. 71-82 Literature Connection: *The Wolf's Chicken Stew* by Keiko Kasza
Data and Graphing (6 days)	AF 1.3 SDAP 1.0 SDAP 1.1 SDAP 1.2 SDAP 1.3 SDAP 1.4	**Picture Graph:** To make and interpret picture graphs. **Bar Graph:** To make and interpret bar graphs. **Problem solving, Use a Graph:** To use information from graphs to solve addition and subtraction problems. **Take a Survey:** To create graphs based on survey information. **Interpret Data:** To make and use bar graphs to interpret data. **Use Pictographs:** To make and interpret pictographs.	Harcourt *About Teaching Mathematics* (Burns) • Ideas for Graphs, p.77-78 • The Name Graph, p. 69-72 Literature Connections: *Lemonade for Sale* By Stuart J. Murphy

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| Camino Nuevo Charter Academy Standards-Based Pacing Plan | Grade Level/Subject: 2nd Grade Mathematics |

Quarter 2: Timeframe: _____
Theme/Big Idea:

- **Number Relationships, Equivalence, and Place Value**
  Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart)

Assessments:
1. Subject Matter Topics and Concepts Pretest and Posttest
2. Daily Assessment, quick review, mixed review
3. Formal Assessment, Chapter Review/Test
4. Performance Assessment
5. Student Self-Assessment

Standards:
NS 1.1 Court, read, and write whole numbers to 1,000 and identify the place value for each digit.
NS 1.2 Use words, models, and expanded forms (eg. 45= 4 tens + 5) to represent numbers (to 1,000)
NS 1.3 Order and compare whole numbers to 1,000 by using the symbols <,=,>.
NS 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8)
NS 2.2 Find the sum or difference of two whole numbers up to three-digits long.
NS 2.3 Use mental to find the sum or difference of two two-digit numbers.
NS 5.1 Solve problems using combinations of coins and bills.
MG 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
MG 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 am to 4:00 pm)

Subject Matter Topics / Concepts	Standards	Objectives	Resources and/or Activities

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: 2nd Grade Mathematics

Quarter 3:   Timeframe: _____
Theme/Big Idea:

- **<u>Number Relationships, Equivalence, and Place Value</u>**
  Operations for whole numbers are related and can be represented in multiple ways using the base-ten number system.

Assessments:
1. Subject Matter Topics and Concepts Pretest and Posttest
2. Daily Assessment, quick review, mixed review
3. Formal Assessment, Chapter Review/Test
4. Performance Assessment
5. Student Self-Assessment

Standards:
NS 1.1 Court, read, and write whole numbers to 1,000 and identify the place value for each digit.
NS 1.3 Order and compare whole numbers to 1,000 by using the symbols <,=,>.
NS 2.2 Find the sum or difference of two whole numbers up to three-digits long.
NS 3.0 Students model and solve simple problems involving multiplication and division
NS 3.1 Use repeated additions, arrays, and counting by multiples to do multiplication
NS 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
NS 3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
NS 4.1 Recognize, name, and compare unit fractions from 1/12 to ½.
NS 4.2 Recognize fraction of a whole and parts of a group (e.g. one-fourth of a pie, two-thirds of 15 balls).
NS 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
NS 5.1 Solve problems using combinations of coins and bills.
NS 5.2 Know and use the decimal notation and the dollar and cent symbols for money.

Subject Matter Topics / Concepts	Standards	Objectives	Resources and/or Activities

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Numbers to 1,000 are composed of groups of hundreds, tens, and ones.	NS 1.1 NS 1.3	**21.3 Place Value:** To identify place value of 2-digit and 3-digit numbers **21.4 Read and Write Numbers:** To read and write 3-digit numbers **21.5 Problem Solving –Using a Table:** To use a table **22.3 Order Numbers: Before, After, Between:** To identify the number that is just after, just before, and between numbers to 999 **22.4 Order Numbers on a Number Line:** To use a number line to put sets of 3-digit numbers in order **22.5 Problem Solving: Find a Pattern:** To find a pattern to solve problems	*Developing Number Concepts Book 3* (Richardson) • Yarn Shapes pg. 85 • Yarn pg. 83-85 • Containers pg. 86-87
Addition and Subtraction of 3-digit numbers are related.	NS 2.2 NS 5.1 NS 5.2	**25.1 Add Hundreds:** To add hundreds using basic facts **25.2 Model 3-Digit Addition:** To model and add 3-digit numbers and determine when regrouping of ones is needed. **25.3 Add 3-Digit Numbers:** To model and add 3-digit numbers and determine when regrouping of tens is needed **25.4 More 3-Digit Addition:** To add 3-digit **26.1 Subtract Hundreds:** To subtract hundreds using basic facts **26.2 Model 3-Digit Subtraction:** To model and subtract 3-digit numbers **26.3 Subtract 3-Digit Numbers:** To model and subtract 3-digit numbers	*About Teaching Mathematics* (Burns) • Whole Class: Decision Making, pg. 106 • Last Names, pg. 187 • Making Change, pg. 130 *50 Problem Solving lessons* (Burns) • Sharing 50 Cents, pg. 49 *About Teaching Mathematics* (Burns) • Whole Class: Decision Making,

Camino Nuevo Charter Academy Standards-Based Pacing Plan			Grade Level/Subject: 2nd Grade Mathematics

| | | **7.4 1 Dollar:** To use coins to show the value of $1.00
7.5 Problem Solving: Draw a Picture: To use coins to model a price amount
8.3 Compare Amount of Price: To compare money amounts to prices
8.4 Make Change: To use counting on from prices to determine change
8.5 Problem Solving: To make a list to solve a problem
16.3 To Add and Subtract Money: To use the cents sign when adding and subtracting money
16.4 Problem Solving: Choose the Operation: To determine which operation to use when solving addition and subtraction problems
25.5 Add Money: To add money with 3-digit numbers
27.1 Add and Subtract Money: To add and subtract money
27.2 Estimate Sums and Differences: To estimate sums and differences | pg. 106
• Last Names, pg. 187
• Making Change, pg. 130

50 Problem Solving lessons (Burns)
• Sharing 50 Cents, pg. 49 |
| Multiplication and division are related. | **NS 3.0**
NS 3.1
NS 3.2
NS 3.3 | **28.1 Explore Multiplication:** To explore multiplication through skip-counting
28.2 Addition and Multiplication: To model equal groups and use repeated addition and multiplication sentences to find how many in all
28.3 Arrays: To use arrays to show multiplication
29.1 Multiply with 2: To learn multiply | *About Teaching Mathematics* (Burns)
• The Chopstick Problem, pg. 195
• Things That Come in Groups, pg. 195
• Circles and Stars, pg. 197
• Patterns in Multiples, pg. 198
• Division Sharing Problems, pg. 204-205
• The Doorbell Rang, pg. 205-206
• Candy Box Sales Guide, pg. 208 |

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Standards-Based Pacing Plan | | | Grade Level/Subject: 2nd Grade Mathematics
II |

		with 2 **29.2 Multiply with 5:** To learn to multiply with 5 **29.3 Multiply with 10:** To learn to multiply with 10 **30.1 Equal Shares:** To learn the division concept of equal shares **30.2 Make Equal Groups:** To learn to make equal groups **30.3 Subtraction and Division:** To use repeated subtraction to divide	**Literature Connections** *What Comes in 2s, 3s, and 4s?* by Suzanne Aker *Divide and Ride* by Stuart J. Murphy *The Doorbell Rang* by Pat Hutchins
Fractions show the relationship of parts to a whole.	**NS 4.1** **NS 4.2** **NS 4.3**	**23.1 Explore Fractions:** To learn the meaning of fractions of a whole **23.2 Unit Fractions:** To identify fractions that represent 1 part out of any number of equal parts of a whole **23.3 Other Fractions:** To identify, model, and record fractions that represent more than 1 equal part **23.4 Compare Unit Fractions:** To compare unit fractions of a whole **23.5 Fractions Equal to 1:** To identify the fraction for the whole **24.1 Explore Fractions:** To learn the meaning of fractions of a group **24.2 Unit Fractions:** To identify, model, and record equal parts of groups **24.3 Other Fractions:** To identify fractions of a group that represent more than 1 equal part **24.4 Compare Parts of a Group:** To compare fractions of a group **24.5 Problem Solving: Make a Model:**	*Teaching About Mathematics* (Burns) • The Fraction Kit, pg. 226-228 • Introducing Fractions as Parts of Sets, pg. 225 • Fractions with Two-Color Counters, pg. 225-226 • Sharing Cookies, pg. 230 • Sharing Brownies, pg. 230-231 • Building rectangles, pg. 234 50 Problem Solving Lessons (Burns) • Sharing an Apple, pg. 43-45 • Exploring Halves, pg. 53-54 • Dividing Cakes, pg. 55-56 **Literature Connections** *Fraction Action* by Loreen Leedy *Fraction Fun* by David a. Adler

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		To use the strategy make a model to solve problems	*Eating Fractions* by Bruce MacMillan
Objects can be measured and their measurements can differ when using different units.	**NS 6.1** **MG 1.1** **MG 1.2** **MG 1.3**	**4.5 Problem Solving: Make Reasonable Estimates:** To estimate numbers up to 100 **19.1 Nonstandard Units:** To measure length using nonstandard units **19.2 Measure to the Nearest Inch:** To use an inch ruler to measure length **19.3 Inches and Feet:** To estimate and then measure objects with an inch ruler **19.4 Centimeters and Meters:** To estimate and measure length and height in centimeters **19.6 Problem Solving: Make Reasonable Estimates:** To use the strategy of making estimates to solve problems	*Developing Number Concepts Book 3* (Richardson) - Measuring Things in the Room, pg.89-90 - Measuring Myself, pg. 91-92 - Comparing Myself, pg.93 **Literature Connections** *Inch by Inch* by Leo Lionni *Measuring Penny* by Loreen Leedy *How big is a Foot?* by Rolf Myller

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grado/Materia: 3rd Grade, Lecto Escritura en Español s

Pruebas:	Tiempo estipulado
Evaluación inicial (dentro de 2 días)	Comienzo y final del año
Exámenes de punto de referencia	Última semana del cuarto: C1, C2, C3
Fluidez / Escritura	Principio, medio y final del año
STS	Mayo

CLAVE:
En negrito: Estándares fundamentales
()=después del estándar para indicar # de preguntas en la prueba CST
*: Estándares que son enseñados en más de 1 bloque.
©: Estándares cumulativos que a cada cuarto se extiende un poco más.
®: Estándares que re-ocurren a través del año.
(NT): Estándares non-transferibles
HM Lectura: Houghton Mifflin Lectura
TE: Teacher Edition
PB: Practice Book (student book)
CP: Cuaderno de Practica

Tema Integrado de Español y Estudios Sociales

Continuidad y Cambio

Los estudiantes en el tercer grado aprenden más sobre nuestras conexiones al pasado y las maneras en que el gobierno y las tradiciones, particularmente local, pero también regional y nacional, se han desarrollado y dejado sus marcas en sociedad actual, proporcionando memorias comunes. El énfasis está en el paisaje físico y cultural de California, incluyendo el estudio de nativos americanos, la llegada subsecuente de inmigrantes, y el impacto que han tenido en la formación del carácter de nuestra sociedad contemporánea.

General Resources:
Web Resources List; Graphic organizers, Lit Circle Resources - http://www.busyteacherscafe.com/
HM Lectura; Curiosidades y Ejemplos

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Camino Nuevo Charter Academy
Standards-Based Pacing Plan

Grado/Materia: 3rd Grade, Lecto Escritura en Español

Cuarto 1:   **Tiempo estipulado: 17 de agosto a 23 de octubre (Semanas 1 a 5)**

Semanas 1 a 4: Enseñanza
Semana 5: Revisión y Evaluación

Tema/Gran idea: Excavando el pasado: Los Ángeles en el principio

Los estudiantes describen la geografía física y humana y utilizan mapas, gráficos, fotografías, y cartas para organizar la información sobre la gente, lugares, y ambientes en un contexto espacial. Los estudiantes describen las naciones nativas en su región local del pasado lejano y más reciente.

Evaluaciones:
1. Pruebas iniciales del año
2. Pruebitas bi-semanales
3. Prueba de punto de referencia C1
4. Escritura: Biografía a través de un diario (memoir)
5. Proyectos: Americanos nativos, Herencia latina

Paseos relacionados al tema:
- Chumash Interpretive Center
- La Brea Tar Pits

Tópicos Especiales:
Agosto
- De regreso a la escuela
- La nutrición

Septiembre
- La geografía del mundo
- La herencia hispana

Octubre
- Día de Cristóbal Colón
- Halloween

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Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grado/Materia: 3rd Grade, Lecto Escritura en Español

Primer Cuarto: Excavando el pasado: Los Ángeles en el principio			
TRABAJANDO CON PALABRAS (C1)			
Revisar vocales, consonantes y el orden alfabético	**WC1.9 Acomodan las palabras en orden alfabético. ®**	• Revisan las reglas y expectativas para el año • Introducir el banco de palabras • Revisan las vocales y consonantes • Revisan sonidos iniciales • Acomodan las palabras en orden alfabético (por la primera letra) • Acomodan las palabras en orden alfabético (por la segunda y tercera letra)	<u>Semana 1:</u> <u>Actividades</u> • Gritos de los nombres • Repasar el alfabeto (juegos con los nombres, etc.) • HM Lectura TE 51I • Usar estructura de preguntas en el STS/CST
Revisar silabas, sonidos de silabas	**WC1.6.2** Reconocen y emplean el guión corto para la separación de silabas. **(NT)**	• Definen que es una silaba • Separan silabas usando los dedos o batir palmas • Definen que es un guión • Separan silabas por escrito utilizando el guión corto • Definen diptongos • Reconocen diptongos en palabras • Separan silabas con diptongos	<u>Semana 2:</u> <u>Mini Lecciones:</u> • Bien Dicho: Unidad 5, páginas: 128-131 • HM Lectura TE 91F • El guión: Bien Dicho: Unidad 5, p. 132-133 • HM Lectura Cuaderno de Practica 3.1 pg. 8, 9, 67, 86, 87
	WC1.10 Reconocen y emplean el acento en palabras agudas, graves/llanas y esdrújulas. © **(NT)**	• Reconocen la silaba más fuerte (acento prosódico solamente) • Identifican y categorizan la silaba mas fuerte (ultima, penúltima) • Nombran las silabas como agudas, graves/llanas y esdrújulas.	• Separar Silabas y reconocer el acento de las silabas: • Bien Dicho: Unidad 5, p. 130-134 • HM Lectura Cuaderno de Practica 3.1 pg. 43
Escritura de palabras	**WC1.11** Reconocen y emplean la escritura correcta de las palabras b-v;**c-s-z.x;c-k-qu;y-ll**;r-rr;m-n ® ©	• Identifican que algunos sonidos se escriben usando letras distintas • Reconocen el uso correcto de la: l, ll, y • Reconocen el uso correcto de ca, co, cu;	• <u>Sonidos de enfoque</u> Semana 2: l, ll, y : HM Lectura 3.1 CP 44-46 Semana 3: c-a, o, u; c-e,i: HM Lectura 3.1 CP 102-104

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Camino Nuevo Charter Academy
Standards-Based Pacing Plan

Grado/Materia: 3rd Grade, Lecto Escritura en Español

		ka, ko, ki; que, qui	Semana 4: m y n : HM Lectura 3.1 CP 118

	WA1.1 Conocen y emplean familias de palabras en la lectura.	• Descodifican palabras en español usando:
		  ▪ Morfemas
		  ▪ Patrones fonéticos
		  ▪ Reglas de sintaxis
		• Usan familias de palabras conocidas para descodifica palabras desconocidas	

Usar diccionario	**WA1.7** Utilizan el diccionario para aprender el significado y otras características de palabras desconocidas.
	
	HM Lectura TE 121J; Transparencia 1-22
		• Definen la función de un diccionario
		• Entienden las partes de un diccionario
		  ▪ Entienden la organización del diccionario
		  ▪ Definir palabras guías
		• Utilizan un diccionario estándar para buscar palabras desconocidas
		• Comprobar el significado de palabras desconocidas.
		• Crean un diccionario sencillo de palabras de uso frecuente.
			Semanas 2- 4:
			Mini Lecciones:
			• Crear un diccionario sencillo
			• http://www.busyteacherscafe.com/

LECTURA GUIADA (C1)			

Genero literario: ficción y no-ficción (Diarios, cartas, leyendas, narraciones cortas)	**LA3.1** Distinguen las diferentes formas de literatura (poesía, **ficción**, dramaturgia, realidad). ® ©*	▪ Distinguen entre lectura de ficción y no- ficción
		▪ Identifican caracterizas de la ficción y no- ficción
		▪ Pueden distinguir entre distintos géneros:
		  o **Diarios**
		  o **Cartas**
		  o **Leyendas**
		  o Narración
			• Gráfica de géneros literarios (para todo el año)
			• Distinguir entre la ficción y no-ficción

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Camino Nuevo Charter Academy **Standards-Based Pacing Plan**		**Grado/Materia: 3rd Grade, Lecto Escritura en Español**	

	WA 1.3 Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada. ®	▪ Leen oraciones en voz alta. ▪ Leen de forma fluida distintos géneros literarios ▪ Leen con precisión distintos literarios ▪ Usan ritmo, entonación y expresión adecuada.	**Cuentos:** La nutrición **Lectura en voz alta:** • Semana 1: Carlos y la calabaza • Semana 2: El Secreto de la llama • Semana 3: La Zarigueya • Semana 4: La leyenda del pincel indio (Tomie de Paola) **Lectura guiada:** Semana 1: Cuentos de Curiosidades y Ejemplos: • Urbanidad pg. 9-10 • Estudia pg. 129 • Exhortaciones de los padres aztecas a sus hijos (p. 132) • Semana 2: Leyenda de Blue Bonnet • Semana 3: El Pony de Barro • Semana 4: HM Lectura 3.1: Arco Iris Bailarines Usar Dibels como forma de asesoramiento

Organización de libros expositivos	Entienden la estructura y la organización de las diversas fuentes de material de referencia (diccionario, atlas)	▪ Reconocen que libros expositivos sirven funciones distintas:
		  o Diccionario sirve para buscar significado de palabras
		  o Libro s de texto sirven para aprender acerca de una materia
		  o Enciclopedia sirve par a buscar información y datos
		  o Atlas sirve para buscar información geográfica y política
		▪ Identifican y aplican el uso de las partes de un libro
		  o Titulo, tabla de contenido, índice,
			Mini-Lecciones:
			• Usar el libro de HM Comunidades como ejemplo de texto expositivo y explicar la organización e estos textos.
			• HM Lectura "Las Partes de un libro" TE: 51C; Transparencia 1-3
			
			• Usar HM Comunidades como ejemplo de libro expositivo

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Camino Nuevo Charter Academy
Standards-Based Pacing Plan

Grado/Materia: 3rd Grade, Lecto Escritura en Español

		glosario	
Comprensión de texto	**RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©***	▪ Reconocen las primeras categorías de Bloom: conocimiento y comprensión ▪ Introducir los 7 hábitos de los buenos lectores: predecir, conectar e ideas principales ▪ Distinguen y aplican verbos que demuestran la compresión ▪ Entienden claramente la pregunta que se hace ▪ Oralmente contestan a preguntas que comprueban la comprensión del texto.	Actividades: ▪ Introducir 3 Ring Circus ● HM Lectura p.BTS 1-12
	RC2.4 Recuerdan los puntos principales en el texto y **hacen** o modifican **predicciones. ®***	▪ Usan el titulo e ilustraciones como apoyo de la comprensión. ▪ Hacen conexiones del texto a si mismo, con otros textos y con el mundo. ▪ Hacen predicciones acerca de eventos futuros ▪ Recuerdan y oralmente dicen los puntos principales en el texto.	Semana 1: Hacer Conexiones Semana 2: Predicciones
Idea Principal y detalles	**RC2.5 Distinguen entre la idea principal y los detalles de apoyo en un texto expositivo. ® ©***	▪ Identifican y aplican el uso de las partes de un libro o Titulo del capitulo, sub-titulo, tablas, leyenda, clave, gráficos, mapas ▪ Identifican que títulos de capítulos dan la idea principal y los sub-títulos desarrollan los detalles	Semana 3 Utiliza HM Comunidades para señalar las distintas funciones del texto expositivo. **Actividad:** Convertir el titulo del capitulo en pregunta y buscar la(s) respuestas en los sub-titulos
Identifican hechos y opiniones	**LS1.11** Distinguen entre las opiniones y los hechos.*	▪ Distinguen entre las opiniones del orador los hechos comprobables. ▪ Identifican verbos que demuestre opinión o hechos	● Semana 4 **Actividades:** Columnas o mapa árbol para distinguir los verbos

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Camino Nuevo Charter Academy
Standards-Based Pacing Plan

Grado/Materia: 3ʳᵈ Grade, Lecto Escritura en Español

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ESCRITURA (C1)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Diseñando tu arte (pre-escritura): mapas de pensamiento, planes, herramientas de organización. Memorias y narrativas	Organizar el taller de escritores	▪ ¿Que es el taller de escritores? 　o Hacer conexiones con sus experiencias del 2º grado ▪ Establecer reglas y expectativas ▪ Introducir el proceso de escritura	Formular un banco de ideas Organizar el diario de escritura
	WA2.3 Escriben correspondencia formal y personal, notas de agradecimiento e invitaciones. **(NT)**	▪ Definen correspondencia personal y formal ▪ Detallan partes de la carta formal e informal ▪ Escriben notas de agradecimiento e invitaciones ▪ Utilizan oraciones más complejas para describir visualmente información en cartas formales y personales, notas de agradecimiento e invitaciones.	**Enfoque Literario:** Cartas: personales, formales, de agradecimiento, invitaciones • Escribir un Memoir: Memorias de mi niñez (a través de cartas). Los maestros deben escribir cartas-modelo. • Conexión con Estudios Sociales: Comunidades-Opciones de evaluación: Cp 3, pg. 28 #3 y 4.
La oración	**WC1.1 Estructura de oraciones declarativas, interrogativas, imperativas, y exclamativas.**	▪ Identifican entre lo que es un fragmento y una oración ▪ Identifican los 4 tipos de oraciones ▪ Identifican las estructuras básicas de los distintos tipos de oraciones (punto, punto exclamación, punto interrogación) ▪ Emplean oralmente oraciones declarativas, interrogativas, imperativas, exclamativas ▪ Escriben oraciones declarativas, interrogativas, imperativas, exclamativas	**Mini Lecciones:** • Estructura de la oración • Los 4 tipos de oraciones Bien Dicho, Unidad 1: pg. 10-16 HM Lectura Cuaderno de Practica 3.1: pg. 13, 14, 15, 33, 109, 153 HM Lenguaje Cuaderno de Practica 3.1: p. 2
Identificar nombres y sus géneros	**WC1.2.1 Identifican y emplean la concordancia del género. (NT)**	▪ Identifican lo que es un nombre ▪ Distinguen entre nombres comunes y propios	• HM Lectura Cuaderno de Practica 3.1: pg. 71, 101, 121, 122, 123 • Bien Dicho, Unidad 2 pg. 34-36; 38-46

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		■ Establecen que genero se refiere a masculino y femenino ■ Identifican el numero de los nombres a través de artículos (el, la, lo, las, los)	
Identificar verbos	**WC1.3 Identifican y emplean la concordancia entre el sujeto y el verbo,** usan la forma correcta de los pronombres, adjetivos, palabras compuestas y **artículos. © ®**	■ Definen lo que es un verbo ■ Identifican verbos en oraciones	• HM Lectura Cuaderno de Practica 3.1: pg. 147, 148, 149, 167, 168, 169, 114, 115 • Bien Dicho, Unidad 3, pg. 58
Identificar sujeto y predicado	**WC1.4 Identifican y emplean el sujeto y verbos en oraciones simples. (NT)**	■ Definen que es el sujeto ■ Identifican sujeto simple de oraciones ■ Definir que es el predicado ■ Identifican el predicado simple de oraciones ■ Aplican el uso de sujeto y predicado para escribir oraciones completas.	• HM Lectura Cuaderno de Practica 3.1: pg. 48, 49, 50 • Bien Dicho, Unidad 1 pg. 18, 20

Mayúsculas	**WC1.7** Escriben con mayúsculas. ® © **(NT)**	■ Repasar las reglas básicas del uso de mayúsculas
		  o Al principio de la oración
		  o Nombres Propios
		  o Abreviaturas
		■ Escriben con mayúsculas al principio de la oración, abreviaturas y los nombres propios.
			• HM Lectura Cuaderno de Practica 3.1: 37, 91, 92, 93
			• Bien dicho: Unidad 5, p. 118-119

Usar comas, comillas	**WC1.5** Reconocen y emplean el uso adecuado de la coma (direcciones - cartas). ®	■ Especificar el uso de la coma en oraciones
		  o Coma en serie
		  o Coma en las direcciones
			• HM Lectura Cuaderno de Practica 3.1: pg. Fechas: 17, En serie: 73
			• Bien Dicho: Unidad 5, p.122-125

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LECTURA EN SILENCIO (C1)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**

Organización del salón		• Establecer el nivel de la lectura independiente (con la maestra y con los dedos)
		• Establecer reglas y expectativas del tiempo de lectura
		• Establecer reglas de la biblioteca
		• Seleccionar libros y desfrutar la lectura en silencio
		• Cómo seleccionar libros:
		    ○ 5 libros: 2 en español, 2 en ingles, 1 opcional, 1 libro del genero actual
			Cuentos de Curiosidades y Ejemplos:
			    • Nosotros y los libros pg. 103-104
			    • Las Bibliotecas (pg. 226)
			
			Mini Lección:
			• Pensar en voz alta (modelo)
			• Cómo prepararse para una conferencia de lectura

Enfoque Literario:
ATLAS, Geografía Cartas, Diarios Leyendas
	WA1.3 Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada. ®	• Leen oraciones en voz alta.
		• Leen de forma fluida distintos géneros literarios
		• Leen con precisión distintos literarios
		• Usan ritmo, entonación y expresión adecuada.
		• Que hacer cuando no sabes leer una palabra. Lectura, p.
			Semana 1:
			Enfoque Literario: La higiene personal y mental
			
			Semanas 2-4:
			Enfoque Literario: Ficción Histórica
			
			Cuentos para la lectura en Voz Alta:
			    • El camino de Amelia
			    • http://eduscapes.com/ladders/themes/legends.htm
			    • Sarah, sencilla y alta
			    • Carlos y la calabaza
			    • Carlos y el zorrillo
			    • Tigre Dientes De Sable En El Ocaso
			    • Cuentos de los Navajos

Contexto de palabras	**WA1.6** Se ayudan del contexto de palabras para determinar el	• Los estudiantes están concientes que pueden usar estrategias para determinar	**Semanas 1 – 4** **Mini Lección:**

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	significado de palabras desconocidas. ® ©*	el significado de palabras desconocidas • Usan las ilustraciones para encontrar pistas o significado • Se refieren a otras palabras de la oración o oraciones alredor de la palabra desconocida	¿Qué hacer cuando encuentras una palabra no sabes?
Comprensión de texto	**RC2.3** Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	▪ Reconocen las primeras categorías de Bloom: conocimiento y comprensión ▪ Introducir los 7 hábitos de los buenos lectores: predecir, conectar e ideas principales ▪ Distinguen y aplican verbos que demuestran la compresión ▪ Entienden claramente la pregunta que se hace • Oralmente contestan a preguntas que comprueban la comprensión del texto.	**Destreza de comprensión:** **Destreza de lectura:** Predecir, Hacer Conexiones, Ideas Principales

Genero Literarios	**LA3.1** Distinguen las diferentes formas de literatura (poesía, ficción, dramaturgia, realidad). ® ©*	▪ Distinguen entre lectura de ficción y no-ficción
		▪ Identifican caracterizas de la ficción y no- ficción
		▪ Pueden distinguir entre distintos géneros:
		    o **Diarios**
		    o **Cartas**
		    o **Leyendas**
		    o Narración
			• <u>Gráfica de géneros</u> (añadir ejemplos que hemos leído en el salón).
			• Ficción vs. no-ficción
			• Ficción Histórica

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Cuarto 2: **Tiempo estipulado: <u>26 de octubre a 19 de enero</u>**

1. Tema/Gran idea: **<u>Hacia adelante: Expandiendo a Los Ángeles</u>**

   Los estudiantes analizan recursos históricos y de la comunidad para organizar la secuencia de acontecimientos históricos locales y para describir cómo cada período del establecimiento dejó su marca en la tierra. Investigan a exploradores que visitaron aquí, los recién llegado que colocaron aquí, y la gente que continúa viniendo a la región, incluyendo sus tradiciones y contribuciones culturales y religiosas.

Evaluaciones:
1. Pruebas bisemanales
2. Prueba de punto de referencia C2
3. Escritura: cuento de hadas

Paseos relacionados al tema:
- Placita Olvera
-

TÓPICOS	ESTÁNDARES	OBJETIVOS	RECURSOS Y ACTIVIDADES
TRABAJANDO CON PALABRAS (C2)			
TÓPICOS	ESTÁNDARES	OBJETIVOS	RECURSOS Y ACTIVIDADES
	<u>WA1.2</u> Decodifican palabras regulares polisílabas*®	Descodifican palabras regulares polisílabas (e.g. interacciones)	
Los Adjetivos	**<u>WA1.1.1</u>** Conocen y emplean diminutivos y aumentativos (-ito/ita; ote,ota)	Conocen y emplean diminutivos y aumentativos (-ito/ita; ote,ota)	
	<u>WA1.1.2</u> Conocen y emplean las terminaciones para la formación de	Conocen y emplean las terminaciones para la formación de	Bien dicho: Unidad 4 pg. 84-92

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	adjetivos (oso/osa)	adjetivos (oso/osa)	
	WA1.4 Emplean el conocimiento de antónimos, sinónimos, homófonos y homógrafos para determinar el significado de las palabras. ®	Emplean el conocimiento de antónimos, sinónimos, homófonos y homógrafos para determinar el significado de las palabras.	
	WA 1.8 Emplean conocimiento de los prefijos y sufijos para determinar o complementar el significado de las palabras. © ®	Emplean conocimiento de los prefijos y sufijos para determinar o complementar el significado de las palabras.	
	WA1.7 Utilizan el diccionario para aprender el significado y otras características de palabras desconocidas.		HM Lectura TE 121J; Transparencia 1-22
Escritura de palabras con b/v; c/s/x/z, g/j; c/k/qu	**WC1.11** Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;**c-k-qu;y-ll;r-rr**;m-n ® ©	Reconocen el uso correcto de ce, ci, se, si, za, zo Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;**c-k-qu;y-ll;r-rr**;m-n	Semana 6: Semana 7: Semana 8: Semana 9:
LECTURA GUIADA (C2)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Cuentos de hadas	**WA1.6** Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas.	•
	RC2.2 Formulan preguntas y fundamentan sus respuestas conectando el conocimiento previo con la información **textual** e inferida. ®*	Describen la relación entre un texto y sus propias experiencias para inferir el significado.	•

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	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	•
	RC2.6 Sustraen información adecuada y significativa, incluyendo problema y solución. ©*	Sustraen información adecuada y significativa del texto, incluyendo problemas y soluciones.	•
	LA3.1 Distinguen las diferentes formas de literatura (poesía, ficción, dramaturgia, realidad). ® ©*	Emplean oraciones cada vez mas complejas para distinguir entre la poesía, el drama y los cuentos cortos.	•
	LA3.2 Entienden la trama básica en los cuentos clásicos de hadas, mitos, leyendas, folklore y fabulas del mundo.	Leen una selección literaria y explican oralmente la trama básica de algunos cuentos de hadas, mitos, leyendas, cuentos folklóricos y fabulas.	•
	LA3.3 Determinan como son los personajes de acuerdo con lo que hacen o dicen y como los caracteriza el autor o el ilustrador. ® ©	Describen como caracteriza el autor o el ilustrador a los persona los personajes de la obra con oraciones mas detalladas.	•
	LA3.4 Determinan el mensaje o el tema del autor en un texto de ficción o realidad.	**Determinan el mensaje o el tema del autor en un texto de ficción o realidad.**	
	LS1.6 Elaboran el principio, la mitad, y el final de una narración. © ®*	Elaboran el principio, la mitad, y el final de una narración. © ®*	
	LS1.2 Relacionan sus experiencias, reflexiones e ideas con las de otras personas. ®*	Relacionan sus experiencias, reflexiones e ideas con las de otras personas. ®*	

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Organización de libros expositivos	Entienden la estructura y la organización de las diversas fuentes de material de referencia (diccionario, atlas)	o Identifican y aplican el uso de las partes de libros expositivos ▪ Como utilizar la enciclopedia ▪ Como utilizar	
	LS1.7 Emplean vocabulario claro y específico para comunicar sus ideas. ®*	Emplean vocabulario claro y específico para comunicar sus ideas. ®*	

ESCRITURA (C2)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Desarrollando tu arte (Bosquejo)	**WS1.1** Escriben párrafos simples (oración de tema, hechos y detalles) ®	Escriben párrafos simples (oración de tema, hechos y detalles)	**Mini Lección:** • 1er Borrador: Como empezar a escribir: • Que es un párrafo? - **WS 1.1** oOración de tema **WS 1.1** oIdeas principales y detalles • Buen comienzo
Descripciones de eventos familiares y experiencias personales **escritura descriptiva / cuentos de hadas.**	**WS1.2** Escriben en letra cursiva legible, utilizando los márgenes y los espacios entre las letras de una palabra y entre las palabras de una oración.	Escriben en letra cursiva legible, utilizando los márgenes y los espacios entre las letras de una palabra y entre las palabras de una oración.	
	WS1.4 Redactan y revisan sus borradores para mejorar la secuencia y utilizan una rúbrica que les permite el desarrollo progresivo y el orden lógico en sus ideas. ®	**Arreglan sus composiciones de acuerdo con un patrón de organización simple** y emplean una rubrica establecida para revisar y mejorar la coherencia y el orden lógico de sus borradores.	
	WC1.3 Identifican y emplean la	Identifican y emplean la	

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	concordancia entre el sujeto y el verbo, usan la forma correcta de los pronombres, adjetivos, palabras **compuestas** y artículos. © ®	concordancia entre el sujeto y el verbo, usan la forma correcta de los pronombres, adjetivos, palabras **compuestas** y artículos. © ®	
Pronombres	**WC1.2.2 Identifican y emplean los pronombres demostrativos.**	**Identifican y emplean los pronombres demostrativos.**	Bien Dicho, Unidad 6 pg. 160-162
Tiempos verbales	**WC1.3 Identifican y emplean los verbos en el presente, pasado y futuro. ® ©**	**Identifican y emplean los verbos en el presente, pasado y futuro. ® ©**	Bien Dicho, Unidad 3 pg. 60-68
Las Comas	**WC1.6 Reconocen y emplean el uso adecuado de la coma (en serie). ®**	**Reconocen y emplean el uso adecuado de la coma (en serie). ®**	Bien Dicho: Unidad 5 p. 122
	WC1.6.1 Reconocen y emplean el guión largo en diálogos y acotaciones. **(NT)**	Reconocen y emplean el guión largo en diálogos y acotaciones. **(NT)**	
Mayúsculas	**WC1.7 Escriben con mayúsculas. ® © (NT)**	Escriben con mayúsculas **títulos de libros, días festivos y nombres geográficos**.	Bien dicho: Unidad 5, p. 121
	W2.1 Escriben narraciones.	Escriben narraciones.	
	WC1.6.1: Reconocen y emplean el guión largo en diálogos y acotaciones		

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LECTURA EN SILENCIO (C2)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
	WA1.2 Decodifican palabras regulares polisílabas*®	Decodifican palabras regulares polisílabas	
	WA1.3 Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada. ®	Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada.	
	WA1.6 Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	
	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	
	RC2.6 Sustraen información adecuada y significativa, incluyendo problema y solución. ©*	Sustraen información adecuada y significativa del texto, incluyendo problemas y soluciones.	•

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Unidad 3:　　　　　**Tiempo estipulado: 19 de enero a 30 de marzo**

Tema/Gran idea: Intersección de culturas: Los Ángeles hoy

Los estudiantes trazan la razón por la cual su comunidad fue establecida, cómo los individuos y las familias han contribuido para su fundación y desarrollo, y cómo la comunidad ha cambiado en un cierto plazo, utilizando mapas, fotografías, historias orales, cartas, periódicos, y otras fuentes primarias.

Evaluaciones:

1. Pruebitas bi-semanales
2. Prueba de punto de referencia C2
3. Escritura: tradiciones
4. Proyecto: Tradiciones familiares

Paseos relacionados al tema:

- Music @Walt Disney Concert Hall
- Caminata por la comunidad

The Keeping Quilt
Anthony Reynoso
The Talking Cloth

TÓPICOS	ESTÁNDARES	OBJETIVOS	RECURSOS Y ACTIVIDADES

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TRABAJANDO CON PALABRAS (C3)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
	WA 1.2 Decodifican palabras regulares polisílabas*®	Decodifican palabras regulares polisílabas*®	
	WA 1.4 Emplean el conocimiento de **antónimos, sinónimos, homó-fonos** y **homógrafos** para determinar el significado de las palabras. ®	Emplean el conocimiento de **antónimos, sinónimos, homó-fonos** y **homógrafos** para determinar el significado de las palabras. ®	
	WA1.5 Clasificación y relación de palabras (perro-mamífero)	Clasificación y relación de palabras (perro-mamífero)	
	WA1.8 Emplean conocimiento de los prefijos y sufijos para determinar o complementar el significado de las palabras. © ®	**Emplean conocimiento de los prefijos y sufijos para determinar o complementar el significado de las palabras. © ®**	
	WC1.11 Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;c-k-qu;y-ll;r-rr;m-n ® ©	**Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;c-k-qu;y-ll;r-rr;m-n ® ©**	
LECTURA GUIADA (C3)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Seguir instrucciones de multi-pasos	**WA1.6** Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	HM Lectura
	LA3.1 Distinguen las diferentes formas de literatura (poesía, ficción, dramaturgia, realidad). ® ©*	Emplean oraciones cada vez más complejas para distinguir entre la poesía, el drama y los cuentos	•

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		cortos.	
	RC2.1 Utilizan títulos, tablas de contenido, glosarios e índices para localizar la información de un texto expositivo. ®	Localizan e identifican las características en un texto impreso tale como el titulo, tabla de contenido, encabezamiento de capítulos, diagramas, cuadros, glosario e índice.	HM Leveled Library (5 books) • Los fabricantes de mascaras • La mesa de la abuelita • El Tapiz de la abuela
	RC2.2 Formulan preguntas y fundamentan sus respuestas conectando el conocimiento previo con la información textual e **inferida**. ®*	Describen la relación entre un texto y sus propias experiencias para inferir el significado.	•
	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	•
	RC2.4 Recuerdan los puntos principales en el texto y hacen o modifican predicciones. ®*	Recuerdan unos algunos tos puntos esenciales del texto para hacer predicciones acerca de información futura.	•
	RC2.5 Distinguen entre la idea principal y los detalles de apoyo en un texto expositivo. ® ©*	Describen las ideas principales y detalles de apoyo en un texto expositivo.	•
	RC2.6 Sustraen información adecuada y significativa, incluyendo problema y solución. ©*	Sustraen información adecuada y significativa del texto, incluyendo problemas y soluciones.	•
	RC2.7 Llevan a cabo las instrucciones escritas de múltiples indicaciones que sean sencillas. *	Llevan a cabo muchas instrucciones de pasos múltiples para actividades relacionadas con la clase.	•
	LA3.3 Determinan como son los	Determinan como son los	

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	personajes de acuerdo con lo que hacen o dicen y como los caracteriza el autor o el ilustrador. ® ©	personajes de acuerdo con lo que hacen o dicen y como los caracteriza el autor o el ilustrador.	
	LA3.4 Determinan el mensaje o el tema del autor en un texto de ficción o realidad. ® ©	Determinan el mensaje o el tema del autor en un texto de ficción o realidad. ® ©	
	LA3.6 Identificar al narrador en el texto.	Identificar al narrador en el texto.	
	LS2.3 Elaboran presentaciones descriptivas.*	Elaboran presentaciones descriptivas.*	

ESCRITURA (C3)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Compartiendo tu voz (publicar).	**WS1.1** Escriben párrafos simples (oración de tema, hechos y detalles) ®	Escriben párrafos simples (oración de tema, hechos y detalles) ®	
Escritura de procedimiento	**WS1.3** Entienden la estructura y la organización de las diversas fuentes de material de referencia (diccionario, atlas) ® **(NT)**	Entienden la estructura y la organización de las diversas fuentes de material de referencia (diccionario, atlas) ® **(NT)**	
	WS1.4 Redactan y revisan sus borradores para mejorar la secuencia y utilizan una rúbrica que les permite el desarrollo progresivo y el orden lógico en sus ideas. ®	Redactan y revisan sus borradores para mejorar la secuencia y utilizan una rúbrica que les permite el desarrollo progresivo y el orden lógico en sus ideas. ®	
	WC1.3 Identifican y emplean la concordancia entre el **sujeto** y el **verbo**, usan la forma correcta de los	Identifican y emplean la concordancia entre el **sujeto** y el **verbo**, usan la forma correcta de	

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	pronombres, **adjetivos, palabras compuestas** y **artículos**. © ®	los pronombres, **adjetivos, palabras compuestas** y **artículos**. © ®	
	WC1.3.1 Identifican y emplean los verbos **regulares** e **irregulares** en el tiempo pasado del indicativo y en el copretérito. ® **(NT)**	Identifican y emplean los verbos **regulares** e **irregulares** en el tiempo pasado del indicativo y en el copretérito. ® **(NT)**	
LECTURA EN SILENCIO (C3)			
	WA1.2 Decodifican palabras regulares polisílabas*®	Decodifican palabras regulares polisílabas*®	Me llamo Maria Isabel
	WA1.3 Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada. ®	Leen en voz alta y de forma fluida textos narrativos y expositivos. Leen con precisión, ritmo, entonación y expresión adecuada. ®	•
	WA1.6 Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	Se ayudan del contexto de palabras para determinar el significado de palabras desconocidas. ® ©*	•
	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	•

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Unidad 4:   **Tiempo estipulado: 1 de abril a 20 de junio**

Tema/Gran idea: Hacia el futuro: Los Ángeles mañana

Los estudiantes entienden la función de las reglas y de las leyes en nuestras vidas diarias y la estructura básica del gobierno de los E.E.U.U. Los estudiantes demuestran habilidades de razonamiento y compresión básicas de la economía local.

Evaluaciones:
1. Pruebitas bi-semanales
2. Prueba de punto de referencia C2
3. Escritura:
4. Proyecto: Ciudadanos del futuro

TÓPICOS	TRABAJANDO CON PALABRAS (C4)		
	ESTÁNDARES	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
	WC1.10 Reconocen y **emplean** el acento en palabras agudas, grave y esdrújulas. © **(NT)**	Reconocen y **emplean** el acento en palabras agudas, grave y esdrújulas.	Bien Dicho, Unidad 5 pg. 136-140
	WC1.11 Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;c-k-qu;y-ll;r-rr;m-n ® © **(NT)**	Reconocen y emplean la correcta escritura de las palabras b-v;c-s-z.x;c-k-qu;y-ll;r-rr;m-n	
LECTURA GUIADA (C4)			
Poetry	**LA3.1** Distinguen las diferentes formas de literatura (poesía, ficción, dramaturgia, realidad). ® ©*	Emplean oraciones cada vez más complejas para distinguir entre la poesía, el drama y los cuentos cortos.	☑
	LA3.5 Reconocen la similitudes de los sonidos en las palabras y los patrones rítmicos. (aliteración, onomatopeya) en	Reconocen la similitudes de los sonidos en las palabras y los patrones	

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	un texto.		
	RC2.2 Formulan preguntas y fundamentan sus respuestas conectando el conocimiento previo con la información textual e inferida. ®*	Formulan preguntas y fundamentan sus respuestas conectando el conocimiento previo con la información textual e inferida.	
	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	
	LS2.2 Preparan y presentan interpretaciones dramáticas de sus experiencias, cuentos, poemas u obras de teatro.*	Preparan y presentan interpretaciones dramáticas de sus experiencias, cuentos, poemas u obras de teatro.	
	LS1.9 Leen prosa y poesía en voz alta, con fluidez.	Leen prosa y poesía en voz alta, con fluidez.	
	LS1.3 Responden a preguntas con frases elaboradas. ®*	Responden a preguntas con frases elaboradas.	
ESCRITURA (C4)			
TÓPICOS	**ESTÁNDARES**	**OBJETIVOS**	**RECURSOS Y ACTIVIDADES**
Escritores del futuro: Escrituras de investigación	**WS1.4** Redactan y revisan sus borradores para mejorar la secuencia y utilizan una rúbrica que les permite el desarrollo progresivo y el orden lógico en sus ideas. ®	Redactan y revisan sus borradores para mejorar la secuencia y utilizan una rúbrica que les permite el desarrollo progresivo y el orden lógico en sus ideas.	
	WC1.3.1 Identifican y emplean los verbos **regulares** e **irregulares** en el tiempo pasado del indicativo y en el copretérito. ®	Identifican y emplean los verbos **regulares** e **irregulares** en el tiempo pasado del indicativo y en el copretérito.	
LECTURA EN SILENCIO (C4)			

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	RC2.3 Demuestran comprensión del texto identificando las respuestas en el mismo ® ©*	Utilizan oraciones detalladas para responder oralmente preguntas para comprobar la comprensión de texto.	

Big questions I have:

How do we integrate Blooms, 7 Habits, Reading Strategies so it's a cohesive 'story'?

Formating: It's difficult to keep track of quarters and headers unless you are at the beginning of the quarter.

Writing Genres: Letters, Narrative, Descriptive, Paragraph for response to literature.

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Third Grade Themes: Continuity and Change

	1. Digging the Past: Early Los Angeles	2. Moving Forward: Expanding Los Angeles	3. Intersection of Cultures Los Angeles Today	4. Into the Future: Los Angeles Tomorrow
SOCIAL STUDIES	• *GEOGRAPHY: landforms, maps and pictures* • Who was here, what did it look like? traditions, government, economy, clothing, cultures) • *Narrative Americans, Pilgrims* Influential characters from this time and their impact in the making of America *(Anne Hutchinson, Squanto, Thomas Jefferson*	• Who was here, what did it look like? traditions, government, economy, clothing, cultures) • *Explorers, Immigration and Expansion:* Harriet Tubman Frederick Douglass Abraham Lincoln • Influential characters from this time and their impact in the making of America	• *Immigration today: their families influences in the local community* • Influential characters from this time and their impact in the making of America: *MLK, César Chavez, Barack Obama, etc.* • Who was here, what did it look like? traditions, government, economy, clothing, cultures)	• *CITIZENSHIP, Agents of social change* • Influential characters from this time and their impact in the making of America: Leaders of the future
SCIENCE	The basics of the world: Matter	Understanding space: the moon	Adaptations: life cycles	Conservation and Recycling
READING	Memoirs, biographies, autobiographies, diaries (Dr. Mr. Henshaw)	Fairy tales (Tale of Desperaux)	Following multi-step written instructions,	Poetry?
WRITING	Mapping your craft (pre-writing): thinking maps, outlines, organizational tools: **memoirs, narratives**	Tailoring your craft (Drafting): descriptions of familiar events, experiences: **descriptive writing/fairy tales**	Sharing your voice (publishing): **Procedural**	Future writers (research): **research writing**
MATH	The basics of math: (place value, addition, subtraction)	Deepening our knowledge: (multiplication, division and money)	My world: geometry & measurement	Probability—Making predictions/forecasting
PROJECTS	Memoirs of a third grader (diary style, letters, narratives		Traditions/Animals	Citizenship project

DANCE	History of Dance: function in ceremonials & community events, costumes Influential characters from this time **Artistic Perception and Creative Expression (mostly through tap)	History of Dance: function in ceremonials & community events, costumes Influential characters from this time	Myself as a dancer: observing discipline, practicing skills, rehearsing performances) Influential characters from this time	Analysis and Criticism of Dance Future dancers?
MUSIC	Music to learn patterns, vowel sounds. Identify the uses of music in various cultures and time periods. Influential characters from this time **Artistic Perception and Creative Expression (mostly through music class)	Identify differences and commonalities in music from various cultures Influential characters from this time	Myself as a musician: problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills Influential characters from this time	Select and use specific criteria in making judgments about the quality of a musical Performance. Future musicians?
THEATRE	Dramatize different cultural versions of similar stories from around the world. Influential characters from this time **Artistic Perception and Creative Expression (mostly through drams class)	Identify universal themes in stories and plays from different periods and places. Influential characters from this time	Myself as an actor: Develop problem-solving and communication skills by participating collaboratively in theatrical experiences Influential characters from this time	Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience. Future actors?
VISUAL ARTS	History of ART: function in ceremonials Influential characters from this time **Artistic Perception and Creative Expression (mostly through ART class)	History of ART: function in ceremonials Influential characters from this time	Myself as an artist: observing discipline, practicing skills, rehearsing performances) Influential characters from this time	Analysis and Criticism of Art Future artists?
HEALTH	Identify major internal and external body parts and their functions.	Prevention of transmitting diseases	Identify how culture, family, friends, and media influence positive health practices. Describe the cycle of birth, growth, aging, and death in living things (science)	Support others in making positive health choices. Encourage others to promote a healthy environment. Discuss how reducing, recycling, and reusing products make for a healthier environment.
FIELDTRIPS	• Chumash Interpretive Center • La Brea Tar Pits	• Science Center: Space • NASA	• Music @Walt Disney Concert Hall • Community Walk	• Field Day • Art Day

CNCA Grade 3			Singapore Math Pacing Plan	
s				
	Date	Days		
Emd of Q1	######	46		
End of Q2	1/22/2010	50		
End of Q3	3/26/2010	43		
End of Q4	6/22/2010	54		
	Date	Bk/Un./Ch./Less.		Pages

Quarter 1

	Date	Bk/Un./Ch./Less.		Pages
Week 1: Aug. 17-21				
	Aug. 17		Get to know you & What is math?	
	Aug. 18		Procedures & Rules for Organization, Book Use, HW, & Math Journal	
	Aug. 19	1B - Unit 2,	Tens & Ones	p. 30-35
	Aug. 20	2A - Unit 1, L1	Numbers to 1000 & Intro Number Discs	p. 8-12, 17
	Aug. 21	EDM 2.1/2.3	Review & Centers: Frames & Arrows / What's my rule?	
		3A - Unit 1	**Numbers to 10,000**	
Week 2: Aug. 24-28				
	Aug. 24	3A - 1.1a	4-digit Numbers	p. 8-11
	Aug. 25	3A - 1.1b	Place Value	p.11-12
	Aug. 26	3A - 1.1c	Place Value	p.13-14
	Aug. 27	3A - 1.1	Comparing & Ordering 4-digit Numbers	
	Aug. 28		BOY Harcourt	Test Bk p. 1-3/5
Week 3: Aug. 31-Sept. 4				
	Aug. 31	3A - 1.2	Review - Ch. 1 Test A (Free Response 12Q)	p.15
	Sept. 1	3A - 1.2	Test B (Multiple Choice 10 Q)	p.16
	Sept. 2	3A - 1.2	Number Patterns	p.15-17
	Sept. 3	3A - 1.2	Number Patterns Review	Test 2A

	Sept. 4	3A - 1.3a	Test Ch. 2	Test 2B
Week 4: Sept 7-11				
(4 day week)	Sept. 7		**No School- Labor Day**	
	Sept. 8	3A - 1.3a	Rounding a Number to Nearest Ten	p.18-21
	Sept. 9	3A - 1.3b	Rounding a Number to Nearest Hundred	p.21-23
	Sept. 10	3A - 1.3b	Rounding a Number to Narest Thousand	p.23-24
	Sept. 11		Review & Pop Quiz Ch. 3	
Week 5: Sept. 13-18 *				
	Sept. 14	3A	Unit 1 Review	p.25-26
	Sept. 15	3A	Unit 1 Review	p.25-26
	Sept. 16		Unit 1 Review	
	Sept. 17		Unit 1 Assessment	
(Min Day 9/18)	Sept. 18			
		3A - Unit 2	**Addition and Subtraction**	
Week 6: Sept. 20-24				
	Sept. 20	1A - Unit 6	Number Facts	p. 76-77
	Sept. 21	1A - Unit 6	Number Facts	p. 76-77
	Sept. 22		Mental Calculation: Mental Math Strats for Addition	
	Sept. 23		Mental Calculation: Mental Math Strats for Subtraction	
	Sept. 24		Mental Calculation: More Mental Math Strats	
Week 7: Sept. 28-Oct. 2				
(4 day week)	Sept. 28		**No School: Yom Kippur**	
	Sept. 29	2.1b	Mental Calculation: Mental Math Strats for Subtraction	TB 30, WB 28 #1
	Sept. 30	2.1b	Mental Calculation: Mental Math Strats for Subtraction	TB 31-32 WB 28-29
	Oct. 1	2.1c	Mental Calculation: More Mental Math Strats	TB 33 WB 30-31
	Oct. 2	Quiz & 2.2a	QUIZ 2.1 - Test B (Tests p. 29-30) & 2.2a Understanding Sum & Difference	TB 34-35, WB 32-33

Week 8: Oct. 5-Oct 10				
	Oct. 5	2.2b	Part-Whole Models	TB 36
	Oct. 6	2.2b	Part-Whole Models	TB 37
	Oct. 7	2.2c	Comparison Models	TB 37-39
	Oct. 8	2.2d	Sum & Difference - Greater or Smaller Than	TB 39-40
	Oct. 9	Quiz & 2.5a	QUIZ - Unit 2, Ch. 2 & 2.5a Adding Ones, Tens, Hundreds, & Thousands	TB 50-52
Week 9 Oct 12-Oct 16	Oct. 12	2.5b	Renaming 3 Times	TB 52-53
	Oct. 13	2.5a	Subtracting Ones, Tens, Hundreds, & Thousands	TB 54-56
	Oct. 14	2.5b	Renaming 4 Times	TB 56-57
	Oct. 15	2.5c	Subtracting from a Whole Thousand	TB 58-59
	Oct. 16	2.5d & Quiz	Practice B & Unit 2, Ch. 5-6	
Week 10 Oct 19-23*				
	Oct. 19		Q1 Review	TB 65-66, WB 62-63
	Oct. 20		Q1 Review	TB 66-67 WB 64-65
	Oct. 21		Q1 Review Games from Cumulative Test A	, Tests. Pgs 77-80
	Oct. 22		Q1 BENCHMARK ADMINISTRATION & Intro to Estimation 2.3a	TB 41-44
(Min Day 10/23)	Oct. 23		Q1 BENCHMARK ADMINISTRATION	
████████	████	████	████████████████	████
Week 11 Oct 26-30				
(4 day week)	Oct. 26	3A, 2.4a	Word Problems (1)	TB 45-46
	Oct. 27	3A, 2.4b	Word Problems (2)	TB 47-48
	Oct. 28	3A, 2.4c	Practice A	TB 49
	Oct. 29	3A, 2.5a	Two Step Word Problems	TB. 62-63
Staff Dev Day	Oct. 30	3A	Quiz Unit 2, Ch 4 (Test B) & Practice D	TB 64
		████	████████████████	
Week 12 Nov 2-6	Nov. 2	3A, 3.1a	Multiplication Review (1)	

	Nov. 3	3A, 3.1b	Multiplication Review (2)	
(Min Day 11/4 - PTC)	Nov. 4	3A, 3.1c	Division Review	
	Nov. 5	3A, 3.1d	Review of the Four Operations	
(Min Day 11/6 - PTC)	Nov. 6		No Students: Staff Develoipment	
Week 13 Nov 9-13	Nov. 9	3A, 3.e	Word Problems	
	Nov. 10	3A, 3.2a	More Word Problems	
Veteran's Day observed	Nov. 11	3A, 3.2b	Two-Step Word Problems	
	Nov. 12	3A, 3.2c	Practice A	
	Nov. 13	3A, 3.2d	Practice B	
Week 14 Nov 16-20	Nov. 16		**No School**	
	Nov. 17	3A, 3.3a	Multiplying by Tens & Huundreds	
	Nov. 18	3A, 3.3b	Multiplying a 2-digit Number (1)	
	Nov. 19	3A, 3.3c	Multiplying a 2-digit Number (2)	
	Nov. 20	3A, 3.3d	Multiplying a 3-digit Number	
Week 15 Nov 23-27 ***	Nov. 23	3A, 3.3e	Multiplying a 4-digit Number	
	Nov. 24	3A, 3.3f	Practice C	
(Min Day 11/25)	Nov. 25	3A, 3.3g	Practice D	
(Min Day 11/25, 11/26-27	Nov. 26		**No School**	
Thanksgiving)	Nov. 27		**No School**	
Week 16 Nov 30- Dec 4				
	Nov. 30	3A, 3.4a	Introducing Quotient & Remainder	
	Dec. 1	3A, 3.4b	Dividing a 2-digit Number using Algorithm	
	Dec. 2	3A, 3.5a	Dividing Hundreds, Tens, and Ones	
	Dec. 3	3A, 3.5b	Practice E	
	Dec. 4		Review 3	

Week 17 Dec 7-11				
	Dec. 7	3A, 4.1a	Multiplying by 6	
	Dec. 8	3A, 4.1b	Dividing by 6	
	Dec. 9	3A, 4.1c	Multiplying a 2-digit or 3-digit Number by 6	
	Dec. 10	3A, 4.1d	Dividing a 2-digit or 3-digit Number by 6	
	Dec. 11	3A, 4.1e	Practice A	
Week 18 14-18				
	Dec. 14	3A, 4.2a	Multiplying & Dividing by 7	
	Dec. 15	3A, 4.2b	Multiplying by 7	
	Dec. 16	3A, 4.2c	Dividing by 7	
	Dec. 17	3A, 4.2d	Practice B	
	Dec. 18	3A, 4.2e	Practice C	
WINTER BREAK				
Week 19 Jan 4- 8				
	Jan. 4	3A, 4.3a	Multiplying & Dividing by 8	
	Jan. 5	3A, 4.3b	Multiplying by 8	
	Jan. 6	3A, 4.3c	Dividing by 8	
	Jan. 7	3A, 4.3d	Practice D	
	Jan. 8	3A, 4.3e	Practice E	
Week 20 Jan 11-15				
	Jan. 11	3A, 4.4a	Multiplying & Dividing by 9	
	Jan. 12	3A, 4.4b	Multiplying by 9	
	Jan. 13	3A, 4.4c	Dividing by 9	
	Jan. 14	3A, 4.4d	Practice F	
	Jan. 15	3A, 4.4e	Practice G	
Week 21 Jan 18-22 *			Q2 BENCHMARK ADMINISTRATION	

MLK Day 1/18	Jan. 18		No School	
	Jan. 19	3A, 4.5a	More Multiplication	
	Jan. 20	3A, 4.5b	More Division	
	Jan. 21	3A, 4.5c	Q2 BENCHAMRK / Division Estimation	
(Min Day 1/22)	Jan. 22	3A	Q2 BENCHMARK / Review 4	
Week 22 Jan 25-29				
	Jan. 25	3A, 5.1a	Constructing Bar Graph & Table	
	Jan. 26	3A, 5.1b	Interpreting Data	
	Jan. 27	3A, 5.1c	Collecting & Presenting Data	
	Jan. 28	3A, 5.2a	Terms & their Meanings	
Staff Dev Day 1/29	Jan. 29	3A, 5.2b	Presenting Data from Probability Experiments	
Week 23 Feb 1-5	Feb. 1		Fractions of a Whole	
	Feb. 2		Compare and Order Fractions	
(Min Day 2/3 – PTC)	Feb. 3		Equivalent Fractions	
	Feb. 4		Find Equivalent Fractions Using Multiplication	
(Min Day 2/5 – PTC)	Feb. 5		Find Equivalent Fractions Using Division	
Week 24 Feb 8-12				
	Feb. 8		Simplest Form	
	Feb. 9		Compare and Order Fractions	
	Feb. 10		Add & Subtract like Fractions	
	Feb. 11		Fraction of a Set	
	Feb. 12		Fractions and Money	

Week 25 Feb 15-19				
President's Day 2/15	Feb. 15		**No School**	
	Feb. 16		Reading Time & Telling Time in a.m., p.m., Hours and Minutes	
	Feb. 17		Add and Subtract Time in Compound Units	
	Feb. 18		Seconds	
	Feb. 19		Months and Years & Days & Weeks	
Week 26 Feb 22-26				
	Feb. 22		Angles	
	Feb. 23		Right Angles	
	Feb. 24		Quadrilaterals and Triangles	
	Feb. 25		Solid Figures	
	Feb. 26		Review 12	
Week 27 March 1-5				
	Mar. 1		Area in Non-Standard Units	
	Mar. 2		Comparing Areas of Figures	
	Mar. 3		Area in Standard Units	
	Mar. 4		Perimeter	
	Mar. 5		2-D Solids	
Week 28 March 8-12				
	Mar. 8		Building 2-D Solids	
	Mar. 9		Add or Remove cubes	
	Mar. 10		Volume	
	Mar. 11		Review 13	
	Mar. 12			
Week 29 March 15-19			Q3 BENCHMARK ADMINISTRATION	
	Mar. 15		Q3 Review	
	Mar. 16		Q3 Review	

	Mar. 17		Q3 Review	
	Mar. 18		Q3 Benchmark	
	Mar. 19		Q3 Benchmark	
8				
Week 30 March 22-26			Unit 9: Money	
	Mar. 22		Dollars and Cents	
	Mar. 23		Addition of Money	
	Mar. 24		Subtraction of Money	
	Mar. 25		Word Problems	
	Mar. 26			
SPRING BREAK				
Week 31 April 5-9				
	Apr. 5		Multiplication of Money	
	Apr. 6		Division of Money	
	Apr. 7		Practice C	
	Apr. 8		Review 9	
	Apr. 9			
Staff Dev Day 4/5				
Week 32 April 12-16			Unit 6: Length	
	Apr. 12		Estimate & Measure Lengths in Meters & Centimeters	
	Apr. 13		Add & Subract Meters & Centimeters in Compound Units	
	Apr. 14		Estimate & Measure Lengths n Yards, Feet, and Inches	
	Apr. 15		Add and Subtract Yards, Feet, & Inches in Compound Units	
(Min Day 4/14 & 4/16 – PTC)	Apr. 16		Introducton to Miles	
Week 33 April 19-23				
	Apr. 19		Review	

	Apr. 20		Review	
	Apr. 21		Review	
	Apr. 22		Review	
	Apr. 23		Review	
Week 34 April 26-30	Apr. 26		CST Testing	
	Apr. 27		CST Testing	
	Apr. 28		CST Testing	
	Apr. 29		CST Testing	
	Apr. 30		CST Testing	
Week 35 May 3-7				
	May 3		Unit 7: Weight	
	May 4		Weighing in Kilograms and Grams	
	May 5		Kilograms and Grams	
	May 6		Add and Subtract Kilograms and Grams in Compound Units	
	May 7		Word Problems	
Week 36 May 10-14				
	May 10		Practice A	
	May 11		Pounds and Ounces	
	May 12		Add and Subtract Pounds and Ounces in Compound Units	
	May 13		Review 7	
	May 14			
Week 37 May 17-21			Unit 8: Capacity	
	May 17		Liters and Milliliters	
	May 18		Converting Between Liters and Milliliters	
	May 19		Add and Subtract Liters and Milliliters in Compound Units	

	May 20		Practice A	
	May 21			
Week 38 May 24-28				
	May 24		Gallons, Quarts, Pints, and Cups	
	May 25		Add and Subtract Gallons, Quarts, Pints, and Cups in Compound Units	
	May 26		Practice B	
	May 27		Review 8	
	May 28			
Week 39 May 31- June 4				
	May 31			
	Jun. 1		Re-Teach Standards	
	Jun. 2		Re-Teach Standards	
	Jun. 3		Re-Teach Standards	
Memorial Day 5/31	Jun. 4		Re-Teach Standards	
Week 40 June 7-11				
	Jun. 7		Problem Soving Emphasis	
	Jun. 8		Problem Soving Emphasis	
	Jun. 9		Problem Soving Emphasis	
	Jun. 10		Problem Soving Emphasis	
	Jun. 11		Problem Soving Emphasis	
Week 41 June 14-18				
(Min Day 6/16)	Jun. 14		4th Grade Prep	
	Jun. 15		4th Grade Prep	
	Jun. 16		4th Grade Prep	
	Jun. 17		4th Grade Prep	
	Jun. 18		4th Grade Prep	
Week 42 June 21-22				

LAST DAY OF SCHOOL (Min	Jun. 21			
	Jun. 22			

Camino Nuevo Charter Academy **Standards-Based Pacing Plan**	**Grade Level/Subject: Fourth Grade/ English Language Arts**

4th Grade English Language Arts Standards Based Plan

Key:
BOY = Beginning of Year
MOY = Middle of Year
EOY = End of Year

Major Assessments:	Timeframe
BOY Writing Task	August
Q1 Benchmark	October
Q2 Benchmark	January
Q3 Benchmark	March/April
EOY Writing Task	June
5 cumulative writing tasks	End of each unit

Unit 1: Narrative Writing   **Timeframe: 8 weeks**

Assessments:
1. Teacher's College Reading Assessment   4. Spelling Test
2. BOY Writing Task
3. Basic Phonics Test

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working with Words			
Synonyms, antonyms, idioms	Word analysis 1.2: Apply knowledge of synonyms, antonyms, and idioms to determine the meaning of words and phrases.	SWBAT define idiom. SWBAT use their knowledge of idiomatic sayings to interpret the inferred meaning of text. SWBAT understand that synonyms are words with similar meaning SWBAT understand that antonyms are words with opposite meaning.	Scholastic Book of Idioms

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		SWBAT interpret simple idioms. SWBAT explain the literal and implied meanings of idioms.	
Multiple meaning words	Word Analysis 1.6: Distinguish and interpret words with multiple meanings.	SWBAT identify what a multiple meaning word is SWBAT to identify the meaning needed within the context of the sentence SWBAT to use context clues within the sentence to choose the correct meaning for the multiple meaning word	Test Prep Materials, on-going chart of multiple meaning words we learn
Apostrophes	Written and Oral English Conventions 1.4: Use apostrophes in the possessive case of nouns and in contractions.	SWBAT use apostrophes to write contractions. SWBAT use apostrophe + s in place of "the _____ of _____" (e.g. "my mom's car" instead of "the car of my mom") SWBAT determine when apostrophes are being misused in a given sentence.	Various grammar workbooks, teacher-created sentences.
Roots, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	First Ten Nifty Thrifty Fifty Words

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Spelling patterns	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	*Month-by-Month Phonics for Upper Grades*
		Guided Reading	
Reading strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT independently make text-to-self, text-to-text, and text-to-world connections when reading independently. SWBAT make and confirm predictions when reading independently. SWBAT ask and answer questions on different levels of Blooms Taxonomy while reading independently. SWBAT use the "somebody wanted but so" strategy to summarize poems and chapters they have read independently.	*The Twits* *Tales of a Fourth Grade Nothing* *or* *Because of Winn Dixie* Poems by Shel Silverstein and Jack Prelutsky
Fluency	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT read dialogue (character parts) with expression. SWBAT pause at periods and commas, raise inflection at question marks, and read exclamations with feeling.	
		Self Selected Reading	
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their	

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		reading in a reading journal by using selected reading strategies taught in class.	
Writing			
Narrative writing	Writing Applications 2.1: Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	SWBAT distinguish between a brief, exciting memory or moment and list of continuous events throughout the course of a longer period of time. SWBAT brainstorm a list of possible topics by listing the people in their lives who are most special to them, and interesting memories they have with them. SWBAT brainstorm additional possible topics by listing their favorite places and the interesting memories associated with these places. SWBAT choose and explain an interesting memory about an exciting moment or memory from their lives and do a quick-write that describes the events of that memory in sequential order. SWBAT name the five senses. SWBAT to describe the setting of their story using at least three senses. SWBAT describe the main character in their story by writing about how the character felt at specific moments, what the character was thinking at specific moments, what the character was saying at specific moments, and, if applicable, the appearance of the character. SWBAT distinguish between specific and unspecific actions (e.g. went vs. walked quickly).	Lucy Calkins's Units of Study: Unit One, Narrative Writing Standards-based 4th Grade Narrative Rubric to guide mini-lessons

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		SWBAT "stretch out" the action in their narratives by turning unspecific actions into several specific actions. SWBAT interpret a narrative rubric. SWBAT rate a peer's story on the narrative rubric. SWBAT rate their own story on the narrative rubric SWBAT revise their story based on feedback from rubric. SWBAT edit their story for conventions based on feedback from rubric. SWBAT publish their story.	
Titles of documents	Written and Oral English Conventions 1.5: Use underlining, quotation marks, or italics to identify titles of documents. (CHART)	SWBAT identify titles of magazines, newspapers, works of art, songs, poems, articles, stories, and books. SWBAT use quotation marks to name articles, songs, and the titles of short stories. SWBAT use underlining and italics to name works of art, titles of books, names of movies, and names of magazines.	On-going chart for titles of different types of documents
Simple and compound sentences	Written and oral English conventions 1.1: Use simple and compound sentences in writing and speaking.	SWBAT explain that a sentence needs a subject and a predicate. SWBAT explain the difference between a phrase and a sentence. SWBAT orally respond to teacher using complete sentences.	Various grammar books
Capitalization of titles	Written and Oral English Conventions 1.6: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when	SWBAT correctly capitalize names of magazines, newspapers, works of art, songs, organizations, and the first word in quotations.	On-going chart

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	appropriate. (CHART)		
Punctuating dialogue	Written and Oral English Conventions 1.4: Use commas in direct quotations.	SWBAT write dialogue that correctly uses commas and quotation marks. SWBAT edit dialogue (in own writing and in standardized test questions) for comma and quotation mark use.	Various grammar books

Unit 2: Essay Writing (Responding to a Prompt)   **Timeframe: 5 weeks**

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working with Words			
Word origins	Word analysis 1.2: Apply knowledge of word origins to determine the meaning of words and phrases.	SWBAT define some basic roots SWBAT use their knowledge of basic roots to understand the meaning of unknown words SWBAT use their knowledge of roots to build knew words	*Month by Month Phonics for Upper Grades*
Greek and Latin Roots	Word Analysis 1.4: Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., international].	SWBAT identify Greek and Latin words within a word SWBAT use their knowledge of the definitions of Greek and Latin roots within unknown words to choose a likely definition given several choices.	Word lists from *Vocabulary Builders* On-going chart
Spelling	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	*Month-by-Month Phonics for Upper Grades*

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Using a thesaurus	Word Analysis 1.5: Use a thesaurus to determine related words and concepts.	SWBAT determine synonyms, antonyms, and definitions of/for a word given a thesaurus entry for that word. SWBAT use a thesaurus to choose words to use in their writing.	
Root words, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	Second ten of *Nifty Thrifty Fifty*
Guided Reading			
Reading Strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT identify and use repairing comprehension strategies such as re-reading and skimming. SWBAT make predictions and inferences about text based on what they know from their own lives and what they know about the story so far. SWBAT ask and discuss the answers to questions on different levels of Blooms Taxonomy.	Guided reading books Listening centers
Plot	Literary Response and Analysis 3.2: identify the main events of the plot, their causes, and the influence of each event on future actions	SWBAT define plot, problem, solution, and theme. SWBAT identify the main events of plots of stories they read. SWBAT represent the main events of stories they read as causes and effects on a multi-flow map. SWBAT speak/write about how the future actions and events of a story would be / would have been different	*Chocolate Fever* *Esperanza Rising (begin)*

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		if certain previous events / actions / causes didn't happen.	
Character motivation	Literary Response and Analysis 3.3: use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	SWBAT define setting. SWBAT describe the setting of stories they read by speaking/writing about the time and location of a story's main events. SWBAT define character. SWBAT describe the internal and external traits of main characters of stories they are reading by completing character maps. SWBAT infer a character's motivations for actions, and represent motivations and actions as cause and effect relationships on a multi-flow map.	Thinking Maps *Chocolate Fever* *Esperanza Rising*
Self Selected Reading			
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their reading in a reading journal by using selected reading strategies taught in class.	Books at students' level Reading logs
Writing			
Essay writing, responding to prompts	Writing Strategies 1.2: Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central	SWBAT state an opinion/thesis about a given topic or issue, and give at least four facts, details, and/or explanations supporting their opinion. SWBAT identify what the counter-argument to their opinion is, and	Standards-based Essay Rubric Some mini-lessons from Lucy Calkins's Units of Study

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	idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indention.	predict the explanations that might support the counterargument. SWBAT explain in writing why they do not agree with the counterargument. SWBAT understand that an introductory paragraph goes at the beginning and a conclusion goes at the end. SWBAT write an introductory paragraph that clearly states their opinion/thesis. SWBAT create the topic sentences for the supporting paragraphs of their essay. SWBAT write the supporting details that support each topic sentence. SWBAT write a conclusion that summarizes the main points of the essay. SWBAT understand that indentions indicate a paragraph change. SWBAT use indentation when starting a new paragraph in their own writing. SWBAT use a rubric to evaluate the work of a peer. SWBAT use a rubric to evaluate their own writing. SWBAT revise their writing based on feedback from rubric. SWBAT edit for conventions based on feedback from rubric. SWBAT publish their essay.	
Point of view, author's purpose	Writing Strategies 1.1: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and	SWBAT read a question and rephrase the question as a statement answering a question. SWBAT read a prompt and identify the guiding words to begin writing a	Essay of the Week (to be done for the rest of the year once essay writing is fully-taught)

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	format requirements.	response. SWBAT read and understand a rubric.	
Editing and revising	Writing Strategies 1.10: Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	SWBAT explain what happens at each stage of the writing process. SWBAT understand that revising means add more details/paragraphs, change the order of paragraphs, and check for clarity of the writing SWBAT understand that editing means checking for correct indentation, spelling, grammar, capitalization and punctuation.	Student work samples Test prep materials
Combining sentences	Written and Oral English Conventions 1.2: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	SWBAT identify subject and predicate SWBAT write a complete sentence SWBAT combine two sentences using appositives. SWBAT combine two sentences using adjectives. SWBAT combine two sentences using adverbs. SWBAT combine two sentences using participial phrases. SWBAT combine two sentences using prepositional phrases.	Various grammar books and test prep materials
Titles of documents	Written and Oral English Conventions 1.5: Use underlining, quotation marks, or italics to identify titles of documents. (CHART)	SWBAT correctly capitalize and underline the titles of their essays. SWBAT determine which small words to leave uncapitalized in a title (e.g. of, a, an, and)	On-going chart

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Unit 3: Response to Literature   Timeframe: 6 weeks

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Roots, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	Third ten of Nifty Thrifty Fifty
Spelling	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	*Month by Month Phonics for Upper Grades*
Guided Reading			
Reading Strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT make text-to-self, text-to-text, and text-to world connections. SWBAT repair comprehension by using strategies such as rereading, using context clues to identify unknown words, and skimming. SWBAT make predictions and inferences by using their prior knowledge and what they already know about the story. SWBAT draw reasonable	*Esperanza Rising* *My Father's Dragon* Literature Circles Listening Centers Guided Reading Groups

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		conclusions about the text and support their conclusions using evidence from the text and their prior knowledge. SWBAT ask questions on different levels of Blooms Taxonomy about a text and discuss the answers to these questions with peers in a discussion group.	
Plot	Literary Response and Analysis 3.2: Identify the main events of the plot, their causes, and the influence of each event on future actions.	SWBAT understand that plot is made up of the main events in a story. SWBAT distinguish between main events and supporting details of the plot. SWBAT identify the main events of a story and put them in sequential order. SWBAT identify what causes led up to a particular event within a story. SWBAT describe the results of events in a story. SWBAT explain how an event in the story influenced an outcome.	Thinking maps
Character motivation	Literary Response and Analysis 3.3: Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	SWBAT understand that a good story has a great plot. The plot is influenced by the characters and their actions as well as the setting. SWBAT identify the characters in a given story. SWBAT identify the setting of a story. SWBAT identify the characters' actions. SWBAT identify motivations of a character's actions.	Thinking maps

Story maps |

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		SWBAT explain how the characters' actions influence the events of the story.	
Fluency	Word analysis 1.0: Read narrative and expository text aloud with grade appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT read dialogue (character parts) with expression. SWBAT pause at periods and commas, raise inflection at question marks, and read exclamations with feeling.	
Self Selected Reading			
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their reading in a reading journal by using selected reading strategies taught in class.	Books at students' levels Reading logs
Writing			
Writing Responses to Literature	Writing Applications 2.2: Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. Writing Applications 2.4: Write summaries that contain the main ideas of the reading selection and the most significant details.	SWBAT identify the main characters and setting of a given literary work. SWBAT write a paragraph describing in detail the important characteristics of the setting and characters in a given literary work. SWBAT identify the 4 – 6 most important events in a literary work. SWBAT write a paragraph-long summary of the plot of a literary work by using the 4 – 6 most important events and transition words. SWBAT identify the main conflict and	Standards-based response-to-literature rubric *Esperanza Rising* for guided-practice class response

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		resolution in a given literary work. SWBAT write a paragraph in which they describe in detail the conflict and resolution in a given literary work. SWBAT identify what the term "theme" means. SWBAT identify the theme of a given literary work. SWBAT write a paragraph explaining what they think the theme of a given literary work is and give at least three examples from the text which support their claim about the theme. SWBAT form and state an opinion about the theme and/or main character or plot of a given literary work. SWBAT list four or more examples from the text (at least two from the text) and their lives that support their opinion. SWBAT conclude a response to literature by writing a paragraph that states their opinion about the theme and/or main character or plot, and support their opinion using examples from both the text and their lives.	

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Unit 4: Imaginative (Creative) Writing   Timeframe: 5 weeks

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Roots, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	Fourth ten Nifty Thrifty Fifty words
Adverbs and coordinating conjunctions	Written and Oral English Conventions 1.3: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (ON-GOING----THIS UNIT, FOCUS ON COORDINATING CONJUNCTIONS and ADVERBS)	SWBAT identify adverbs. SWBAT use adverbs to extend sentences. SWBAT identify coordinating conjunctions. SWBAT use coordinating conjunctions in sentences.	Grammar books, test prep materials
Greek and Latin Roots	Word Analysis 1.4: Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words	SWBAT use their knowledge of Greek and Latin roots and affixes to choose the most likely definition for an unknown word given several choices.	Lists from *Vocabulary Builders* (resource from CP)
Spelling	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	Month-by-Month Phonics for the Upper Grades

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	constructions.		
Thesaurus	Word Analysis 1.5: Use a thesaurus to determine related words and concepts.	SWBAT determine meaning, synonyms, and antonyms of a word by looking at a thesaurus entry.	Thesauruses, test prep questions
Root words	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT deduce the meaning of unknown words using context clues and knowledge of the word's root.	Figuring out unknown words during literature circles, test prep materials
		Guided Reading	
Reading Strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT make text-to-self, text-to-text, and text-to world connections. SWBAT repair comprehension by using strategies such as rereading, using context clues to identify unknown words, and skimming. SWBAT make predictions and inferences by using their prior knowledge and what they already know about the story. SWBAT draw reasonable conclusions about the text and support their conclusions using evidence from the text and their prior knowledge. SWBAT ask questions on different levels of Blooms Taxonomy about a text and discuss the answers to these questions with peers in a discussion group.	Literature Circles Guided Reading Groups Listening Centers
Fables, myths, folktales, legends, and fairy tales	Literary Response and Analysis 3.1: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	SWBAT use a graphic organizer to identify structural differences between different genres of reading.	Various multi-cultural folktales Aesop's fables and other fables Multi-cultural fairy tales (familiar and

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			unfamiliar)
			Various multicultural legends and myths
			Genre graphic organizer
Making and Confirming Predictions about Text	Reading Comprehension 2.3: Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	SWBAT explain that predicting is a reading strategy that good readers use to make educated guesses. SWBAT distinguish between information that is prior knowledge to them and information they read within the text. SWBAT identify features of a text that help in making predictions. SWBAT combine clues from the text and prior knowledge to make predictions. SWBAT "read on" to check if their predictions are true.	Reading passages w/ questions, test prep materials Authentic practice during guided reading, literature circles, listening centers
Comparing and Contrasting Tales from Different Cultures	Literary Response and Analysis 3.4: Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	SWBAT understand the difference between similarities and differences SWBAT read two stories and derive the main idea of each SWBAT create a bubble map to compare and contrast the main character of each story	Multi-cultural tales from different cultures Thinking maps Test prep materials
Figurative language	Literary Response and Analysis 3.5: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	SWBAT define figurative language and explain its purpose. SWBAT define simile SWBAT explain similes SWBAT create similes SWBAT define metaphor SWBAT explain metaphors SWBAT create metaphors SWBAT define hyperbole SWBAT explain hyperboles SWBAT create examples of hyperbole	Figurative language graphic organizer Myths, legends

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		SWBAT define personification SWBAT explain personification SWBAT create examples of personification SWBAT identify examples of figurative language in literary works. SWBAT evaluate the purpose and effectiveness of figurative language in a passage.	
		Writing	
Writing fables	Literary Response and Analysis 3.1: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	SWBAT identify a moral they would like to create a fable about. (to fill in on story-planning graphic organizer) SWBAT identify a conflict and resolution they would like to write about for their fable (to fill in on story-planning graphic organizer). SWBAT identify the main characters and setting they want to include in their fable. (to fill in on story-planning graphic organizer) SWBAT create a story-board to map out the plot of their fables. SWBAT write a draft of their fable, using the fable rubric to guide them. SWBAT revise their draft based on student and teacher feedback using the rubric. SWBAT edit their fables for conventions. SWBAT publish their fables.	Fable-planning Graphic Organizer
Writing myths	Literary Response and Analysis 3.1: Describe the structural differences of various imaginative forms of literature,	SWBAT identify a part of nature they would like to create a creation myth about (to fill in on story-planning graphic	Myth-planning graphic organizer

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		including fantasies, fables, myths, legends, and fairy tales.	organizer). SWBAT identify a conflict and resolution they would like to write about for their fable (to fill in on story-planning graphic organizer). SWBAT identify the main characters and setting they want to include in their fable. (to fill in on story-planning graphic organizer) SWBAT create a story-board to map out the plot of their fables. SWBAT write a draft of their fable, using the fable rubric to guide them. SWBAT revise their draft based on student and teacher feedback using the rubric. SWBAT edit their fables for conventions. SWBAT publish their fables.	
Self Selected Reading				
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their reading in a reading journal by using selected reading strategies taught in class.	Books at students independent reading level Reading log	

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: Fourth Grade/ English Language Arts

Unit 5: Non-Fiction   **Timeframe: 8 weeks**

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Root words, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	Fifth 10 Nifty Thrifty Fifty Words
Using parentheses	Written and Oral English Conventions 1.4: Use parentheses.	SWBAT use parentheses to add clarifying information to a sentence. SWBAT look at a sentence that requires parentheses but doesn't have them, and place the parentheses where they belong.	Grammar resources, test prep materials
Spelling	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	Month by Month Phonics for the Upper Grades
Guided Reading			
Reading strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT repair comprehension by identifying parts of text they do not understand and rereading. SWBAT use structural elements of non-fiction text (such as table of contents, headings, titles, bold	Guided reading, literature circles *Scholastic News* Various picture books and articles linked to California standards in social

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		words, pictures, captions, etc.) to help them comprehend what they are reading. SWBAT make inferences about non-fiction text by using what they know and have already read, and by supporting their inferences with details from the text. SWBAT draw logical conclusions about text (synthesize) by activating schema and sharing/revising conclusions with partners.	studies and science
Identifying structural patterns of informational text	Reading Comprehension 2.1: Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	SWBAT identify the characteristics of a compare and contrast paragraph. SWBAT identify the characteristics of a cause and effect paragraph. SWBAT identify the characteristics of a sequential/chronological order paragraph. SWBAT identify the characteristics of a proposition and support paragraph. SWBAT read several different paragraphs about different topics and identify whether each is organized according to compare/contrast, cause/effect, sequential order, or proposition/support.	*Scholastic News* Various picture books and articles linked to California standards in social studies and science Test prep materials
Compare / contrast info on a topic from several different passages	Reading Comprehension 2.5: Compare and contrast information on the same topic after reading several passages or articles.	SWBAT to read several articles (3) on a given topic and select main ideas that the articles have in common.	Current event articles Passages from different books about the same topic (e.g. passages about whale's habitats from three different books about whales) Thinking maps

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			Test prep material
Drawing conclusions (synthesizing)	Reading Comprehension 2.4: Evaluate new information and hypotheses by testing them against known information and ideas.	SWBAT draw conclusions about real world topics and support their conclusions with concrete example (scaffold for what they will be doing next as readers). SWBAT read a passage and draw a conclusion by using the sentence frame "it is probably true that_____ because_____." SWBAT read passages and look at several conclusions / statements about the characters or plots and evaluate which conclusions/statements are most likely true, supporting their choices with evidence from the text.	Test prep materials High interest passages students can connect to and care about, to enable them to draw authentic conclusions
Reading and understanding technical manuals	Reading Comprehension 2.7: Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	SWBAT answer comprehension questions about a set of directions.	Real technical manuals (e.g. for a cell phone or home appliance) Test prep material
Cause and effect Fact and opinion	Reading Comprehension 2.6: Distinguish between cause and effect and between fact and opinion in expository text.	SWBAT identify cause and effect SWBAT define fact and opinion SWBAT identify fact and opinion SWBAT list facts and opinions about a familiar expository topic. SWBAT identify the main event within an expository text SWBAT list the important events that led up to the main event SWBAT explain the effects of the main event	Editorial articles from Scholastic News Test prep materials
Writing			

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| Writing informational reports | Writing Applications 2.3: Write information reports: a.   Frame a central question about an issue or situation. b.   Include facts and details for focus. c.   Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). | SWBAT choose a topic to research and write about. SWBAT find 4+ sources for their topic. SWBAT list the categories/headings of information that they want to write about (e.g. whales: physical characteristics, habitats, types of whales, caring for their young, etc.) SWBAT read information on their topic from their sources and take notes by paraphrasing on a thinking map (4 days) SWBAT write drafts of each section of their report (3 days) SWBAT write introductory sentences for each section of their report. SWBAT write concluding sentences for each section of their report. SWBAT revise reports using a rubric. SWBAT edit their reports. SWBAT create / add diagrams and/or illustrations and/or pictures to their report. SWBAT write a table of contents and title page for their report. SWBAT know what a bibliography is and list the features of each entry of a bibliography (title, author, pages used, etc.) SWBAT write a bibliography for their report. SWBAT write an index for their report. SWBAT present their reports to peers and give/receive oral and | Library books Internet articles Encyclopedias Circle maps Mini-lessons from Lucy Calkins's *Units of Study* |

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		written feedback SWBAT present their reports to an outside audience.	

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Structures for conveying information	Writing Strategies 1.3 Use traditional structures for conveying information (eg. Chronological order, cause and effect, similarity and difference, posing and answering a question.)	SWBAT write a short paragraph, organized by chronological order, about a high-interest topic. SWBAT write a short paragraph, organized by cause and effect, about a high-interest topic. SWBAT write a short paragraph, organized by similarity and difference, about a high-interest topic. SWBAT write a short paragraph, organized by posing and answering a question, about a high-interest topic.	Brainstormed chart of high interest topics of which to write about
Using reference materials	Writing Strategies 1.7: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	SWBAT articulate what a reference material is and what it is used for SWBAT explain what a dictionary is used for and how it can help their writing SWBAT explain what a thesaurus is and how it can help their writing SWBAT explain what a card catalog is and how it can help them find information SWBAT explain what a encyclopedia is and how it can help their writing SWBAT explain what online information is and how it can help their writing	Dictionaries, thesauruses, encyclopedias, print-outs of card catalogs and online info Test prep material

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Citations	Writing Strategies 1.5: Quote or paraphrase information sources, citing them appropriately.	SWBAT cite the resources they used for their informational reports by creating a bibliography. SWBAT answer comprehension questions about bibliography entries they look at.	Research papers
Using prefaces and appendixes	Writing Strategies 1.6: Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	SWBAT use prefaces and appendixes in books they are reading. SWBAT use prefaces and appendixes to answer questions about where they are likely to find certain information.	Copies of prefaces and appendixes Test prep materials
Almanacs, newspapers, periodicals	Writing Strategies 1.8: Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	SWBAT explain the purpose and difference between almanacs, newspapers, and periodicals.	Almanacs, newspapers, periodicals Test prep materials
Computers	Writing Strategies 1.9: Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	SWBAT define cursor, software, memory, disk drive and hard drive. SWBAT indicate the above items on a real computer.	Laptop cart Test prep materials.
Self-Selected Reading			
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their reading in a reading journal by using selected reading strategies	Books at students' independent reading levels Reading logs

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Grade Level/Subject: Fourth Grade/ English Language Arts

		taught in class.	

Unit 6: Poetry
Theme/Big Idea:

Timeframe: 4 weeks

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Working With Words			
Roots, affixes, synonyms, antonyms	Word Analysis 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.	SWBAT define synonym, antonym, root, prefix, and suffix. SWBAT identify the root, prefix, and suffix of a given word. SWBAT list synonyms and antonyms for a given word. SWBAT identify and define words containing the same prefixes and suffixes as Nifty Thrifty Fifty words they are learning.	Review all Nifty Thrifty Fifty Words Ten new words that are Nifty Thrifty-ish
Spelling	Written and Oral English Conventions 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	SWBAT identify basic roots SWBAT to spell most words from word families accurately.	Month-by-Month Phonics for the Upper Grades
Guided Reading			
Reading strategies	Reading Comprehension 2.2: Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	SWBAT engage in all reading strategies taught during the year while reading independently, with peers, and in a whole group setting.	*James and the Giant Peach* Poems Guided reading groups, literature circles, listening centers
Writing			
Poetry writing	Literary Response and Analysis 3.5:	SWBAT define alliteration.	Poems from Shel Silverstein, Jack

Camino Nuevo Charter Academy Standards-Based Pacing Plan		Grade Level/Subject: Fourth Grade/ English Language Arts	

| | Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. | SWBAT create alliterative sentences.
SWBAT define metaphors
SWBAT write metaphors about concrete objects in the classroom and real world.
SWBAT define simile.
SWBAT write similes about concrete objects in the classroom and real world.
SWBAT define hyperbole.
SWBAT write hyperboles about concrete objects in the classroom and real world.
SWBAT compose a list of topics they would be interested in writing poems about.
SWBAT use the strategy of repetition to write a poem after seeing repetition used in mentor texts.
SWBAT use the structural strategy of line breaks after observing this strategy in several mentor texts.
SWBAT use a combination of simile, metaphor, hyperbole, and personification to write poems after observing these devices used in several mentor texts.
SWBAT change narrative sounding language into poetic language by removing words from sentences (e.g. The dolphins were jumping through the waves → Dolphins (next line) jumping through waves)
SWBAT use their five senses to extend metaphors and similes in their poems. | Prelutsky, and other famous poets

Mini-lessons from Lucy Calkins *Units of Study* |

**Camino Nuevo Charter Academy
Standards-Based Pacing Plan**

Grade Level/Subject: Fourth Grade/ English Language Arts

		SWBAT choose three poems to publish and illustrate for class poetry book.	
		Self-Selected Reading	
Reading for enjoyment	Word analysis 1.1: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	SWBAT choose an appropriate selection of books at their "just right" level. SWBAT record their daily reading on a reading log. SWBAT respond periodically to their reading in a reading journal by using selected reading strategies taught in class.	Books at students' levels Reading logs

4th Grade Math Standards-Based Pacing Plan, 2009-2010

Quarter One

Standards taught:

NS 1.1 Read and write whole numbers in the millions.

NS 1.2 Order and compare whole numbers (partial standard....whole standard says "order and compare whole numbers and decimals.").

NS 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

NS 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.

AF 1.2 Interpret and evaluate mathematical expressions that now use parentheses.

NS 1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").

NS 2.1 Estimate and compute the sum or difference of whole numbers (partial standard....whole standard says "whole numbers and positive decimals to two places.").

NS 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.

NS.4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).

NS 4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

AF 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

Objectives:

Unit One, Chapter One in Singapore Math

SWBAT write numbers up to the millions place in standard form. (NS 1.1)
SWBAT write numbers up to the millions in word form. (NS 1.1)
SWBAT write numbers up to the millions in expanded form. (NS 1.1)
SWBAT determine the value of a given digit in a number up to the millions. (e.g. What is the value of the 8 in the number 3,823,462?) (NS 1.1)
SWBAT compare two numbers up to the millions using the $<$, $>$, and $=$ symbols. (NS 1.2)
SWBAT put numbers up to the millions in increasing and decreasing order. (NS 1.2)

Unit One, Chapter Two in Singapore Math

SWBAT round whole numbers through the millions to the nearest ten, hundred, and thousand. (NS 1.3)

SWBAT round whole numbers through the millions to the nearest ten thousand or hundred thousand.(NS 1.3)

SWBAT round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. (NS 1.3)

Unit One, Chapter Three in Singapore Math

SWBAT name all the factors of numbers up to 30. (NS 4.2)

SWBAT identify prime numbers up to 50 by figuring out whether the number has factors other than one and itself. (NS 4.2)

SWBAT list the first eight multiples of numbers 1 – 12. (prep for NS 4.0)

SWBAT identify common factors of numbers up to 50. (prep for NS 4.0)

SWBAT identify common multiples of numbers up to 50. (prep for NS 4.0)

Assess first three chapters of Unit One.

Unit One, Chapter Four of Singapore Math.

SWBAT solve expressions using the order of operations for expressions which contain + and – combinations *or* multiplication and division combinations, but not all four operations mixed. (AF 1.3)

SWBAT solve expressions using the order of operations for expressions containing combinations of addition, subtraction, multiplication, and division. (AF 1.3)

SWBAT solve expressions using the order of operations for expressions containing combinations of any of the four operations and parentheses. (AF 1.3)

SWBAT use parentheses to indicate which part of an expression with multiple digits and multiple operations to solve first. (AF 1.2)

Unit One, Chapter Five of Singapore Math.

SWBAT create pictures and stories representing negative numbers as real world concepts (e.g. buried treasure, subways underground, etc.). (NS 1.8)

SWBAT create pictures and stories representing negative numbers as owing. (NS 1.8)

SWBAT determine the temperature of thermometers showing temperature below zero (NS 1.8).

SWBAT compare positive and negative integers using <, >, and = symbols. (NS 1.8)

SWBAT put positive and negative integers in increasing or decreasing order. (NS 1.8)

Unit Two, Chapter One of Singapore Math.

SWBAT solve multi-digit (up through five digits) addition and subtraction problems using algorithms.

SWBAT solve multi-digit addition and subtraction problems using number bars.

Assess Chapters 5 and 6 of Unit One, and Chapter 1 of Unit Two.

Review Quarter One Math Standards

Administer Quarter One Assessment

Quarter Two

Standards taught:

NS 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number and for dividing a multi digit number by a one-digit number; use relationships between them to simplify computations and to check results.

NS 3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers.

NS 3.4 Solve problems involving division of multi digit numbers by one-digit numbers.

NS 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).

AF 3.1 Identify lines that are parallel and perpendicular.

AF 3.2 Identify the radius and diameter of a circle.

AF 3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.

AF 3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.

AF 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

AF 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

NS 1.2 Order and compare whole numbers and decimals to two decimal places.

NS 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$; $7/4 = 1\ 3/4 = 1.75$).

NS 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.

NS 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

NS 2.1 Estimate and compute the sum or difference positive decimals to two places.

NS 2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

Objectives:

Unit Two, Chapters Two and Three from Singapore Math.

SWBAT represent multiplication and division using number bars and algorithms. (NS 3.2)

SWBAT multiply four digit numbers by one digit. (NS 3.3)

SWBAT multiply four digit numbers by two digits. (NS 3.3)

SWBAT divide four digit numbers by one digit, without remainders. (NS 3.4)

SWBAT divide four digit numbers by one digit, with remainders. (NS 3.4)

SWBAT check division using multiplication. (NS 3.2)

Unit Three, Chapters One and Three from Singapore Math

SWBAT visually represent equivalent fractions. (NS 1.5)

SWBAT use multiplication and division to identify equivalent fractions without using a visual. (NS 1.5)

SWBAT use visual representations of fractions to compare two fractions. (NS 1.5)

SWBAT put a fraction in simplest form by using divison. (NS 1.5)

SWBAT visually represent mixed numbers. (NS 1.5)

SWBAT convert improper fractions to mixed numbers. (NS 1.5)

Assess chapters two and three from Unit Two, and chapters one and three from Unit Three.

Unit Four, Chapters One and Four from Singapore Math.

SWBAT determine if an angle is right, acute, or obtuse. (MG 3.5)

SWBAT identify parallel and perpendicular lines. (MG 3.1)

SWBAT create a picture that contains right, acute, and obtuse angles, and parallel and perpendicular lines. (MG 3.5 and 3.1)

Unit Four, Chapters Five, Six and Seven from Singapore Math.

SWBAT identify the names and characteristics of different types of quadrilaterals (trapezoid, square, rectangle, rhombus, parallelogram). (MG 3.8)

SWBAT identify the names and characteristics of different types of triangles (isosceles, scalene, and equilateral). (MG 3.7)

SWBAT find the radius and diameter of a circle. (MG 3.2)

Unit Four, Chapter Eight and Nine from Singapore Math

SWBAT create solids (rectangular prism, triangular prism, square pyramid, triangular pyramid, and cylinder) using cut-outs of their nets and tape. (MG 3.6)

SWBAT identify which solids can be made from specific nets. (MG 3.6)

Assess Unit Four, Chapters one, four, five, six, seven, eight, and nine from Singapore Math.

Unit Six, chapters one, two, and four, and Unit Seven, chapter one from Singapore Math.

SWBAT visually represent decimals to the tenths and hundreds. (NS 1.6)

SWBAT compare decimals to the hundredths. (NS 1.6)

SWBAT order decimals through the hundredths. (NS 1.2)

SWBAT compare and order whole numbers and decimals. (NS 1.2)

SWBAT add and subtract decimals to the hundredths place. (NS 2.1)

SWBAT estimate the sums and differences of decimals to the hundredths place. (NS 2.1)

SWBAT judge the reasonableness of the estimation of sums and differences of decimals. (NS 2.2)

SWBAT represent halves and fourths (and mixed numbers containing halves and fourths) as decimals. (NS 1.6)

SWBAT represent decimals through the hundredths as fractions in simplest form. (NS 1.7)

SWBAT identify on a number line the relative positions of positive fractions, positive mixed numbers, and positive decimals to two decimal places. (NS 1.9)

Assess Unit Six (chapters one, four, five, six, seven, and eight) and Unit Seven (chapter one) from Singapore Math.

Review Quarter Two Math Standards

Administer Quarter Two Assessment

Quarter Three

Standards taught:

AF 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

MG 1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm2), square meter (m2), square kilometer (km2), square inch (in2), square yard (yd2), or square mile (mi2).

MG 1.2 Recognize that rectangles that have the same area can have different perimeters.

MG 1.3 Understand that rectangles that have the same perimeter can have different areas.

MG 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

AF 1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).

AF 1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.

AF 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.

AF 2.1 Know and understand that equals added to equals are equal.

AF 2.2 Know and understand that equals multiplied by equals are equal.

MG 2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).

MG 2.2 Understand that the length of a horizontal line segment equals the difference of the x-coordinates.

MG 2.3 Understand that the length of a vertical line segment equals the difference of the y-coordinates.

MG 3.3 Identify congruent figures.

MG 3.4 Identify figures that have bilateral and rotational symmetry.

MG 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.

SDAP 1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

SDAP 1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

SDAP 1.3 Interpret one-and two-variable data graphs to answer questions about a situation.

SDAP 2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).

SDAP 2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

Unit Five, chapters 1 – 3 from Singapore Math.

SWBAT calculate the perimeter of a rectangle and of shapes comprised of several different right angles. (MG 1.1)

SWBAT calculate the area of a rectangle and express the result in square units. (MG 1.1)

SWBAT create a visual that shows that rectangles that have the same area can have different perimeters. (MG 1.2)

SWBAT create a visual that shows that rectangles that have the same perimeter can have different areas. (MG 1.3)

SWBAT use the formulas for area and perimeter to answer questions about area and perimeter without being given a visual (e.g. if one side of a square-shaped front yard is 10 meters, what is the area and perimeter of the yard?) (MG 1.4)

SWBAT calculate the area of complex figures comprised of a combination of rectangles and squares by breaking the figures up into their basic shapes and adding together the areas of the basic shapes. (MG 1.4)

Unit Eight, chapters 1, 3, and 4 from Singapore Math.

SWBAT draw/color a picture that shows at least 4 congruent objects (with lines of symmetry drawn) and 4 incongruent objects and write complete sentences explaining which objects are congruent and which objects are incongruent. MG 3.3)

SWBAT determine whether a figure has rotational symmetry or not. (MG 3.4)

Assess Units 5 and 8 from Singapore Math.

Unit Nine, chapters 1, 2, and 3 from Singapore Math.

SWBAT name the ordered pair for different objects on a coordinate grid, and name the objects on given ordered pairs on a coordinate grid.

SWBAT figure out the length of horizontal line segments on coordinate grids by subtracting the X values of the ordered pairs.(MG 2.1)

SWBAT figure out the length of vertical line segments on coordinate grids by subtracting the Y values of the ordered pairs. (MG 2.2)

SWBAT graph coordinates that represent a linear relationship on a coordinate grid. (MG 2.1)

Unit 10, chapters 1 – 5 from Singapore Math.

SWBAT conduct a survey of classmates and construct a tally chart and line plot. (SDAP 1.1)

SWBAT find the median of a data set. (SDAP 1.2)

SWBAT find the mode and outliers of a data set. (SDAP 1.2)

SWBAT conduct probability experiments (e.g. tossing coins or rolling dice) and express the results as fractions in simplest form. (SDAP 2.2)

SWBAT construct a tree diagram to express the results of probability experiments (flipping coins, spinning a spinner). (SDAP 2.1)

SWBAT interpret bar graphs in order to answer questions about data on the graphs. (SDAP 1.3)

SWBAT interpret line graphs in order to answer questions about data on the graphs (SDAP 1.3).

Lesson 7, 14, 35, 37 from Measuring Up:

SWBAT solve for the missing digit in an equation by using the premise that equals added to equals are equal. (AF 2.1)

SWBAT solve for the missing digit in an equation by using the premise that equals multiplied by equals are equal. (AF 2.2)

SWBAT solve for the missing variable (represented by a shape or a symbol) by using the premises that equals added to equals are equal, and equals multiplied by equals are equal. (AF 1.1)

SWBAT solve expressions using the order of operations and parentheses. (AF 1.3)

SWBAT use an equation such as $y = 3x + 5$ to determine the value of the second variable when the first variable is given. (AF 1.5)

Assess Units 9 and 10 from Singapore Math, and Lessons 7, 14, 35, and 37 from Measuring Up.

Review Quarter 3 Math Standards.

Administer Quarter 3 Assessment.

Camino Nuevo Charter Academy   **Grade Level/Subject:** 5th grade ELA (ELD and Social Studies standards integrated)
Standards-Based Pacing Plan

Major Assessments:	Timeframe
Flynt-Cooter	BOY, EOY
DIBELS	BOY, Q1, Q2, Q3, Q4
Narrative Test	End of Unit 1
Narrative	End of Unit 2
Literary Analysis Test	End of Unit 3
Expository Research Essay	End of Unit 4
Persuasion Test	End of Unit 5
Quarter 1 Benchmark	End of Q1
Quarter 2 Benchmark	End of Q2
Quarter 3 Benchmark	End of Q3
Final	End of Q4
ELA CST	late April/early May

Key:
BOY = Beginning of Year   MOY = Middle of Year   EOY = End of Year
() = Appears after standard to indicate # of questions on the CST
Bold = Power standards that have 3 or more questions on the CST and/or that have been identified as crucial to the students' language arts development
Highlight = The portion of the standard that is being covered in the associated unit
* = Standard is repeated elsewhere in the pacing plan

Ongoing Skills to Develop:
- **identifying, classifying, and practicing with transitional phrases**
- **using roots to infer the meaning of new words**
- **using context clues to infer the meaning of new words**
- **identifying and practicing with prepositions**

Unit 1: Introduction to 5th grade ELA   **Timeframe: 3 weeks, 3rd week of August through 1st week of Sept.**
Theme/Big Idea: Good readers can access a variety of genres through the use of reading strategies. Good writers use the writing process independently.

Assessments:
1. Reading Response Journal or Book Reports for both fiction and non-fiction
2. Writers' Notebooks

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Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Guided Reading and Self-Selected Reading			
Reading of Multiple Genres	RL 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of literary forms chosen by an author for a specific purpose	• SWBAT classify texts in two groups: fiction and non-fiction. • SWBAT define poetry as a text that does not follow a format with sentences and paragraphs, but rather uses repetition, rhythm, and rhyme to express ideas and emotions. • SWBAT explain that the purpose of writing poetry is to express emotion. • SWBAT explain the emotions that are felt upon reading a poem. • SWBAT define a drama as a text that should be performed by actors. • SWBAT explain that the purpose of writing drama is to create enjoyment among the audience members. • SWBAT explain the difference between fiction and drama (in a drama, there is usually less description, more dialogue, the text structure is different.) • SWBAT explain what the author does so that the drama could be performed in a theater. • SWBAT classify texts into four types: fiction, nonfiction, poetry, and drama.	• Read-alouds during self-selected readings • Reading Response Journals or Book Reports (whatever system is in place for tracking 25 book goal) – students must indicate genre • Elements of narrative: Edhelper downloads • Personal narrative: *Avenues* "Grandma's Records" • Nonfiction piece: *Avenues* "Greetings from America" • Play: *Avenues* "Ben Franklin's Experiment"

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Self-selected Reading Structure			Fountas and Pinell
Self-selected Reading Response Journals			Fountas and Pinell
Reading Response Journals: Punctuation of Titles	**WC 1.3 * Use a colon to separate hours and minutes and to introduce a list, use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth (3)** **WC 1.4* Use correct capitalization (3)**	• SWBAT identify the title of a book in a sentence. • SWBAT capitalize the first letter of all important words in a title, given a list of "unimportant words." • SWBAT underline the titles of books. • SWBAT put quotation marks around the titles of short stories, poems, and chapter titles.	
Repair Comprehension	Reading Strategy	•	
Connect	Reading Strategy	•	
Writing			
Personal Narratives: planning and drafting plots and settings	**WS 1.1* Create multiple-paragraph narrative compositions:** **1. establish and develop a situation or plot (1)** **2. describe the setting (1)** **3. present an ending (1)** WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b) show, rather than tell, the events of the story (NA)	• SWBAT use one strategy for generating personal narrative writing: think of a person who matters to you, list small moments with that person, choose one to sketch and write about • SWBAT use the above strategy with a meaningful place, instead of a person • SWBAT choose between two strategies to write continuously and maintain stamina during the writers' workshop • SWBAT write focused narratives that tell about one event.	• Lucy Calkins' *Launching the Workshop* • *I Love My Hair!* by Natasha Tarpley • *Walking Through Walls* by the students of the East Los Angeles School of Global Studies

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		• SWBAT explain the difference between storytelling and summarizing. • SWBAT write stories that explain events in chronological order. • SWBAT re-read their notebooks to choose one idea that they will develop through the writing process. • SWBAT identify techniques that authors use to write leads. • SWBAT revise their leads, utilizing strategies noted in published works. • SWBAT write a discovery draft by writing fluently without stopping.	
Personal Narratives: show vs. tell	WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b) show, rather than tell, the events of the story (NA)	• SWBAT explain the difference between storytelling and summarizing.	• Lucy Calkins' *Launching the Workshop*
Personal Narratives: story beginnings and discovery drafts		• SWBAT write stories that explain events in chronological order. • SWBAT re-read their notebooks to choose one idea that they will develop through the writing process. • SWBAT identify techniques that authors use to write leads. • SWBAT write their leads, utilizing strategies noted in published works. • SWBAT write a discovery draft by writing fluently without stopping.	• Lucy Calkins' *Launching the Workshop*
Personal Narratives: endings	**WS 1.1* Create multiple-paragraph narrative compositions:** **1. establish and develop a situation or plot (1)** **2. describe the setting (1)** **3. present an ending (1)**	• SWBAT identify techniques authors use to end stories. • SWBAT improve their own endings by utilizing these strategies.	• Lucy Calkins' *Launching the Workshop*

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Working with Words			
Vocabulary	**RW 1.2* Use word origins to determine the meaning of unknown words (2)** **RW 1.4* Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (3)**	• SWBAT explain that words have roots, prefixes, and suffixes. • SWBAT identify the prefix, root, and suffix of a word. • SWBAT manipulate roots and affixes to make new words. • SWBAT define the following affixes: er, less, ian, est, im, un, dis	*Month by Month Phonics:* "Nifty Thrifty Fifty"
Spelling	**WC 1.5* Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)**	*Objectives TBD after administering and analyzing diagnostic tests*	• Sasha Borenstein's Spelling Book

Unit 2:   Narratives   Timeframe: 6 weeks, 2nd week of September through 4th week of October
Theme/Big Idea: Excellent narratives have interesting conflicts, vivid description with figurative language, and resolutions that provide the readers with insight about life.

Assessments:
1. Narrative that exhibits all stages of the writing process
2. Quizzes on all reading and writing standards (bold standards that are tested on the CST)
3. Test of narrative standards.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
Guided Reading and Self-Selected Reading			
Repair Comprehension	Reading strategy	• SWBAT state that when a reader doesn't understand something, he/she stops reading to repair comprehension.	

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		• SWBAT stop reading and put a post-it next to a part of the text they don't understand. • SWBAT state that there are degrees of comprehension and that readers maintain awareness of this as they read. • During reading, SWBAT self-assess their degree of understanding after every 2 pages. • SWBAT identify the word or words that caused their confusion. • SWBAT re-read in order repair comprehension • SWBAT continue reading to repair comprehension. • SWBAT continue reading to repair comprehension, when re-reading doesn't work.	
Fluency	WA 1.1* Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression (NA) (ELD 1: RF 1 Read aloud simple words (e.g. nouns and adjectives in stories or games. ELD 2: RF 5 Read own writing of narrative and expository text aloud with some pacing, intonation, and expression. ELD 3: RF 5 Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. ELD 4: Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	• SWBAT define prosody as "reading so that it sounds like language" • SWBAT explain types of errors that occur when reading aloud • SWBAT identify errors in another person's reading. • SWBAT read texts on their levels with prosody and without errors.	Reading with buddy class Self-selected reading mini-lessons Three-ring circus Readers' Theater: "Columbus' Voyage"

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	ELD 5: RF 6 Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.)		
Conflict and Resolution	RL 3.2 Identify the main problem or conflict of the plot and how it is resolved (2)	• SWBAT define problem and conflict • SWBAT list clues that one could use to identify the problem (i.e. something "bad" for the characters, an event that leads to future actions in the story). • SWBAT identify the main problem in a narrative by finding an event or situation that is "bad" for the characters and leads to characters' actions throughout the rest of the story • SWBAT define resolution • SWBAT explain different types of resolutions (actual resolutions vs. change in characters' view) • SWBAT identify the resolution to the main problem of a story • SWBAT explain how the problem was resolved	Coming of Age in America: A Multicultural Anthology First Crossing: Stories about Teen Immigrants by D. Gallo The Butter Battle Book by Dr. Seuss Be Careful, Mr. Frumble! by Richard Scarry
Sequence	RC 2.2 * Analyze text that is organized in sequential or chronological order (4)	• SWBAT define sequence, chronology, and chronological order • SWBAT identify words in text that indicate sequence (first, later, before, etc.) • SWBAT make a flow map of the events in a fiction story • SWBAT use this map to answer questions about a story that are related to the sequence of events	Literacy Place "Fox Song" by Joseph Bruchac => challenging because text goes back and forth between protagonists' memory and today
Inferences	RC 2.4* Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (5)	• SWBAT define "inference" as an idea about the text that is not written directly in the text, but that can be	Pedro's Journal by Pam Conrad (G.E. 5.5)

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		• supported with evidence from the text.
		• When given examples of facts and inferences, SWBAT classify the in two groups.
		• SWBAT explain how to make an inference:
		  1. read the text
		  2. make a connection
		  3. make an inference, using the connection
		• When given an inference question, SWBAT look for evidence in the text and connect it to prior knowledge/experiences
		• SWBAT use the evidence from the text and the connections to answer the question.
		• SWBAT check to see if the inference makes sense by re-reading their work.
		• SWBAT explain that there are multiple reasons for making inferences
		• SWBAT make inferences (using the grid: text, connection, inference) for these reasons during independent reading (without inference questions being given to them).
			Avenues Practice Book pp. 10-11
			
			Horace and Morris but Mostly Dolores by James Howe (read aloud)

Theme	RL 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works (2)	• SWBAT define theme as the lesson that the reader learns upon reading the text. • By reading an example of the theme of a story, SWBAT explain the reason why this is the lesson of the story, using textual evidence	Academic language discussion using sentence starters "Theme sort" activity *Pedro's Journal* by Pam

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			• SWBAT ask themselves what the main characters learned in the story. • SWBAT use this list of lessons in order to create sentences about the theme of the story (asking themselves: is this a lesson that the reader should learn, too?)	Conrad (G.E. 5.5) *Coming of Age in America: A Multicultural Anthology* *Colorful World* by Cece Winans *Daft Bat* by Tony Ross Willis
Figurative Language	**RW 1.5 Understand and explain the figurative and metaphorical use of words in context (4)**		• SWBAT define simile • SWBAT identify similes in a story • SWBAT define metaphor • SWBAT identify metaphors in stories • SWBAT use the strategy "repair comprehension" when they read a phrase that does not make literal sense. • SWBAT demonstrate the use of the strategy of re-reading and reading on in order to find clues that tell them that a phrase is figurative language. • SWBAT write these clues in the "connections" column of the inference grid (text, connection, inference). • SWBAT make their own connections (outside the text) to the phrase. • SWBAT use the connections in order to infer the meaning of the figurative language. • SWBAT interpret metaphors by making connections to the metaphoric part of the sentence and explaining what the literal object/idea	• *Pedro's Journal* by Pam Conrad • *Avenues* "Calling the Doves" by Juan Felipe Herrera • Figurative Language Chant • Similes: *Avenues Practice Book* p. 21 • *Quick as a Cricket* by Audrey Wood (similes) • *Simon's Hook* by Karen Gedig Burnett (metaphors) • *Owl Moon* by J. Yolen • *Have You Filled a Bucket Today?* by C. McCloud (metaphors)

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		has in common with the figurative object/idea.	
Writing			
Writers' Workshop Foundations		• SWBAT decide when to finish their first piece and start a second narrative.	Lucy Calkins' *Launching the Workshop*
Personal Narratives: Conflict	**WS 1.1* Create multiple-paragraph narrative compositions:** **1. establish and develop a situation or plot (1)** 2. describe the setting (1) 3. **present an ending (1)** **WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b)** show, rather than tell, the events of the story (NA)	• SWBAT identify examples of conflicts in published works we've read thus far. • SWBAT identify the conflict (or lack thereof) in their first narratives. • SWBAT plan for a conflict in their second narratives.	Read-alouds and guided reading texts from previous unit (narratives)
Personal Narrative: Planning Techniques	**WS 1.1* Create multiple-paragraph narrative compositions:** **1. establish and develop a situation or plot (1)** **2. describe the setting (1)** **3. present an ending (1)** WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b) show, rather than tell, the events of the story (NA)	• SWBAT use a flow map to plan and structure their narratives. • SWBAT revise their flow maps by eliminating unimportant boxes and choosing 1 or 2 boxes to expand.	Lucy Calkins' *Launching the Workshop*
Personal Narratives: Point of View	WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b) show, rather than tell, the events of the story (NA)	• SWBAT indentify various points of view from published works. • SWBAT decide upon a point of view from which to write their personal narratives.	*Voices in the Park* by Anthony Browne *Don't Let the Pigeon Drive the Bus!* by Mo Willem (second person)
Personal Narratives:	WA 2.1 Write narratives: (a) establish a plot, point of view, setting and conflict; (b) show, rather than	• SWBAT draft personal narratives while "reliving" the memory in their	*If You Were an Adjective* *If You Were an Adverb*

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Show vs. Tell	tell, the events of the story (NA)	minds' eyes.	by Michael Dahl
Personal Narratives: Revision	**WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)**	• SWBAT elaborate by turning single sentences into whole paragraphs. • SWBAT decide which of their two narratives is better and choose it for revision. • SWBAT revise by deciding which part of the story is most important and developing that section, while deleting others.	Lucy Calkins' *Launching the Workshop*
Personal Narratives: Revising Story Elements	**WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)** **WS 1.1* Create multiple-paragraph narrative compositions:** **(1) establish and develop a situation or plot (1)** **(2) describe the setting (1)** **(3) present an ending (1)**	• SWBAT identify setting elements in published works. • SWBAT revise to include setting details in their own narratives. • SWBAT revise the conflicts of their narratives by elaborating on events/feelings leading up to them. • SWBAT revise the endings of their stories to ensure that they follow the characteristics of "good endings" from the previous unit and that they resolve the conflict.	Edhelper download: sensory details
Personal Narratives: Revising for Transitions	**WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)**	• SWBAT revise their stories for transitional elements by using a class-created list of transitions, classified by use, with examples.	Class-created tree map of transitions (with example sentences)
Personal Narratives: Revise with Thesaurus	WS 1.5* Use a thesaurus to identify alternative word choices and meanings (1)	• SWBAT explain what a thesaurus is • SWBAT identify overused words • SWBAT use a thesaurus to replace overused words with synonyms	Thesauruses
Personal Narratives: Edit for Incomplete Sentences	**WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas**	• SWBAT define complete sentence as one having a subject and predicate. • SWBAT identify subjects and	*If You Were a Noun* *If You Were a Verb* by Michael Dahl

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		predicates in their own writing. • SWBAT edit their writing for complete sentences.	
Personal Narratives: Editing for Capitalization	**WC 1.4* Use correct capitalization (3)**	• SWBAT edit their writing to ensure that each sentence starts with a capital letter. • SWBAT capitalize the word "I." • SWBAT define proper noun. • SWBAT capitalize proper nouns in their own writing.	*Avenues Practice Book* pp. 36-37, 39
Personal Narratives: Editing Dialogue	**WC 1.3 * Use a colon to separate hours and minutes and to introduce a list, use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth (3)**	• SWBAT identify the exact words of a speaker. • SWBAT explain how to correctly use quotation marks around the words of a speaker. • SWBAT edit writing for the correct use of quotation marks. • SWBAT correctly place the end quotation mark on the outside of the punctuation (comma, question mark, or exclamation point) • SWBAT capitalize the first letter of a quoted sentence (i.e. He said, "Let's go!")	
Writers' Workshop Foundations: Editing Checklists	**WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)**	• SWBAT edit narratives through the use of an editing checklist.	*Punctuation Takes a Vacation* by R. Pulver and L. Reed *Eats Shoots and Leaves* by Lynne Truss
Personal Narratives: Publishing	WS 1.4* Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, the thesaurus, spell checks) (NA)	• SWBAT turn on a computer • SWBAT log in to the computer • SWBAT open Microsoft Office and use the pull-down menu to open Microsoft Word • SWBAT type their final drafts of their	•

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		narratives in Microsoft Word • SWBAT select appropriate font, size, and formatting for an academic assignment	
Personal Narratives: Publishing Party		• SWBAT brainstorm feedback to share and/or questions to ask about each others' work. • SWBAT share published works and provide each other feedback.	Lucy Calkins' *Launching the Workshop*
Working with Words			
Vocabulary	**RW 1.2* Use word origins to determine the meaning of unknown words (2)** **RW 1.4* Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (3)**	• SWBAT define a list of Greek and Latin roots • SWBAT identify previously taught Greek or Latin roots within new words • SWBAT define a list of affixes • SWBAT identify known affixes within new words • SWBAT use knowledge of both roots and affixes to understand new words	• *Month-by-Month Phonics* activity: Nifty Thrifty 50 • *Avenues Practice Book* pp 15 (-able, -y, -en, -ful, -er), 61, 72 (-ment, -tion, -sion), 76 (many prefixes and suffixes)
	RW 1.3* Understand and explain frequently used synonyms, antonyms and homographs (5)	• SWBAT define synonym • SWBAT identify instances in which author's utilize synonyms in narratives for the purpose of eliminating repetition • SWBAT make a list of synonyms for verbs and adjectives that are commonly used in narratives (e.g. said, happy, sad, walked) • SWBAT explain the difference between exact synonyms and words that have slightly different meanings • SWBAT replace words in given sentences for their appropriate synonyms	•

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Spelling	**WC 1.5* Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)**	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	• *Month-by-Month Phonics:* Making Words, What Looks Right, Brand Name Phonics • Contractions: *Avenues Practice Book* p. 50

Unit 3:   Response to Literature   Timeframe: 6 weeks, 1st week of November to Winter Break
Theme/Big Idea: Advanced readers evaluate an author's craft by noticing techniques and explaining how they evoke response from the reader.
Social Studies Theme: The British ruled the American colonies until the American Revolution.

Assessments:
1. Weekly quizzes on key reading and writing conventions standards
2. Response to literature essay on a narrative that is rich in figurative language

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
		Guided Reading	
Visualize	Reading Strategy		*Life in San Miguelito* by D. Dudenhoefer *Life Doesn't Frighten Me* by Maya Angelou
Narrative Reading	RW 1.1* Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression (NA)	• SWBAT distinguish between fluent reading and reading fast • SWBAT emphasize important words in sentences • SWBAT use expression, especially in reading dialogue aloud	
	RL 3.3* Contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the	• Given a specific character, SWBAT record character actions, words, and description (with an emphasis on	*Avenues* "Joining the Boston Tea Party" by Diane Stanley

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		importance of the contrasts to the plot or theme (2) **RC 2.4* Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (4)**	description of the character's feelings) • SWBAT define motive as the reason a character does something • SWBAT use their record of character description, actions, and words to infer the character's motive for a given action • Given a second character that has a different motive, SWBAT repeat objectives 1 and 3 for that character • SWBAT draw a conclusion about how the story would be different if the characters had the same motive by re-telling the story (or part of the story) as though this were the case	*Sideways Stories From Wayside School* by Louis Sachar *Avenues Practice Book* p. 26 Ant and the Grasshopper: Advanced bubble map with adjective first, then evidence from the text outside it. *Horace and Morris but Mostly Dolores* by James Howe *Coming of Age in America: A Multicultural Anthology* *How Tía Lola Came to Visit to Stay* by Julia Alvarez *Double Dutch* by Sharon Draper
		RL 3.7 Evaluate the author's use of various techniques (e.g. appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives (2)	• SWBAT make text-to-self or text-to-world connections with the text • SWBAT define credibility as "how believable something is" • SWBAT explain that their connections are evidence of the text's credibility • SWBAT evaluate the author's use of credibility by stating whether or not the story was believable, supporting this with textual evidence, and explaining whether this affected their investment in the story (Did they	*Sideways Stories From Wayside School* by Louis Sachar

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		want to keep reading? Did they care about the characters?)	
	RW 1.5 Understand and explain the figurative and metaphorical use of words in context (4)	• SWBAT know to employ the "repair" strategy when they read a phrase that does not make literal sense • SWBAT employ this repair strategy by re-reading and/or reading further to find context clues for understanding the figurative meaning of the word or phrase • SWBAT underline, highlight, or record these clues • SWBAT use these clues to infer the figurative meaning of a phrase or text • SWBAT identify and define common idioms	Students should keep a "figurative language" dictionary to record common metaphors, symbols, or idioms *Avenues Practice Book* p. 102
	RL 3.5* Describe the function and effect of common literary devices (e.g. imagery, metaphor, and symbolism) (2)	• SWBAT explain how the story is improved with the use of the figurative language found in the above objectives (i.e. the reader can visualize better, the reader can make connections, the reader becomes more invested in the text) • SWBAT use prior knowledge about reading and writing to support these judgments (see WA 2.2 below)	Figurative Language Chant Symbolism: *The Red Tree* by Shaun Tan *Literacy Place* "Fox Song" by Joseph Bruchac (symbolism mini-lesson in T.E.) *The Other Side* by J. Woodson
		•	
Writing			
Planning and Drafting	**WA 2.2 Write responses to literature: (a) demonstrate an understanding of a literary work; (b) support judgments through references to the text and to prior knowledge; (c) develop interpretations that exhibit careful reading and understanding (NA)**	• SWBAT make a flow map demonstrating the main events of a story • SWBAT turn this flow map into a one paragraph summary of a story that will serve as the first paragraph of a response to literature essay	

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		• SWBAT synthesize ideas gathered in (a) evaluating author's use of techniques (RL 3.7, see above) and (b) describing function and effect of literary devices (RL 3.5, see above) into a thesis statement about the author's craft (i.e. "The author's use of character description and metaphorical language makes this book better because...") • SWBAT organize ideas described above into 3 main ideas and details in outline or tree map form • SWBAT write topic sentences for each main idea • SWBAT write at least 2 details, using prior knowledge or textual examples to support the main ideas • SWBAT demonstrate an interpretation of figurative language in the text by including at least one example of the author's use of this technique in the essay • SWBAT write a conclusion that summarizes the main ideas without restating every detail • SWBAT combine introductory summary, thesis statement, main ideas, details, and conclusion into an essay	
Revising	WS 1.5* Use a thesaurus to identify alternative word choices and meanings (1)	• SWBAT revise essays by finding words that are overused and/or dull • SWBAT replace these words with synonyms by using a thesaurus	*Avenues Practice Book* p. 56
	WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding,	• SWBAT re-read their writing to check for errors without being told to do so	*Avenues Practice Book* p. 96, 104, 108, 124, 129 (combining

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| | **deleting, consolidating, clarifying, and rearranging words (5)**

WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4) | • Given a run-on sentence and a better sentence, SWBAT identify the run-on sentence
• Given a paragraph with short, choppy sentences and a paragraph with a mix of long and short sentences, SWBAT identify the paragraph that needs to be revised because it is too choppy
• SWBAT re-read a peer's writing for the purpose of finding either run-on sentences and/or short sentences that could be combined
• SWBAT highlight these sections of text and provide suggestions for how to break up run-on sentences
• Given a list of conjunctions, SWBAT provide suggestions for which conjunctions to use for the purpose of combining sentences
• SWBAT re-read their own writing for the above purposes and make corresponding changes to their own work
• Given a sentence that does not use standard word order and one that does, SWBAT identify the sentence that is correct
• SWBAT review a peer's work for the purpose of looking for words that are out of order
• SWBAT rearrange the words correctly
• SWBAT review their own work for this purpose and rearrange the words correctly | sentences)

1 Who or what did it and 1 what did they do

Laura has something about how to write a complex sentence. |

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Editing	WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)	• See all WC objectives below	Daily Oral Language
	WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)	• Given a list of prepositional phrases, SWBAT edit their work to ensure they are used correctly • Given a list of transitions, SWBAT add transitional phrases to connect paragraphs	*Avenues* TE p. T167 *Avenues Practice Book* p. 57 *Under, Over, By the Clover, What is a Preposition?* by Brian P. Cleary *The Berenstain Bears and the Spooky Old Tree* by Stan Berenstain (prepositions)
	WC 1.2* Identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns (3)	• SWBAT define adjective • SWBAT identify an adjective • SWBAT define adverb • SWBAT identify an adverb • SWBAT edit sentences for incorrect uses of adjectives and adverbs ("He walked slowly" instead of "He walked slow") • SWBAT use adjectives and adverbs correctly in their writing	*Avenues Practice Book* p. 81, 82, 88 (adjectives), p. 87 (adverbs), 92 (both)
	WC 1.3 * Use a colon to separate hours and minutes and to introduce a list, use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth (3) (ELD 2: WC 3* Edit writing for basic conventions and make some corrections. ELD 4: *Edit writing to check the basic mechanics of writing. ELD 5: WC 3* Edit writing for punctuation, capitalization, and spelling.)	• SWBAT identify a colon • SWBAT explain that a colon can be used to introduce a list • SWBAT identify the location within a sentence where a colon could be used • SWBAT edit sentences for the purpose of adding colons • SWBAT use a colon in one sentence in their essay (ideally, the thesis statement or within the conclusion) • SWBAT identify quotation marks	

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		• SWBAT list the types of works that require quotation marks around the title (short stories, poems, songs, articles) • SWBAT edit sentences for the purpose of adding quotation marks • SWBAT use quotation marks around the title of a story in their essay • SWBAT use quotation marks around exact examples from the text • SWBAT put the punctuation mark (comma, period, exclamation mark, question mark) inside the end quote.	
	WC 1.4* Use correct capitalization (3)	• SWBAT consistently capitalize the word "I" • SWBAT define a proper noun • SWBAT identify proper nouns • SWBAT capitalize proper nouns in their own writing • SWBAT capitalize the first letter of every sentence • SWBAT capitalize every word in the name of a place, book, or movie • SWBAT capitalize the first letter of a quoted sentence (i.e. He said, "Let's go!")	
	WC 1.5: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)*	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	
Publishing	WS 1.4* Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, the thesaurus, spell checks) (NA)	• SWBAT turn on a computer • SWBAT log in to the computer • SWBAT open Microsoft Office and use the pull-down menu to open	

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		Microsoft Word • SWBAT type their final drafts of response to literature essays in Microsoft Word • SWBAT select appropriate font, size, and formatting for an academic assignment • SWBAT access email with user name and password • SWBAT send final drafts of essays via email as an attachment	
		Working with Words	
Vocabulary	**RW 1.2* Use word origins to determine the meaning of unknown words (2)** **RW 1.4* Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (3)**	• SWBAT define a list of Greek and Latin roots • SWBAT identify previously taught Greek or Latin roots within new words • SWBAT define a list of affixes • SWBAT identify known affixes within new words • SWBAT use knowledge of both roots and affixes to understand new words	• *Month-by-Month Phonics* activity: Nifty Thrifty 50 • *Avenues Practice Book* pp 15 (-able, -y, -en, -ful, -er), 61, 72 (-ment, -tion, -sion), 76 (many prefixes and suffixes) • *Avenues Practice Book* pp. 84-85 (using prefixes in context)
	RW 1.3* Understand and explain frequently used synonyms, antonyms and homographs (5) (	• SWBAT define antonym • SWBAT make a list of antonyms for verbs and adjectives that are commonly used in narratives • SWBAT explain the difference between exact antonym and words that are close antonyms • Given a common verb or adjective, SWBAT name an antonym • SWBAT define homographs as words that are spelled the same, but have different meanings • Given the meanings of both	Homographs: *Avenues Practice Book* pages: 7, 105, *How Much Can a Bare Bear Bare? What are Homonyms and Homophones?* by Brian P. Cleary

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		homographs, SWBAT use context clues to pick the correct meaning of the word • SWBAT use context clues to define a homograph without being given the definitions	
Spelling	**WC 1.5: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)***	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	*Month-by-Month Phonics:* Making Words, What Looks Right, Brand Name Phonics Contractions: *Avenues Practice Book* p. 50

Unit 4: Expository Research   Timeframe: 6 weeks; 2nd week of January through 4th week of February
Theme/Big Idea: Expository writing provides information to readers through its details, organization, clarity, and organizational features.
Social Studies Theme: New waves of European immigrants came to the U.S. in the early 19th century. Americans began migrating west across the continent in search of new opportunity, affecting the lives of the Native Americans living there.

Assessments:
1. Weekly quizzes on key standards.
2. Mini-research project (paragraph) on topic of students' choice.
3. Five-paragraph research paper related to Westward Expansion.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
	Guided Reading and Self-Selected Reading		
Reading Expository Text	RC 2.1 Understand how text features (e.g. format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable (2) (	• SWBAT identify titles, table of contents, indexes, headings, and subheadings in non-fiction text • SWBAT make predictions about the text using these features • Given a subject, SWBAT use text headings to locate the section of text related to this subject	Social Studies textbook *Avenues Practice Book* pp. 43-44 (maps and diagrams) *Avenues Practice Book*

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		• SWBAT explain that this is a feature of non-fiction text that helps readers find information quickly • SWBAT identify charts, diagrams, maps, graphics, and illustrations in non-fiction text • SWBAT extract information from these text features (open-ended responses) • SWBAT answer questions based on the information in these features • SWBAT find the section(s) within the body of the text that relate to the diagrams/charts/graphics provided • SWBAT explain that graphics make text accessible because they summarize or clarify information in the body paragraphs	pp. 90-91 (index)
	RC 2.2 Analyze text that is organized in sequential or chronological order.	•	*Cesar Chavez: The Fight for Farm Workers' Rights* by Ann Gaines
	RC 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas (3)	• SWBAT explain how text headings can help identify the main idea of a given section of text • Given a list of possible main ideas for a given section of text, SWBAT pick the correct one using the idea presented in the text's subheading • SWBAT use the text subheading to write a main idea sentence for a given section of text • Given a list of possible main ideas for a given section of text, SWBAT identify the main idea of an entire body of text (not just a single subsection)	• *Avenues Practice Book* pp. 30-31

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		• SWBAT write a main idea sentence for an entire body of text • Given a main idea of a paragraph, SWBAT highlight three sentences that best support this main idea (Note: sentences that do not support a main idea well would be those that provide less important details.) • SWBAT explain in a sentence why the sentences eliminated do not support the main idea well (i.e. they are about a different topic; they are about the same topic, but make a different point; they provide unimportant details; etc.) • SWBAT state the main idea of a passage and highlight three sentences that support this main idea	
	RC 2.5 Distinguish facts, supported inferences, and opinions in text (2)	• SWBAT define a fact as something that could be proven • SWBAT identify facts in a given text • SWBAT write a factual statement • SWBAT define an opinion as something that cannot be proven • SWBAT identify opinions in a given text • SWBAT write an opinion statement about the same subject addressed in the above factual statement	*Avenues Practice Book* pp. 54, 66-67
	RC 2.4* Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (5)	• SWBAT use prior knowledge and/or personal experiences to make connections with non-fiction text • SWBAT use these connections to answer inferential questions about given statements in non-fiction text	SV Comprehension Unit Unit 5

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		- SWBAT identify the sentences in the text and explain the prior knowledge that led them to answer the inferential questions - ADD SWBATS re: drawing conclusions	
	RC 2.5 Distinguish facts, supported inferences, and opinions in text (2)	- SWBAT define an inference as an idea that cannot be proven (unlike a fact), but can be supported by other ideas in the text (unlike an opinion) - SWBAT identify inferences in published non-fiction text - SWBAT identify the ideas in the text that support these inferences - SWBAT answer questions that require them to differentiate between facts, opinions, and inferences in published text	SV Comprehension Unit VI: fact vs. inference
	RW 1.1* Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression (NA)	- SWBAT use transitional expressions and their accompanying punctuation marks (commas, hyphens, colons) to determine where to pause in reading non-fiction text aloud - SWBAT explain that since non-fiction text often provides new information, it might need to be read more slowly than fiction text	
Writing			
Organizing and Gathering Information	**WA 2.3* Write research reports about important ideas, issues, or events by using the following guidelines: (a) frame questions that direct the investigation; (b) establish a controlling idea or topic; (c) develop the topic with simple facts, details, examples, and explanations (NA)**	- SWBAT write a research question that lends itself to a five-paragraph essay (questions should be broad enough to develop an essay, but narrow enough to focus research on one main concept) - SWBAT revise research questions as needed (due to information gaps	

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		in the research or when they find more information that they want to incorporate) • SWBAT take notes as they research their question by summarizing/putting facts into their own words	
	WS 1.3* Use organizational features of printed text (e.g. citations, end notes, bibliographic references) to locate relevant information (1)	• SWBAT identify the table of contents • SWBAT use the table of contents to find sections of text that will answer their research questions • SWBAT identify the index • SWBAT use the index to find sections of text that will answer their research questions • SWBAT identify citations, end notes, and bibliographies • SWBAT explain how these three features could be used to locate information at a public library • SWBAT use these features to locate other resources at a public library	• A field trip to the public library would be necessary for the final objective
	WS 1.2* Create multiple-paragraph expository compositions: 1. **Establish a topic, important ideas, or events in sequence or chronological order (2)** 2. **Provide details and transitional expressions that link one paragraph to another in a clear line of thought (2)** 3. **Offer a concluding paragraph that summarizes important ideas and details (2)** **WA 2.3* Write research reports about**	• SWBAT re-read research notes for the purpose of narrowing/defining their topic • SWBAT write a statement that summarizes their topic • SWBAT identify three main ideas to guide the body paragraphs • SWBAT explain the difference between organizing writing based on sequence and organizing it based on main ideas • SWBAT identify instances in which organizing text sequentially would be most appropriate (biographies,	

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	important ideas, issues, or events by using the following guidelines: ((b) establish a controlling idea or topic;	historical events, how-to essays) • SWBAT choose the appropriate organization for their own topic	
Organizing and Drafting	WS 1.2 Create multiple-paragraph expository compositions: 2. Provide details and transitional expressions that link one paragraph to another in a clear line of thought (2) **WA 2.3 (c) develop the topic with simple facts, details, examples, and explanations (NA)**	• SWBAT extract details from their research notes and organize them into three body paragraphs in outline form • SWBAT determine when/if they need to do more research based on how well-developed their ideas seem from the outline • SWBAT turn their outline into an essay by writing complete sentences that are in their own words	
Revising	WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)	• SWBAT offer suggestions for revising a peer's writing using techniques taught in previous units • SWBAT revise their own writing using techniques taught in previous units	
	WS 1.2 Create multiple-paragraph expository compositions: 2. Provide details and transitional expressions that link one paragraph to another in a clear line of thought (2) WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)	• SWBAT identify instances in an example paragraph that don't flow or make sense because more details are needed • Given a list of details, SWBAT identify the detail that fits best in the aforementioned paragraph • SWBAT identify instances in their own writing where more details are needed • SWBAT add these details to these places • Given a list of transitional phrases and their appropriate uses, SWBAT integrate transitions into their writing in order to connect separate	• tree map with different types of transitional phrases

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			paragraphs • SWBAT use this list of transitions to add transitions within individual paragraphs • SWBAT revise writing, demonstrating knowledge between appropriate and inappropriate uses of transitions	
Editing	WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)	• See all WC objectives below	•
	WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)	• SWBAT define preposition • SWBAT identify prepositions • SWBAT define and identify prepositional phrases • Given a list of correct prepositional phrases, SWBAT edit their writing to fix incorrect prepositional phrases • SWBAT prepositional phrases correctly without dependence on this list • SWBAT define conjunctions • SWBAT identify conjunctions • SWBAT use conjunctions to combine sentences • SWBAT avoid starting sentences with "But" or "And"	
	WC 1.2* Identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns (3)	• SWBAT correctly use "did and did not + (verb)" conjugation (i.e. "I didn't like her" instead of "I didn't liked her" • Given a list of irregular verbs,	

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		SWBAT memorize and use them in their writing • SWBAT define verbs that are often confused: lie, lay, sit, set, rise, and raise • SWBAT use these verbs correctly in writing	
	WC 1.4* Use correct capitalization (3)	• SWBAT continue to use correct capitalization at the beginnings of sentences, quotes, and with proper nouns	
	WC 1.5: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)*	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	
Publishing	WS 1.4* Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, the thesaurus, spell checks) (NA)	• SWBAT turn on a computer • SWBAT log in to the computer • SWBAT open Microsoft Office and use the pull-down menu to open Microsoft Word • SWBAT type their final drafts of response to literature essays in Microsoft Word • SWBAT select appropriate font, size, and formatting for an academic assignment • SWBAT access email with user name and password • SWBAT send final drafts of essays via email as an attachment	
Working with Words			
Vocabulary	**RW 1.2* Use word origins to determine the meaning of unknown words (2)**	• SWBAT define a list of Greek and Latin roots • SWBAT identify previously taught	• *Month-by-Month Phonics* activity: Nifty Thrifty 50

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	RW 1.4* Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (3)	Greek or Latin roots within new words • SWBAT define a list of affixes • SWBAT identify known affixes within new words • SWBAT use knowledge of both roots and affixes to understand new words	• *Avenues Practice Book* pp 15 (-able, -y, -en, -ful, -er), 61, 72 (-ment, -tion, -sion), 76 (many prefixes and suffixes)
	RW 1.3* Understand and explain frequently used synonyms, antonyms and homographs (5)	• SWBAT understand and explain an increasingly long list of synonyms, antonyms, and homographs	
Spelling	**WC 1.5: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)***	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	*Month-by-Month Phonics:* Making Words, What Looks Right, Brand Name Phonics Contractions: *Avenues Practice Book* p. 50

Unit 5: Persuasion   **Timeframe:** ____ **4 weeks; 1st week of March through fourth week of March** _____

Theme/Big Idea: Writers use techniques such as logic, evidence, and knowing your audience to convince readers.
Social Studies Theme: The U.S. Constitution and the Bill of Rights were designed to ensure liberty by giving limited power and rights to the government and its citizens.
Assessments:
1. Persuasive paragraph on topic of students' choosing (i.e. change that should be made at school or in the community) – could be in the form of a letter to fulfill ELD standard
2. Persuasive composition related to the Constitution (which Amendment is most important and why; example of something in real life that is unconstitutional, etc.)
3. Weekly quizzes on reading and writing conventions standards

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities

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Guided Reading and Self-Selected Reading			
Reading Persuasive Compositions	RC 2.5 Distinguish facts, supported inferences, and opinions in text (2)	• SWBAT identify author's use of facts, supported inferences, and opinions in persuasive writing • SWBAT articulate how the use of facts and/or supported inferences improve persuasive writing	*Click, Clack, Moo: Cows that Type* by Doreen Cronin
	RL 3.7 Evaluate the author's use of various techniques (e.g. appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives (2)	• SWBAT define logic as the quality of making sense (because it is believable or because it resonates with the readers' experiences) • SWBAT identify logical and illogical arguments in persuasive writing • SWBAT explain how the use of logic improves persuasive writing	
	RC 2.4* Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (5)	• SWBAT define generalization as a logical statement about a topic that is made given a set of facts • SWBAT identify good and bad generalizations in persuasive writing • Given a set of facts, SWBAT form a generalization • Given a passage, SWBAT form a generalization and identify the facts used to form it • SWBAT explain how generalizations can be used in persuasive writing	*Avenues Practice Book* pp. 135-136
	RW 1.1* Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression (NA)	• SWBAT distinguish between fluent reading and reading fast • SWBAT emphasize important words in sentences • SWBAT use expression in reading aloud	
Writing			

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| Organizing and Drafting | WA 2.4 Write persuasive letters or compositions: (a) state a clear position in support of a proposal; (b) support a position with relevant evidence (NA) | • SWBAT write an opinion statement related to a theme or topic of the student's choosing
• SWBAT include a suggestion or proposal within that opinion statement
• SWBAT state at least two reasons why this proposal should be adopted
• SWBAT write a paragraph articulating the proposal and reasons it should be adopted
• Given a theme or topic, SWBAT write a related opinion statement that includes a suggestion or proposal (i.e. Which Amendment is most important?)
• SWBAT state at least two reasons why this proposal should be adopted
• SWBAT provide at least two details for each reason
• SWBAT write an introductory paragraph that explains the problem or situation and then suggests the proposal
• SWBAT write at least two body paragraphs (one for each reason) explaining why this proposal should be adopted and providing evidence to support these reasons
• SWBAT write a conclusion paragraph, summarizing the proposal, reasons, and evidence without restating every idea | |
| Revising | WS 1.5* Use a thesaurus to identify alternative word choices and meanings (1) | • SWBAT revise essays by finding words that are overused and/or dull
• SWBAT replace these words with | • |

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		synonyms by using a thesaurus	
	WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)	• SWBAT offer suggestions for revising a peer's writing using techniques taught in previous units • SWBAT revise their own writing using techniques taught in previous units	
	WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)	• Given a list of transitional phrases and their appropriate uses, SWBAT integrate transitions into their writing in order to connect separate paragraphs • SWBAT use this list of transitions to add transitions within individual paragraphs • SWBAT revise writing, demonstrating knowledge between appropriate and inappropriate uses of transitions	
Editing	**WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)**	• See all WC objectives below	
	WC 1.1* Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas (4)	• Given a list of correct prepositional phrases, SWBAT edit their writing to fix incorrect prepositional phrases • SWBAT prepositional phrases correctly without dependence on this list •	
	WC 1.2* Identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise/raise), modifiers, and pronouns (3)	• SWBAT conjugate regular verbs correctly in their writing • SWBAT correctly use "did and did not + (verb)" conjugation (i.e. "I didn't like her" instead of "I didn't liked her"	

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			• Given a list of irregular verbs, SWBAT memorize and use them in their writing • SWBAT define verbs that are often confused: lie, lay, sit, set, rise, and raise • SWBAT use these verbs correctly in writing	
		WC 1.4* Use correct capitalization (3)	• SWBAT continue to use correct capitalization at the beginnings of sentences, quotes, and with proper nouns	
		WC 1.5* Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	
Publishing		WS 1.4* Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, the thesaurus, spell checks) (NA)	• SWBAT turn on a computer • SWBAT log in to the computer • SWBAT open Microsoft Office and use the pull-down menu to open Microsoft Word • SWBAT type their final drafts of response to literature essays in Microsoft Word • SWBAT select appropriate font, size, and formatting for an academic assignment • SWBAT access email with user name and password • SWBAT send final drafts of essays via email as an attachment	
Working with Words				
		RW 1.2* Use word origins to determine the meaning of unknown words (2)	• SWBAT define a list of Greek and Latin roots	• *Month-by-Month Phonics* activity:

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	RW 1.4* Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (3)	• SWBAT identify previously taught Greek or Latin roots within new words • SWBAT define a list of affixes • SWBAT identify known affixes within new words • SWBAT use knowledge of both roots and affixes to understand new words	Nifty Thrifty 50 • *Avenues Practice Book* pp 15 (-able, -y, -en, -ful, -er), 61, 72 (-ment, -tion, -sion), 76 (many prefixes and suffixes)
	RW 1.3* Understand and explain frequently used synonyms, antonyms and homographs (5)	• SWBAT understand and explain an increasingly long list of synonyms, antonyms, and homographs	
	WC 1.5* Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (4)	• SWBAT spell single-syllable words • SWBAT spell multi-syllabic words • SWBAT spell previously taught roots and affixes • SWBAT spell contractions	*Month-by-Month Phonics:* Making Words, What Looks Right, Brand Name Phonics Contractions: *Avenues Practice Book* p. 50

Unit 6: Test Preparation   **Timeframe:** __2-3 weeks (1st week of April to start of CST)__
Theme/Big Idea: Good test takers look for tricks, know how to eliminate wrong answers, and use QAR to rock the test!

Assessments:
1. Weekly quizzes on a mixed review of key standards.

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
	All standards reviewed in multiple choice test format for CST, with a focus on key standards		
Reading Comprehension Assessments*		• SWBAT read the text quickly the first time • SWBAT read all the questions without answering them	

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		• SWBAT re-read the text more slowly, looking for answers to the questions • SWBAT answer questions only after completing the first three steps listed	
QAR*		• SWBAT identify a green "right there" question (one that can be answered by reading and pointing to the exact answer in the text) • SWBAT underline or highlight the section of the passage that answers a "right there" question • SWBAT identify a yellow "think and search" question (one that must be answered by reading the whole text and synthesizing information) • SWBAT underline or highlight clues from the text that should be synthesized to answer a "think and search" question • SWBAT identify a yellow "author and you" question (one that the reader must answer by making a connection to his/her own experiences) • SWBAT underline or highlight clues from the text that should be synthesized with ideas from one's own experiences to answer an "author and you" question • SWBAT identify a red "on my own" question (one that can be answered without reading the text at all) • SWBAT use the above question-type strategy (QAR) to answer reading comprehension questions	*Note: This strategy should be taught at the beginning of the year and practiced throughout the year for it to be truly effective. (See Unit 1) Students can use colored markers or crayons to identify types of questions. However, during this unit (for authentic test preparation) do not allow students to use colored markers/crayons. Have them write in the color or letter (G, Y, R) instead.*
Process of elimination		• SWBAT identify answers in multiple choice questions that are "tricks"	

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		(answers that sound good, but have nothing to do with the question or text) • SWBAT eliminate these answers • SWBAT eliminate answers that are unreasonable	
Reasonable guessing		• SWBAT use process of elimination to narrow it down to two possible answers • SWBAT make a guess between these two answers	
Going out of order		• SWBAT skip a question if they think they should come back to it • SWBAT put a small dot in their test booklet as a reminder to answer the question later • SWBAT skip a line on the answer document for a skipped question	
Checking your work		• SWBAT re-read the passages after completing the text to check for misunderstandings • SWBAT re-read the questions and answer choices, repeating the same thought process as the first time going through the test (basically, take the test again)	

Unit 7:   Multicultural Written Works through the Eras   **Timeframe: 3-4 weeks; end of CST through 2nd week of June**
Theme/Big Idea: Cultures through history have used written language in various forms to express themselves and communicate information.

Assessments:
1. Two poems: one free-choice poem and one related to a theme from U.S. history (i.e. told from the perspective of a historical figure, related to slavery, Revolutionary War, etc.)

Camino Nuevo Charter Academy Standards-Based Pacing Plan	Grade Level/Subject: 5th grade ELA (ELD and Social Studies standards integrated)

Subject Matter Topics	State Standards Addressed	Objectives	Resources and/or Activities
**Guided Reading and Self-Selected Reading**		
	RL 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (1)	• objectives dependent upon resources used (common symbols include water, light, fire, colors, sky, earth, sun)	myths and legends from different cultures and eras of the U.S.
	RL 3.5* Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism) (2)	• SWBAT define and identify within poems literary devices learned during Unit 2 (imagery, simile, metaphor, symbolism) • SWBAT define personification, onomatopoeia, and idiom • SWBAT identify examples of personification, onomatopoeia, and idioms within poems • SWBAT explain how these literary devices improve a poem (make the description more vivid, invoke multiple senses, add humor, etc.)	poetry from different cultures and eras of the U.S. poems with idioms: Shel Silverstein? (see Rachel's list of multicultural books) Idioms: *Avenues Practice Book* p. 68
	RW 1.1* Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression (NA)	• SWBAT distinguish between fluent reading and reading fast • SWBAT emphasize important words in sentences • SWBAT use expression in reading aloud • When reading poetry aloud, SWBAT pause at punctuation marks, not at the end of each line.	
**Writing**		
Planning and Drafting Poems		• SWBAT brainstorm ideas for two poems (one related to something we've learned in history and one	•

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		related to a topic of their choice) • SWBAT define rhyme and rhythm • SWBAT choose to include rhyme and rhythm in their own poems • SWBAT include at least one example of figurative language in their poems (metaphor, simile, imagery, personification, symbolism) • SWBAT explain that punctuation (commas and periods) in poetry indicate a pause, but do not have to be used. • SWBAT choose where to include punctuation in their poems.	
Revising and Editing Poems	**WS 1.6* Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words (5)**	• SWBAT use all revising strategies taught previously to improve the content of their own poetry and that of their peers • SWBAT use skills taught in all 5th grade WC standards to improve the accuracy of their poems and that of their peers	
Publishing Poems	WS 1.4* Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, the thesaurus, spell checks) (NA)	• SWBAT turn on a computer • SWBAT log in to the computer • SWBAT open Microsoft Office and use the pull-down menu to open Microsoft Word • SWBAT type their final drafts of response to literature essays in Microsoft Word • SWBAT select appropriate font, size, and formatting for an academic assignment • SWBAT access email with user name and password • SWBAT send final drafts of essays	

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		via email as an attachment	

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Evaluaciones primarias	Tiempo
DRA en español	Principio del año, Final del cuarto 2
Examen de narrativa	Final de unidad 2
Ensayo de respuesta a literatura	Final de unidad 3
Examen de no-ficción	Final de unidad 4
Carta persuasiva	Final de unidad 6
Examen de punto de referencia #1	Final del cuarto 1
Examen de punto de referencia #2	Final del cuarto 2
Examen de punto de referencia #3	Final del cuarto 3
Examen final	Final del cuarto 4
STS del lenguaje	Principio de mayo

Leyenda:
Letra negrita = Estándares que transfieren a las de inglés que tienen más que 3 preguntas en el CST.
Resaltar = La parte del estándar que se enseña durante esta unidad.
* = El estándar se repite en otra parte del plan.

Unidad 1: Introducción al lenguaje de 5o grado   **Plazo de tiempo: 3 semanas: 3ª semana de agosto por 1ª semana de sept.**
Tema/idea central: Estudiantes de quinto grado necesitan comprender textos de géneros múltiples y expresar sus ideas por lenguaje escrito.

Evaluaciones:
1. Primera carta en sus diarios de literatura.
2. Primera "práctica" en sus cuadernos de autores, hecho independientemente sin pedir ayuda.

Tema	Estándares del estado	Objetivos	Recursos/actividades
Lectura auto-seleccionada y lectura guiada			
Género	CL 3.1 Identifican y analizan las características de la poesía, drama, ficción, no ficción y explican lo apropiado de la forma literaria seleccionada por el autor para ese	• Estudiantes definirán ficción como un texto no verdadero que usualmente tiene los elementos de personajes, ambiente, problema, y resolución.	"Mariah conserva la calma" *Lectura* "Los europeos llegan a las Américas" *Historia y*

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	propósito específico	• Estudiantes identificarán elementos de textos de ficción que apoyan el hecho de que sean de ficción. • Estudiantes explicarán que el propósito de ficción es diversión o enseñar una lección. • Estudiantes explicarán las maneras en que los autores de ficción nos entretienen o nos enseñan una lección. • Estudiantes definirán no ficción como un texto de hechos verdaderos. • Estudiantes explicarán que el propósito de no ficción es enseñar información. • Estudiantes explicarán lo que han aprendido de leer un texto de no ficción. • Estudiantes clasificarán textos en dos grupos: ficción y no ficción y explicarán las características de ambos géneros.	*Ciencias Sociales*
Cartas del diario de literatura: organización		• Estudiantes explicarán cuándo tienen que escribir en sus diarios de literatura (una vez al principio, al medio, y al final de cada libro para recibir crédito hacia su meta de 25 libros). • Estudiantes explicarán cuándo tienen que entregar sus diarios (una vez a la semana, en sus días asignados). • Estudiantes explicarán cuántos libros de cada idioma tienen que leer durante el año. • Estudiantes explicarán en cuál idioma deben escribir sus cartas (el idioma del libro). • Estudiantes explicarán que se necesita en cada carta: un resumen y una estrategia que se usa para comprender el texto.	
Cartas del diario de literatura: puntuación	**NOE 1.6* Usan comidas en una expresión que se desea destacar y la emplean en: cuentos, poemas, apodos, títulos de libros, citas textuales, y frases célebres**	• En escribir sus cartas de los diarios de literatura, estudiantes usarán comillas alrededor de los títulos de cuentos, poemas, y capítulos. • Estudiantes subrayarán los títulos de libros. • Estudiantes usarán comillas para destacar citas	

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		textuales.	
Arreglar comprensión	Estrategia de leer		
Conectar	Estrategia de leer		
Escritura			
Fundaciones del taller de escritores		• Estudiantes explicarán la estructura del taller de escritores. • Estudiantes explicarán las expectativas del taller de escritores y las razones por ellas. • Estudiantes explicarán el propósito de llevar sus cuadernos de autores: para que siempre estén escribiendo, anotando sus ideas cuando las tengan. • Estudiantes llevarán sus cuadernos de autores a todas partes -- la casa, la otra clase, etc. – para anotar una idea cuando la tenga. • Estudiantes definirán narrativa personal: un cuento verdadero de un evento en la vida del autor. • Estudiantes explicarán la estrategia de desarrollar ideas para una narrativa personal: 1. pensar en una persona importante en su vida 2. hacer una lista de momentos importantes con esta persona 3. desarrollar una de estas memorias en un cuento. • Estudiantes practicarán esta estrategia en sus cuadernos de escritores.	Lucy Calkins' *Launching the Writing Workshop*

Unidad 2:   Narrativa   Plazo de tiempo: 8 semanas, 2a semana de septiembre por la 1a semana de noviembre
Tema/Idea central: Las narrativas excelentes tienen conflictos interesantes, descripción detallada con lenguaje figurativo, y resoluciones que enseñan algo sobre la vida real.

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Evaluaciones
1. Examen de los estándares de narrativa.
2. Pruebas semanales de todos los estándares de comprensión, análisis literario, y convenciones de escritura.
3. Cartas semanales en el diario literario (lectura auto-seleccionada)

Tema	Estándares del estado	Objetivos	Recursos/actividades
Lectura auto-seleccionada y lectura guiada			
Conectar	Estrategia de leer		
Fluidez	AP 1.1* Leen en voz alta textos expositivos y narrativos con fluidez y correctamente, utilizando el ritmo, la expresión y la entonación adecuada.	• Estudiantes definirán prosodia como "leer para que suene como lenguaje." • Estudiantes explicarán los tipos de errores en la lectura en voz alta. • Estudiantes identificarán los errores en la lectura de otra persona. • Estudiantes leerán textos a sus niveles con prosodia y sin errores.	Las actividades de fluidez de Sasha Borenstein: tarjeta de tipos de errores en los escritorios, actividad de "agarra el error"
Secuencia	CL 2.2 * Analizan textos que están organizados en orden cronológico o en secuencia.	• Estudiantes definirán secuencia, cronología, y orden cronológico. • Estudiantes identificarán palabras en texto que nos indican secuencia: primero, anteriormente, antes, después, etc. • Estudiantes harán un mapa serie de los eventos de un cuento de ficción. • Estudiantes usarán este mapa para contestar preguntas de secuencia.	"La princesa y el guerrero" Lectura pág. 102 "Paul Bunyan, el leñador más fuerte de todos" Lectura pág. 110
Inferencias	CL 2.4* Derivan inferencias, conclusiones o generalizaciones sobre el texto y se apoyan en la evidencia del mismo y de conocimientos anteriores. Estrategia de leer	• Estudiantes definirán "inferencia" como una idea acerca del texto que no está escrita directamente en el texto pero que se puede apoyar con evidencia del texto. • Al leer ejemplos de hechos e inferencias, estudiantes los clasificarán en dos grupos. • Estudiantes explicarán como hacer una inferencia:	When Kids Can't Read "Learning to Make an Inference" (p. 61) Gráfica de tres columnas: texto, conexión, inferencia

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		1. leer el texto 2. hacer una conexión 3. hacer una inferencia, usando la conexión • Al recibir una pregunta de inferencia, estudiantes buscarán evidencia en el texto y la conectarán a conocimientos/experiencias anteriores. • Estudiantes usarán la evidencia del texto y las conexiones para contestar la pregunta. • Estudiantes verificarán si hace sentido su inferencia al re-leer su trabajo. • Estudiantes explicarán que hay razones múltiples para hacer inferencias. • Estudiantes harán inferencias (usando la gráfica: texto, conexión, inferencia) por estas razones durante la lectura independiente (sin preguntas de inferencia).	"El Viento Chinook lucha contra el Viento Frío" *Historia y Ciencias Sociales* pág. 50 "La nueva tierra" *Historia y Ciencias Sociales* pág. 140
Lenguaje figurativo	**RW 1.5 Entienden y explican el empleo de palabras metafóricas y figurativas en su contexto.**	• Estudiantes definirán símil. • Estudiantes identificarán símiles en un cuento. • Estudiantes definirán metáfora. • Estudiantes identificarán metáforas. • Estudiantes emplearán la estrategia "arreglar comprensión" cuando lean una frase que no hace sentido literalmente. • Estudiantes demostrarán el uso de la estrategia al re-leer y leer más adelante para encontrar pistas que les indican que es lenguaje figurativo. • Estudiantes escribirán estas pistas en la columna de conexión de una gráfica de inferencias (texto, conexión, inferencia). • Estudiantes harán sus propias conexiones (afuera del texto) a la frase. • Estudiantes usarán las conexiones para inferir lo que significa el lenguaje figurativo.	*Isla de los delfines azules*: símiles, metáforas "Texto + conexión = inferencia"

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		• Estudiantes interpretarán las metáforas por hacer conexiones a la parte metafórica en la oración y explicar lo que tienen en común la cosa literal con la cosa figurativa.	
Escritura			
Los proyectos de escritura se completan en inglés durante esta unidad.			
Trabajando con palabras			
Vocabulario: raíces, prefijos, y sufijos	NOE 1.10* Reconocen y emplean la morfología de las palabras (raíces, sufijos, prefijos) **AP 1.4* Conocen las raíces y los afijos abstractos derivados del latín y el griego, y aplican este conocimiento para analizar el significado de palabras que no conocen.**	• Estudiantes explicarán que palabras tienen raíces, prefijos, y sufijos. • Estudiantes identificarán el prefijo, la raíz, y el sufijo de una palabra. • Estudiantes memorizarán una lista de prefijos comunes. • Estudiantes usarán lo que saben de prefijos para explicar lo que significan palabras nuevas. • Estudiantes memorizarán una lista de sufijos comunes. • Estudiantes usarán lo que saben de sufijos para explicar lo que significan palabras nuevas.	
Ortografía: vocales, reglas de acentuación, y las letras "b" y "v"	NOE 1.12* Escriben correctamente las palabras enclíticas (verbo + pronombre o artículo o ambos) Ejemplos: cántamela, lávamelo, consíguemela NOE 1.13* Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; y-ll; r-rr; m-n	• Estudiantes sabrán los vocales y sus sonidos: "a", "e", "i", "o", "u." • Estudiantes explicarán la diferencia entre los vocales en español e inglés: en español cada vocal sólo tiene un sonido posible. • Estudiantes emplearán los vocales correctamente en su ortografía. • Estudiantes explicarán las reglas de los acentos pronunciados: (1) si la palabra termina en "n", "s", o un vocal se pronuncia el acento en la penúltima sílaba (2) si la palabra termina en un consonante (no "n" o "s"), se pronuncia el acento en la última sílaba. • Estudiantes explicarán que si la	

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		pronunciación de la palabra sigue estas reglas, no se necesita un acento escrito. • Estudiantes emplearán estas reglas en escribir palabras sin acentos escritos. • Estudiantes emplearán estas reglas con palabras que no tienen acentos escritos, y tienen las letras "b" y "v"	

Unidad 3: Respuesta a literatura   **Plazo de tiempo:** <u>7-8 semanas, 2a semana de noviembre hasta el final del semestre</u>
Tema/Idea central: Lectores avanzados evalúan la técnica del autor al anotarla y explicar la respuesta que crea en el lector.

Evaluaciones:
1. Pruebas semanales de los estándares
2. Ensayo de respuesta a literatura

Tema	Estándares del estado	Objetivos	Recursos/actividades
Lectura auto-seleccionada y lectura guiada			
Visualizar	Estrategia de leer		
Establecer ideas importantes	Estrategia de leer		
Fluidez	AP 1.1* Leen en voz alta textos expositivos y narrativos con fluidez y correctamente, utilizando el ritmo, la expresión y la entonación adecuada.	• Estudiantes definirán prosodia. • Estudiantes explicarán los tipos de errores en la lectura en voz alta. • Estudiantes identificarán los errores en la lectura de otra persona. • Estudiantes leerán textos a sus niveles con prosodia y sin errores. • Estudiantes usarán la puntuación para cambiar la expresión en la voz cuando estén leyendo en voz alta.	
Análisis de los personajes	RL 3.3 Contrastan las acciones, motivos, y apariencias de los	• Estudiantes anotarán las acciones, palabras, sentimientos y descripción de un personaje	

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	personajes en una obra de ficción y discuten la importancia de esos contrastes en la trama o el tema.	específico. • Estudiantes definirán el motivo como la razón por la cual hace algo un personaje. • Estudiantes harán una inferencia acerca del motivo de una acción específica. (Podrían usar sus anotaciones del texto y/o experiencia personal para hacer la inferencia.) • Estudiantes repetirán el proceso con otro personaje que tiene motivo diferente. • Estudiantes concluirán como sería diferente el cuento si los personajes tuvieran el mismo motivo.	
Técnica del autor	RL 3.7* Evalúan las diversas técnicas usadas por el autor para influir de diversas maneras en la perspectiva del lector.	• Estudiantes identificarán descripción fuerte en cuentos publicados. • Estudiantes explicarán la razón por la cual hay tanta descripción. (¿Cómo sería diferente si no tuviera esta descripción?) • Estudiantes definirán la credibilidad. • Estudiantes identificarán partes del texto a las cuales pueden conectar. • Estudiantes explicarán lo que hace el autor para que pueda conectar el lector. • Estudiantes evaluarán la credibilidad del cuento y/o los personajes.	
Leguaje figurativo	RL 3.5 Describen la función y el efecto de elementos literarios comunes (metáforas, imágenes, simbolismo).	• Estudiantes definirán un símbolo como un objeto en un cuento que significa algo más grande (una emoción o idea). • Estudiantes explicarán el sentido de símbolos comunes: anillo de diamante, corazón, luz roja, etc. • Estudiantes identificarán un objeto que es importante en un cuento (porque se repite o crea un cambio en el personaje principal). • Estudiantes analizarán lo que significa el símbolo por buscar cambios en el cuento que ocurren cuando el objeto esté presente (el problema, una resolución del problema, o el personaje principal cambia). • Estudiantes compararán cómo sería diferente el	

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		cuento si no tuviera lenguaje figurativo (simbolismo, símiles, metáforas). • Estudiantes resumirán la razón por la cual incluye lenguaje figurativo el autor.	
		Escritura	
Resumir cuentos	AE 2.2* Escriben respuestas a la literatura donde: a. Demuestran comprensión de la obra literaria. b. Apoyan sus ideas a través de referencias al texto o a sus conocimientos previos. c. Desarrollan interpretaciones que demuestran comprensión y una lectura cuidadosa.	• Estudiantes planearán un resumen del cuento con el uso de la estrategia "alguien, quería, pero, por lo tanto." • Estudiantes escribirán un resumen de 1-2 párrafos del cuento que incluye la información anterior.	*When Kids Can't Read* por Kylene Beers (Pág. 144)
Responder a literatura	AE 2.2* Escriben respuestas a la literatura donde: a. Demuestran comprensión de la obra literaria. b. Apoyan sus ideas a través de referencias al texto o a sus conocimientos previos. c. Desarrollan interpretaciones que demuestran comprensión y una lectura cuidadosa.	• Estudiantes identificarán frases específicas que demuestran la técnica del autor (lenguaje figurativo, descripción fuerte, credibilidad de los personajes o la trama, etc.). • Estudiantes escribirán sobre sus opiniones de la técnica del autor. • Estudiantes identificarán acciones/palabras de los personajes que demuestran características interesantes. • Estudiantes escribirán de sus opiniones de los personajes, incluyendo las características demostradas por sus acciones/palabras.	
Ensayo de "respuesta a literatura"	AE 2.2* Escriben respuestas a la literatura donde: a. Demuestran comprensión de la obra literaria. b. Apoyan sus ideas a través de referencias al texto o a sus conocimientos previos. c. Desarrollan interpretaciones que demuestran comprensión y una	• Estudiantes escribirán un ensayo de 5 párrafos que resume el cuento, presenta una opinión del autor o una opinión de un personaje y apoya esta opinión con citas textuales.	

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	lectura cuidadosa.		
Revisar	**EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.**	• Estudiantes revisarán los ensayos de sus compañeros por buscar áreas que necesiten más información porque no hagan sentido o porque no se pueda visualizarlas. • Estudiantes revisarán los ensayos de sus compañeros por buscar información que se repita y quitarla. • Estudiantes revisarán los ensayos de sus compañeros por leerlos en voz alta, encontrar palabras no necesarias y quitarlas. • Estudiantes completarán los objetivos anteriores con sus propios ensayos.	
Diccionario de sinónimos	EE 1.5* Emplean el diccionario de sinónimos para identificar las diversas alternativas en la selección de palabras y sus significados.	• Estudiantes explicarán que el uso y formato de un diccionario de sinónimos en inglés es lo mismo que uno en español. • Estudiantes explicarán el significado de los números adentro de una entrada del diccionario de sinónimos. • Estudiantes identificarán sinónimos exactos y no exactos adentro de una entrada del diccionario de sinónimos. • Estudiantes reemplazarán palabras que se usan demasiado en la escritura de otra persona con sinónimos exactos. • Estudiantes reemplazarán palabras que se usan demasiado en su propia escritura con sinónimos exactos.	
Revisar: elementos de transición	**NOE 1.2* En la estructura de la oración, identifican y emplean frases preposicionales, apositivos, elementos de transición y conjunciones para unir las ideas.**	• Estudiantes identificarán los elementos de transición en obras publicadas. • Estudiantes clasificarán estos elementos de transición en un mapa de árbol (con ejemplos de cada uno en una oración). • Estudiantes incluirán elementos de transición en sus ensayos para que sus ideas sean más fluidas.	

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Corregir: oraciones completas y frases preposicionales	**NOE 1.2* En la estructura de la oración, identifican y emplean frases preposicionales, apositivos, elementos de transición y conjunciones para unir las ideas.**	• Estudiantes corregirán su escritura por cambiar oraciones incompletas a oraciones completas. • Estudiantes definirán e identificarán sustantivos. • Estudiantes definirán e identificarán pronombres. • Estudiantes definirán "preposición" como una palabra que conecta sustantivos, pronombres, y frases a otras partes de la oración para describir la ubicación, el tiempo, u otra relación en la oración. • Estudiantes identificarán preposiciones comunes. • Estudiantes definirán "frase preposicional" como la preposición, su objeto, y el adjetivo/adverbio relacionado. • Estudiantes identificarán frases preposicionales. • Estudiantes emplearán frases preposicionales correctamente.	Diccionario de preposiciones (hecho por los estudiantes y guardado en sus carpetas de escritura)
Corregir: puntuación final	**EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.** **WOE 1.5 Emplean los dos puntos y seguido para separar las horas de los minutos y para indicar la enumeración.**	• Estudiantes explicarán que se necesita puntuación final al final de cada oración. • Corregirán sus cuentos para asegurar que tengan puntuación final correcta. • Si hay horas y minutos en sus cuentos, emplearán los dos puntos y seguido correctamente.	
Corregir: letras mayúsculas	**EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.**	• Estudiantes emplearán la letra mayúscula al principio de cada oración. • Estudiantes explicarán la diferencia entre sustantivos propios que emplean letra mayúscula en inglés y los que emplean letra mayúscula en español. • Estudiantes corregirán sus cuentos para el uso de letra mayúscula.	
Corregir: comillas	**NOE 1.6 Usan comillas en una expresión que se desea destacar y la emplean en: cuentos, poemas, apodos, títulos de libros, citas**	• Estudiantes identificarán las comillas en una oración. • Estudiantes explicarán los tipos de obras que necesitan comillas (cuentos cortos, poemas, canciones, artículos, capítulos de un libro).	

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	textuales, y frases célebres	• Estudiantes emplearán comillas correctamente en escribir estos títulos en su escritura. • Estudiantes explicarán que se necesitan comillas con las palabras exactas de un texto (cita textual). • Estudiantes emplearán comillas con citas textuales en sus ensayos. • Estudiantes explicarán que el punto final va adentro de la última comilla en una oración. • Estudiantes emplearán el punto final correctamente con las comillas. • Estudiantes explicarán que no se usan comillas con diálogo en español, sino se usa el guión. • Si hay diálogo del texto en sus ensayos, lo escribirán correctamente con el guión.	
Corregir: ortografía	**EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.**	• Estudiantes corregirán la ortografía de sus ensayos, con enfoque en las pautas ortográficas que se han aprendido durante unidades 2 y 3 (Trabajando con palabras)	
Publicar	EE 1.4* Crean documentos simples utilizando medios electrónicos y estructuras de organización	• Estudiantes explicarán que hay códigos para incluir los acentos en sus documentos electrónicos • Estudiantes seguirán una guía para incluir los acentos en sus documentos electrónicos • Estudiantes publicarán sus ensayos en la computadora.	
Trabajando con palabras			
Vocabulario	NOE 1.10* Reconocen y emplean la morfología de las palabras (raíces, sufijos, prefijos) **AP 1.4* Conocen las raíces y los afijos abstractos derivados del latín y el griego, y aplican este conocimiento para analizar el**	• Estudiantes explicarán que palabras tienen raíces, prefijos, y sufijos. • Estudiantes identificarán el prefijo, la raíz, y el sufijo de una palabra. • Estudiantes memorizarán una lista de raíces comunes. • Estudiantes usarán lo que saben de raíces para	

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	significado de palabras que no conocen.	explicar lo que significan palabras nuevas.	
Ortografía: reglas de acentuación; "b" y "v"; "c," "z," "s," y "x".	NOE 1.12* Escriben correctamente las palabras enclíticas (verbo + pronombre o artículo o ambos) Ejemplos: cántamela, lávamelo, consíguemela NOE 1.13* Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; y-ll; r-rr; m-n	• Estudiantes explicarán las reglas de los acentos pronunciados: (1) si la palabra termina en "n", "s", o un vocal se pronuncia el acento en la penúltima sílaba (2) si la palabra termina en un consonante (no "n" ni "s"), se pronuncia el acento en la última sílaba. • Estudiantes explicarán que si la pronunciación de la palabra sigue estas reglas, no se necesita un acento escrito. • Estudiantes explicarán que si la pronunciación de la palabra no sigue estas reglas, se necesita un acento escrito en la letra en que se pronuncia el énfasis. • Estudiantes emplearán estas reglas de acentuación en palabras que tienen acentos escritos. • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "b" y "v." • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "c," "s," "z," y "x."	

Unidad 4: Texto expositivo   **Plazo de tiempo:** _7-8 semanas; 4ª semana de enero por la 4a semana de marzo_
Tema/idea central: Lectores aprenden información al leer textos expositivos que contienen ideas principales, detalles, y estilos de organización específicos.

Evaluaciones:
1. Pruebas semanales de los estándares.
2. Examen de no-ficción.

Tema	Estándares del estado	Objetivos	Recursos/actividades
		Lectura auto-seleccionada y lectura guiada	
Establecer ideas importantes	Estrategia de leer		

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Preguntar	Estrategia de leer		
Fluidez	AP 1.1 Leen en voz alta textos expositivos y narrativos con fluidez y correctamente, utilizando el ritmo, la expresión y la entonación adecuada.	• Estudiantes leerán textos de quinto grado con prosodia y sin errores. • Estudiantes usarán la puntuación para cambiar la expresión en la voz cuando estén leyendo en voz alta. • Estudiantes usarán los acentos escritos para guiar su pronunciación de palabras nuevas.	
Organización del texto	CL 2.1* Entienden cómo, las características y presentación de un texto (formato, gráficas, secuencia, diagramas, ilustraciones, cuadros, mapas) hacen la información más accesible y utilizable.	• Estudiantes identificarán los títulos, contenidos, encabezamientos, y sub-encabezamientos de textos de no-ficción. • Estudiantes usarán las características anteriores para hacer predicciones. • Estudiantes explicarán que hay varios formatos de organización de textos de no ficción: orden cronológico, idea principal y detalles, comparar y contrastar, y mezclas de más que un formato. • Al decirles el formato, estudiantes harán un mapa mental de la información del texto que representa el formato de organización correcta (mapa serie, mapa de árbol, mapa de doble burbuja).	
Secuencia	**CL 2.2* Analizan textos que están organizados en orden cronológico o en secuencia.**	• Estudiantes identificarán pistas del texto que nos indican el orden de eventos. • Estudiantes organizarán la información de textos de no-ficción en un mapa serie. • Estudiantes usarán los mapas series para contestar preguntas de secuencia.	
Idea principal y detalles	**CL 2.3* Disciernen las ideas principales y conceptos presentados en los textos identificando y evaluando la evidencia de apoyo a esas ideas.**	• Al recibir la idea principal de un texto, estudiantes encontrarán 3 detalles que apoyan esta idea principal • Al recibir la idea principal de un texto, estudiantes eliminarán detalles no relacionados a esta idea • Estudiantes explicarán que hay varias	

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		estrategias que se pueden usar para encontrar la idea principal: (1) cambia el título o encabezamiento del texto a una pregunta y contéstala al leer. (2) encuentra la oración del tema (topic sentence) (3) encuentra "palabras de imán," o las palabras más importantes que se repiten en el texto. (4) contesta las preguntas: quién, qué, dónde, cuándo, por qué, cómo • Estudiantes emplearán cada de estas estrategias al resumir la idea principal del texto en 1-2 oraciones	
Organización del texto	CL 2.1* Entienden cómo, las características y presentación de un texto (formato, gráficas, secuencia, diagramas, ilustraciones, cuadros, mapas) hacen la información más accesible y utilizable.	• Estudiantes identificarán el formato de organización del texto y organizar la información en el mapa mental apropiado.	•
Inferencias	**CL 2.4* Derivan inferencias, conclusiones o generalizaciones sobre el texto y se apoyan en la evidencia del mismo y de conocimientos anteriores.**	• Estudiantes remitirán el proceso de hacer inferencias que usaron con narrativas para hacer inferencias con textos de no-ficción. • Estudiantes definirán "conclusión" como una inferencia que usa evidencia del texto entero. • Estudiantes anotarán evidencia por todo el texto y la usarán para derivar una conclusión del texto (Ej. la razón por la cual el texto sea importante, una característica de una persona o lugar que se describe en el texto). • Estudiantes definirán "generalización" como una idea que describe un grupo más grande que a lo que refiere el texto. • Estudiantes anotarán evidencia del texto sobre los personajes o el lugar y la usarán para derivar una generalización sobre el mundo más grande.	

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Hecho y opinión	CL 2.5* Distinguen hechos, inferencias de apoyo y opiniones en un texto	• Estudiantes definirán "hecho" como algo que se puede probar. • Estudiantes identificarán hechos por preguntarse si se puede probar la idea. • Estudiantes definirán "inferencia" como algo que se puede apoyar con evidencia del texto. • Estudiantes definirán "opinión" como algo que no se puede probar y, aún con evidencia del texto, es posible que personas tienen sentimientos diferentes acerca de la idea. • Al leer ejemplos de opiniones, estudiantes harán una lista de palabras que son "pistas de opinión." • Estudiantes usarán estas pistas para identificar opiniones. • Estudiantes identificarán opiniones sin esta lista de pistas. • Estudiantes identificarán inferencias en el texto.	
Escritura			
Los proyectos de escritura se completan en inglés durante esta unidad.			
Trabajando con palabras			
Vocabulario: raíces	NOE 1.10* Reconocen y emplean la morfología de las palabras (raíces, sufijos, prefijos) **AP 1.4* Conocen las raíces y los afijos abstractos derivados del latín y el griego, y aplican este conocimiento para analizar el significado de palabras que no conocen.**	• Estudiantes explicarán que palabras tienen raíces, prefijos, y sufijos. • Estudiantes identificarán el prefijo, la raíz, y el sufijo de una palabra. • Estudiantes memorizarán una lista de raíces menos comunes. • Estudiantes usarán lo que saben de raíces para explicar lo que significan palabras nuevas.	
Ortografía: reglas de acentuación, c-k-qu, y-ll,	NOE 1.12* Escriben correctamente las palabras enclíticas (verbo + pronombre o artículo o ambos) Ejemplos: cántamela, lávamelo,	• Estudiantes explicarán las reglas de los acentos pronunciados: (1) si la palabra termina en "n", "s", o un vocal se pronuncia el acento en la penúltima sílaba (2) si la palabra termina en un consonante (no "n" ni "s"), se pronuncia el acento en la última	

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| | consíguemela

 NOE 1.13* Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; y-ll; r-rr; m-n | sílaba.
 • Estudiantes explicarán que si la pronunciación de la palabra sigue estas reglas, no se necesita un acento escrito.
 • Estudiantes explicarán que si la pronunciación de la palabra no sigue estas reglas, se necesita un acento escrito en la letra en que se pronuncia el énfasis.
 • Estudiantes emplearán estas reglas de acentuación en palabras que tienen acentos escritos.
 • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "c," "k," y "qu."
 • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "y" y "ll." | |

Unidad 6: Preparación para el examen   **Plazo de tiempo:** 3-4 semanas: 1a semana de abril hasta el principio del STS

Tema/Idea central: Estudiantes que saben cómo hacer exámenes usan estrategias específicas*** para vencer el examen.

Evaluaciones:
1. Pruebas semanales de estándares mezcladas.
2. STS – lenguaje.

***Todas las estrategias de esta unidad deberían de haber enseñado anteriormente (poco a poco durante cada prueba/examen). Esta unidad es una oportunidad de practicarlas, especialmente con los estándares con los cuales han demostrado dificultad los estudiantes.

Tema	Estándares del estado	Objetivos	Recursos/actividades
Sintetizar	Estrategia de leer		
Repaso	Todos los estándares repasado		

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	en formato de respuesta múltiple en preparación para el examen		
Relación de pregunta y respuesta (RPR)		• Estudiantes explicarán que hay cuatro tipos de preguntas y para tener éxito en los exámenes, es buena idea identificar el tipo de pregunta antes de contestarla • Estudiantes definirán una pregunta "verde" o "allí está" como una pregunta de cual la respuesta está en una parte del texto. • Estudiantes identificarán preguntas verdes de una lista de preguntas. • Estudiantes probarán que son preguntas verdes por subrayar las respuestas en el texto. • Estudiantes explicarán que hay dos tipos de preguntas amarrillas: "piensa y busca" y "autor y yo." • Estudiantes definirán pregunta amarrilla de "piensa y busca" como una pregunta de cual la respuesta está en muchas partes del texto que tiene que combinar para contestarla. • Estudiantes identificarán preguntas amarrillas de "piensa y busca" de una lista de preguntas. • Estudiantes probarán que son preguntas de "piensa y busca" por subrayar la evidencia del texto que se usa para contestar la pregunta. • Estudiantes definirán una pregunta amarrilla de "autor y yo" como una pregunta de inferencia. • Estudiantes identificarán preguntas amarrillas de "autor y yo" de una lista de preguntas. • Estudiantes probarán que es una pregunta de "autor y yo" por hacer una inferencia para contestar la pregunta. • Estudiantes definirán pregunta roja o "por mi mismo/a" como una pregunta para la cual no se necesita el texto para contestarla (se puede	

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		contestar con conocimiento anterior) • Estudiantes explicarán que la que es una pregunta roja por una persona podría ser una pregunta amarrilla por otra persona • Estudiantes identificarán preguntas rojas de una lista de preguntas • Estudiantes probarán que son preguntas rojas por escribir su conocimiento anterior que usan para contestarlas • Estudiantes clasificarán preguntas en los cuatro tipos	
Método de Miramonte		• Estudiantes explicarán que los que tienen éxito en exámenes ya saben la respuesta antes de leer las opciones de respuestas • Estudiantes cubrirán las opciones de respuestas para no leerlas y contestar cada pregunta en sus propias palabras • Estudiantes compararán sus respuestas a las opciones para escoger una de ellas. • Para las preguntas que no se puede contestar fácilmente sin leer las opciones, estudiantes cambiarán la pregunta a algo que se puede contestar en sus propias palabras. (Ej. "¿Cuál de las siguientes…?)	
Orden de completar un examen		• Estudiantes empezarán por leer las preguntas (con las respuestas cubiertas) y marcar cada pregunta con el color que corresponde a RPR • Estudiantes contestarán las preguntas "rojas" en sus propias palabras en su papel en blanco (sin escoger una de las opciones de respuestas) porque no necesitan el texto para contestarlas. • Estudiantes leerán el texto, subrayando información importante o anotando estrategias de leer para comprender el texto. • Estudiantes re-leerán las preguntas, sin leer las opciones para las respuestas.	

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		• Estudiantes volverán al texto para buscar evidencia de cada pregunta "verde" y "amarrilla." • Estudiantes contestarán las preguntas "verdes" y "amarrillas" en sus propias palabras en el papel en blanco. • Estudiantes leerán las opciones de respuestas por cada pregunta, compararán sus respuestas a las opciones, y escogerán una respuesta por cada pregunta.	
Proceso de eliminación		• Estudiantes explicarán que siempre hay una o dos respuestas que no son razonables • Después de escribir la respuesta en su	
Revisar su trabajo		• Estudiantes explicarán que "revisar su trabajo" no significa que sólo tienen que re-leer las preguntas y respuestas • Estudiantes re-leerán los textos para asegurarse que los comprendan bien. • Estudiantes re-leerán las preguntas y comparar la evidencia del texto con la respuesta que escogen para asegurarse que sean correctas. • Estudiantes compararán su hoja de respuestas con el examen para asegurarse que la rellenen correctamente.	

Unidad 6: Persuasión   **Plazo de tiempo:** ___5-6 semanas; 2ª semana de mayo hasta el final del año___

Tema/Idea central: Escritores usan técnicas como el lógico, la evidencia, y el conocimiento de sus lectores para convencer a los lectores.

Evaluaciones:
1. Carta persuasiva
2. Pruebas semanales de los estándares

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Lectura auto-seleccionada y lectura guiada			
Sintetizar	Estrategia de leer		
Arreglar comprensión	Estrategia de leer		
Fluidez	AP 1.1 Leen en voz alta textos expositivos y narrativos con fluidez y correctamente, utilizando el ritmo, la expresión y la entonación adecuada.	• Estudiantes leerán textos de quinto grado con prosodia y sin errores.	
Hecho y opinión en composiciones persuasivas	CL 2.5* Distinguen hechos, inferencias de apoyo y opiniones en un texto	• Estudiantes explicarán que en la escritura persuasiva, los autores mezclan hecho, opinión, e inferencia • Estudiantes identificarán hechos, opiniones, e inferencias en escritura persuasiva • Estudiantes explicarán cómo se mejora el argumento con el uso de hechos e inferencias (no solamente opiniones)	
Técnica del autor en composiciones persuasivas	RL 3.7* Evalúan las diversas técnicas usadas por el autor para influir de diversas maneras la perspectiva del lector	• Estudiantes identificarán las maneras en que los autores incluyen detalles/hechos a los cuales los lectores pueden conectar. • Estudiantes explicarán que el propósito del autor es asegurar que los lectores puedan conectar a la información para que estén de acuerdo con el autor. • Estudiantes evaluarán composiciones persuasivas por sus habilidades de crear conexiones entre los lectores y la información.	
Escritura			
Planear	AE 2.4 Escriben cartas o composiciones persuasivas donde: a. Establecen una posición clara	• Estudiantes escribirán una opinión de algo que se debería cambiar en su comunidad (escuela, vecindario, familia, etc.). • Estudiantes escribirán una sugerencia de cómo	

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	en apoyo a una proposición. b. Apoyan una posición con evidencia relevante. c. Siguen una estructura de organización sencilla. d. Toman en cuenta las inquietudes que pueda tener el lector.	cambiarlo. • Estudiantes planearán al menos dos razones por las que se debería cambiar. • Estudiantes planearán al menos dos pasos que se debería seguir para implementar el cambio. • Estudiantes planearán al menos dos inquietudes posibles. • Estudiantes planearán respuestas a estas inquietudes.	
Escribir	AE 2.4 Escriben cartas o composiciones persuasivas donde: a. Establecen una posición clara en apoyo a una proposición. b. Apoyan una posición con evidencia relevante. c. Siguen una estructura de organización sencilla. d. Toman en cuenta las inquietudes que pueda tener el lector.	• Estudiantes clasificarán sus ideas en párrafos separados. • Estudiantes escribirán al menos 5 párrafos (con introducción y conclusión) en una carta o composición.	
Revisar: apositivos, elementos de transición, y conjunciones	**NOE 1.2* En la estructura de la oración, identifican y emplean frases preposicionales, apositivos, elementos de transición y conjunciones para unir las ideas.** **EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.**	• Estudiantes revisarán sus composiciones para hacerlas más fluidas, añadiendo apositivos, elementos de transición y conjunciones.	

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Diccionario de sinónimos	EE 1.5* Emplean el diccionario de sinónimos para identificar las diversas alternativas en la selección de palabras y sus significados.	• Estudiantes reemplazarán palabras que se usan demasiado en su propia escritura con sinónimos exactos.	Diccionario de sinónimos
Corregir	**NOE 1.2* En la estructura de la oración, identifican y emplean frases preposicionales, apositivos, elementos de transición y conjunciones para unir las ideas.** **EE 1.6* Redactan y revisan sus borradores para mejorar el significado y enfoque del ensayo, añadiendo, eliminando, consolidando, y reorganizando las palabras y las oraciones.**	• Estudiantes corregirán sus ensayos para asegurar que las normativas de escritura sean correctas (oraciones completas, frases preposicionales, letras mayúsculas, puntuación, ortografía).	
Publicar	EE 1.4* Crean documentos simples utilizando medios electrónicos y estructuras de organización	• Estudiantes seguirán una guía para incluir los acentos en sus documentos electrónicos • Estudiantes crearán una copia de sus ensayos publicada en la computadora	
Trabajando con palabras			
Vocabulario: raíces	NOE 1.10* Reconocen y emplean la morfología de las palabras (raíces, sufijos, prefijos) **AP 1.4* Conocen las raíces y los afijos abstractos derivados del latín y el griego, y aplican este conocimiento para analizar el significado de palabras que no conocen.**	• Estudiantes memorizarán una lista de raíces menos comunes. • Estudiantes usarán lo que saben de raíces para explicar lo que significan palabras nuevas.	
Ortografía: reglas	NOE 1.12* Escriben	• Estudiantes explicarán las reglas de los acentos	

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Plan de instrucción de los estándares

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de acentuación, c-k-qu, y-ll,	correctamente las palabras enclíticas (verbo + pronombre o artículo o ambos) Ejemplos: cántamela, lávamelo, consíguemela NOE 1.13* Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; y-ll; r-rr; m-n	pronunciados: (1) si la palabra termina en "n", "s", o un vocal se pronuncia el acento en la penúltima sílaba (2) si la palabra termina en un consonante (no "n" ni "s"), se pronuncia el acento en la última sílaba. • Estudiantes explicarán que si la pronunciación de la palabra sigue estas reglas, no se necesita un acento escrito. • Estudiantes explicarán que si la pronunciación de la palabra no sigue estas reglas, se necesita un acento escrito en la letra en que se pronuncia el énfasis. • Estudiantes emplearán estas reglas de acentuación en palabras que tienen acentos escritos. • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "r" y "rr" • Estudiantes emplearán estas reglas de acentuación en palabras que tienen letras "m" y "n" • Estudiantes emplearán estas reglas de acentuación en palabras enclíticas.	

Completado la 25 de junio, 2009

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Fifth Grade Pacing Schedule
(Total no. of Days = 155)

Unit	Chapter	No. of Days	Mastered?	Notes
Unit 1: Whole Numbers	Chapter 1: Billions	2		
	Chapter 2: Approximation and Estimation	3		
	Chapter 3: Factor and Multiples	2		
	Chapter 4: Prime Factorization	4		
	Chapter 5: Multiplying by Tens, Hundreds or Thousands	1		
	Chapter 6: Dividing by Tens, Hundreds or Thousands	1-2		
	Review 1	1		
	Total	**14-15**		
Unit 2: More Calculations with Whole Numbers	Chapter 1: Calculations with Parentheses (Distributive Property)	2-3		
	Methods for Mental Calculation (Distributive Property)	2-3		
	Word Problems	2-3		
	Multiplication by a 2-digit Number	1		
	Division by a 2-digit Number	5		
	Review 2	1		
	Total	**12-15**		
Unit 3: Fractions	Chapter 1: comparing Fractions	1		
	Chapter 2: Fractions and Division	2		
	Chapter 3: Addition and Subtraction of Unlike Fractions	3-4		
	Chapter 4: Addition and Subtraction of Mixed Numbers	3-4		
	Chapter 5: Multiplying a Fraction and a	2		

	Whole Number
	Chapter 6: Fraction of a Set	1-2
	Chapter 7: Word Problems	2
	Review 3	1-2
	Total	**17-21**
Unit 5: Perimeter, Area and Surface Area	Chapter 1: Square Units	1
	Chapter 2: Rectangles and Squares	2
	Chapter 3: Area of a Triangle	4
	Chapter 4: Area of a Parallelogram	1-2
	Chapter 5: Surface Area	1-2
	Review 5	1-2
	Total	**10-13**
Unit 7: Decimals	Chapter 1: Tenths, Hundredths and Thousandths	2-3
	Chapter 2: Approximation	1-2
	Chapter 3: Add and Subtract Decimals	1
	Chapter 4: Multiply and Divide Decimals by a 1-digit Whole Number	4
	Chapter 5: Multiplication by Tens, Hundreds or Thousands	2
	Chapter 6: Division by Tens, Hundreds or Thousands	2
	Chapter 7: Multiplication by a 2-digit Whole Number	1-2
	Chapter 8: Division by a 2-digit Whole Number	1-2
	Chapter 9: Multiplication by a Decimal	2-3

Unit	Chapter	
Unit 8: Measures and Volume	Chapter 10: Division by a Decimal	3
	Review 7	1-2
	Total	**22-28**
	Chapter 1: Conversion of Measures	0
	Chapter 2: Volume of Rectangular Prisms	4-5
	Review 8	1-2
	Total	**5-6**
Unit 9: Percentage	Chapter 1: Percent	2-3
	Chapter 2: Writing Fractions as Percentages	4
	Chapter 3: Percentage of a Quantity	5
	Review 9	1-2
	Total	**12-14**
Unit 10: Angles	Chapter 1: Measuring Angles	1
	Chapter 2: Finding Unknown Angles	2
	Chapter 3: Sum of Angles of a Triangle	2
	Chapter 4: Isosceles and Equilateral Triangles	1
	Chapter 5: Drawing Triangles	0
	Chapter 6: Sum of Angles of a Quadrilateral	1
	Chapter 7: Parallelograms, Rhombuses and Trapezoids	2
	Chapter 8: Drawing Parallelograms and Rhombuses	0
	Review 10	1-2
	Total	**10-11**

Unit	Chapter	Days
Unit 13: Algebra	Chapter 1: Algebraic Expressions	5
	Chapter 2: Integers	5
	Chapter 3: Coordinate Graphs	5
	Review 13	2
	Total	**17**
Unit 12: Data Analysis	Chapter 1: Mean, Median and Mode	1
	Chapter 2: Histograms	1
	Chapter 3: Line Graphs	1
	Chapter 4: Pie Charts	1-2
	Review 12	2
	Total	**6-7**
Unit 4: Multiply and Divide Fractions		0
CST Test Prep		
Unit 6: Ratio		0
Unit 11: Average and Rate	Chapter 1: Average	6
	Chapter 2: Rate	0
	Total	**6**

2009-10 BURLINGTON PACING PLAN & CST GRADE 5 MATH ALIGNMENT
(Blueprints adopted by the State Board of Education 10/02)

Q1 Q2 Q3 Q4

Standard	Pacing Plan Quarter	
Number Sense Standard Set 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers: Standard Set 2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	**Pacing Plan Quarter**	**29 45%**
1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.		1
1.2*Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.		5
1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.		1
1.4*Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor.		3
1.5*Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.		2
2.1*Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.		7
2.2*Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.		3
2.3*Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.		5
2.4 Understand the concept of multiplication and division of fractions.		1
2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.		1
Algebra and Functions Standard Set 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	**Pacing Plan Quarter**	**17 26%**
1.1 Use information taken from a graph or equation to answer questions about a problem situation.		1
1.2*Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.		6
1.3 Know and use the distributive property in equations and expressions with variables.		1
1.4*Identify and graph ordered pairs in the four quadrants of the coordinate plane.		4
1.5*Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.		5
Measurement and Geometry Standard Set 1.0 Students understand and compute the volumes and areas of simple objects: Standard Set 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	**Pacing Plan Quarter**	**15 23%**
1.1*Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle.		2 1/2**
1.2*Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.		1/2**

2009-10 BURLINGTON PACING PLAN & CST GRADE 5 MATH ALIGNMENT
(Blueprints adopted by the State Board of Education 10/02)

	Q1	Q2	Q3	Q4	
1.3*Understand the concept of volume and use the appropriate units in common measuring systems to compute the volume of rectangular solids.					3
1.4 Differentiate between and use appropriate units of measures for, two- and three-dimensional objects (i.e., find perimeter, area, volume).					1
2.1*Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools.					3
2.2*Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.					4
2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.					1
			Pacing Plan Quarter		4 6%
Statistics, Data Analysis, and Probability Standard Set 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:					
1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.					1/3**
1.2 Organize and display single-variable data in appropriate graphs and representations and explain which types of graphs are appropriate for various data sets.					1/3**
1.3 Use fractions and percentages to compare data sets of different sizes.					1/3**
1.4*Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.					2 1/2**
1.5*Know how to write ordered pairs correctly; for example, (x, y).					1/2**
GRADE 5 TOTAL					65 100%

QUARTER 1 STANDARDS	QUARTER 2 STANDARDS	QUARTER 3 STANDARDS
NS 1.1	NS 1.5	NS 1.1
NS 1.3	NS 1.2	NS 1.3
NS 1.4	NS 2.1 (partial)	NS 1.4
NS 1.5 (partial)	NS 2.2	NS 2.4
NS 2.2 (partial)	MG 1.1	NS 2.5
NS 2.3	MG 1.3	NS 2.3
NS 2.4	MG 1.4	NS 1.2
NS 2.5		NS 2.2
AF 1.3 (partial)		MG 1.1
		MG 1.3
		MG 1.4
		NS 1.5
		NS 2.1
		AF 1.1
		AF 1.2
		AF 1.3
		AF 1.4
		AF 1.5
		MG 2.1
		MG 2.2
		MG 2.3
		SDAP 1.1
		SDAP 1.2
		SDAP 1.3
		SDAP 1.4
		SDAP 1.5
CST % Weight: 18/65 = 28%	CST % Weight: 24/65 = 37%	CST % Weight: 65/65 =100%

Bilingual Program

TABLE D: Developmental Bilingual Program Matrix (k-5)

Grade	Spanish % of instructional minutes	Subjects taught in Spanish	English % of instructional minutes	Subjects taught in English
kindergarten	80%	SLA (Building Blocks), Math, Science, Social Studies	20%	ELA, ELD, Art, P.E.
1st grade	70%	SLA (4 Blocks), Math, Science, S.S.	30%	ELA, ELD, Art, P.E., Calendar Math
2nd grade	60%	SLA (4 Blocks), Math, Science, S.S.	40%	ELA & ELD (integrated S.S. themes), Calendar Math and Math Test Prep, Art, P.E.
3rd grade	50%	SLA (4 Blocks), Science, S.S.	50%	ELA & ELD (integrated S.S. themes), **Math,** Art, P.E.
4th grade	40%	SLA (2 Blocks: Reading/ Writing), Science, S.S.	60%	ELA & ELD (integrated S.S. themes), **Math,** Art, P.E.
5th grade	30%	SLA (2 Blocks: Reading/Writing), S.S.	70%	ELA & ELD (integrated S.S.themes), **Math, Science** Art, P.E.

Key of Terms: SLA = Spanish Language Arts, ELA = English Language Arts, ELD = English Language Development, S.S. = Social Studies, P.E. Physical Education

CNCA: English Learner Monitoring System

1)	Initial/ Annual CELDT (California English Language Development Test)	Initial classification of kindergarten students. Due to the small size of our school, all students enroll in the Developmental Bilingual program in grades k-5 and receive ELD instruction based on ELD Level.
2)	ELD Portfolios/ Folders:	Students who are classified English language learners (ELL) achievement is documented by teachers collecting, analyzing and scoring student work samples against the ELD standards. These authentic assessments are then placed in ELD portfolios (k-5) or ELD folders (6-8). Portfolios are submitted to the administrative team for review twice annually (December and June). Teachers may submit folders any time a student is ready to move up to the next ELD level. (1 = beginner, 2 = early intermediate, 3 = intermediate, 4 = early advanced, 5 = advanced)
3)	Classroom grades	Careful analysis of grades in all subjects with emphasis on ELD and ELA
4)	California Standards Test (CST)	Careful analysis of performance proficiency level on CST (ELA and Math)
5)	EL Achieve Initial Placement Test	A one-on-one test of oral language ability which supports teachers in grouping students by ELD levels for targeted instruction.

School Culture that Values Bilingualism

One of the most critical aspects of a successful bilingual program is support from all stakeholders. Camino Nuevo is a special place where students, families, teachers and leaders take pride in our school and our Bilingual Program. One recent visitor remarked that it feels like, "everyone here acts like it is *their* school."

Parent Workshop: Unpacking the Camino Nuevo Mission
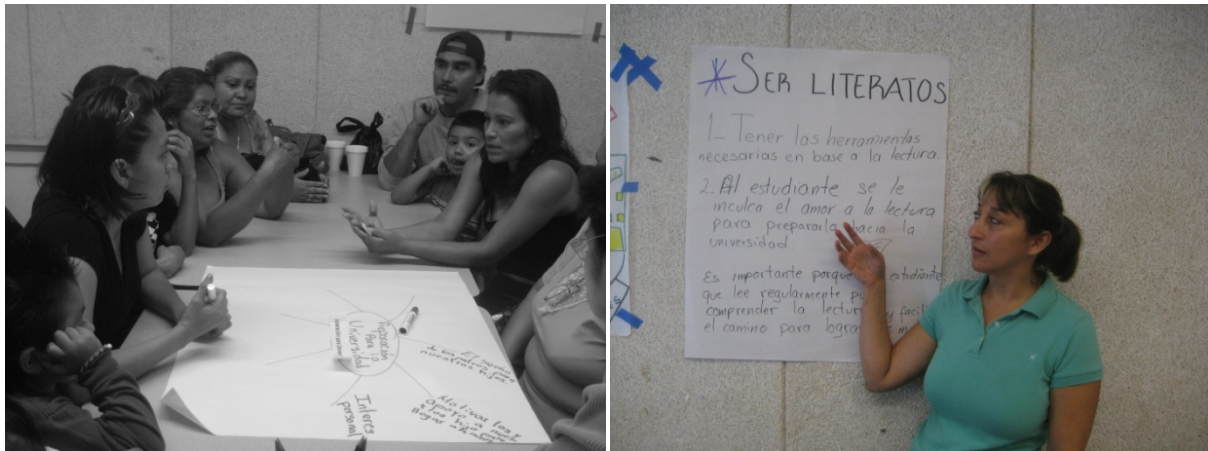
Parents worked together to "unpack" the CNCA Mission Statement *"to educate students in a college preparatory program to become literate, critical thinkers and independent problem solvers who are agents of social justice with a sensitivity to the world around them."* Together they defined each key phrase, and why it is important for our children. Parents created charts and shared their ideas.

During a parent workshop on using "Heart Maps" to create personal narratives parent wrote and shared the following statement which strongly resonates with our mission and purpose at Camino Nuevo Burlington:

"Las cosas mas importantes en mi vida son mi familia, para mis hijos deseo que tengan una buena educación, el amor y la amistad. A mis hijos les digo que deben estudiar mucho porque hoy en este día estamos viviendo una época muy difícil de intolerancia, de discriminación y de odio racial. Les digo que ellos pueden hacer el cambio, luchando por todas aquellas que no tenemos voz ni voto."

The most important things in my life are my family, and for my children, I want them to have a good education, love and friendship. I tell my children that they need to study a lot because today, in this day and age, we are living in a difficult era of intolerance, discrimination and racial hatred. I tell them that they can make the change, fighting for all those (of us) who have neither voice nor vote.

--Esther, 2nd grade parent

Four Key documents that define who we are at Camino Nuevo Team Burlington:

CNCA Mission	CNCA Instructional Vision
Camino Nuevo Charter Academy's (CNCA) mission is to educate students in a college preparatory program to be literate, critical thinkers and independent problem solvers who are agents of social justice with sensitivity towards the world around them.	The Camino Nuevo community (students, teachers, staff, administrators and parents) will work relentlessly to close the achievement gap. We will produce students who have the ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem-solving in order to have access to high-quality educational opportunities.
Team Shared Commitments • All children can learn, therefore all of our students will grow this year; *We will do whatever it takes.* • Every minute counts; *We will maximize instructional time.* • We are accountable to one another for quality instruction; *We will support one another toward being successful and maintaining high expectations.*	**Developmental Bilingual Program ACADEMIC LEARNING in TWO LANGUAGES** **CNCA Bilingual Program Goals** ❖ Achieve academic proficiency at or above grade level in Spanish and English. ❖ Develop bilingual proficiency and literacy in Spanish and English. ❖ Develop positive self-esteem, take pride in their heritage, and cultivate an understanding and respect for the global community.

The documents above are more than just a piece of paper or a list of "to do" items. They are the driving force behind everything we do at Camino Nuevo. Camino Nuevo serves as a nexus within the community for parents and families. We have shown that it is possible to have high-quality, bilingual education for English Learners in high-poverty, inner-city neighborhoods. For our children, bilingual education is a right to which they are entitled, and it is a vehicle for creating bilingual individuals who are prepared to make positive choices about their future education that will have a lasting impact on their families and their communities.

Curriculum Appendix

Language Arts Curriculum Summary Table

	Scope & Sequence	Textbooks/Resources
K	Reading & writing simple sentences Understanding purpose for reading and develop good reading habits	Teacher's Guide to Building Blocks, Hampton-Brown *Avenues*, Houghton Mifflin *Lectura*, Lucy Calkins' Units of Study for Teaching Writing, Reader's Workshop, Writer's Workshop, Leveled Libraries, decodable texts
1	Reading grade level text fluently with basic fact comprehension & writing a paragraph	Teacher's Guide to Four Blocks, Guided Reading the Four Blocks Way, Month-by-Month Phonics, Hampton-Brown *Avenues*, Houghton Mifflin *Lectura*, Lucy Calkins' Units of Study for Teaching Writing, Reader's Workshop, Writer's Workshop, *Bellworks,* Leveled Libraries, decodable texts
2	Reading grade level text fluently with basic comprehension & writing a paragraph with a consistent focus	Teacher's Guide to Four Blocks, Guided Reading the Four Blocks Way, Month-by-Month Phonics, Hampton-Brown *Avenues*, Systematic ELD, Houghton Mifflin *Lectura*, Lucy Calkins' Units of Study for Teaching Writing, Reader's Workshop, Writer's Workshop, Leveled Libraries, *Bellworks,* decodable texts
3	Reading grade level text fluently with basic comprehension, including expository text & writing a paragraph with a consistent focus, main idea, and supporting details. Write formal and informal letters.	Teacher's Guide to Four Blocks, Guided Reading the Four Blocks Way, Month-by-Month Phonics, Hampton-Brown *Avenues*, Systematic ELD, Houghton Mifflin *Lectura*, Lucy Calkins' Units of Study for Teaching Writing, Reader's Workshop, Writer's Workshop, Leveled Libraries, decodable texts, *Bellworks,* Houghton-Mifflin Social Studies
4	Using appropriate reading strategies when reading for different purposes, compare and contrast, distinguish between cause and effect & writing multi-paragraph compositions	Hampton-Brown *Avenues*, Houghton Mifflin Reading, class novels, Houghton Mifflin *Lectura*, Systematic ELD, Lucy Calkins Units of Study for Teaching Writing, *Bellworks,* Houghton Mifflin English & social studies
5	Understand theme, comprehend/analyze grade level expository text & write multi-paragraph expository and narrative compositions	Hampton-Brown *Avenues*, Houghton Mifflin Reading, class novels, Houghton Mifflin *Lectura*, Systematic ELD, Lucy Calkins Units of Study for Teaching Writing, *Bellworks,* Houghton Mifflin English & social studies

Mathematics Curriculum Summary Table

	Scope & Sequence	Textbooks/Resources
K	Count and represent objects up to 30 Use concrete objects to add and subtract Understand measurement of height, weight, and length Read a calendar and name the days of the week Identify time to the nearest hour Identify patterns and sequences; describe geometric shapes Explore data through counting, sorting, graphing, recording, and classifying	**Singapore Math,** (Supplemental Resources include, Everyday Math, Marcy Cook, Marilyn Burns Math Libraries)
1	Count and represent to 100, one and tens place value Count by 2's, 5's, and 10's Add and subtract one-and two-digit numbers Create and solve number sentences, using symbols +,-, = Make estimations Compare length, weight and volume of objects Do coin exchanges Identify the hour and minute hand to tell time to the nearest half hour Name common geometrical shapes Record data with tallies and numbers	**Singapore Math,** (Supplemental Resources include, Everyday Math Marcy Cook, Marilyn Burns Math Libraries)
2	Read, write and order number from 0 to 1,000 using symbols <, =, > Solve problems using fact families Learn the process of mental arithmetic Identify and learn multiples of 2, 5, and 10 Add and subtract amounts of money (using decimals) Tell time to the quarter hour Solve problems with multi-digit addition and subtraction Learn equal parts of one as fractions Measure to the nearest inch and centimeter	**Singapore Math,**(Supplemental Resources include, Everyday Math, Houghton Mifflin, , Marcy Cook, Marilyn Burns Math Libraries)
3	Read, write and order numbers from 0 to 10,000 Add and subtract four digit whole numbers Memorize multiplication tables through the number twelve Learn single-digit division Add, subtract and compare fractions Select operational and relational symbols Use the customary and metric system for measurement and conversion Determine probability Use estimation to solve problems	**Singapore Math** (Supplemental Resources include, Everyday Math Marcy Cook, Marilyn Burns Math Libraries)
4	Read, write and order numbers to the millions Multiply and divide multi-digit numbers by one-and two-digit numbers Learn mixed numbers, percents and decimals using concrete and representational materials Round whole numbers and two-place decimals Convert fractions to decimals and vice-versa Evaluate expressions with parentheses Use symbols to represent unknown numbers Understand and measure perimeter and area Use formulas to solve problems Recognize patterns, organize ideas and make valid inferences Design questions, gather data and make graphs to represent relationships	**Singapore Math** (Supplemental Resources include, Everyday Math Marcy Cook, Marilyn Burns Math Libraries)

| 5 | Read, write and order numbers to the hundred millions and to the thousandths
Regroup whole numbers using mental computation
Perform computations using fractions and decimals
Use four operations with fractions and decimals
Add and subtract with positive and negative numbers
Write and evaluate simple algebraic expressions
Solve equations with variables
Use a protractor and compass to draw and measure planes and geometric figures
Build 3-D shapes to understand their place in space
Use strategies to explain solutions orally and in writing
Create histograms and other graphic displays to find the mean, median, mode and range | **Singapore Math**
(Supplemental Resources include, Everyday Math Marcy Cook, Marilyn Burns Math Libraries) |

History Curriculum Summary Table

	Scope & Sequence	Textbooks/Resources
K	Learning and Working Now and Long Ago: Teachers guide students through an Understanding by Design (UbD) unit on calendars, historical holidays, historical places and figures involved in history, focusing on temporal order in relation to events, places, and people. Activities reinforce the concept of civic behavior and how students interact respectfully, follow rules, and respect the rights of others.	Houghton Mifflin Social Studies textbooks, non-fiction classroom libraries, field trips, TRIBES cooperative learning communities
1	A Child's Space in Time and Place: Citizenship, Geography, U.S. Symbols, Economy: Teachers guide students through an exploration of historical artifacts and primary sources that reflect changes in everyday life in their local community. Students compare and contrast the lives of earlier generations to their own experiences, as well as enable them to compare/contrast with other cultures throughout the world. First graders also explore the absolute and relative locations of places, locate places on the map, and describe how location and physical environment can impact the way people live.	Houghton Mifflin Social Studies textbooks, non-fiction classroom libraries teacher-created units of study (based on CA standards), field trips, TRIBES cooperative learning communities
2	People Who Make a Difference: History (long ago vs. today), Map Skills, Government, Economic Concepts: Students learn how their ancestors from distinct cultural backgrounds made a difference in their families and in their communities. Students complete projects that trace the history of their families through the use of primary and secondary documents in their community. Students gain an appreciation for the chronological progression of events and its impact on the community. Moreover, they learn how different historical figures have impacted other communities and develop an understanding of biographies through reports, presentations and role playing about famous people "who made a difference."	Houghton Mifflin Social Studies textbooks, biographies, teacher-created units of study, (based on CA standards), field trips, TRIBES cooperative learning communities
3	Continuity and Change: Los Angeles Regional History, Native Americans, Geography, Cultural and Community Resources, Local and U.S. Government: Students learn how a community develops through its use of local resources. Students explore these concepts by learning about how local Native-American tribes have adapted to their region's natural resources. They apply this knowledge of geography and Native-American tribes to analysis of a sustainable, local economy. As a result, students understand that this knowledge informs the development of a local government. Additionally, students closely study the local history of the City of Los Angeles and research the changing urban landscape and the causes and effects of urbanization.	Houghton Mifflin Social Studies textbooks, teacher-created units of study (based on CA standards), field trips, TRIBES cooperative learning communities
4	California: a Changing State: Students learn how California history influences the current socio-political landscape. Students learn the economic development of the state—agriculture,	Houghton Mifflin social studies in English and Spanish

	industry, and the Gold Rush. Students study the settlements of different cultural groups—Native American tribes, Spanish missionaries, Mexican ranchers, Chinese workers, and the gold miners (not an exhaustive list). At the conclusion, students develop and appreciation for the dynamic relationship between different groups in California's history, especially focusing on the historical trend of conquest.	
5	U.S. History and Geography up to 1850s: Students understand historical reasons and implications of the American Revolution. Students engage in a project that explores the rationale and means for overthrowing a government and creating a new form of government. Students also critically analyze the effects of the Revolution on the development of political, economic, religious, and social institutions. Ultimately, students learn to appreciate the systematic governing principles of the American Republic.	Houghton Mifflin Social Studies Textbook, Class novels (historical fiction)

Science Curriculum Summary Table

	Scope & Sequence	Textbooks/Resources
K	Properties of materials Different types of plants and animals Earths' composition Developing own questions and performing investigations Investigation and experimentation – observation, description, comparing common objects using the five senses and one reference point, and communicate findings orally and through drawings	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits
1	Materials come in different forms Plant and animals meet their needs in different ways Weather in general Developing own questions and investigations Investigation and experimentation – recording observations, drawing detailed pictures, describing using two reference points, making new observations when discrepancies exist	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits
2	Motion of objects Plants and animals and their life cycles Composition Earth in relation to its properties and its resources for human activities Investigation and experimentation – make predictions based on observed patterns, measurement, comparing and sorting according to two or more physical attributes, writing steps of the procedure, constructing bar graphs, using magnifiers and microscopes, following oral instructions	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits
3	Energy and matter Light Adaptations and physical structure/behavior of organisms Astronomy Investigation and experimentation – asking meaningful questions and conducting careful investigations, repeating observations to improve accuracy, differentiating evidence from opinion, using numerical data and describing and comparing, predicting outcomes of simple investigations, collecting and analyzing data to develop a logical conclusion	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits
4	Electricity and magnetism Properties of rocks and minerals Earth's land surface Investigation and experimentation – differentiate observation from inference, measurement, formulate and justify predictions, cause and effect relationships, conduct multiple trials to test predictions and draw conclusions, construct and interpret graphs from measurement, follow written instructions	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits
5	Elements and their combinations Plant and animal body systems Solar system Investigation and experimentation – classify objects, plan and conduct a simple investigation based on a student-developed question, write instructions for others to follow, identify the dependent and controlled variables, identify a single independent variable, select appropriate tools and make quantitative observations, record data and make inferences, draw conclusions from scientific evidence, write a report of an investigation that includes conducting tests, examining evidence and drawing conclusions.	Houghton Mifflin Discovery Works, Full Option Science System (FOSS) kits

Four Blocks Literacy Framework Appendix

CNCA also implements Patricia Cunningham's Building Blocks (kindergarten) and Four Blocks (grades 1-5) frameworks for Literacy and Language Arts. Houghton Mifflin Lectura and Reading and Hampton-Brown Avenues ELD curriculum/textbooks are available K-5, but they are used as resources that support the implementation of the Spanish language arts and English language arts pacing plans rather than as a "scripted curriculum." Additionally, teachers utilize read-alouds, big books, book sets for guided reading, and books of a variety of levels and genres in each classroom's leveled library to support standards-based theme units within a Four Blocks framework. The Four Blocks (Cunningham, Hall, Moore et al) represent four different approaches to teaching children to read, and daily instruction in all four blocks provides numerous and varied opportunities for all children to read and write:

Guided Reading Block: During this block the teacher explicitly models and teaches reading comprehension skills. The basic structure of the block includes a before-, during-, and after- reading variations that teach students skills and strategies that "good readers" use. Before- reading the teacher provides opportunities for students to access prior knowledge, make connections and develop vocabulary essential for comprehension. Students also make predictions and set the purpose for reading. During-reading students decode and comprehend a variety of texts and genres. After-reading students connect new knowledge to prior knowledge and identify the skills and strategies they used. After reading is an important time for students to reflect on what they learned and how they are becoming better readers (meta-cognition). Camino Nuevo teachers work to craft a Guided Reading block that is multi level and meets the varied needs of students. Eight core reading strategies are also taught at all grade levels with increased sophistication; 1) Decoding/Fluency, 2) Visualize, 3) Make Connections, 4) Determine the Most Important Ideas, 5) Ask Questions, 6) Infer, 7) Synthesize, and 8) Repair Comprehension.

Working With Words Block: During this block children learn to read and spell high-frequency words and the spelling and phonetic patterns that will allow them to decode and spell words. The first segment of the block is devoted to reviewing the Word Wall. By reading, chanting, spelling, and writing the words students develop multi-modal ways of remembering high-frequency words. The second segment of the Working with Words block includes an activity that supports children with decoding and spelling. Working with Words activities are multi-level and scaffolded (e.g. students start by making 2-letter words and increase to 5 and 6-letter words) so that students can build on prior knowledge of sounds, letters and word families.

Writing Block: This block includes both self-selected writing (students choose their own topics) and focused writing where students are taught particular writing forms and genres.

The goal of the Writing Block is to develop fluent writing for all children, teach grammar and mechanics (including grade level writing standards), teach particular writing forms, develop knowledge of the writing process, and to teach children that writing is an important way of communicating thoughts, opinions, facts and ideas. Students then move to their own writing and apply these skills to their own writing. While the students are writing, the teacher holds conferences with individual students to discuss their writing and to guide the revising of the work. The writing block is multi-level and accessible to all students, especially because the teacher can focus on a "teachable moment" that is unique to each student during their reading conference. The final part of the Writing Block, time is set aside for sharing and publishing work with an "audience."

Self-Selected Reading Block: During this block students self-select "just right" books based on their own interests, reading level and motivation to read. One goal of the Self-Selected Reading Block is to expose students to variety of genres and types of literature. This block is also important because it develops a student's reading interests and intrinsic motivation to read which are connected to academic success. According to a study by Anderson, Feilding, & Wilson (1988) the amount of leisure reading and reading achievement are correlated. Children who score at the 90th percentile on a reading test spent five times as many minutes per day reading books as children at the 50th percentile.

Using the Four Blocks Framework within the Bilingual Program

In grades K-1, the Building Blocks and Four Blocks are used mainly in Spanish, although teachers utilize many of the same structures and components of the blocks in the ELA and ELD instruction. In grades 2-3, teachers work to build on students' primary language (Spanish) and build language transfer skills by using the Four Blocks framework in both languages. In grades 4-5, teachers use all Four Blocks during English Language Arts instruction to ensure student mastery of grade level reading and writing skills. Additionally in grades 4-5, Guided Reading and Independent Writing are a core component of the Spanish Language Arts instruction.

In addition reference Curriculum overview (section 2a) for description of instructional strategies within each core content area.

CAMINO NUEVO CHARTER ACADEMY
2010-11 K-5 School Calendar - **DRAFT**

Month	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	X	S	M	SD	E	SE	ME	Total Days	Total Work Days
AUG	2	3	4	5	6	7	9	10	11	12 SD	13 SD	14	16 E	17 E	18 E	19 SE	20 E	21	23 E	24 E	25 E	26 SE	27 E	28	30 x	31 x					2	0	0	2	8	2	0	12	14
SEP			1 x	2 S	3 x	4	6 H	7 x	8 x	9 S	10 x	11	13 x	14 x	15 x	16 S	17 M	18	20 x	21 x	22 x	23 S	24 x	25	29 x	30 x					14	4	1	0	0	0	0	19	19
OCT	1 x	2 x	3 x	4 S	5 x	6	8 x	9 x	10 x	11 S	12 x	13	15 x	16 x	17 x	18 S	19 x	20	22 x	23 x	24 x	25 S	26 M	27	29 x	30 x	27 x	28 x	29 S	30 SD	18	5	1	1	0	0	0	24	25
NOV	1 x	2 x	3 M	4 S	5 M	6	8 x	9 x	10 x	11 H	12 x	13	15 x	16 x	17 x	18 S	19 x	20	22 x	23 x	24 M	25 H	26 H	27	29 x	30 x					11	3	3	0	0	0	0	17	17
DEC			1 x	2 S	3 x	4	6 x	7 x	8 x	9 S	10 x	11	13 x	14 x	15 x	16 S	17 E	18	20 H	21 H	22 H	23 H	24 H	25	27 H	28 H	29 H	30 H	31 H		8	3	0	0	0	0	0	11	11
JAN					1		3 E	4 E	5 E	6 S	7 x	8	10 x	11 x	12 x	13 S	14 x	15	17 H	18 x	19 x	20 S	21 M	22	24 x	25 x	28 x	29 S	30 SD	31	10	4	1	1	3	0	0	18	19
FEB		1 x	2 M	3 S	4 M	5	7 x	8 x	9 x	10 S	11 x	12	14 x	15 x	16 x	17 S	18 x	19	21 H	22 x	23 x	24 S	25 x	26	28 x					13	4	2	0	0	0	0	19	19
MAR		1 x	2 x	3 S	4 x	5	7 x	8 x	9 x	10 S	11 x	12	14 x	15 x	16 x	17 S	18 E	19	21 H	22 H	23 H	24 H	25 H	26	28 x	29 x	30 x	31 S			14	4	0	0	1	0	0	19	19
APR				1	2		4 SD	5 x	6 x	7 S	8 x	9	11 x	12 x	13 M	14 S	15 M	16	18 x	19 x	20 x	21 S	22 x	23	25 x	26 x	27 x	28 S	29 x	30	13	4	2	1	0	0	0	19	20
MAY	2 x	3 x	4 x	5 S	6 x	7	9 x	10 x	11 S	12 x	13 x	14	16 x	17 x	18 x	19 S	20 x	21	23 x	24 x	25 x	26 S	27 x	28	30 H	31 x					17	4	0	0	0	0	0	21	21
JUN			1 x	2 S	3 x	4	6 x	7 x	8 x	9 S	10 x	11	13 x	14 x	15 M	16 S	17 x	18	20 x	21 E	22 ME	23	24	25	27	28	29	30		10	3	1	0	1	0	1	16	16
JUL																															0	0	0	0	0	0	0	0	0

KEY:

X	Regular Instructional Day
E	Enrichment Days
M	Minimum Day
SD	Staff Development (Inservice, pupil free day)
H	Holiday
S	Shortened Days
	Non-school day for students and teachers

Holidays:

9/06/10:	Labor Day
11/11/10:	Veteran's Day (**observed** 11/10/09)
11/27 - 11/28/10:	Thanksgiving
12/22/08 - 1/2/11	Winter Break
1/17/11:	Martin Luther King Jr. Day
2/16/11:	President's Day
3/21 - 3/25/11:	Spring Break
5/30/11:	Memorial Day

TOTAL DAYS:

130	38	11	5	13	2	1	195	200

CNCA Bell Schedule
(Sample)

Regular Day Schedule

Grades K-5	
8:00– 9:50	Class
9:50 – 10:05	K – 2 Recess 3 – 5 Class
10:05 – 10:20	3 – 5 Recess K – 2 Class
10:20 – 11:40	Class
11:40 – 12:20	11:40 – 12:00 K – 2 Lunch 3 – 5 Recess
	12:00 – 12:20 3 – 5 Lunch K – 2 Recess Class
12:20-3:00	Class

CNCA Discipline Policies and Procedures Appendix

Student discipline at CNCA will be based on positive support and involve multiple parties including school staff, teachers, parents, and students. CNCA will develop a comprehensive student discipline policy that will be included in the student handbook. School staff will review the discipline policy with students and parents prior to admission to CNCA. The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension and/or expulsion.

Students who present a threat including but not limited to verbally or physically aggressive behavior, to health and safety of others may be immediately suspended and later recommended for expulsion by the Principal. The policies of CNCA will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs.

Discretionary Suspension

- Committed an obscene act or engaged in profanity or vulgarity
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Non-Discretionary Suspension and/or Expulsion

A student shall be immediately suspended and/or recommended for expulsion by CNCA for any of the following reasons while engaging in any school activity as enumerated in grounds for suspension or expulsion above as specified in the Education Code Section 48900:

− Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
− Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12)
48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12)
48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12)
48900.7   Made terrorist threats against school officials, school property or both.

Discretionary Expulsion

Students will be expelled from CNCA for any of the following reasons as specified in the Education Code Section 48915:Mandatory

- Causing serious physical injury to another person.
- Possession, selling or otherwise furnishing of any firearm, knife, explosive, or other dangerous object.
- Branishing a knife at another person

- Committing or attempting to commit a sexual assault or committing a sexual battery
- Unlawful selling or possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

Process for Suspension and/or Expulsion

Informal Conference
Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians
At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student.

Length of Suspension
The length of suspension for students may not exceed a period of 5 consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled with the parent/guardian to discuss the progress (movement toward meeting any outcomes identified in the suspension notice) of the suspension upon the completion of the 5th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Recommendations for Expulsion
Students will be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
c) Disciplinary investigations will include information gathering such as but not limited to interviews, documents and other material evidence related to the investigation.

    d) It is a federal mandate that a school expel, for a period of not less than one year(except on a case by case basis) any student who is determine to have brought a firearm to school.

    Evidence will be gathered in adherence to applicable California Education Code and may include , but not be limited to witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance to State law will be considered.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate an administrative hearing panel. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing.

Appeal of Suspension or Expulsion

The suspension of a student will be at the discretion of the Principal of CNCA or the Principal's designee.   Expulsion of a student will be recommended by the Principal and must be approved by the Board of Directors or designee appointed by the Board of Directors. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the Principal, and upon consideration the Principal's decision is final. An expulsion may be appealed within five working days of the suspension date. . The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) of the suspension at which time the student's parent(s) must attend to present their appeal   The appeal will be heard by a fair and impartial panel of representatives assigned by the CNCA Board of Directors. The decision of the panel of representatives of the Board of Directors will be final.

Special Education Discipline Language

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's

failure to implement the 504 Plan? Outcome data will be maintained including: suspensions, expulsions and expulsion placements, reinstatements, and out of district expellees.

CNCA Annual Performance Dashboard 2008

CNCA Success Equation: $A + B + C + D = G$

In order to **G**raduate students prepared for college success and civic engagement, CNCA must:
A) Provide high quality education with high expectations
B) Prepare students for choices in higher education and professional career options
C) Recruit & retain quality educators and leaders who implement best practices
D) Operate in financially sustainable manner

Ultimate Impact "G"	Graduate students prepared for college success and civic engagement

Revised September '08

In our community, CNCA is responsible for 20% of HS graduates in who are college ready

HS Drop Out and College Readiness in Community ('06/7)

	Enter 9th grade ('03/4)	"Drop out"	Graduate ('06/7)	Do not meet min. college req ('06/7)	Meet college req ('06/7)
	5106		1362		508
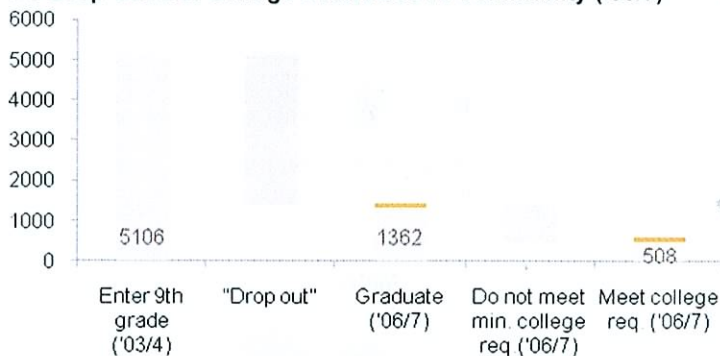
G1) % of College-Ready Graduates in Community[1]

20%
34%
■ CNCA
Community
80%
66%
2007/08
2017/18[2] (TBC)
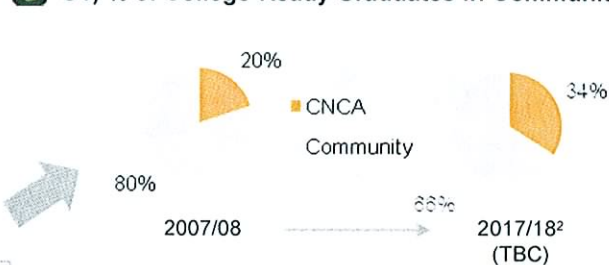
...and, CNCA Grads are not just "college-ready," but they go to college, and graduate

G2) CNCA 4-yr college acceptance rate (%) & G3) Subsequent college graduation rate (%)
n/a

	Accepted into College	Graduated wi 5yrs
	90 Target '10/11	80 Target '11/12
	60 Baseline '07/08	
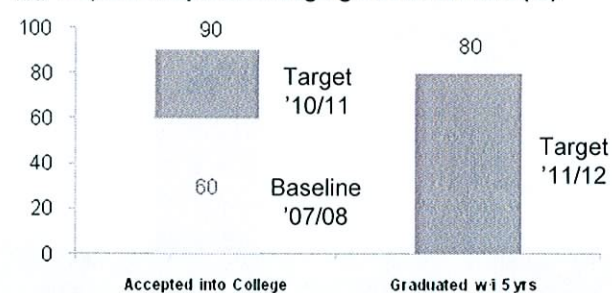
Overall Highlights

- All CNCA schools met AYP criteria. The K-8 charter successfully exited Program Improvement this year.

Note: Data available in October for current year; community data updated with available '06/07 data
(1)   For 2007/08, uses CNCA's 103 graduates
(2)   Based on scenario analysis of adding 2 high schools, includes assumptions for demographic growth, grad rate, class size, etc.

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Camino Nuevo Charter Academy

CNCA Annual Performance Dashboard 2008

A Provide high quality education with high expectations

A1) Academic Performance Index

	Baseline '06/7	Results '07/8	Target '10/11
CNHS	760	759	850
Harvard[1]	758	784	850
Burlington[1]	718	767	850

A2) Student Attendance (Avg %)

97% TBD 97%

Baseline '07/8   Results '08/9   Target '10/11
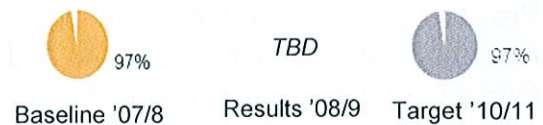
A3) CNCA K-8 Proficient/Advanced (%)

English Language Arts

37 44 31   46 54 38   68

K-8
Harvard
Burlington

Baseline '06/7   Results '07/8   Target '10/11

Math

52 56 48   56 55 57   75

K-8
Harvard
Burlington

Baseline '06/7   Results '07/8   Target '10/11
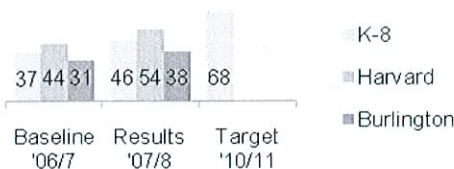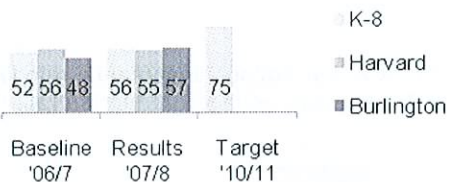
A4) CNCA High School Proficient/Advanced (%)

English Language Arts

48   37   68

Baseline '06/7   Results '07/8   Target '10/11

Math

64   30   75

Baseline '06/7   Results '07/8   Target '10/11
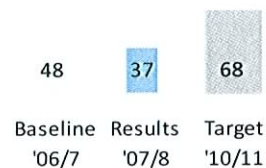
Highlights

- CNCA High School ranks 16th out of 112 high schools in LAUSD.
- CNCA K-8 ranks 175th out of 487 elementary schools in LAUSD.

(1) Calculated by CNCA

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Camino Nuevo
Charter Academy

CNCA Annual Performance Dashboard 2008

B Prepare students for choices in higher education & professional career options

B1) Student Attitudes on College Preparedness

a) % Response to "I know the requirements to graduate from high school and get accepted to a 4-year college or university ('07/8)

	Baseline '07/8	Target '10/11	Progress
Harvard	91%	95%	
Burlington	87%	95%	

(Chart: Harvard 83 / 8 / 9; Burlington 66 / 21 / 13. Legend: Yes, No, Don't Know. Axis 0% 50% 100%)
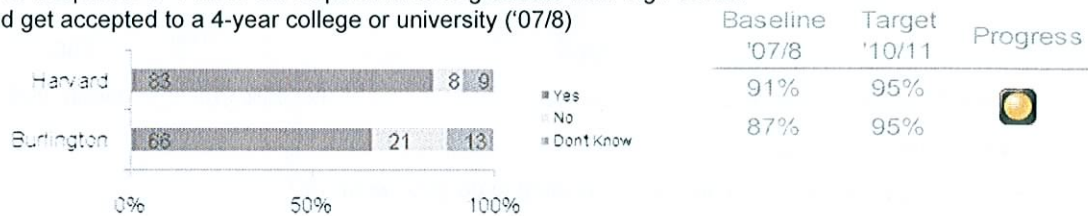
b) % Strongly Agree/Agree with "I am prepared to meet the academic demands of a 4-yr college or university" ('07/8)

	Baseline '07/8	Target '10/11	Progress
CNHS	92%	95%	

(Chart: CNHS 50 / 42 / 9. Legend: Strongly Agree, Agree, Other. Axis 0% 50% 100%)
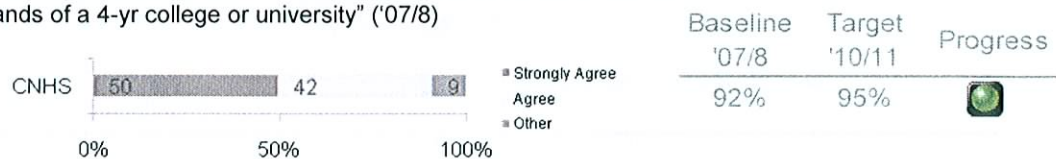
B2) Parent Attitudes on College Preparedness

a) % Response to "I am aware of the college application and admissions process" ('07/8)

	Baseline '07/8	Target '10/11	Progress
CNHS	83%	95%	
Harvard	89%	95%	
Burlington	89%	95%	

(Chart: CNHS 44 / 39 / 17; Harvard 71 / 18 / 11; Burlington 64 / 25 / 11. Legend: Strongly Agree, Agree, Other. Axis 0% 50% 100%)
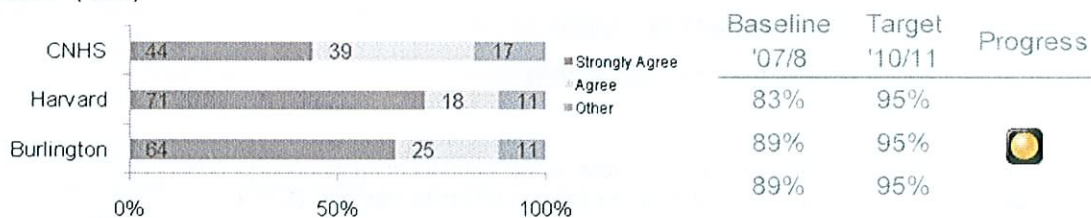
b) % Strongly Agree/Agree with "My child will go to a 4-year college or university after graduating from high school" ('07/8)

	Baseline '07/8	Target '10/11	Progress
CNHS	100%	95%	
Harvard	93%	95%	
Burlington	94%	95%	

(Chart: CNHS 95 / 5; Harvard 81 / 12 / 7; Burlington 71 / 23 / 5. Legend: Strongly Agree, Agree, Other. Axis 0% 50% 100%)
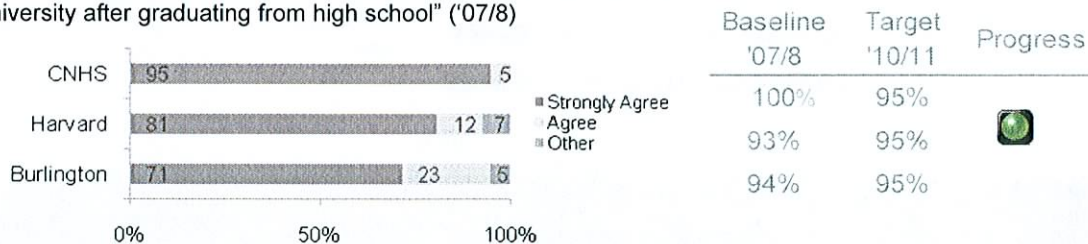
Highlights

- Of the 100 CNCA graduates, 41 enrolled in a 4-year college/university and 69 enrolled in a community college
- The college access plan integrates a strong college knowledge component for parents. Implementation has started across campuses.

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Camino Nuevo Charter Academy

CNCA Annual Performance Dashboard 2008

9/08, Page 4

C Recruit & retain quality educators who implement & share best practices

C1) Staff Retention ●

a) % of certified staff returning

70%   *TBD*   85%

Baseline '07/8   Results '08/9   Target '10/11
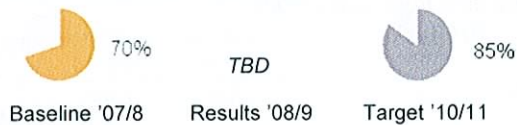
b) % who signed issued contract

91%   *TBD*   90%

Baseline '07/8   Results '08/9   Target '10/11

C2) Teacher Attitudes

a) % Strongly Agree/Agree with "I feel motivated to do good work" ('07/8)

	Strongly Agree	Agree	Other
CNHS	33	40	27
Harvard	35	57	8
Burlington	63	35	3

0%   50%   100%
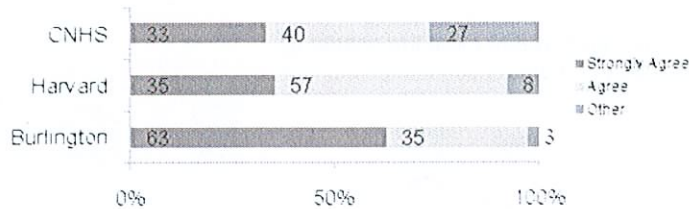
	Baseline '07/8	Target '10/11	Progress
	73%	95%	
	74%	95%	●

b) % Yes/No with "I would send my child to this school or recommend this school to someone else with children" ('07/8)

	Yes	No
CNHS	73	27
Harvard	74	26
Burlington	80	20

0%   50%   100%
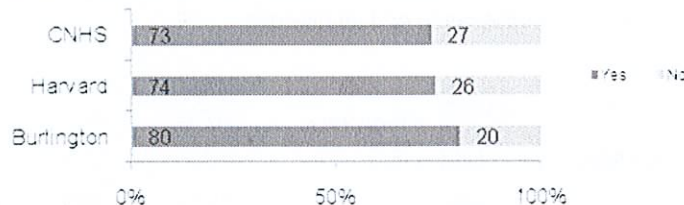
	Baseline '07/8	Target '10/11	Progress
	73%	95%	
	74%	95%	●
	80%	95%	

c) % Strongly Agree/Agree with "The professional adult learning community has supported me toward becoming a more effective, reflective teacher" ('07/8)

	Strongly Agree	Agree	Other
CNHS	20	33	47
Harvard	26	52	21
Burlington	48	33	21

0%   50%   100%
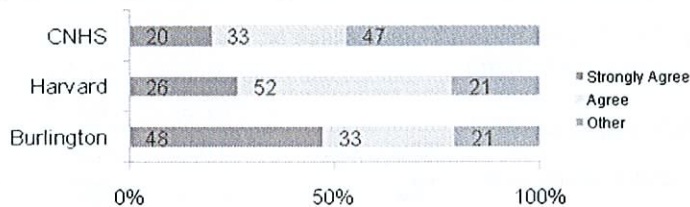
	Baseline '07/8	Target '10/11	Progress
	53%	95%	
	78%	95%	●
	81%	95%	

D Operate in a financially sustainable manner (pending)

● D1) Cash Reserve (% of revs)

9   6   3   0

9.7%   9.0   10.0

Baseline '07/8   Results '08/9   Target '10/11
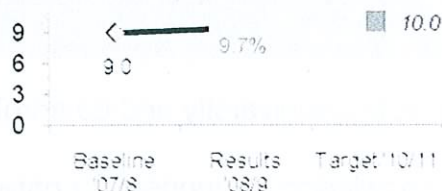
● D2) Private Philanthropy (% of revs)

9   6   3   0

3.9%   4.2   5.0

Baseline '07/8   Results '08/9   Target '10/11

Highlights

CRES #15

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46%	10%	All Students	• Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math • Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math • Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities	• General Purpose • Categorical Block Grant • Federal funds • Economic Impact Aid • CSR	• API score	Leadership team, support staff, teachers, Chief Executive Officer, CNCA Board	Ongoing

Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math
 	
 % Proficient/Advanced CST ELA by grade:
 	
        2008 2009 Change
 District 34% 38% +4%
 Grade 2 – 44% 48% +4%
 Grade 3 – 29% 34% +5%
 Grade 4 – 45% 51% +6%
 Grade 5 – 37% 42% +5%
 	
 Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)
 	
 % Proficient/Advanced CST Math by grade:
 	
        2008 2009 Change
 District 35% 37% +2%
 Grade 2 – 56% 57% +1%
 Grade 3 – 57% 60% +3%
 Grade 4 – 58% 59% +1%
 Grade 5 – 48% 53% +5%
	10%	All Students	Instruction
			 • Development and implementation of standards-based pacing & unit plans
			 • Authentic instruction
			 • Explicit literacy and writing instruction
			 • SDAIE and ELD strategies
			 • Mastery-based math learning approach
			 Assessment
			 • Ongoing data analysis, reflection, and re-teaching
			 • Quarterly benchmark assessments
			 • Ongoing formative assessments: tests, quizzes, journal, conferences
			 • Performance-based assessments
			 • Reading, spelling, and phonics tests
			 • CELDT, Pre-LAS and DIBELS results analysis
			 Professional Development
			 • Teacher collaboration
				ELA
				 • Bilingual Program
				 • Four Blocks Framework
				 • Readers & Writers Workshop
				 • Singapore Math
				 • Hampton-Brown *Avenues*
				 • Houghton Mifflin *Lectura*
				 • *Bellworks*
				 Math
				 • Everyday Math
				 • Singapore Math
				 • Marcy Cook
				 • Marilyn Burns Math Libraries
				 Resources
				 • CABE
				 • NCLR
				 • Content experts
				 Funding
					Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics
					
					 Grades 2, 3, 4, 5/6:
					
					 Quarterly benchmark exams
					
					 Unit exams and quizzes
					
					 Authentic assessments
					
					 Language Arts:
					 • 50% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments
					 Writing:
					 • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment
					 Math:
					   Increase the # of students that are proficient on the mathematics periodic assessment by 6%
						Leadership team, support staff, teachers, Chief Executive Officer	Ongoing

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			• Literacy/PD coordinator support • Critical Friends Groups • Classroom Walk-Throughs • Coaching Model • Differentiated teacher PD Supplemental Support • Intervention program • Tutoring • After school program(s)	• General Purpose • Categorical Block Grant • Title I & III • CSR			
% Proficient/Advanced CST Science and Social Science:	10%						

% Proficient/Advanced CST Science and
Social Science:

	2008	2009	Change
Biology	24%	24%	0%
Chemistry	12%	14%	+2%
Earth Sci.	21%	26%	+5%
Physics	19%	20%	+1%
Integ. Sci1	7%	8%	+1%
Integ. Sci2	2%	0%	-2%
Integ. Sci3	3%	7%	+4%
Soc. Sci.	23%	28%	+5%
World Hist.	18%	23%	+4%
U.S. Hist.	25%	32%	+7%

% Proficient/Advanced CST History /
Social Science by grade:

Social Science

	2008	2009	Change
Grade 8	25%	30%	+5%

World History

	2008	2009	Change
Grade 9	16%	19%	+3%
Grade 10	19%	24%	+5%
Grade 11	8%	8%	0%

U.S. History

	2008	2009	Change
Grade 11	25%	32%	+7%

NOT APPLICABLE

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Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 07-08 08-09 Change ELA 33% 31% -2% MATH 42% 40% -2%	-10	All Students	**Instruction** • Development and implementation of standards-based pacing and unit plans • Authentic instruction • Explicit literacy and writing instruction • SDAIE and ELD strategies • Mastery-based math learning approach **Assessment** • Ongoing data analysis, reflection, and re-teaching • Quarterly benchmark assessments • Ongoing formative assessments: tests, quizzes, journal, conferences • Performance-based assessments • Reading, spelling, and phonics tests • CELDT, Pre-LAS and DIBELS results analysis **Professional Development** • Teacher collaboration • Literacy/PD coordinator support • Critical Friends Groups • Classroom Walk-Throughs • Coaching Model • Content expert support • Differentiated teacher PD **Supplemental Support** • Intervention program: before, during, and/or after school • After school program(s)/tutoring	**ELA** • Bilingual Program • Four Blocks Framework • Readers & Writers Workshop • Singapore Math • Hampton-Brown *Avenues* • Houghton Mifflin *Lectura* • *Bellworks* **Math** • Everyday Math • Singapore Math • Marcy Cook • Marilyn Burns Math Libraries **Resources** • CABE • NCLR • Content experts **Funding** • General Purpose • Economic Impact Aid • Title I • Supplemental Hours • CSR	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Quarterly benchmark exams Unit exams and quizzes Authentic assessments Language Arts: • 50% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: • Increase the # of students that are proficient on the mathematics periodic assessment by 6%	Leadership team, support staff, teachers, Chief Executive Officer	Ongoing

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			• Summer school • Referral system				

Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.
 	
   <u>07-08</u> <u>08-09</u> <u>Change</u>
   9.3%   9.2%   -.1%
 	
Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.
 	
          <u>07-08</u> <u>08-09</u> <u>Change</u>
African Americans 6.6% 6.6% .0%
Hispanics   6.9% 7.0% .1%
	varies by school
	
	varies by school
		• Gifted students
		• African-American students
		• Hispanic students
			• Identifying above grade-level students through a triangulation of data: CST scores, authentic assessments, teacher recommendations, grades, etc.
			• Supporting students with differentiated instruction in an all-inclusive classroom setting
			• Using different text levels in independent reading and guided reading instruction.
			• Homogeneous grouping for some challenge projects.
			• Assigning challenge problems for early finishers.
			• Optional enrichment projects aligned to academic learning.
				• Supplemental curriculum resources and materials
				Funding
				  • General Purpose
				  • Categorical Block Grant
					• Increase the number of state identified Gifted students	Leadership team, support staff, teachers, Chief Executive Officer	Ongoing

Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities
 	
Prof/Adv CST ELA Subgroups:
 	
              <u>07-08</u> <u>08-09</u> <u>Change</u>
African American   25%   27% +2%
Hispanic   31%   33% +2%
English Learners   20%   23% +3%
Sts. w/ Disabilities 11%   12% +1%
	10%	• Students with disabilities
		• African-American students
		• Hispanic students
		• Standard English Learners
			• Creating a district and school-wide focus group to assess and develop specific, targeted action plans for students
			• Using different text levels in independent reading and guided reading instruction.
			• Homogeneous grouping for some challenge projects.
			• Assigning challenge problems for early finishers.
			• Optional enrichment projects aligned to academic learning.
				• Supplemental curriculum resources and materials
				Funding
				  • General Purpose
				  • Categorical Block Grant
				  • AB602
				  • CSR
					Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics
					
					Grades 2, 3, 4, 5/6:
					Quarterly benchmark exams
					Unit exams and quizzes
					Authentic assessments
					
					Language Arts:
					• 50% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments
					Writing:
					• Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment
					Math:
						Leadership team, support staff, teachers, Special Education Coordinator, Bilingual Coordinator, Chief Executive Officer	Ongoing

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					Increase the # of students that are proficient on the math periodic assessment by 6%		
Accelerate the performance of Standard English Learners (SEL)	10%	Standard English Learners	**Instruction** • Development and implementation of standards-based pacing & unit plans • Authentic instruction • Explicit literacy and writing instruction • SDAIE and ELD strategies • Mastery-based math learning approach **Assessment** • Ongoing data analysis, reflection, and re-teaching • Quarterly benchmark assessments • Ongoing formative assessments: tests, quizzes, journal, conferences • Performance-based assessments • Reading, spelling, and phonics tests • CELDT, Pre-LAS and DIBELS results analysis **Professional Development** • Teacher collaboration • Literacy/PD coordinator support • Critical Friends Groups • Classroom Walk-Throughs • Coaching Model • Differentiated teacher PD **Supplemental Support** • Intervention program • Tutoring • After school program(s)	**ELA** • Bilingual Program • Four Blocks Framework • Readers & Writers Workshop • Singapore Math • Hampton-Brown *Avenues* • Houghton Mifflin *Lectura* • *Bellworks* **Math** • Everyday Math • Singapore Math • Marcy Cook • Marilyn Burns Math Libraries **Resources** • CABE • NCLR • Content experts **Funding** • General Purpose • Title III	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Quarterly benchmark exams Unit exams and quizzes Authentic assessments Language Arts: • 50% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	Leadership team, support staff, teachers	Ongoing

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AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 07-08 08-09 Change 54.8% 55.7% +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%	English Learners	• SDAIE • ELD Institutes • Cultural diversity and anti-bias training • Use of adopted ELA/ELD materials • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Balanced literacy including reading fluency, reading comprehension, word analysis and vocabulary development • On-going formal and informal assessment of student strengths and needs • Curriculum Planning: Understanding by Design backwards planning; differentiated instruction, grouping models, ELD/ELA connections, project based instruction • Critical Friends Groups and building professional learning communities • Thinking Maps	• CABE (California Association for Bilingual Education) • Two-Way CABE • Secondary Literacy Summit • California Reading Association Funding • Title III • Supplemental hours • CSR	• CELDT • ELSSA Data • ELD Portfolios/ Folders: Students who are classified English language learners (ELL) achievement is documented by teachers collecting, analyzing and scoring student work samples against the ELD standards. These authentic assessments are then placed in ELD portfolios (k-5) or ELD folders (6-8). Portfolios are submitted to the administrative team for review twice annually (December and June). Teachers may submit folders any time a student is ready to move up to the next ELD level (1 = beginner, 2 = early intermediate, 3 = intermediate, 4 = early advanced, 5 = advanced). • Initial/ Annual CELDT (California English Language Development Test) • Classroom grades and assessment of both ELD (English Language Development) and ELA standards (English Language Arts) • ELL performance on California Standards Test (CST) • *EL Achieve* Initial Placement Test: A one-on-one test of oral language ability which supports teachers in grouping students by ELD levels for targeted instruction	Leadership team, support staff, teachers, Bilingual Coordinator	Ongoing

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AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 08-09 Change 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%	English Learners	• SDAIE • ELD Institutes • Cultural diversity and anti-bias training • Use of adopted ELA/ELD materials • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Balanced literacy including reading fluency, reading comprehension, word analysis and vocabulary development • On-going formal and informal assessment of student strengths and needs • Curriculum Planning: Understanding by Design backwards planning; differentiated instruction, grouping models, ELD/ELA connections, project based instruction • Critical Friends Groups and building professional learning communities • Thinking Maps	• CABE (California Association for Bilingual Education) • Two-Way CABE • Secondary Literacy Summit • California Reading Association Funding • Title III • Supplemental hours • CSR	• ELD Portfolios/ Folders: Students who are classified English language learners (ELL) achievement is documented by teachers collecting, analyzing and scoring student work samples against the ELD standards. These authentic assessments are then placed in ELD portfolios (k-5) or ELD folders (6-8). Portfolios are submitted to the administrative team for review twice annually (December and June). Teachers may submit folders any time a student is ready to move up to the next ELD level (1 = beginner, 2 = early intermediate, 3 = intermediate, 4 = early advanced, 5 = advanced). • Initial/ Annual CELDT (California English Language Development Test) • Classroom grades and assessment of both ELD (English Language Development) and ELA standards (English Language Arts) • ELL performance on California Standards Test (CST) • *EL Achieve* Initial Placement Test: A one-on-one test of oral language ability which supports teachers in grouping students by ELD levels for targeted instruction	Leadership team, support staff, teachers, Bilingual Coordinator	Ongoing
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or		English Learners	• SDAIE • ELD Institutes	• CABE (California Association for Bilingual	• ELD Portfolios/ Folders: Students who are classified English	Leadership team, support	Ongoing

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advanced on the CST 07-08 08-09 Change ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%			• Cultural diversity and anti-bias training • Use of adopted ELA/ELD materials • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Balanced literacy including reading fluency, reading comprehension, word analysis and vocabulary development • On-going formal and informal assessment of student strengths and needs • Curriculum Planning: Understanding by Design backwards planning; differentiated instruction, grouping models, ELD/ELA connections, project based instruction • Critical Friends Groups and building professional learning communities • Thinking Maps	Education) • Secondary Literacy Summit • California Reading Association Funding • General Purpose • Categorical Block Grant • Title III • Supplemental hours • CSR	language learners (ELL) achievement is documented by teachers collecting, analyzing and scoring student work samples against the ELD standards. These authentic assessments are then placed in ELD portfolios (k-5) or ELD folders (6-8). Portfolios are submitted to the administrative team for review twice annually (December and June). Teachers may submit folders any time a student is ready to move up to the next ELD level (1 = beginner, 2 = early intermediate, 3 = intermediate, 4 = early advanced, 5 = advanced). • Initial/ Annual CELDT (California English Language Development Test) • Classroom grades and assessment of both ELD (English Language Development) and ELA standards (English Language Arts) • ELL performance on California Standards Test (CST) • *EL Achieve* Initial Placement Test: A one-on-one test of oral language ability which supports teachers in grouping students by ELD levels for targeted instruction	staff, teachers, Bilingual Coordinator	
Increase EL reclassification rates at the elementary school level 07-08 08-09 Change EL 13.5 15.8 +2.3	5%	English Learners	• SDAIE • ELD Institutes • Cultural diversity and anti-bias training • Use of adopted ELA/ELD materials	• CABE (California Association for Bilingual Education) • Two-Way CABE	• EL monitoring rosters, and where possible EL students not moving or reclassifying	Leadership team, support staff, teachers,	Ongoing

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			• Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Balanced literacy including reading fluency, reading comprehension, word analysis and vocabulary development • On-going formal and informal assessment of student strengths and needs • Curriculum Planning: Understanding by Design backwards planning; differentiated instruction, grouping models, ELD/ELA connections, project based instruction • Critical Friends Groups and building professional learning communities • Thinking Maps	• Secondary Literacy Summit • California Reading Association Funding • General Purpose • Categorical Block Grant • Title III • Supplemental hours • CSR	• RFEP Monitoring Rosters	Bilingual Coordinator, Chief Executive Officer	
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 08-09 Change ELA 25% 27% +2% MATH 26% 27% +1%	35% ELA 35% Math	Students with Disabilities	• Accommodations made in the classroom in accordance with their IEPs. • Providing inclusive learning environments, activities • Small group instruction • SRA Corrective Reading • Specific goal setting • As needed: physical therapy, occupational therapy, adapted physical education services, school psychologist, speech and language therapy	• Supplemental curriculum resources and materials Funding • General Purpose • Categorical Block Grant • AB602	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Quarterly benchmark exams Unit exams and quizzes Authentic assessments Language Arts: • 50% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a	Leadership team, support staff, teachers, Special Education Coordinator, Chief Executive Officer	Ongoing

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					3 or 4 based on standards/rubric on the writing periodic assessment Math: • Increase the # of students that are proficient on the mathematics periodic assessment by 6%		

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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 67.1% 72.4% +5.3%	8%						
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 57% 60% +3%	6%			NOT APPLICABLE			
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%	6%						

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 / 25% 08-09 / TBD% Change / +__%	80%						
Increase the enrollment in Advanced Placement course 07-08 / 1.8% 08-09 / 1.9% Change / + .1% Increase pass rates on AP tests 07-08 / 44.1% 08-09 / TBD% Change / +TBD%	5% 5%						
Increase students preparedness for College Career Readiness							

NOT APPLICABLE

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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 90% of parents respond "Strongly agree" or "agree"	Parents	Survey response rates will be obtained through the use of the web-based survey tools and computers located at the school site, under the supervision of the parent coordinator and staff, in addition to the more traditional paper and pencil surveys. The USC annual survey and other CNCA sponsored survey instruments will be utilized. The staff makes use of online survey instruments such as Zoomerang! and frequent written questionnaires aimed at understanding the opinions and ideas of parents at all levels of input, including curricular, school safety, technology integration, lunch/meal programs, after-school options, teacher and staff quality, and school environment, among other indicators.	The Annual USC survey is offered to Camino Nuevo at a cost of only $1500 Additional survey instruments are generated by staff and very little cost is associated with development and/or implementation. Funding • General Purpose	• **Increased response rates** – The goal for CREST #15 is to have at least 80% of all family units completing either the written or online parent satisfaction surveys in 2010-11. . • **Welcoming environment and opportunities to participate** – The response rates to questions on the annual surveys related to parent participation and school environment will exceed a 90% favorable (agree or strongly agree) rating on the targeted metrics • **Parent home/school involvement** will exceed 90% at CREST #15 in 2010-11. Involvement is defined as at least one parent or family member from each family participating in at least two school events throughout the year, including back-to-school night, parent/teacher conferences, read-alongs, family nights, science fairs, dance or theatrical performances, parent meetings, principal's coffees, or other school events. This will be measured through sign-in sheets, submission of parent involvement "coupons", recording hours in parent participation logs, total participation at special events such as fundraisers, sporting events, etc.	Leadership team, support staff, teachers, parents, Chief Executive Officer	Ongoing

CRES #15

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree	All Students	Cres #15 will provide each student and family with a copy of the school/student safety rules and policies. Written parent acknowledgement	The Annual USC survey is offered to Camino Nuevo at a cost of only $1500 Additional survey instruments are generated by staff and very little cost is associated with development and/or implementation. Funding • General Purpose	• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Leadership team, support staff, teachers, Chief Executive Officer	Ongoing
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25%	All Students	Teachers and administrators will use an integrated Student Information System to record disciplinary actions and records.	ISIS system Funding • General Purpose	• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Leadership team, support staff, teachers, Chief Executive Officer	Ongoing
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%	All Students	Teachers and administrators will use an integrated Student Information System to record disciplinary actions and records.	ISIS system Funding General Purpose	• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	Leadership team, support staff, teachers, parents, HR Director, Chief Executive Officer	Ongoing

CRES #15

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years		All Students	• Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math • Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math • Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities	Funding • General Purpose • Categorical Block Grant • Title I, II, III, V • Economic Impact Aid • CSR	• API score • AYP score	Leadership team, support staff, teachers, Chief Executive Officer	Ongoing
Decrease in the number of Title 1 Schools In PI status							
Increase in the number of QEIA schools meeting annual targets		NOT APPLICABLE					

Assessment Summary

Schedule of State Adopted Testing to Measure Student Outcomes

State Adopted Test	Frequency						
	K	1	2	3	4	5	
APRENDA		O					Annually
CAT (California Achievement Test)		O					Annually
CELDT (California English Language Development Test)	O	O	O	O	O	O	Annually
CST (California Standards Test)			O	O	O	O	Annually
STS (Spanish Standards Test)			O	O	O	O	Annually
PFT (Physical Fitness Test)						O	Annually
Pre-Las (Language Assessment Scales) *given to students newly enrolled to a US school	O						Annually

Schedule of District-Developed Testing to Measure Student Growth

District-Developed K-5 Assessments	Frequency						
	K	1	2	3	4	5	
English Language Arts Benchmark		O	O	O	O	O	Quarterly
Math Benchmark		O	O	O	O	O	Quarterly
Science Benchmark						O	Quarterly
Unit Exams (all subjects)	O	O	O	O	O	O	Monthly
Unit Quizzes (all subjects)	O	O	O	O	O	O	Weekly/Daily
Reading Level Exam	O	O	O	O	O	O	Trimester
Mathematics Level Exam	O	O	O	O	O	O	Trimester
EL Achieve Initial Placement Test	O	O	O	O	O	O	Annually
ELD Portfolios	O	O	O	O	O	O	Ongoing

2009-2010 Camino Nuevo Charter Academy
Benchmark Quality Control Checklist – Analysis of Individual Standard

Grade: 1 2 3 4 5 6 7 8 9 10 11 12

Subject: ELA Math Science History Other_____

Quarter: 1 2 3 4

Power Standard:		
# of CST questions:		

Passage Analysis *Is the passage comparable to the CST passage for the standard?*	**Content & Scope**	☐ Appropriate page_____ ☐ Inaccessible page_____ ☐ Too simple page_____
	Rigor (reading level)	☐ Appropriate page_____ ☐ Inaccessible page_____ ☐ Too simple page_____
	Length	☐ Appropriate page_____ ☐ Inaccessible page_____ ☐ Too simple page_____

Question Analysis *Does the variety of skills assessed by the benchmark questions match the range of skills students need to demonstrate on the CST for that standard?*	Skills requirements for standard (fill in each skill below):	
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____

Multiple Choice Options *Does the variety of multiple choice answers and distractors mirror the way options are presented on the CST for that standard?*	Skills requirements for standard (fill in each skill below):	
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____
		☐ Appropriate #_____ ☐ Too hard #_____ ☐ Too easy #_____ ☐ Not present #_____

CNCA Benchmarks & Instructional Design Process

1. Teachers develop a yearlong pacing plan.

2. Teachers create a CST blueprint and pacing plan alignment.

3. Teachers generate a quarter benchmark.

4. Teachers administer the benchmark during a schoolwide testing window.

5. Teachers conduct a data analysis and create a re-teaching action plan.

6. Teachers revise pacing plans and re-teach based on results.
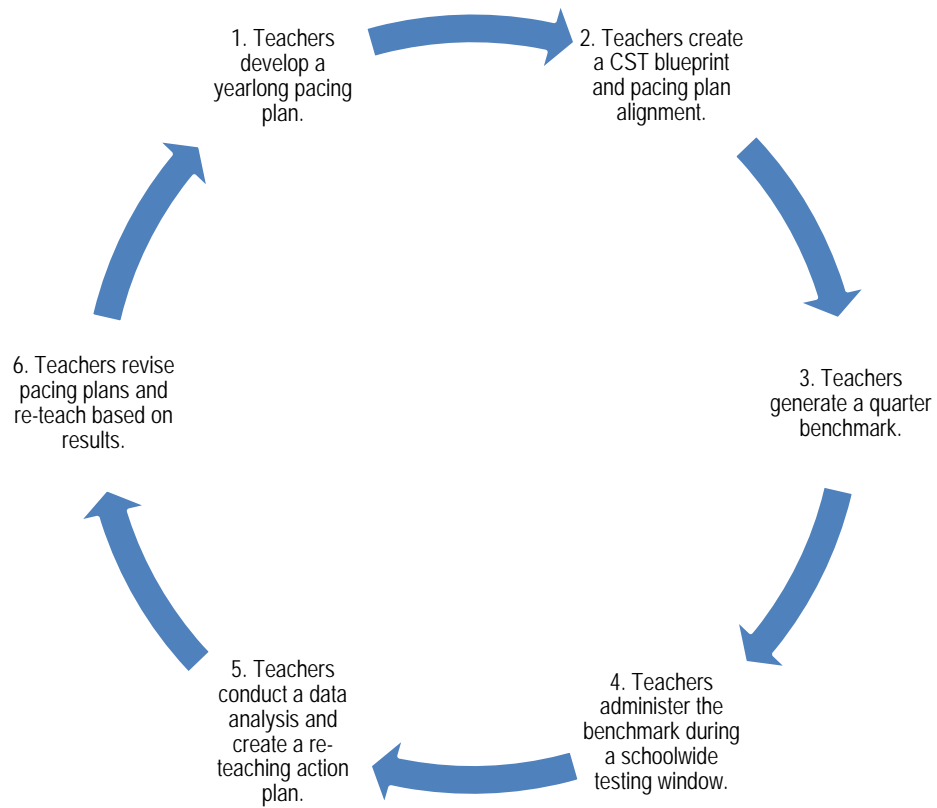
Grade-Level Data Protocol

Objective: *To individually and collaboratively analyze student performance at the standards-level in order to identify instructional strengths and opportunities for re-teaching and/or improved instruction.*

  A. On-the-Surface Benchmark Analysis: Individual
  B. Under-the-Surface Benchmark Analysis: Grade Level Teams/Departments
  C. Exploring Root Causes
  D. Data-Driven Decision Making: Re-teaching Action Plan

Data Conversation Map

A. State the Purpose of the Meeting
B. Provide Warm and Cool Feedback about Data Trends
C. Discuss Student-by-Student Review
D. Reflect on Instructional Practice
E. Review Re-Teaching Action Plan
F. Determine Support Needs
G. Conclude

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

AUGUST	time	Session title	Location	Notes
8/10/10 Monday	7:45-3:30	Singapore Math Figueroa Cortez 3rd grade team Leonard	Harvard	CPM (College Prep Math) Training Week K. Centolella (M, T, W) T. Cedar (M-F)
8/11/10 Tuesday	7:45-3:30	Singapore Math Figueroa Cortez 3rd grade team Leonard	Harvard	
8/12/09 Wednesday	7:45-3:30	EL Achieve: Systematic ELD Grades 3-5 6-8 Humanities Open (Reyes)	Rm. 106	
8/13/09 Thursday	7:45-3:30	Orientation		All Teachers and Leadership
8/14/09 Friday	7:45-3:30	Orientation		
8/20/09 Thursday	7:45-9:45	Assessment: Clear guidelines and norms for using common reading assessments	BMS 106	k-3: L. Montenegro & C. Pena 4-8: N. Berg (teachers college reading assessment)
8/25/09 Tuesday	3:30-4:30	Professional Expectations	BMS 106	A. Howard
8/27/09 Thursday	7:45-9:45	CELDT Test Administration and Scoring Training		Whole Group & Break Out k-1: Montenegro 3-8: Santos

SEPTEMBER	time	Session title	Location	Notes
9/03/09 Thursday	7:45-9:45	Benchmark Revision -Compare 2008-9 benchmarks to CST -Revise Benchmark -Revise Pacing Plans	BMS 106	Grade level teams
9/08/09 Tuesday	3:30-4:30	Team Meeting Emergency Safety & Evacuation Plan Mandated Reporting	BMS 106	Z. Suro
9/10/09 Thursday	7:45-9:45	Benchmark Support Alignment, Reports, and Standards mapping	TBD	Mary Javier, Director of Knowledge Management
9/17/09 Thursday	7:45-9:45	ES: Bilingual Pedagogy #1	BMS 106	L. Montenegro/ C. Peña Nicole Berg

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

		MS: Strategic Alignment Plan (SAP) for ELLs		
9/18/09 Friday	Full day PD **only for participating teachers**	EL Achieve Systematic ELD Grades 3-5 Teachers 6-8 Humanities Teachers	TBD	*subs provided for participating teachers
9/22/09 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG #1 Facilitators/ presenter TBD by CFG groups 2 days in advance
9/24/09 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" #1: A Framework for Understanding Poverty	BMS 106	A. Howard
9/30/09 Wednesday	During school day*	Classroom Walkthroughs (CWT)	k-8 classrooms	* sub coverage provided for CWT teams

OCTOBER	time	Session title	Location	Facilitator(s)/Notes
10/01/09 Thursday	7:45-9:45	Benchmark Revision	BMS 106	
10/06/09 Tuesday	Full day PD*	EL Achieve Systematic ELD Grades 3-5 Teachers 6-8 Humanities Teachers	TBD	*sub coverage provided for participating teachers
10/08/09 Thursday	7:45-9:45	CFG	TBD by Group	Thursday CFG #1 Facilitators/ presenter TBD by CFG groups 2 days in advance
10/13/09 Tuesday	3:30-4:30	Team Meeting Classroom Walkthrough Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
10/15/09 Thursday	3:30-4:30	BOY Reading Data Analysis and Action Planning: EDL, TCRWP	BMS 106	C. Pena
10/20/09 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG #2 Facilitators/ presenter TBD by CFG groups 2 days in advance
10/22/09	7:45-9:45	EL Achieve:	BMS 106	Rachel Caligiuri and Sierra

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

Thursday		Developing Effective Lesson Plans		Feliciano
10/23/09 Friday	Minimum day	End of Q1 Teacher work time -grading -progress reports -preparation for benchmark analysis	k-8 classrooms	
10/29/09 Thursday	7:45-9:45	BOY Reading Data Analysis and Action Planning: Session 2	BMS 106	L. Montenegro/ C. Peña Nicole Berg
10/30/09 Friday	Full Day PD	Q1 Benchmark Analysis (ELA and Math) Singapore Math: Robin Ramos	TBD	A. Howard R. Ramos Grade Level Teams

NOVEMBER	time	Session title	Location	Notes
11/03/09 Tuesday Cancelled	During school day	Classroom Walkthrough (CWT) #2	k-8 classrooms	* sub coverage provided for CWT teams *Teacher Facilitator TBD
11/03/09 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG # 3 Facilitators/ presenter TBD by CFG groups 2 days in advance
11/05/09 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	11/04/09 minimum day 11/06/09 minimum day
11/12/09 Thursday	7:45-9:45	CFG Singapore Math w/Robin Ramos: Developing Effective Lesson Plans	TBD by CFG Singapore: Room 106	Thursday CFG # 2 Facilitators/ presenter TBD by CFG groups 2 days in advance
11/17/09 Tuesday	3:30-4:30	Team Meeting: Teacher Evaluation	BMS 106	A. Howard Admin Team
11/19/09 Thursday	7:45-9:45	K-5 Bilingual Pedagogy: Best Practices in Reading Instruction from NCLR Conference MS: ELL Instruction	BMS 106	L. Montenegro and R. Caligiuri N. Chalfoun (MS)
11/25/09 Wednesday	1:00-2:00	Give Thanks Potluck Lunch	MPR	All-staff team building
	2:00-3:30	Teacher Work/Planning Time		
11/26/09 11/27/09	Thanksgiving Holiday			

DECEMBER	time	Session title	Location	Notes
12/01/09	3:30-4:30	Team Meeting	BMS 106	Iris Benitez

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

Tuesday		Opening Cumulative Folders		k-5 cumulative folders organized by class
12/03/09 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG #3 Facilitators/ presenter TBD by CFG groups 2 days in advance
12/8/09	8:30-1:30	CWT #2		
12/ 10/09 Thursday	7:45-9:45	ES: Bilingual Pedagogy #3 MS: Strategic Alignment Plan (SAP) for ELLs #3	BMS 106	Dr. Magaly Lavandenz, Transference
12/15/09 Tuesday	3:30-4:30	CWT #2: Debrief	BMS 106	Teacher-Leader
12/17/09 Thursday	7:45-9:45	Q2 Benchmark Revisions	BMS 106	

2010- Happy New Year!

JANUARY	time	Session title	Location	Notes
• Prepare for CST Writing (March grades 4,7)				
1/5/10 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #5 Facilitators/ presenter TBD by CFG groups 2 days in advance
1/7/10 Thursday	7:45-9:45	EL Achieve: Program Implementation Check-In	BMS 106	Director of Bilingual Education; Teacher leaders
1/8/10 Friday	During school day	Classroom Walkthrough (CWT) #3	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
1/14/10 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" #2 -mental health -counseling	BMS 106	Gloria de La Cruz Quiroz
1/19/10 Tuesday	3:30-4:30	Classroom Walkthrough Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
1/21/10 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG # 4 Facilitators/ presenter TBD by CFG groups 2 days in advance
1/22/10 Friday	12:30-3:30	Minimum Day End of Q2 Teacher work time -grading -progress reports	k-8 classrooms	

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

		-preparation for benchmark analysis		
1/28/10 Thursday	7:45-9:45	MOY Reading Data Analysis and Action Planning	BMS 106	
1/29/10 Friday	Full Day PD	Q2 Benchmark Analysis (ELA and Math) Differentiation Support Plan	TBD	

FEBRUARY	time	Session title	Location	Notes
2/02/10 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #6 Facilitators/ presenter TBD by CFG groups 2 days in advance
2/04/10 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	2/03/10- minimum day 2/05/10- minimum day
2/11/10 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG #5 Facilitators/ presenter TBD by CFG groups 2 days in advance
2/16/10 Tuesday	3:30-4:30	Team Meeting	BMS 106	
2/18/10 Thursday	7:45-9:45	ES: Bilingual Pedagogy #4 MS: Strategic Alignment Plan (SAP) for ELLs #4	BMS 106	
2/25/10 Thursday	7:45-9:45	Singapore Math w/ Robin Ramos	BMS 106	

MARCH	time	Session title	Location	Notes
3/02/10 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #7 Facilitators/ presenter TBD by CFG groups 2 days in advance
3/03/10 Wednesday	During school day	Classroom Walk-Throughs (CWT) #4	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
3/04/10 Thursday	7:45-9:45	Differentiated Support Planning	BMS 106	
3/11/10 Thursday	7:45-9:45	Shared Commitments and Vision Check-In	BMS 106	
3/16/10 Tuesday	3:30-4:30	Team Meeting CWT Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
3/18/10	7:45-9:45	CFG	TBD by	Thursday CFG #6

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

			CFG group	Facilitators/ presenter TBD by CFG groups 2 days in advance
Thursday				
3/25/10 Thursday	7:45-9:45			
3/29/10- 4/02/10	SPRING BREAK Return to school Monday April 5th (Full Day PD)			

APRIL	time	Session title	Location	Notes
4/05/10 Monday	Full day PD	Q3 Benchmark Analysis (ELA and Math) Differentiation Support Plan	TBD	
4/06/10 Tuesday	3:30-4:30	CFG	TBD by CFG Group	Tuesday CFG #8 Facilitators/ presenter TBD by CFG groups 2 days in advance
4/07/10 Wednesday	During school day	Classroom Walkthrough (CWT) # 5	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
4/08/10 Thursday	7:45-9:45	Mathematics k-8		
4/15/10 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	4/14/10- minimum day 4/16/10- minimum day
4/20/10 Tuesday	3:30-4:30	CWT Debrief	BMS 106	
4/22/10 Thursday	7:45-9:45	CST/STS Test Examiner Training* for all k-8 teachers Testing memo, security affidavits, logistics, procedures, video and PowerPoint *Mandatory	BMS 106	Y. Carrillo L. Montenegro
4/29/10 Thursday	7:45-9:20	CFG	TBD by CFG group	Thursday CFG #7 Facilitators/ presenter TBD by CFG groups 2 days in advance
	9:25-9:45	Guided visualization of our success on the CST ☺ (tradition)	BMS 106	L. Montenegro

MAY	time	Session title	Location	Notes
5/04/10 Tuesday	3:30-4:30	CFG	TBD by CFG Group	Tuesday CFG #9 Facilitators/ presenter TBD by CFG groups 2 days in

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

				advance
5/06/10 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" -counseling -mental health	BMS 106	Gloria De La Cruz Quiroz
5/13/10 Thursday	7:45-9:45	ES: Bilingual Pedagogy #5 MS: Strategic Alignment Plan (SAP) for ELLs #5	BMS 106	
5/18/10 Tuesday	3:30-4:30	Team Meeting End of Year Check Out Procedures	BMS 106	
5/20/10 Thursday	7:45-9:45	CFG	TBD by CFG Group	Thursday CFG #8 Facilitators/ presenter TBD by CFG groups 2 days in advance
5/27/10 Thursday	7:45-9:45	Closing Cumulative Files	Grade level teams	A. Howard

JUNE	time	Session title	Location	Notes
6/01/10 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #10 Facilitators/ presenter TBD by CFG groups 2 days in advance
6/02/10 Wednesday	During school day	Classroom Walkthrough (CWT) #6	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
6/03/10 Thursday	7:45-9:45	EOY Data Analysis -retention -intervention -protocol to reflect on key information on Target kids		
6/10/10 Thursday	7:45-9:45	Classroom Reorganization		
6/15/10	3:30-4:30	CWT Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
6/16/10 Wednesday	12:30-3:30	Minimum Day		
6/17/10 Thursday	7:45-9:45	CFG whole group Reflection & Appreciation -*Paseo* Protocol to reflect on success and accomplishments - teacher awards	MPR	Breakfast potluck

Camino Nuevo Charter Academy
Professional Development Calendar 2009-2010 - SAMPLE

		- slide show - connections		
6/22/10 Tuesday	12:30- 3:30	Minimum Day Work time to close out classrooms	k-8 classrooms	Last Day with students

Additional PD support structures:

- ✓ Observations, Feedback within CNCA Burlington Coaching Model
- ✓ Weekly grade-level planning/collaboration time (k-5)
- ✓ Planning and Preparation periods (6-8)
- ✓ Bilingual Group (optional monthly gathering)
- ✓ Peer Observations (arrange for coverage with admin team)

Look closely! Dig deep!

2009-2010 Camino Nuevo Charter Academy
Teacher Evaluation Form

	Performance Levels	
Name:		
	E	Exceeds expectations. Abundant evidence of consistent excellence. Able to teach others in this area.
Assignment:		
	M	Meets expectations. Evidence of consistent excellence. Demonstrates strength and confidence in this area. Minimal or no improvements identified in this area.
Evaluator:		
	P	Progressing toward meeting expectations. In process of learning and/or growing in this area.
Semester of evaluation:		
Date:	L	Limited evidence of progress or growth. Not sufficiently meeting expectations. Limited evidence of response to recommendations.

Standard	Evidence
1. Engaging and Supporting All Students in Learning	Performance Level: _____
a. Uses a variety of instructional strategies and resources to respond to students' diverse learning needs, language and interests b. Differentiates instruction and provides targeted support to ensure all students access content c. Engages all students in meaningful problem solving and critical thinking across subjects d. Activates prior knowledge e. Links concepts to real life and incorporates culturally relevant pedagogical strategies f. Promotes student autonomy, interaction and choice g. Promotes reflective learning	
2. Demonstrating Subject Matter Competency	Performance Level: _____
a. Exhibits knowledge of content and student development b. Breaks down standards into appropriate learning objectives c. Interrelates standards-based ideas within and across content areas when possible d. Organizes curriculum to aid understanding of central themes	

3. Planning Instruction and Designing Learning Experiences for All Students	Performance Level: _____	
a. Designs long and short term plans reflecting grade level/content standards b. Plans rigorous learning goals aligned to instructional activities c. Designs and implements lesson plans that reflect an effective use of time d. Makes material accessible to all students through knowledge of content, student development, resources, a variety of strategies		
4. Assessing Student Learning	Performance Level: _____	
a. Establishes and communicates learning goals for all students b. Collects and analyzes data from a variety of sources including formal and informal assessments c. Uses the results of assessments to guide instruction d. Involves and guides all students in assessing their own learning e. Shares data frequently with students and families to document and encourage progress		
5. Creating and Maintaining Effective Environment	Performance Level: _____	
a. Creates a welcoming environment for all students b. Establishes and maintains clear norms of student behavior in and outside of the classroom c. Promotes and models fairness, respect and responsibility among students d. Uses instructional time effectively through procedures/routines e. Visibly displays instructional resources and celebrations of student progress		
6. Developing as a Professional Educator	Performance Level: _____	
a. Uses strategies and resources provided through professional development b. Establishes professional goals and pursues opportunities to reflect and grow professionally c. Works with colleagues to improve professional practice d. Works with families and members of the community to improve professional practice e. Demonstrates a commitment to improve practice over time		

7. Meeting Professional Expectations	Performance Level: _____
a. Contributes to a collegial and collaborative culture with staff and stakeholders b. Arrives on time and/or is prepared for required duties c. Supports school policies, goals and established procedures d. Completes required paperwork and documentation punctually and accurately e. Maintains professional appearance	

Next Steps for Teacher:

Support to be Provided to Teacher:

Next Meeting/Review Date:

➢ Read and Discussed with Teacher

_____ Date _____
Evaluator

➢ Read and Discussed with Evaluator

_____ Date _____
Teacher

☐ Teacher statement attached

Approved

_____ Date _____
Principal

CAMINO NUEVO CHARTER ACADEMY LEADERSHIP EVALUATION

Name: _____   Title: _____

Evaluator: _____   Title: _____

PERFORMANCE LEVEL RATINGS	
E	Exceeds expectations. Abundant evidence of consistent excellence. Able to train leaders in this area.
M	Meets expectations. Evidence of consistent excellence. Demonstrates strength and confidence in this area. Minimal or no improvements noted in this area.
P	Progressing towards meeting expectations. In process of learning and/or growing in this area.
L	Limited evidence of progress or growth. Not sufficiently meeting expectations. Limited evidence of response to recommendations.
N	Does not meet expectations. Not providing sufficient evidence of progress or growth in this area. Not responding sufficiently to previous recommendations in this area.

ATTRIBUTE	LEADERSHIP BEHAVIORS	RATING
Mission Alignment (M)	✓ Does leader communicate clear goals for the year? ✓ Does leader make mission clear to all members of school community and provide support as needed to meet mission? ✓ Does the leader's actions align with CNCA's core values? Evidence:	
Leadership (L)	✓ Does leader models excellence for all stakeholders? ✓ Does leader develop, communicate and implement strong plans to meet goals for the year? ✓ Does leader take initiative to develop solutions and improve practice? ✓ Does leader create opportunities to encourage and support a reflective, professional learning community? ✓ Does leader provide a significant contribution to the school and to CNCA? ✓ Does leader work to authentically involve all stakeholders in the success of the school? Evidence:	
Academic Excellence (E)	✓ Does leader clearly communicate a guaranteed and viable curriculum expected for all students? ✓ Does leader draw upon a strong instructional foundation, current research and best practices to support students, families, and staff? ✓ Does leader analyzes data and work with staff to develop plans that support continuous growth? ✓ Does leader actively support the needs of English Language Learners, High Achieving and Special Education students? ✓ Does leader reinforce use of responsive and culturally relevant learning experiences for students? Evidence:	

Communica-tion (C)	✓ Does leader effectively communicate school focus, efforts, challenges and updates to the school community? ✓ Does leader communicate clearly and candidly with school community? ✓ Does leader provide ways for members of the school community (including students and parents) to express their ideas and concerns? Evidence:	
School Climate and Culture (S)	✓ Does leader actively promote trust, respect, collaboration, and collegiality within the school community to support the mission? ✓ Does leader create authentic parent engagement opportunities that foster student success for all? ✓ Does leader regularly recognize school and student successes? ✓ Does leader encourage and inspire school community to work together to meet challenges? Evidence:	
Performance Management (P)	✓ Does leader use good judgment in making decisions, to positively reflect CNCA and the school community? ✓ Does leader provides staff, students and parents with candid feedback to support on-going growth/improvement? ✓ Does leader respond in a timely manner to address problems with performance? ✓ Does leader understand the power of team (site and CNCA cross-site) and use teams often to meet goals, address challenges, and learn best practices? ✓ Does leader empower teams with resources and authority? Evidence:	
School Operations (O)	✓ Does leader consistently enforce CNCA and site policies? ✓ Does leader demonstrate strong organization skills and timely follow-through with commitments? ✓ Does leader executes responsibilities in a timely manner? ✓ Does leader consistently enforce personnel policies? ✓ Does leader ensure campus safety and security at all times? Evidence:	
Overall Rating (R)	Comments:	

EVALUATION SUMMARY

Notes from Observations	
Strengths	
Questions or Areas for Further Growth	

ACKNOWLEDGEMENT

_____   _____
Secondary Evaluator Signature   Date

2009-2010 CAMINO NUEVO CHARTER ACADEMY
MID-YEAR TEACHER SURVEY RESULTS

ORGANIZATION

Survey Statistics

Site	Response Count	% of Total Teachers	1-3 years experience	4+ years experience
Early Childhood Education Center	6	100%	0	6
Burlington	23	100%	4	17
Harvard	22	100%	4	14
Camino Nuevo High School	21	95%	5	10

Strengths

- The school's administrators expect teachers to meet high standards for student learning. **97.2% agreed.**
- I find my work at this school meaningful and fulfilling. **97.2% agreed.**
- All CNCA schools share high expectations for student achievement. **95.8% agreed.**

Growth Areas

- The school's administrators ensure I have the information, tools, and resources needed to meet CNCA and school-wide dashboard goals, API, and AYP targets. **17% disagreed.**
  - Burlington – 4.3% disagreed, Harvard – 18.2% disagreed, High School – 33.4% disagreed
- The school discusses and develops strategies that help me effectively meet the needs of ELLs. **16.7% disagreed.**
  - Burlington – 4.3% disagreed, Harvard – 22.7% disagreed, High School – 28.6% disagreed
- Teachers are provided with meaningful opportunities to develop leadership skills at my school. **16.7% disagreed.**
  - Harvard – 9.1% disagreed, High School – 47.7% disagreed

DASHBOARD GOALS

The professional adult learning community challenges me to become a more effective and reflective teacher.
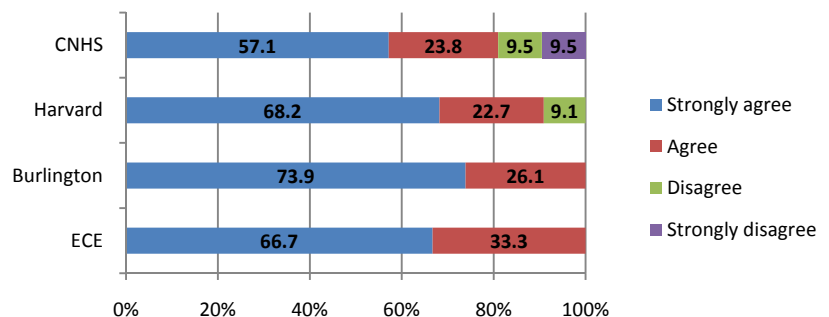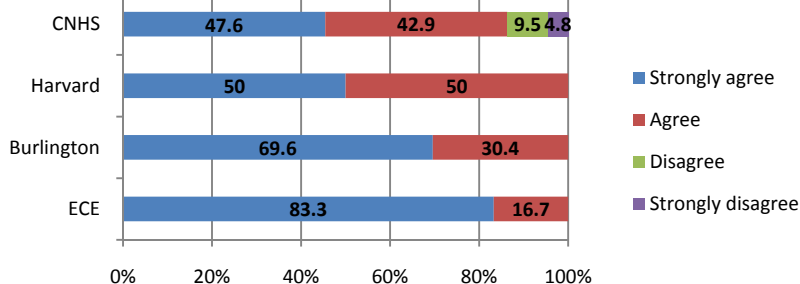
I feel motivated to do good work.

I would send my child to this school or recommend this school to someone else with children.
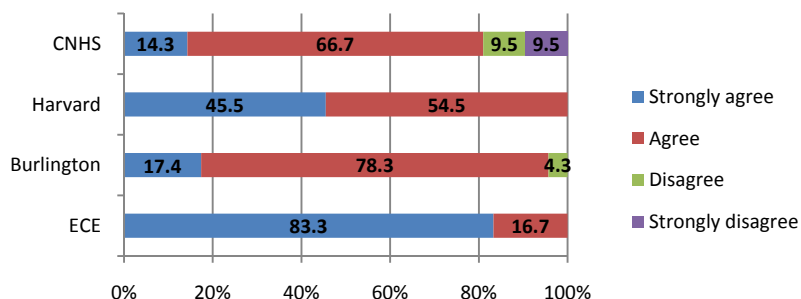
Early Childhood Education Center

2009-10 Strengths

- The school uses assessment data to monitor student progress and develop strategies.
- The school discusses and develops strategies to effectively meet the needs of ELLs.
- NAEYC accreditation and data collection
- Professional development

2009-10 Areas of Growth

- Training for *all* staff
- Classroom materials and outside resources
- Support for pre-k to kindergarten transition
- Effective communication with staff and parents

Burlington

Survey Question	2008-2009 MY[1] % agreed[2]	2009-2010 MY % agreed	% change
I feel part of the broader CNCA mission.	87.5%	100%	+12.5%
The school's administrators consistently follow through on commitments.	91.7%	100%	+8.3%

---

[1] MY = Mid-Year Teacher Survey

[2] The percentages are the sum of respondents who both strongly agreed and agreed.

2009-10 Strengths

- Teachers are confident in the principal's leadership of the school.
- The school reflects a community atmosphere.
- EL Achieve and Singapore Math implementation
- Critical Friends Groups

- Benchmark assessments

2009-10 Areas of Growth

- Collaboration and planning time
- Lesson plan development
- ELL and SpEd support

HARVARD

Survey Question	2008-2009 MY % agreed	2009-2010 MY % agreed	% change
The school's administrators expect teachers to meet high standards for student learning.	76.2%	100%	+23.8%
The school's administrators build strong relationships with parents.	81%	100%	+19%
My administrative evaluator has a strong instructional foundation that provides me with valuable resources, tools, and support.	81%	90.9%	+10.9%

2009-10 Strengths

- Teachers find their work meaningful and fulfilling.
- The school's administrators consistently follow-though on commitments.
- Collaborative groups and planning time

- Training: Singapore Math and Teachers College

2009-10 Areas of Growth

- Benchmark development
- Collaborative planning time
- Methodology focused PD

CAMINO NUEVO HIGH SCHOOL

Survey Question	2008-2009 MY % agreed	2009-2010 MY % agreed	% change
My administrative evaluator has a strong instructional foundation that provides me with valuable resources, tools, and support.	10.5%	76.1%	+65.6%
Overall, I am satisfied with how the administrators manage the school.	21.1%	85.7%	+64.6%
The school's administrators consistently follow through on commitments.	31.6%	85.7%	+54.1%

2009-10 Strengths

- The school has a clear vision that is focused on student learning outcomes.
- Teachers feel confident in the principal's leadership of the school.
- Focused PDs and emphasis on differentiation
- Intervention coordinator and intervention program

- Peer support and inquiry groups

2009-10 Areas of Growth

- Peer collaboration, observation, and feedback
- Time for planning, PBL, and reflection
- Administrative feedback

Community Partnerships

Mentoring Program

- An in-school mentoring program is offered through our partnership with Big Brothers and Big Sisters of Greater Los Angeles. Camino Nuevo High School students are also trained through the organization to serve as mentors to CNCA elementary students.

Arts Programs

At CNCA students also have access to in-school arts programs through our partnerships with P.S. ARTS, L.A. Philharmonic and The Gabriella Axelrad Education Foundation.

- Students receive weekly theatre and visual arts classes with instructors from P.S. ARTS, an arts education organization designed to serve children who live at or below the national poverty level.
- Music classes are held three times a week with an instructor from the L.A. Philharmonic, Southern California's leading performing arts institution.
- Students also receive classes in tap, hip hop, modern dance, and creative movement dance through The Gabriella Axelrad Education Foundation which provides dance instruction to economically disadvantaged, ethnically diverse children in Los Angeles. The Foundation's mission is to help each child it serves nurture self-confidence, acquire self-discipline, develop physical fitness and create a positive self-image through the arts.

Health Services:

- Our Burlington K-8 campus features an on-site health clinic, The Camino Nuevo Family Clinic, as part of a partnership with The Paja Medical Group. PAJA Medical Group has served the Pico Union and Westlake/MacArthur Park communities for the past five years. The Camino Nuevo Family Clinic offers bilingual medical and educational services, such as diabetes and hypertension treatment, immunizations, and cholesterol screenings to our families and the community. Additional services include assistance with managing chronic illness, STD education, and family planning.
- An in-school mental health program is offered in partnership with the Los Angeles Child Development Center (LACDC). The economic marginality and immigration status of many families at CNCA create stressors that impact mental health. This program addresses some of the social/emotional issues impacting students' learning. Services are offered in school, in their language and free to families, thus overstep many obstacles that often hinder Hispanic families from receiving the services that they need.
- CNCA works with Didi Hirsch Community Mental Health Center to provide our students with counseling on an as needed basis. The Center provides mental health and substance abuse services to residents of Los Angeles County regardless of ability to pay for the past 60 years. Committed to providing culturally competent, client-centered services, it has treated more than half a million people, promoting a better quality of life throughout Los Angeles.

- CNCA has partnered with the UCLA School of Nursing to help students and parents decrease their risk of obesity. UCLA staff come to our school and delivers the Kids N Fitness (KNF) program. This program includes lessons on nutrition and exercise. KNF is a weekly, family-centered program consisting of ninety minute sessions for a total of six weeks and will include interactive nutrition and exercise sessions with behavior modification. As part of the KNF program, clinical measures will be taken before and after the program begins to assess the impact on our students and parents.

Community/Business Development
- CNCA also works with ExEd , a nonprofit organization specializing in supplying business services to charter schools. The mission of ExED is to improve the quality of public education by providing a range of services to K-12 schools with high student achievement in low-income neighborhoods through the vehicle of community-based charter schools.
- Pueblo Nuevo Development (PND), a nonprofit community development corporation, was started in 1992 among resents of the MacArthur Park neighborhood. The mission of PND is to provide opportunities for economic and educational advancement for the residents of the greater MacArthur Park neighborhood. PND founded CNCA in 1999 and is currently engaged in developing facilities for the school

Parent Support Services
- The Latino Family Literacy Project is a bilingual/bicultural reading program that encourages critical reflection and discussion through reading, writing, and arts projects. The goals of the program include strengthening parent/child interaction and enhancing parents' literacy and English-language vocabulary.
- Camino Nuevo is currently partnering with Centro Latino de Educación Popular, a local adult education agency, to utilize their adult literacy classes for our parents. Centro Latino's mission is to teach Latino immigrants to read and write, giving them the essential skills and confidence to participate more fully and independently in society, and uplift themselves and their families into more promising lives for generations to come.
- The majority of our families are apartment tenants, so CNCA works with organizations, such as Inquilinos Unidos, to provide workshops to regarding their rights as tenants. For more than 30 years, IU has focused its tenant advocacy work in the low income, primarily Spanish-speaking, immigrant communities of Pico-Union, Westlake/MacArthur Park, Mid-Wilshire and Koreatown, Boyle Heights, East Los Angeles, Echo Park and Hollywood.

Educational Enrichment
- The Mind Program is a mathematics program that enriches students in the primary grades through music instruction and technology. Students in the primary grades practice math skills in the computer lab through fun, age-appropriate games that challenge their logic and number sense skills.

- CNCA also offers an after school program in partnership with Youth Policy Institute (YPI), to improve the quality of extended day educational and enrichment opportunities available to students. The program offers both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college prep counseling.
- CNCA partners with National Council of La Raza (NCLR) to provide educational services regarding civic engagement to students and families. NCLR is the largest national Hispanic civil rights and advocacy organization in the United States and works to improve opportunities for Hispanic Americans. In 2009 we partnered with the NCLR for their Service-Learning grant. Our school is serving a pilot school. In addition to service-learning projects, eight students have been selected to participate in the NCLR Youth Advisory Board. These students will participate in leadership trainings throughout the year and will present on their service-learning projects at the National Youth Leadership Council Conference in San Jose, CA.

THE LOS ANGELES
Child Development Center
A Non-Profit California Development Corporation

January 6, 2010

To Whom It May Concern:

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice application to open and operate a new Los Angeles Unified School District campus. Camino Nuevo has demonstrated their capacity to develop and maintain high performing schools in Central Los Angeles.

Camino Nuevo schools create opportunities for students to realize their potential for excellence and their ability to positively transform their own future and that of their community. In addition to solid instructional programs, Camino Nuevo provides its students and families with many support services leveraged through numerous community partnerships.

Camino Nuevo's impact is positively transforming the lives of hundreds of students and families. I encourage you to support their efforts, and I appreciate the opportunity to share my support for the excellent work Camino Nuevo is doing.

Sincerely,

Jeri Weiss, Ph.D.
President

An Affiliate of the New Center for Psychoanalysis

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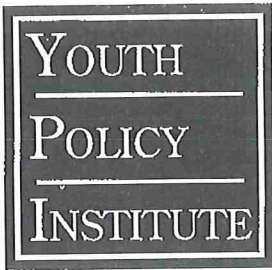
Founded 1983

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802
Fax: (213) 688-2942
www.ypiusa.org

January 6, 2010

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Sincerely,

Dixon Slingerland
Executive Director

USC
ROSSIER
SCHOOL OF
EDUCATION

January 11, 2010

Center on Educational
Governance

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It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice application to open and operate a new Los Angeles Unified School District campus. Camino Nuevo has demonstrated their capacity to develop and maintain high performing schools in Central Los Angeles.

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On a personal level, I have partnered with Camino Nuevo on many occasions and have been impressed by their commitment to excellence – high performance and strong accountability. We worked together in developing USC's Stakeholder Satisfaction Surveys and the annual Charter School Indicators report; and Camino's bilingual program was selected for our compendium of promising practices. In addition, I have taken USC undergraduate and graduate students to visit Camino as an exemplar of urban school reform.

In many different ways, Camino Nuevo's impact is positively transforming the lives of hundreds of students and families. I encourage you to support their efforts, and I appreciate the opportunity to share my thoughts with you about Camino Nuevo's excellent work.

Sincerely,

Priscilla Wohlstetter

Priscilla Wohlstetter, Ph.D.
Diane and MacDonald Becket Professor of Educational Policy
Director, Center on Educational Governance

University of
Southern California
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web page:
www.usc.edu/dept/
education/cegov/

NCLR
NATIONAL COUNCIL OF LA RAZA

January 11, 2010

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Sincerely,

Delia Pompa, Vice President, Education

CNCA Board of Directors

Mark H. Dalzell Chairman of the Board	Philip Lance President of the Board
Portfolio Manager, The Capital Group Companies	Executive Director, Pueblo Nuevo Development
Paul Cummins Vice-Chairman of the Board	Shiho Ito Secretary
President, New Visions Foundation	Community Activist and Yoga Teacher
Samar Bloomingdale	Georgia Eisner
Former Deputy Director of Pueblo Nuevo Development	Board Member of the Eisner Foundation & Director and Editor of multimedia entertainment content
Alicia Maldonado	Cindy Lee Smet
President, Mockingbird Communications	Board Member of Vistamar School and Hermosa Beach Education Foundation
Elliot Ponchick	Robert Ronus
President, William C. Bannerman Foundation	Former Chairman Emeritus, The Capital Group Companies
L. Michael Russell	William E.B. Siart
Attorney at Law & Former LAUSD Deputy General Cousel	Board Chairmain of ExED (Exellent Education Development)
Patti Phillips	
Senior Vice President, Wells Fargo	

Mark H. Dalzell, Chairman of the Board
Mark Dalzell is a Senior Vice President of Capital Research Company and a fixed income portfolio manager for The Capital Group Companies, a large Los Angeles-based investment management firm. Originally from Pittsburgh, PA, Mark received an undergraduate degree in international affairs from the Woodrow Wilson School at Princeton University, and a master's degree in public policy from the Kennedy School of Government at Harvard University. Mark has a strong interest in public and international affairs. Since coming to Los Angeles in 1997, he has been active in Camino Nuevo Charter Academy and recently became Chairman of the Board of Directors.

Philip Lance, President

Philip Lance is a Co-founder and the President of the Board of Camino Nuevo Charter Academy. He is a nationally recognized leader in the field of community development. In addition to his responsibilities on the board, Mr. Lance serves as the President and Executive Director of Pueblo Nuevo Development, a non-profit community development corporation dedicated to serving the residents of the MacArthur Park neighborhood. Lance began his career as a minister in the Episcopal Church. He has a B.A. from Wheaton College and a Master of Divinity degree from the General Theological Seminary. Mr. Lance has extensive experience and training in community organizing, fund raising and non-profit management.

Paul Cummins

Paul Cummins is the Co-Founder of Camino Nuevo and Vice-Chair of the Board of Directors. He is also the co-founder of Crossroads School in Santa Monica, a comprehensive K-12 program on several sites. Dr. Cummins is the Executive Director and a founder of New Visions Foundation/New Roads School and the Executive Director and a founder of Crossroads Community Foundation/P.S. Arts, a program that brings arts programs to low income elementary schools. His first book, Dachau Song, has been translated into Chinese and German and his most recent book, For Mortal Stakes: Solutions for Schools and Society, was published in 1998. Dr. Cummins earned a Ph.D. from the University of Southern California, a MA from Harvard University, and a BA from Stanford University.

Shiho Ito

Shiho Ito has served as Secretary and Founding Board Member of Camino Nuevo Charter Academy since 1999. From 1993-1999 she served as an Officer and Founding Board Member for Pueblo Nuevo Development, the non-profit Community Development Corporation which initiated the grass-roots effort that launched the Camino charter schools. Shiho's work with at-risk youth though various community organizations includes minority recruitment for the Yale Alumni Schools committee, mentoring and tutoring though the CATCH program at Community Magnet School, chairing the Language and Diversity Advisory Committee and Bilingual Task Force at Larchmont Charter School, teaching after-school yoga classes on the K-5 level, and serving on the California Council of Parent Participation Nursery Schools.

Shiho was born in Japan and has lived in the Hollywood area since immigrating to the U.S. She worked in film and commercial production and acquisitions for the Japanese market before her two children were born. Shiho has a B.A. from Yale University where she majored in both English and East Asian Studies.

Samar Bloomingdale

Samar is a Palestinian-Israeli who studied International Relations at Georgetown University's School of Foreign Service. She is fluent in four languages and has lived in Europe, the Middle East, and the United States. Samar also serves on the board of directors of the Hand in Hand School in Israel. Hand in Hand's mission is to catalyze the creation of a network of integrated, bilingual schools in Israel, providing Jewish and Arab parents the option to send their children to schools where they can learn and interact with all their neighbors. Before becoming a mother in 2003, she served as the Deputy Director of Pueblo Nuevo Development, the nonprofit community development corporation that founded Camino Nuevo Charter Academy, where she was able to practice her belief that community development is the most effective and sustainable way to achieve social justice on the local and international level. She currently resides in Los Angeles with her daughter and husband.

2/2/2009

Georgia Eisner
Georgia Eisner is a director and editor of multimedia entertainment content. She recently started her own production company, SugarFixFilms; clients have included Paramount Studios, Bravo, NBC, MCA Records, MTV and Conde Nast. In 2006, she founded Project A.I.M. ("art inspires and motivates"), an arts and community activism educational initiative. This program uses thought provoking feature films, as well as other art forms, to inspire high school students to make a positive impact on their communities and to consider jobs in the media as a career path. She sits on the board of the Eisner Foundation and she is a graduate of Georgetown University.

Cindy Lee Smet
Cindy Lee Smet had a professional career in finance prior to having her family. She now has three sons and is an active volunteer at their public elementary school in Hermosa Beach. She sits on the board of the Hermosa Beach Education Foundation and is also a founding trustee of the Vistamar School, an independent high school opening in the South Bay area of Los Angeles in September 2005. Before her children entered school, Cindy was a volunteer and an occasional substitute teacher at the Venice Skills Center, an adult ed school in the Oakwood neighborhood. She has also taught ESL at the South Bay Adult School. Prior to becoming a mother, Cindy worked in banking and finance. With a BA in Economics from the University of Virginia she started her professional life as a commercial lender for a large bank in Georgia. She earned her MBA at UCLA and worked in securities sales in Citicorp's investment bank. She also worked for three years in corporate finance at PaineWebber.

Alicia Maldonado
Alicia Maldonado is President of Mockingbird Communications and brings over three decades of experience and expertise in strategic planning and communications, media relations, community outreach, organizational development and collaboration with coalitions on social reform issues. She also has a passion and commitment to advancing education reform through small learning communities, charter schools, effective parental engagement, and other reform measures to improve the quality of education students receive.

Prior to starting her own company, Ms. Maldonado served as deputy managing director for the public affairs advocacy firm GCG Rose & Kindel in Los Angeles. Before that, she worked as Senior Director of Communications and Public Policy for the Mexican American Legal Defense and Educational Fund (MALDEF). Ms. Maldonado is a member of the Los Angeles Area Chamber of Commerce Education and Workforce Development Committee and also sits on the board of the Los Angeles Trade Technical College Foundation. She received her master's degree from the University of California's Annenberg School for Communications.

Patti Phillips
Patti Phillips is a Senior Vice President at Wells Fargo responsible for Strategic Planning and Development Programs for the LA Metro Region. Phillips has been with Wells Fargo since 2005, focusing on issues and initiatives related to growth and distribution, customer experience and team member development. Prior to joining Wells Fargo, Phillips spent several years as a practice manager and consultant to a variety of industries, specializing in business strategy, process effectiveness and organizational change. Born and raised in Canada, she obtained a Bachelor of Commerce degree from the University of Alberta and her MBA from the University of Western Ontario. Patti currently lives in Los Angeles with her son John.

Elliot Ponchick

Elliot Ponchick is the President of the William C. Bannerman Foundation. He is responsible for the Foundation's grant making in education, the environment and for strategic social programs. In the past Dr. Ponchick has worked as an economic consultant with clients that included Federal and State Agencies, Fortune 500 Companies, and small businesses. As a corporate economist he formulated national and international economic models and made forecasts of worldwide supply and demand performance. As an economics professor he has taught courses in Economics at three southern California universities. He has an M.A. and Ph.D. in Economics from the University of Southern California. Dr. Ponchick serves on the Board of several non-profit organizations including the Los Angeles World Affairs Council, one of the nation's leading public forums for global issues. He and his wife enjoy international travel. They have two teenage children.

L. Michael Russell

L. Michael Russell is a principal and Chief Legal Officer of AquaNano, LLC, a start-up company employing newly developed nanotechnology to purify and filter water. He was formerly the Deputy General Counsel of the Los Angeles Unified School District. Prior to his employment with the LAUSD, Mr. Russell was the Executive Vice President, Secretary and General Counsel of International Rectifier Corporation. He also previously served as the General Counsel of the Consumer & Industrial Segment of Teledyne, Inc. and as Teledyne's Chief International Lawyer. Mr. Russell currently serves on the Board of Governors of the University of Southern California Institute for Corporate Counsel, is Co-chair of the Board of Trustees of St. James' Episcopal School, and is a member of the Executive Committee of the Corporate Law Department Section of the Los Angeles County Bar Association and of the Legal Advisory Committee of the Legal Defense Fund of the California Charter School Association. He is also a Vice Chancellor of the Episcopal Diocese of Los Angeles. Mr. Russell, who is a native of Los Angeles, received his undergraduate degree from Stanford University and his law degree from the Yale Law School.

Robert Ronus

Robert Ronus is an investment specialist and a Senior Vice-President of Capital Guardian Trust Company. Robert joined the Capital Group Companies' Geneva office in 1972 and moved to Los Angeles in 1983. For many years he was a manager of non-U.S and global portfolios for Capital's institutional clients in North America and overseas. He has held a Variety of positions within the Capital Group, including non-executive Chairman of the Group from 2002-2004. He was born in London and educated at Oxford University.

William E. B. Siart

Bill Siart is the chairman of the board of ExED (Excellent Education Development), a non-profit corporation which he founded in 1997 that develops and manages charter public schools. He is vice chairman and a trustee of the J. Paul Getty Trust. He is a member of the board of directors of the California Community Foundation, and serves as a trustee and chairman of the finance committee of the University of Southern California. He is also on the board of the Catholic Education Foundation. He is the chairman and director of Western Asset Funds, Inc. Mr. Siart is the former chairman and chief executive officer of First Interstate Bancorp, a $60 billion banking company with offices in 13 western states and more than 40,000 employees. A native of Los Angeles, he earned a BS degree in economics from Santa Clara University, and an MBA in finance from the University of California at Berkeley. Mr. Siart is active in Los Angeles and nationally in K-12 education reform.

3434 West Temple St.
Los Angeles, CA 90026
213-417-3400

Ana F. Ponce

EXPERIENCE

| 2003 - present | Camino Nuevo Charter Academy | Los Angeles, CA |

Chief Executive Officer

- Work with Board of Directors to set, lead, and implement overall strategic direction of organization serving 1500 students in grades PreK-12th across four campuses
- Work with Board of Directors to define performance targets for organization
- Guide senior management teams to meet performance targets
- Work with parent organization to oversee facilities strategy
- Build external relationships for community relations and programmatic outreach
- Serve as the primary liaison between CNCA and various agencies for purposes of contract reporting and compliance
- Oversee development of seam-less instructional program across campuses
- Supervise cross-campus implementation of school-wide policies and procedures
- Develop and monitor budget of $14,000,000
- Negotiate contracts with certificated union representatives and administrative staff.
- Develop annual fund raising plan including grant tracking and reporting.
- Represent CNCA at conferences, meetings and other events in order to develop and maintain relationships with potential donors, and allies.

| 2001 - 2003 | Camino Nuevo Charter Academy | Los Angeles, CA |

Principal

- Ensured quality instructional program delivery in grades K – 8
- Hired, mentored and evaluated all certificated and classified staff
- Coordinated and implemented meaningful and relevant professional development.
- Research, review, order and maintain instructional, professional and consumable materials and resources.
- Coordinate supplemental/enrichment programs – Art Program, After School Program, Special Education Program, Student Intervention Programs and Parent Outreach/ Training Program.
- Implement a solid instructional program for English Language Learners
- Supervise all facility and day to day operations
- Ensure high levels of parent engagement through parent outreach program

| 2000 - 2001 | The Accelerated School | Los Angeles, CA |

Dean of Elementary Studies

- Ensure quality instructional program delivery in grades K – 5 through observation and curricular sessions with teachers.
- Provide support to new and continuing teachers of the school.
- Provide or coordinate appropriate staff development in identified areas.
- Research, review, order and maintain instructional, professional and consumable materials
- Oversee supplemental/enrichment programs – Arts Program, Physical Education Program, Special Education Program, Student Intervention Programs and Parent Outreach/ Training Program.
- Participate in Accelerated Schools Model Reform Process
- Academic Summer Camp Coordinator
- Bilingual Program Coordinator

Ana F. Ponce

1994–2000	The Accelerated School	Los Angeles, CA

Founding Teacher
- Taught K/1, K/2, 4/6 multiage, Kindergarten and 6th grade English bilingual class
- Participate in Accelerated Schools Model Reform Process
- Founding Teacher of The Accelerated School Charter
- Member of Professional Development Center
- Developed Academic Summer Camp in partnership with Cal State LA Charter School of Education

Curriculum Coordinator
- Ensure high quality program delivery through observation and curricular sessions with teachers
- Provide support to new and continuing certificated and classified staff
- Order and maintain instructional, consumable, curricular materials as well as books
- Oversee supplemental/enrichment programs
- Develop and implement parent outreach program

Bilingual Program Coordinator
- Assess and monitor academic progress of English Language Learners students
- Maintain student and school records, ensure program compliance and reporting
- Developed program plan to meet needs of English Learners and support teachers with instructional delivery strategies

1996 - summer	Teach For America	Houston, TX

Corp Member Advisor
- Responsible for supervising and delivering workshops in all content areas to 16 corps members during intensive teacher training summer institute
- Provided workshops in Language Experiences and The Writing Process
- Adjunct faculty advisor for credits earned by corps members through CSU Dominguez Hills

1994–1994	P. S. 87	New York, NY

Teacher
- Taught 1st grade in dual language program.
- Developed, planned and implemented curriculum integrating teaching strategies such as thematic instruction, hands-on instruction, language experiences, and interdisciplinary instruction.

1991–1993	99th St. Elementary School	Los Angeles, CA

Teacher
- Taught Kindergarten in modified and full bilingual settings
- Participated in Los Angeles Unified School District Internship Program
- Teach For America Corp Member

EDUCATION

2001–2002	University of California, Los Angeles	Los Angeles, CA

- M.Ed., Principals Leadership Institute, Tier 1 Administrative Credential

1993–1994 Teachers College, Columbia Univ. New York, NY
- M.A., Bilingual – Bicultural Education

Ana F. Ponce

1991-1993   LAUSD Internship Program   Los Angeles, CA
- California Multiple Subject Teacher Credential

1991 - summer   Teach For America   Los Angeles, CA
- Completed 8 week intensive teacher training summer institute as Corp member

1988–1991   Middlebury College   Middlebury, VT
- B.A., Spanish and Italian Joint Major
- Concentration, Corporate/Managerial Economics

MEMBERSHIP
- Association of Supervision and Curriculum Development
- California Association for Bilingual Education
- National Association of Elementary School Principals
- Association of California School Administrators
- California Charter School Association
- Charter Schools Development Center
- League of Women Voters, Civic Society Member
- Member Council Representative, Chair, California Charter Schools Association (2005 – present)
- Board President, WASET Board of Directors (1998 - present)
- Board Member, Los Angeles Special Education Improvement Authority (Joint Powers Authority (JPA)) (2005 – Present)
- Board Member, Hispanas Organized for Political Equality Political Action Committee (HOPE-PAC) Treasurer (2007 – present)
- Board Member, Sahaya Foundation (2007 – present)

NOEMI B. DONOSO

3435 West Temple St   .
Los Angeles, CA 90026

Office: 213-417-3400
ndonoso@caminonuevo.org

EDUCATOR AND LEADER

Results-driven leader with proven qualifications and professional development expertise. Focused on systematically creating life-changing opportunities for youth by designing targeted results-driven academic programs, high-performing cultures and support services for students and their families. Accomplished instructional leader, site administrator, curriculum developer, evaluator, and fiscal manager. Strengths in:

- Achieving unprecedented gains for urban students
- Delivering standards-based training to ensure rigor
- Turning around low-performing schools

- Creating college-going culture
- Managing state and federal programs
- Promoting high-stakes accountability

PROFESSIONAL EXPERIENCE

Chief Academic Officer, **Camino Nuevo Charter Academy** - Los Angeles, CA   2008-present
Oversee the performance and management of all Camino Nuevo schools and services, including two K-8 schools, a high school and a preschool. Key responsibilities include:

- Design and manage district and school-site dashboards to ensure 90% of students are accepted to competitive 4-year universities and earn Bachelors degrees within 5 years of graduation.
- Launch and oversee district-wide benchmark and data management system to ensure all schools exceed 850 on the annual performance index (API) and reach annual yearly progress (AYP) goals of 65% proficiency in ELA and 75% proficiency in math.
- Ensure effective delivery of support services for English language learners and special education students and create forums to share best practices with educational communities , such as California Association of Bilingual Education, California Charter School Association and National Council of La Raza.
- Create and coordinate 360 degree administrative evaluation system and extensive leadership development program to coach, support and hold all administrators accountable for dashboard performance metrics.

President, **Great Gains** - Los Angeles, CA   2007-present
Launched a private education consulting firm supporting districts and schools to build capacity for large-scale reforms, including district-wide dashboard and benchmark accountability systems, performance-based administrative evaluation systems, and alignment of curriculum pacing plans with benchmark outcomes.

- Pomona Unified School District - Facilitated the development of a principal accountability system.
- Baldwin Park Unified School District - Designed comprehensive benchmark system, manage benchmark data to support increased student achievement and deliver targeted professional development.
- Los Angeles Unified School District – Serve on external evaluation team for U.S. Department of Education Smaller Learning Communities (SLC) Grant at twenty-eight (28) comprehensive high schools.
- Urban Education Partnership - Serve as School Redesign Coach at two comprehensive high schools, support administrators and lead teachers implementing small learning communities (SLCs).
- Social Enterprise Institute - Coordinated and facilitated monthly seminar for charter school leaders.

Principal (Grades K-5), **NEW Academy of Science and Art** - Los Angeles, CA   2006-2007
Facilitated the development and implementation of K-5 pacing guides in English language arts, English language development, and math aligned to quarterly assessments. Designed intervention program to serve students struggling (75% of student body). Increased school API score by 101 points in one academic year.

Executive Director, Transformed Schools, **Urban Education Partnership** - Los Angeles, CA   2003-2006
Supervised Directors of *Target Math and Science, Humanitas, Career Academies, GEAR Up, and Content Coaching.* Worked closely with superintendents of Los Angeles USD, Baldwin Park Unified School District, Hacienda La-Puente USD, Inglewood USD and Compton USD. Key responsibilities included:

- Project Director for U.S. Department of Education Smaller Learning Communities grants in Los Angeles Unified School District, Inglewood Unified School District and Baldwin Park Unified School District.
- Led School Assistance and Intervention Teams (SAIT) in Inglewood Unified School District, where elementary school gained 73 API points in one school year.
- Designed secondary literacy and math coaching model for 8 middle schools and 7 high schools in Watts, South Los Angeles and San Fernando Valley. Annual API gains ranged from 26-105 points.
- Trained 25 secondary coaches in *Cognitive Coaching, Lesson Design Study, Critical Friends Group, Understanding by Design, Differentiating and Scaffolding Instruction, Reading Apprenticeship, Reciprocal Teaching,* and more.

Principal (Grades 1-8), **Harbor Science and Arts Charter School** - New York, NY   2002-2003
Transformed an East Harlem school in danger of closure. Restructured the academic program, designed a balanced literacy program and implemented a new hands-on math program. Raised funds to support a 12:1 student-teacher ratio. In one year, led school from second-lowest to second-highest performing in NYC's District 4 based on improved reading, math and science scores.

Founding Principal (Grades 5-8), **Camino Nuevo Charter Academy** - Los Angeles, CA   2001-2002
Opened a new middle school serving approximately 500 students in Los Angeles' Koreatown and MacArthur Park neighborhoods, with a full-inclusion program for English learners and students with individualized education plans. Key results:
- Increased student grade level performance on the STAR reading test by an average of 1.5 grade levels and improved student performance on the STAR math test by an average of 2.25 grade levels
- Established strong core academic program and supplemental intervention program, including a mandatory Saturday program and "boot camp" during summer and spring breaks.
- Created a School-Based Council to promote parent involvement, resulting in a total of 6,200 voluntary parent service hours completed at the school the first year (averaging 13.5 volunteer hours per student).

High School English Teacher, **Foshay Learning Center** - Los Angeles, CA   1995-2001
Taught 9-11 English, A.P. English Composition, Literature and U.S. History in South Los Angeles. Academic Decathlon coach, Title I and Bilingual site council member, department chair and WASC coordinator. Key results:
- Won most improved team in LAUSD's Academic Decathlon Competition (1996), breaking the district's all-time record by moving from 54th place (second to last) to 24th place in one year
- Assisted over 70% of students gain admission to reputable universities, including Yale, Princeton, Cornell, Stanford, UC Berkeley, and UCLA, in a community where only 2% of students attend four-year colleges.
- Earned a full six-year unrestricted accreditation from WASC.
- Received Teacher of the Year awards from Coca-Cola, Fulfillment Fund, and USC

AREAS OF EXPERTISE		
• High School Redesign	• Performance-Based Evaluations	• Pay for Performance
• Benchmark Systems	• Data Director	• Cognitive Coaching
• Crucial Conversations	• Critical Friends and Lesson Design Study	• Classroom Walk-Throughs
• Understanding by Design	• Standards-Based Pacing Guides	• Thinking Maps
• Project-Based Learning	• Presentation of Learning (POL)	• Socratic Dialogue
• Reciprocal Teaching	• ELD and SDAIE Strategies	• Differentiated Instruction
• Framework of Poverty	• Kate Kinsella's EL Literacy Strategies	• Reading Apprenticeship

NOEMI B. DONOSO

EDUCATION AND CREDENTIALS

University of Southern California- Ph.D. in Education Policy, Planning and Administration, Dec 2008

    California Preliminary Administrative Credential- Jan 2004

Rutgers University- M.A. in Political Science, May 1994

    Eagleton Institute of Politics Fellow

Mount St. Mary's College- B.A. in English, *Summa Cum Laude*, May 1993

    California Teaching Credential- Secondary Education, English, May 1993

    Paul Douglass Teaching Scholar, 1990-1993

    Rockefeller Teacher of Color Fellow, 1992-1996

    Rockefeller Leadership Fellow, 1998-2002

ATYANI HOWARD

697 S. Burlington Ave   ahoward@caminonuevo.org
Los Angeles, Ca 90057   (213) 413-4245

Education:
- Master of Arts with honors, 2000. English Literature, Northwestern University. Evanston, Illinois.
- Bachelor of Arts with honors, 1997. Multicultural Studies/English, Roosevelt University. Chicago, Illinois.

Work History:

2006-present

Principal.
Camino Nuevo Charter Academy. Los Angeles, California.
- Maintain a positive school culture for all stakeholders.
- Support the implementation of innovative instructional methodology and assessment practices, K-8.
- Design the professional development program, K-8.
- Supervise Title I and Bilingual programs.
- Analyze standardized test data to design strategic instruction and increase student achievement.
- Develop and manage academic intervention programs.
- Manage and coordinate standardized testing administration for the K-8 program.
- Purposefully purchase and maintain instructional resources and supplemental materials.
- Responsible for the discipline of 530 students, with an emphasis on grades 4-8.
- Create the master schedule for students in grades 6-8, including electives.
- Project director on various school grants.
- Hire, supervise and evaluate all K-8 teachers, administrators, and staff.
- Engage in consistent community and parent outreach.
- Manage the facilities and operations.
- Oversee and manage school budget.

2004-2006

Assistant Principal
Camino Nuevo Charter Academy. Los Angeles, California.
- Coached middle school teachers in implementation of practices to strengthen classroom instruction.
- Established strong rapport with students and families to deliver effective and respectful disciplinary actions to create and maintain a safe middle school learning environment for all stakeholders.
- Facilitation of Critical Friends Group methodologies to support professional development program.
- Developed a cohesive middle school teaching and learning environment.
- Created a school-wide discipline policy handbook.

2002-2004

Teacher and Department Chairperson, Middle School Humanities.
Camino Nuevo Charter Academy. Los Angeles, California.
- Presented C.N.C.A. High School Charter Petition to the Los Angeles Unified School Board.
- Chairperson, Safe Schools Committee.
- Selected to Host Classroom Visit with Ms. Nina Rees, United States Undersecretary of Education.
- Founded the student newspaper, "Camino Nuevo News".
- Produced and directed a student theater production of "The Phantom Tollbooth".
- Worked to expand community outreach and after school program opportunities for students.

2001-2002

Teacher, Middle School Humanities.
Academy of Communications and Technology Charter School. Chicago, Illinois.
- Chairperson, Committee to Restructure the Writing Curriculum.
- Recipient of the "Colleague of the Year" Award.

2001-2002

Adjunct Faculty, English Department.
Roosevelt University. Chicago, Illinois.
- Course taught: Methods of Critical Reasoning.

2000-2002

Adjunct Faculty, English Department.
Harold Washington College. Chicago, Illinois.
- Courses taught: Introduction to English Composition; Advanced English Composition.

1997-1999	**Teacher, Grades 4 and 7 (self-contained classroom)** **William Penn Nixon Elementary School. Chicago, Illinois.**

- Wrote and Produced Multicultural play, "The Magic Box", using fourth grade history curriculum.
- Raised standardized reading test scores of 15 fourth graders two grade levels in one school year.

Profile:

- Exceptional facilitative leadership ability.
- Adaptable pedagogy; demonstrates the ability to effectively teach in challenging contexts such as large urban classrooms, adult students and English language learners.
- Solid experience with cooperative teaching methods in small, teacher-led schools founded on the ideology of providing authentic and quality educational experiences to students of all learning styles and backgrounds.
- Excellent written and oral communication skills as well as a strong command of research and data analysis.
- Proficient with Microsoft Office, Excel, Outlook, Powergrade, and Powerschool computer programs.

Curriculum Innovation:

2006-Present	Created an adult professional community through the implementation of school-wide learning walks, Critical Friend groups, individual data dialogues, and collaborative teacher team meetings. Student achievement, as measured by the California Standards test, has increased by 121 points in three years.
2005-2006	Facilitated K-8 vertical analysis of the curriculum to strengthen the overall instructional program. Camino Nuevo Charter Academy. Los Angeles, California.
2003-2005	Designed Curriculum for School-wide Advisory Program. Camino Nuevo Charter Academy. Los Angeles, California.
2002-2004	Developed and Implemented Standards-focused, Project-based Humanities Curriculum. Camino Nuevo Charter Academy. Los Angeles, California.
2003	Launched a School-wide Writing Portfolio Assessment. Camino Nuevo Charter Academy. Los Angeles, California.
1998	Implemented Standards-focused Reading Curriculum, which effectively raised standardized test scores of fifteen low-performing fourth graders two grade levels in one school year. Chicago Public Schools. Chicago, Illinois.

Presentations:

2007	Presenter, "Classroom Walk-Through's at CNCA: A Best Practice". Los Angeles Unified School District School Innovation Committee, California.
2007	Presenter, "Effective Instructional Programs for English Language Learners". California State Department of Education Dissemination grant, Los Angeles, California.
2006	Presenter, "Professional Learning Communities for Improved Student Achievement". California Charter Schools Association Conference, San Diego, California.
2005	Panelist, "Catch the Vision: Professional Development, Continuous Learning and Creative Presentations". California Charter Schools Association Conference. Pasadena, California.
2004	Presenter, "The Power of Assessment and Data Driven Instruction". Camino Nuevo Charter Academy. Los Angeles, California.
2002	Panelist, "Dreams Deferred: A Closer Look at School Discipline". Children and Family Justice Center, Northwestern University School of Law. Chicago, Illinois.

Professional Development:

2006 Critical Friends Experienced Coaches Institute. Schools Management Program, University of California, Los Angeles.

2006 Charter School Leadership Institute. Charter Schools Development Center. Lake Tahoe, California.

2006 How Relationships Shape the Developing Mind, Dr. J. Siegel, M.D. The Atlas Family Foundation. Los Angeles, California.

2005 Institute of Learning, Teaching and the Human Brain. Classroom Instruction That Works: Literacy Strategies to Raise Student Achievement. Los Angeles County Office of Education. Los Angeles, California.

2004
- Standards-focused, Project-based Learning Training. Buck Institute for Education. Los Angeles, California.
- Classroom Walk-Through Summer Institute. Schools Management Program, University of California, Los Angeles.

2003
- *Understanding by Design* Training. Janet Malone, Camino Nuevo Charter Academy. Los Angeles, California.
- Project-Based Learning Workshop. Wildwood School. Los Angeles, California.

2002
- Critical Friends New Coaches Institute. Schools Management Program, University of California, Los Angeles.
- *Thinking Maps: Tools for Learning* Training. Innovative Learning Group. Camino Nuevo Charter Academy. Los Angeles, California.

Grants:
- *Beaumont Foundation of America Education Grant.*
  Camino Nuevo Charter Academy. Los Angeles, California.
- *K-12 HP Technology for Teaching Grant.*
  Camino Nuevo Charter Academy. Los Angeles, California.
- *Abigail Associate Research Fellowship.* "The Self Concept of Biracial Women and Girls".
  Saint Catherine's College. St. Paul, Minnesota.

Professional Associations:

National Middle Schools Association	National Council of Teachers of English
Association for Supervision and Curriculum Development	Phi Beta Kappa

-References Available Upon Request-

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MARGARITA R. DOMINGO

EDUCATIONAL BACKGROUND

2006	**Loyola Marymount University,** Los Angeles, CA
	- Human Resource Management Certification
2001	**University of California, Los Angeles,** Los Angeles, CA
	- Bachelor of Arts, Political Science

PROFESSIONAL OVERVIEW

2004 – Present **Director of Human Resources**

Camino Nuevo Charter Academy, Los Angeles, CA

- Oversees the full scope of human resources.
- Directs/assists staff in the areas of: organizational structure, recruitment, employment, compensation, employee database maintenance, payroll, benefits administration, employee relations, orientation/training/development, and policy/procedure development and conflict resolution.
- Serve as the administrator for CNCA's benefit program including medical, dental, vision, life.
- Supervise, administer, and perform operations of the Payroll Department involved in the processing of time and earnings records of all employees
- Provides information and assistance to individuals in the processing of credential applications
- Serve as the administrator for Workers Compensation.

1993-2001 **Finance Supervisor**

Central Finance Company

- Served as a supervisor for the Credit Department, managing over 35 employees.
- Assisted the Collection Department with and counseled customers on their legal rights and prerogatives.
- Prepared reports, files for the Collection and Credit Department
- Administered payroll and work scheduled for all employees in Department.

1998–2000 **Peer Counselor**

University of California, Los Angeles, CA

- Served as a Peer Counselor for inner city schools in Los Angeles
- Monitored students grades, classes, graduation requirements for students at Dorsey High School
- Served as a tutor at Audubon Middle School and Gompers Middle School.

1999-2000 **Intern**

University of Southern California, Los Angeles, CA

- Participate in inquiry assessment activities with college's leadership team
- Analyze quantitative and qualitative data to enhance institutional effectiveness and equity

INTERNSHIPS

1999-2000 **Human Resource Intern**

Warner Bros Entertainment, Burbank CA

- Assisted the Vice President of Feature Animation with all aspects of newly development projects.
- Organized, filed and updated personnel files and financial reports for Accounting and Human Resource Departments.

Summer 1998 **Union Organizer**

SEIU, Denver CO

- Organized and campaigned for the Justice for Janitors in Denver.
- Worked closely with Latino and Korean community informing them about their legal rights as immigrants.

COMMUNITY SERVICE

2001-2003 **Tutor,** Los Angeles CA

- Mentored a elementary and junior high student 4 days/week, 2hrs/day

1996-1998 **Black Latino AIDS Project,** Los Angeles CA

- Conducted workshops for different high schools in Los Angeles about AIDS and STD awareness through education to urban youth.

LANGUAGE COMPETENCIES

Spanish, spoken and written

YOLANDA SANCHEZ

3435 W. Temple St. • Los Angeles, CA 90026 • 213-417-3409 •

Experience

Camino Nuevo Charter Academy, Los Angeles, CA   02/2007 to Present

Communications & Compliance Manager
- Track monthly student attendance and provide support to school sites, including conducting internal audits, to ensure adherence to attendance and meal program requirements.
- Support school sites to ensure appropriate PowerSchool Student Information System data accuracy and student records management practices.
- Analyze and prepare management reports for review, such as attendance/enrollment and meal program information.
- Maintain compliance calendar and ensure timely adherence to deadlines.
- Serve as the primary contact for public relations and outreach.
- Implement marketing plan and prepare/distribute materials to internal and external audiences.
- Develop, implement, and monitor recruitment and enrollment plan for each site to ensure full enrollment.
- Manage website content.
- Development support: research, grant writing, grant reports and tracking.
- Coordinate multi-campus activities and external events.

Irvine World News, Irvine, CA   02/2006-02/2007

Reporter
- Business/General Assignment reporter

U/Miami News Service, Miami, FL   09/2004-12/2005

Reporter
- Wrote for The Miami Herald's Neighbors section – the paper's bi-weekly community section
- Stringer for The Associated Press during the 2004 presidential election

South Florida Sun-Sentinel, Fort Lauderdale, FL   06/2005-11/2005

Editorial Intern
- Business reporter: Restaurant Beat/General Assignment - covering breaking news, enterprise, local trends and small business profiles
- Metro reporter: General Assignment – reporting on community events and breaking news

PODER Magazine, Miami Beach, FL   02/2005-05/2005
                                                                     08/2006-08/2007

Editorial Intern 02/2005-05/2005
- Reported on Hispanic trends; Assisted in copy editing and proofreading.

Reporter 08/2006-08/2007
- Freelance reporter.

Miami Today, Miami, FL   09/2004-02/2005

Newsroom Assistant
- Produced calendar section for publication that serves the business and civic communities.

Camino Nuevo Charter Academy, Los Angeles, CA   08/2001-08/2004

Business Services Coordinator
- Coordinated human resource such as credentialing, health benefits, new-hire processing and payroll.
- Oversaw school purchasing, accounts payable/receivable and vendor contacts.

Boyle Heights College Institute, Los Angeles, CA   11/00-06/01

Tutor/Mentor
- Assisted middle and high school students in completion of homework assignments.
- Communicated with parents regarding their child's academic progress.
- Provided college information to students to instill in them a desire to pursue a higher education.

UCLA State Migrant Student Leadership Institute, Los Angeles, CA   06/00-08/00

Teacher's Assistant/Residential Advisor
- Assisted in organizing and teaching a class of 21 high school juniors and seniors.
- Prepared lesson plans for writing class and presented class lectures.
- Assisted students in developing action plans to be implemented in their migrant communities.

Education

University of Miami, Coral Gables, FL   December 2005

M.A., Print Journalism
*Earned Outstanding Graduate Student Award

University of California, Los Angeles, CA   June 2001

B.A., English
Minor: Chicana/o Studies

Key Skills

Bilingual (English and Spanish)	Skilled in managing multiple web browsers and communication sites including Constant Contact.	Meeting & Event Planning
Proficient in: MS Word, MS Excel, MS Publisher, MS PowerPoint, MS Outlook, Adobe Illustrator.		Grant Writing
	Report & Document Preparation	Effective communication, both written and orally, with all
	Spreadsheet & Database Creation	levels of management

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MARY GRACE FUNAOKA

EDUCATIONAL BACKGROUND

2009	**University of Southern California**, Los Angeles, CA

- Doctor of Education, Educational Leadership
- Concentration: Teacher Education in Multicultural Societies
- Dissertation: Transfer Access to the Baccalaureate

2004	**Loyola Marymount University,** Los Angeles, CA

- Master of Arts, Education

2001	**University of California, Los Angeles**, Los Angeles, CA

- Bachelor of Arts, English

PROFESSIONAL OVERVIEW

2008 – Present   **Director of Knowledge Management**
Camino Nuevo Charter Academy, Los Angeles, CA

- Analyze district-wide data and develop strategic plans to address performance gaps
- Coordinate state assessment administration and compliance reporting
- Manage student information systems: Data Director and PowerSchool

2006–2008   **Literacy Coach**
Urban Education Partnership, Los Angeles, CA

- Model, co-teach, and coach for exemplary standards-based instructional practice
- Design and deliver department and district professional developments
- Evaluate school's literacy needs and facilitate school-wide instructional plan

2007–2008   **Curriculum Writer**
Teach For America, Los Angeles, CA

- Created an original Summer Institute 2008 curriculum with complete unit plans, assessments, instructional materials and activities

2007–Present   **California Benchmarking Project Research Assistant**
University of Southern California, Los Angeles, CA

- Participate in inquiry assessment activities with college's leadership team
- Analyze quantitative and qualitative data to enhance institutional effectiveness and equity

2002–2006   **Middle and High School Teacher**
Lynwood High School, Lynwood, CA

- Subjects: English and AVID (Advancement Via Individual Determination)
- Levels: at-risk, honors, sheltered English

LEADERSHIP EXPERIENCE

Summer 2007   **Monster Diversity Leadership Program Facilitator**
Monster.Com, Pomona, CA
- Directed college students throughout program training
- Co-facilitated workshops in leadership, career, diversity awareness and enrichment

2005-2006   **Teacher on Special Assignment/Intervention Coordinator**
Lynwood High School, Lynwood, CA
- Managed categorical programs; budgeted state and federal funding through the school plan
- Organized and managed summer intervention program for 600 9th graders
- Supervised certificated and classified staff: scheduling, payroll, and curriculum design

2004 – 2006   **Advancement Via Individual Determination (AVID) Co-Coordinator**
Lynwood High School, Lynwood, CA
- Recruited and monitored target students for college-bound program
- Coordinated college trips, school fundraisers, retreats, and motivational speakers

English Department Chairperson
Lynwood High School, Lynwood, CA
- Led bi-monthly meetings and secured professional development opportunities
- Analyzed department assessment data and created intervention plans

INTERNSHIP

Summer 2007   **Dean of Academic Services Intern**
Fullerton College, Fullerton, CA
- Assessed division budgeting and planning for curriculum and professional development
- Evaluated existing programs/initiatives: Distance Education, Student Learning Outcomes

PRESENTATIONS

November 2009   **Data Director Users Conference**, Ontario, CA
- Title: Benchmarking from the Bottom Up: A System of Teacher-Generated Assessments

November 2009   **California Educational Research Association Conference**, San Francisco, CA
- Title: Benchmarking from the Bottom Up: A System of Teacher-Generated Assessments

2008-2009   **Cognitive Coaching Foundations Seminar**, Los Angeles, CA

2006-2008   **Los Angeles Unified School District**, Los Angeles, CA
- Title: Narrative Overview, Expository Overview, Response to Literature Overview, Persuasion Overview, Extended Constructed Response

February 2008   **California League of Middle Schools Conference**, Sacramento, CA
- Title: Looking at Student Work 101

Spring 2007   **University of San Diego Continuing Education**, Various Locations, CA

- Course: Education 522DH – Mental Fitness for Achievement
- Title: Evaluating Texts Through a Court Case Lens

Summer 2007   **University of San Diego Continuing Education,** Various Locations, CA
- Course: Education 540 – Lively Lessons for Learners
- Title: SMART Goal Setting

Spring 2006   **AVID Conference,** Los Angeles, CA
- Title: Best Practices

TRAININGS

2009   **PowerSchool Univeristy,** Anaheim, CA

2008   **Data Director,** Granada Hills, CA
Trainers' Forum, Boulder, CO
Polarity Management, Los Angeles, CA

2007   **Dialogic Discussions,** Los Angeles, CA
Cognitive Coaching Advanced Seminar, Los Angeles, CA

2006   **Cognitive Coaching Foundations,** Los Angeles, CA
Critical Friends, Los Angeles, CA
Data Driven Dialogue, Los Angeles, CA

2005   **ELA Curriculums: Holt-Rinehart, Read 180, Language!, High Point,** Lynwood, CA
AVID Summer Institute, San Diego, CA
University of California, Irvine Writing Project, Irvine, CA

COMMUNITY SERVICE

2002–2004   **Lynwood Community Liaison Leader**
Teach For America, Lynwood, CA
- Arranged and led fundraisers to support elementary school literacy programs
- Obtained and distributed community resources to teachers
- Facilitated monthly meetings to promote community service awareness

CREDENTIALS/CERTIFICATES

2006   **Certificate of Eligibility for the Administrative Services Credential**
- *Granted by: California Commission on Teacher Credentialing*

2004   **Professional Clear Teaching Credential in English Language Arts**
- Granted by: California Commission on Teacher Credentialing

LANGUAGE COMPETENCIES

Tagalog, spoken

Spanish, spoken and written

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EDUCATION

Loyola Marymount University   Los Angeles, CA
M.A., Special Education and Mild/Moderate Special Education Credential   May 2005
GPA: 3.5
- *RICA: Passed 2005*
- *BICM Training: 2005, 2009*
- *CSET: Passed 2003*

Boston College   Cambridge, MA
B.A., History, cum laude   May 2003
- *Leadership*: President, PULSE Council (umbrella volunteer organization for the University)
- *Membership*: Jenks Leadership Program, Orientation Leader, College Democrats

EXPERIENCE

CAMINO NUEVO CHARTER SCHOOL   Los Angeles, CA
Special Education Coordinator   April 2007 – present
- Coordinate the Special Education program across three campuses by leading the Special Education department in IEP development and implementation
- Facilitate yearly IEP meetings with teachers, administrators, parents and students
- Comply with all local, state and federal laws in regards to Special Education, Modified Consent Decree, and the Los Angeles Unified School District
- Hold staff and parent meetings and trainings to provide vital information regarding Special Education

LAUSD SPECIAL EDUCATION TEACHER   Los Angeles, CA
Marvin Elementary School   August 2004 – December 2007
- Provided differentiated instruction to fourteen learning disabled students across three grade levels.
- Crafted, implemented, and tracked IEP goals for students
- Participated on the School Site Council and was a regular member of Student Success Teams for the general education population

Union Elementary School   October 2003 – June 2004
- Assessed students for learning disabilities and eligibility to participate in Special Education Program
- Created Behavior Intervention Analyses and plans for students who were eligible under 'Emotionally Disturbed'
- Taught numerous after school intervention programs throughout the year focused on reading and writing skills for the general education population

OFFICE OF SENATOR EDWARD M. KENNEDY   Boston, MA
Assistant to Deputy Chief of Staff   June 2001 – June 2003
- Scheduled the Senator's Boston trips and coordinated transportation, assistance and planning for the length of his stays
- Managed the intern program with up to fifteen interns per semester
- Corresponded with constituents concerning legislation and individual cases for the Senator's review

Christopher R. Moggia, Ed.D.

PROFESSIONAL EXPERIENCE

Senior Director of IT
Camino Nuevo Charter Academy   2008-Present
- Manages the entire technology infrastructure (network, servers, computers, software, staff) of the district.
- Responsible for the Implementation of all student information, assessment, and database systems.

PowerSchool Administrator & Technology Consultant
Center for Culturally Responsive Teaching and Learning & CLAS Charter School   2006-2007
- Installed and maintained student information system (PowerSchool) for the Culture and Language Academy of Success Charter school in Inglewood. Produced required state reports for CBEDS, CSIS, and STAR testing.
- Identified, purchased, and installed hardware and software solutions based upon organizational needs, including laptops, ACTIVboards, wireless networks, SIS servers, Mac OS X software, etc.
- Assisted business development practices of non-profit organization by creating online resources, content management systems, account management practices, including the design, coding, copywriting, and maintenance of their web site (www.culturallyresponsive.org).

Director of Regulatory Affairs & Market Research
Laureate Education/Walden University College of Education   2001-2005
- Designed, implemented and analyzed results from a wide variety of market research instruments, including phone questionnaires, online web surveys, and focus groups. Made strategic recommendations to senior management regarding marketing opportunities for new Master's programs and teacher courses, program development, and regulatory issues.
- Managed the state approvals, licensing, and regulatory process for Walden's College of Education.
- Initiated and built www.ProfessionalTeacher.com, a web site to help potential customers and internal staff navigate the maze of state teacher licensing issues and to generate marketing leads. Created over 10K leads in year one & return on investment after two years.
- Designed and deployed www.WaldenFaculty.org online forum for all 300 Walden College of Education faculty.

Director of Online Teacher Education
OnlineLearning.net   1997-2001
- Developed and managed the distance learning program for the University of San Diego's Division of Continuing Education, UCLA Extension, including partnerships with the California Teachers Association, NEA, and all other teacher-related partnerships.
- Established "proof of model" by generating over $600K in revenue with start-up costs of less than $10,000 in year one of the University of San Diego relationship.
- Initiated and finalized contract discussions with university and marketing partners.
- Developed infrastructure (e.g. built communication and finance systems, wrote policy manuals, addressed staffing issues, managed university relations).
- Developed and taught initial online courses and programs and recruited instructors.

Technology Training Consultant
Los Angeles Unified School District - Advanced English Mastery Program   1993-1997
- Developed customized text-to-speech word processing software "The Writing Machine."
- Designed and installed two Macintosh teacher/parent training labs in schools.
- Trained over 3,000 teachers in using technology as an instructional tool, integrating tech into the writing process, and others.
- Presented at conferences and workshops throughout California., including CUE and NECC.

TEACHING EXPERIENCE

Lecturer - *UCLA, UCLA Extension, Walden University, University of San Diego, Pacific Oaks College*
- Taught online and face to face courses in technology and leadership for the Doctoral Leadership Program (UCLA), College of Education (Walden) and Extension program (USD and UCLA Extension), and School of Education (Pacific Oaks)
- Worked with Education Faculty to develop new courses in technology, socio-linguistics, second language acquisition, and others.

Elementary School Teacher - *Los Angeles Unified School District*   1991-1997
- Taught ethnically and linguistically diverse group of students in grades 3, 4, and 5.
- Worked as school liaison to the Accelerated Schools Reform project, California State Model Technology Initiative, and Language Development Program for African American Students.
- Master teacher for California State University, Los Angeles.

EDUCATION

Ed.D.	Education	University of California, Los Angeles	1998
	Dissertation: "Learning and Leading with Technology: A Handbook for Educational Leaders"		
M.Ed.	Education	University of California, Los Angeles	1991
BA	Political Science	University of California, Santa Barbara	1990

CREDENTIALS

California Teaching Credential – Multiple Subject Clear Credential	1991
CLAD (Cross Cultural, Language and Academic Development) Certificate	1994
California Administrative Services Credential – Certificate of Eligibility	2007

STAFFING MODEL FOR CRES 15

Staffing Classification	Position	# of Positions
Certificated		
	Principal	1
	Assistant Principal	1
	Bilingual/Intervention Coordinator	1
	Teachers	24
Classified		
	Office Manager	1
	Office Clerk	1
	Records Clerk/ IEP support	1
	Special Education Assistants	1
	Teaching Assistants	4
	Campus Aide	3
	Custodians	4
	Parent Coordinator	1
Total		43 Positions

Compensation

Staffing Classification	Position	Salary Range	Benefit % of Salary	Health Benefits as a % of Salary
Certificated	Principal	$80,000 - $110,000	24.76%	8.25%
	Assistant Principal	$65,000 - $80,000	22.8%	10.15%
	Bilingual/Intervention Coordinator	$55,000 - $70,000	22.8%	12%
	Teachers	$50,100 - $81,131	13.75%	13.17%
Classified				
	Office Manager	$33,000 - $50,000	24.25%	20%
	Office Clerk	$9-$11/hr	24.25%	35.25%
	Records Clerk/ IEP support	$11-$14/hr	24.25%	28.84%
	Special Education Assistants	$12-$16/hr	18.2%	Na
	Teaching Assistants	$12-$15/hr	18.2%	Na
	Food Clerk	$9-$11/hr	18.2%	Na
	Campus Aide	$9-$11/hr	18.2%	Na
	Custodians	$9-$11/hr	18.2%	Na
	Parent Coordinator	$30,000-$50,000	24.25%	22%

- Please note "Benefit % of Salary" includes State Retirement, vacation, sick time, and holidays only.
- Special Educations Assistants, Teaching Assistants, Food Clerks, Campus Aides, and Custodians will all be Part Time positions and therefore ineligible for Health Benefits.

Camino Nuevo Charter Academy
Principal

Location:
Supervisor: CAO
Work Periods: Full time, 12 month, Exempt
Direct Supervision Exercised: All site staff, other staff as assigned
Class: Certificated, Administrator

Description:
The Principal serves as the educational leader, responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program and to administer the program in accordance to school board policies and administrative rules and regulations. He/She is expected to embody, promote and lead Camino Nuevo's mission, vision and policies.

Essential Functions:
- Facilitate the development of a school-wide vision, with measurable goals and a positive school culture.
- Maintain high standards for student performance.
- Enable the school to meet improvement standards and other goals and obligations established in the charter.
- Develop and maintain positive relationships with parents, family and students including monitoring student progress and ensuring that students are aware of academic expectations.
- Manage staff and employees at the assigned school site. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional development needs. The Principal must also conduct periodic evaluations on performance, providing relevant and timely feedback.
- Develop, coordinate, and assess instructional programs including standards-based core curriculum, intervention programs, special education program, master plan for English Learner students
- Develop and implement a professional development plan that is relevant and meaningful for instructional personnel.
- Supervise school-wide curriculum and assessment mapping including regular student achievement data analysis
- Ensure smooth running of daily school operations, which includes managing crises effectively, maintaining discipline and order in the school and most importantly ensuring the overall safety and security of the school.
- Supervise and support all parent participation programs including volunteer program, Parent Institutes, and family evaluations.
- Recruit, evaluate, and manage staff including certificated teaching staff, classified staff, and special programs classified assistants.
- Develop Master Schedule in alignment with instructional program needs and supervise implementation of schedule
- Develop and manage school budget.
- Develop and supervise student support services including Coordinate Support Team, Student Success Team, Student Council, visual and performing arts program, after school program, health services, and technology support services.
- Supervise and support all compliance related reporting including categorical programs (Title I, Bilingual), Civil Rights Compliance, Federal Meal Program.
- Ensure the school is fully enrolled and supervise enrollment, admissions and attendance procedures and records.
- Other duties as needed and/or assigned

Other Duties:
- Cooperate with outside evaluators in their efforts to assess the school's performance by establishing strong systems for data management and analysis and making the same available to the evaluators. The Principal shall assist the CEO/Executive Director in developing and implementing a school accountability plan.
- Attend and prepare any information needed for each scheduled CNCA Board meeting.
- Demonstrate a commitment to the good of the whole organization by making two significant contributions during

Camino Nuevo Charter Academy intends that all qualified persons shall have equal opportunity for employment and promotion.
Camino Nuevo Charter Academy 2008-2009

Camino Nuevo Charter Academy
Principal

the year that directly benefit the other school sites.

- Support the Public Relations efforts of the school by attending to visiting guests and donors, forwarding information about their site for use in promotional literature and representing the school at off-site fund raising events, conferences and symposiums (about one per quarter).
- Meet with the school's executive leadership (including the other Principals) on a regular basis for planning and training purposes.
- Assist with Development needs by helping to edit and/or assigning site-based staff members to write portions of grants or other documents.
- Prepare a site budget for the each fiscal year with input from faculty and parents and present it to the CEO/Executive Director by March 31 of each year.
- Serve as the primary liaison for the respective campus landlord except in cases dealing with rent negotiations and other significant issues that may require assistance from the Executive Director.
- Serve on school site and charter governance bodies including Site Based Council and others as appropriate.

Job Specifications:
- Ability to develop and maintain a positive school culture.
- Ability to define and articulate a school philosophy aligned with the CNCA vision.
- Ability to inspire and support staff to continuously strive toward the CNCA vision.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Ability to ensure the effective implementation of mission-critical activities, based on school performance goals
- Ability to nurture high performing teams by demonstrating effective and dynamic leadership.
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to promote on-going professional growth.
- Ability to work with students and to motivate and engage them in a positive way.
- Ability to maintain effective discipline and fosters a safe learning environment.

This job description encompasses the general duties and responsibilities of a Principal. An additional addendum to this job description may be outlined to list additional site specific responsibilities.

Camino Nuevo Charter Academy
Assistant Principal

Location:
Supervisor: Site Principal
Work Periods: Full time, 12 month, Exempt
Class: Certificated, Administration

Description:
The Assistant Principal will assist the site principal in the overall administration of the instructional program and school operations. He/She will use leadership, supervisory, and administrative skills to promote increased academic achievement and continuous professional growth. The assistant principal is responsible for the school during the absence of the principal.

Essential Functions:
- Model respectful, professional relationships and promote collegial school climate
- Support the implementation of school-wide vision, goal setting and positive school culture
- Support the cycle of continuous improvement by providing instructional leadership and regularly analyzing key data indicators
- Plan and facilitate professional development activities that promote a culture of growth and collaboration
- Coordinate school-wide assessment mapping including regular student achievement data reporting and analysis.
- Supervise the coordination of student support services including Coordinate Support Team and Student Success Team.
- Oversee implementation of Special Education services and serve as administrative designee for IEP meetings as needed.
- Supervise student intervention programs including standards-based promotion, school day programs and before/after school
- Support all compliance related reporting including categorical programs (Title I, Title III), Civil Rights compliance, Federal Meal Program, NCLB, etc.
- Direct and implement safe schools program including emergency operations and student discipline.
- Develop and oversee student supervision schedules including recess and lunch supervision, before school, rainy day schedules, etc.
- Oversee and coordinate the implementation of the Promotion and Retention Policy
- Develop, implement and maintain master schedule.
- Coordinate implementation and/or implement school policies.
- Oversee the maintenance of all Enrollment and Admissions, Attendance and Meal Program procedures and records
- Supervise after school program.
- Act as on-site administrator when principal is off-site.
- Other duties as assigned.

Other Duties:
- Hire, evaluate and manage office staff including classified staff, teaching assistants and special programs classified assistants as assigned.
- Supervise and coordinate all school operations, facility maintenance and other facility needs.
- Serve as member of school wide committees and Site Based Council.
- Assist with grant proposals and facilitate partnerships with community organizations when appropriate.
- Perform Site specific duties and responsibilities assigned by the Principal at the beginning of the school year
- Other duties as needed and/or assigned

Job Specifications:
- Ability to define and articulate a school philosophy aligned to the CNCA vision

Camino Nuevo Charter Academy intends that all qualified persons shall have equal opportunity for employment and promotion.
Camino Nuevo Charter Academy 2008-2009

Camino Nuevo Charter Academy
Assistant Principal

- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Ability to communicate effectively with students, parents, and all staff members.
- Ability to prioritize mission critical tasks, based on school performance goals.
- Ability to work with students and to motivate and engage them in a positive way.
- Ability to demonstrate leadership and project management skills needed to facilitate a group or project

This job description encompasses the general duties and responsibilities of the Assistant Principal. An additional addendum to this job description may be outlined to list additional site specific responsibilities and will be provided by the site Principal.

Camino Nuevo Charter Academy
Bilingual/Intervention Coordinator

Location:
Supervisor: Site Principal
Work Periods: Full time, 12 month, Exempt

Description:

With the goal of closing the achievement gap within the student-body at Camino Nuevo and between students from our community and others in higher-income areas, the Bilingual/Intervention Coordinator will support teacher-led differentiation in classrooms and design/manage the out-of-classroom interventions we are providing to our students who are below grade-level and/or credit deficient.

Essential Functions:
- Model respectful, professional relationships and promote a collegial school climate.
- Support the implementation of school-wide vision, goal setting and positive school culture.
- Analyze school-wide student achievement data to determine areas of need for intervention.
- Implement and oversee Academic Intervention Programs
- Collaborate with teachers to develop intervention plans for students who are below grade-level and/or struggling with to meet teacher expectations.
- Design effective structures for intervention within and outside of the general school day.
- Hire, train, support and evaluate Intervention Teachers – working to ensure that they are effectively addressing the core academic needs of their group and motivating them to participate.
- Facilitate Student Success Team (SST) meetings and ensure that next steps are accomplished
- Support standardized testing training and administration as needed.
- Provide teacher support to teachers in the bilingual program and Intervention.
- Oversee Student Discipline and Incentive Programs, K-3.
- Monitor and Maintain instructional resources for bilingual program and intervention programs.
- Promote a positive K-3 student culture and discipline through an emphasis on community circle structure.
- Collaborate with IEP Coordinator and support providers.

Other Duties:
- Participate actively in school-wide events as a member of the Site Leadership Team.
- Instructional Cadre membership
- Partner with RSP and special education teachers to ensure that student needs are being met.
- Facilitate professional development regarding intervention & bilingual instruction.
- Evaluate the quality & support the adoption & implementation of effective curriculum.
- Partner with members of the Site Leadership Team to further the professional learning of the group.
- Gather & maintain organized library of intervention resources for teachers.
- Support all teachers in developing in class interventions as needed.
- Research & identify professional development opportunities outside of school for struggling teachers.
- Other duties as assigned.

Desired Qualifications:
- Demonstrate the ability to analyze data and identify key areas for intervention.
- Demonstrate the ability to motivate teachers to implement intervention strategies in their classrooms.
- Demonstrate ability to work with students and to motivate and engage them in a positive way.
- Exemplify the respect and humility required to work effectively with families and members of the community.
- Demonstrate ability to develop and maintain positive, productive relationships with school staff.
- Bilingual in Spanish preferred.
  This job description encompasses the general duties and responsibilities of a Bilingual/Intervention Coordinator. An additional addendum to this job description will be outlined to list additional site specific responsibilities.

Camino Nuevo Charter Academy
Parent Coordinator

<u>Location:</u>
<u>Supervisor</u>: Principal
<u>Work Periods</u>: Full Time, 12 month, exempt

Essential Functions:

General Oversight:
- Parent outreach and Support Services
- Site Based Council
- Health and Social Service Programs
- Community Liaison

Teacher Support:
- Consistent Communication regarding parent and student support services and initiatives

Student Body:
- Health and social services case management
- Coordinate mandated health screenings

Assessment and Data:
- Monitor and analyze parent satisfaction, programs, and attendance statistics
- Family Evaluations

Parent and Community Outreach:
- Parent referrals for social and health services, including glasses and school uniforms
- Community Outreach and Partnership liaison, including Didi Hirsch, health clinic, and LA/CDC interns
- Coordinate Parent Institutes, Workshops, Coffees, Volunteer Recognition Ceremony, etc.
- Oversee Parent newsletter
- Implement Latino family Literacy project for the 2007-2008 school year

Operations:
- Monitor the master schedule for the family center
- Monitor parent and community volunteer hours

Compliance:
- Complete health reports

Other Duties:
- Maintain Positive School Culture for all Stakeholders
- Create and Implement Emergency drill schedule
- Oversee Emergency preparedness plan
- Other duties as assigned.

Desired Qualifications:
- Ability to communicate effectively in Spanish and English both written and orally.
- Ability to satisfy deadlines with a high level of initiative, accuracy and attention to detail.
- Ability to maintain accurate records and create reports as needed.

Camino Nuevo Charter Academy
Teacher

Location:
Supervisor: Principal
Work Periods: Full time, 11 month, Exempt

EXHIBIT A: CNCA TEACHER JOB DESCRIPTION

Teachers are employed for a work day consisting academic instruction and other program activities such as but not limited to assemblies, reading block, advisory, iConnect, iRead, team and staff planning meetings, and Community Dialogue. They are entitled to planning time as defined in Article 6 of the agreement, but they may occasionally be required to attend meetings essential to the needs of individual students during that time (e.g. IEP meetings) without further compensation.

Basic Responsibilities include, but are not limited to:
- Teachers are expected to work collaboratively in teams, grade-levels, and at times in whole-staff configurations.
- Teachers are expected to aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards.
- Teachers will regularly provide written documentation of professional lesson planning in line with the school's rubric of expectations, including a year-long pacing plan that will be submitted by October 1.
- Teachers will work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible.
- Teachers will create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed.
- Teachers are expected to keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.
- Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Teachers are expected to maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.
- Teachers are expected to take responsibility for their own Professional Growth and evidence of growth will be a required part of the teacher evaluation process in the framework of year-long goals.
- Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Teachers will create and maintain a nurturing and engaging classroom environment.
- Teachers are expected to support the school's mission, vision and policies and to promote and enforce the same.
- Teachers are responsible for all other tasks related to improving student achievement and offering powerful learning opportunities.

Camino Nuevo Charter Academy
Office Manager

<u>Location:</u>
<u>Supervisor:</u> Site Principal
<u>Work Periods:</u> Full time, 12 month, Exempt
<u>Direct Supervision Exercised</u>: Office support staff, food services staff and other staff as assigned

Essential Functions:
- Oversee day to day operations of the Main Office(s).
- Develop and implement office procedures to ensure safe, efficient and effective operations.
- Develop and maintain office / school procedures including the preparation and dissemination of information and functional supervision of the implementation of school policies and procedures including maintaining appropriate logs.
- Facilitate new student enrollment.
- Maintain student records for attendance and the meal program including reporting.
- Oversee maintenance of student records including cumulative folders, SIS & Powerschool databases and assist with completion of compliance reporting.
- Facilitate school-wide communication including Master Calendar maintenance, Weekly Staff Bulletin generation and distribution, and other communication as assigned.
- Oversee office support services and equipment including maintenance of machines (copiers, laminator, etc.).
- Supervise assigned clerical staff including the cafeteria clerks.
- Maintain, order and distribute office and classroom supplies as needed.
- Implement system for billing, collection of money and tracking of school fundraising accounts.
- Coordinate substitute teacher requests and related tasks.
- Attend to student and parent needs and maintain records of services provided.
- Coordinate facilities requests, to maintain safe learning environments, and report to facilities designee.
- Provide support to Administration.
- Positive representation of school and organization in personal and telephone contacts and meetings.
- Promote and model respectful professional climate/relationships.
- Maintain professional main office environment.
- Other duties as assigned.

Other Duties:
- Parent newsletter and communication duplication and distribution.
- Arrange bus transportation and lunches for field trips.
- Serve as the office liaison to ExED
- Assist with translation in meetings and other settings, i.e. SSC
- Other duties as assigned.

Job Specifications:
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Ability to adapt to changing work priorities.
- Ability to read, interpret, and follow rules, regulations, policies and procedures.
- Ability to satisfy deadlines with a high level of initiative, accuracy and attention to detail.
- Ability to maintain accurate records and create reports as needed.

Selection and Hiring Process

A. Research and establish job qualifications for open position

B. Job Posting is created, opening is announced and recruiting begins.

C. Recruitment Process: CNCA engages in intensive efforts to attract a large and diverse pool of prospective candidates both from internal sources and external sources. Strategies include:

   1. Recruit highly qualified candidates from neighboring school districts and relieving schools.
   2. Recruit graduates of school leadership programs
   3. Participate in various job fairs specifically to education
   4. Job Postings are posted on the following websites:
   >   EdJoin Website
   >   Loyal Marymount University School of Education
   >   Teach for America
   >   USC Rossier School of Education
   >   Pepperdine School of Education
   >   University of California, Los Angeles School of Education
   >   California Charter School Association
   >   Charter Schools Development Center
   >   CAL State, Long Beach School of Education (bilingual educators)
   >   Charter Schools Development Center
   5. CNCA Website

D. Selection Process:
   1. Resumes are received
   2. Applicants are screed for qualifications
   3. All qualified applicants are forwarded to the Hiring Committee

E. Before interviews take place the Hiring Committee identifies "success factors"
   -   Determine what behavior and attitudes a new hire needs in order to do the job well and fit into the culture of CNCA
   -   Ideas are shared with other administrators and employees to gain consensus.
   -   Once consensus is reached, success factors are used to design job interview questions.

F. Conduct Interviews

- Schedule applicants for interviews.
- 1st, 2nd, and if necessary 3rd round interviews take place- during this process lessons are observed, writing samples are collected and data analysis assessments take place.
- Interviews are conducting by the Interview Committee

G. Candidate is selected and recommendation is made to the CEO or designated principal.

H. Offer of employment is made to selected candidate once references have been verified. Candidate is informed of the recommendation to move them to the next level of the process. "Recommendation to Hire" form is submitted by the Principal to Human Resources to begin processing candidate.

I. Final offer of employment will be made from HR office once new hire paperwork has been filled out and TB test and DOJ have been cleared.

J. All candidates must complete all pre-employment requirements and paperwork prior to beginning work (Clear Fingerprints, TB test, W-4, Photo ID, SS card, I-9, etc.). New teachers are asked provide a verification of employment confirming years of experience.

K. Once employee complete new hire paperwork and clearance is received, employment contract is generated.

Camino Nuevo Charter Academy - Startup Plan - CRES #15	2010								
	Jan	**Feb**	**March**	**April**	**May**	**June**	**July**	**August**	**Sept**
School Leadership									
Principal Candidate Job Description Developed	▓	▓							
Principal Candidate Job Description Disseminated		▓							
Principal Candidates First and Second Interviews		▓	▓						
Principal Hired			▓	▓					
Principal Begins, focus on Curriculum, SPED, ELL plans, personnel				▓	▓	▓	▓		
Principal Plans School Year w Leadership Team						▓	▓		
Principal Leads Summer PD and Staff Orientation								▓	
Principal Leads Monthly Community Meetings						▓	▓	▓	
Human Resources									
Develop Job Descriptions-Classified	▓	▓							
Develop Job Descriptions-Certificated	▓	▓							
Post Job Descriptions-Class. & Certificated		▓	▓						
Human Resources Staff Selects Applicants for Interviews			▓	▓					
First Round Interviews			▓	▓	▓				
Supplemental Interview, Meeting, Presentations				▓	▓				
Staff Selected			▓	▓	▓	▓			
Offers of Employment Made					▓	▓			
New Hire Processing						▓	▓		
Hiring Completed							▓	▓	
All Staff Orientation								▓	
Finances									
Operational Budget Developed	▓	▓							
Accounting Plan Developed	▓	▓							
Operational Budget Finalized			▓	▓					
Operational Budget Ammended based on May budget revision					▓				
Operational Budget Approved by Board of CNCA						▓			
Accounts Established & Operative						▓	▓	▓	▓
Train Staff on fiscal policies and procedures					▓	▓	▓	▓	▓
Facilities & Operations									

Camino Nuevo Charter Academy - Startup Plan - CRES #15	2010								
	Jan	Feb	March	April	May	June	July	August	Sept
Facilities Agreement-Discussions with District commence			■	■					
Operations Agreement-Discussion with District commence			■	■					
Facilities Agreement-Discussions with District continue					■				
Operations Agreement-Discussion with District continue					■				
Facilities Agreement Finalized						■	■		
Operations Agreement-Finalized						■	■		
Site Access-contingent on DSA and Fire Marshall Approval							■	■	
FFE Installed							■	■	
Set up of Information Systems, Training, Commencement of use							■	■	■
Recruit and Enroll Students									
Identify Internal Recruitment and Enrollment Team			■	■					
Establish Policy and Procedures				■					
Update and Develop Enrollment Informational Materials				■	■				
Work with District MPD to receive student information				■					
Communicate with families to enroll in boundary students					■	■	■		
Organize Information Session for Parents/Community Members					■	■	■		
Outreach to students for purposes of enrollment					■	■			
Hold lottery if there are open seats and there is a need						■			
Family Orientation/Welcome to CNCA event(s)							■	■	
Policies and Procedures									
Work with District on new or ammended charter		■	■	■	■	■			
School Policies and Procedures developed				■	■	■			
Discipline Policy developed						■	■		
Parent & Student Manual developed and disseminated						■	■		
Staff Policies updated and disseminated						■	■	■	
Procurement									

Camino Nuevo Charter Academy - Startup Plan - CRES #15	2010								
	Jan	Feb	March	April	May	June	July	August	Sept
Needs Analysis conducted, books, supplies, other					▓	▓			
Agreements Finalized, Vendor Meetings and Discussions, Orders placed					▓	▓	▓		
Delivery of Material							▓	▓	▓
Instructional Plan, Proffessional Development									
Instruction Planning &Professional Development Needs Discussed & Assessed			▓	▓	▓				
Instruction Planning &Professional Development Program Development				▓	▓	▓			
Professional Development Program Finalized					▓	▓			
Summer PD Institute							▓	▓	
							▓	▓	
Grade Level and Content Area Meetings and Shared Planning									
Pacing Plans Developed							▓	▓	▓

Fiscal Policies and Procedures Handbook

CAMINO NUEVO CHARTER ACADEMY

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CHARTER SCHOOL
FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Governing Board of Camino Nuevo Charter Academy (CNCA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CNCA to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1.   The Governing Board formulates financial policies and procedures, delegate's administration of the policies and procedures to the Chief Executive Officer and reviews operations and activities on a regular basis.
2.   The Chief Executive Officer has responsibility for all operations and activities related to financial management.
3.   Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4.   All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5.   All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6.   The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency, State Controller's Office, County Superintendent of Schools, and California Department of Education. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.
7.   The Governing Board can appoint someone else to perform the Chief Executive Officer's responsibilities in the case of absence.

Annual Financial Audit

1.   The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th).
2.   Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3.   The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4.   The audit shall include, but not be limited to:
        a.   An audit of the accuracy of the financial statements
        b.   An audit of the attendance accounting and revenue accuracy practices
        c.   An audit of the internal control practices

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PURCHASING

1.   The Chief Executive Officer may authorize expenditures and may sign related contracts within the approved budget. The Executive or designee must review all expenditures. This will be done via review of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must approve contracts over $75,000.

2.   The Chief Executive Officer or Site Principal/Program Director must approve all purchases. Purchase requisitions, authorizing the purchase of all purchases except by credit card and petty cash, must be signed by the Chief Executive Officer or Site Principal/Program Director and submitted to ExED with the related invoice.

3.   When approving purchases, the Chief Executive Officer or Site Principal/Program Director must:
      a.   Determine if the expenditure is budgeted
      b.   Determine if funds are currently available for expenditures (i.e., cash flow)
      c.   Determine if the expenditure is allowable under the appropriate revenue source
      d.   Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
      e.   Determine if the price is competitive and prudent. All purchases over $5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services

4.   Any individual making an authorized purchase on behalf of the school must provide appropriate documentation of the purchase.

5.   Individuals other than those specified above are not authorized to make purchases without written pre-approval.

6.   Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

7.   The Chief Executive Officer may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Chief Executive Officer and/or Governing Board.
      a.   The school card(s) will be kept under supervision of the person whose name it's under. In the exception that receipts are not available or are "missing", the individual will complete a "missing receipt" form and may petition the authorization of the expense from the Chief Executive Officer. Should the Chief Executive Officer be required to complete a "missing receipt" form authorization must be granted from the Board President.
      b.   The employee is responsible for any items or goods purchased via credit card.
      c.   Credit cards will bear the names of both CNCA and the authorized employee or board member.
      d.   Debit cards are not allowed.

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Petty Cash

1.   The Site Principal/Program Director will manage the petty cash fund.
2.   The petty cash fund will be capped at $250.
3.   All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Site Principal/Program Director and Office Manager will have keys to the petty cash box and drawer or file cabinet.
4.   All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5.   ExED will ensure that the petty cash slip is properly completed and that a proper receipt is attached.
6.   At all times the petty cash box will contain receipts and cash totaling $250. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Site Principal/Program Director within 48 hours of withdrawing the petty cash.
7.   When expenditures total $125 (when cash balance is reduced to $125), the Office Manager will total the disbursements, and complete a petty cash reimbursement form and obtain the Site Principal/Program Director's signed approval. The petty cash slips and supporting receipts will be attached to the reimbursement request form and submitted to ExED.
8.   Petty cash fund reimbursement checks will be made payable to the Site Principal/Program Director.
9.   Any irregularities in the petty cash fund will be immediately reported in writing to the Chief Executive Officer.
10. Loans will not be made from the petty cash fund.
11. ExED will conduct weekly counts of the petty cash fund.

Contracts

1.   Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2.   Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000.
     a.   Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3.   Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
     a.   Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Chief Executive Officer may also require that contract service providers list the school as an additional insured.
4.   If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Office Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to ExED.
5.   The Chief Executive Officer will approve proposed contracts and modifications in writing.

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6. Contract service providers will be paid in accordance with approved contracts as work is performed.

7. The Chief Executive Officer will be responsible for ensuring the terms of the contracts are fulfilled.

8. Potential conflicts of interest will be disclosed upfront, and the Chief Executive Officer and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Accounts Payable

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Chief Executive Officer or Site Principal/Program Director for approval.

2. The Chief Executive Officer or Site Principal/Program Director will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to ExED with the invoice. ExED will adjust the invoice for any missing items noted on the packing list before processing for payment.

3. Once approved by the Chief Executive Officer or Site Principal/Program Director, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be picked up by ExED on a weekly basis (Chief Executive Officer or Site Principal/Program Director should be aware of invoice due dates to avoid late payments). ExED will then process the invoices with sufficient supporting documentation.

4. The Chief Executive Officer may authorize ExED to pay recurring expenses (e.g. utilities) without the Chief Executive Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to ExED in writing and updated on an annual basis.

Bank Checks

1. The Governing Board will approve, in advance, the list of authorized signers on the school account. The Chief Executive Officer, Board President and any other employee authorized by the Governing Board may sign bank checks within established limitations.

2. The Governing Board will be authorized to open and close bank accounts.

3. ExED and the Chief Executive Officer will be responsible for all blank checks and will keep them under lock and key.

4. When there is a need to generate a bank check, the Chief Executive Officer will send appropriate approved documentation to ExED.

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5.   Once approved by the Chief Executive Officer or Site Principal/Program Director, ExED processes checks based on the check authorization, and the Vice President, Finance and Accounting at ExED assigned to the school checks with the Chief Executive Officer's facsimile signature stamp.
6.   The Chief Executive Officer and Board President will co-sign checks in excess of $20,000 for all non-recurring items.
7.   Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8.   ExED will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9.   ExED will distribute the checks and vouchers as follows:
   a.   Original – mailed or delivered to payee
   b.   Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
   c.   Cancelled Checks – filed numerically with bank statements by an ExED accountant.
   d.   Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to ExED who will attach any other related documentation as appropriate.

Bank Reconciliation

1.   Bank statements will be mailed directly from the bank to the Vice President, Finance and Accounting at ExED assigned to the school.
2.   ExED will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3.   An ExED accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4.   The ExED accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at ExED assigned to the school and the Chief Executive Officer.
5.   The ExED accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at ExED assigned to the school.

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ACCOUNTS RECEIVABLE

1.   Documentation will be maintained for accounts receivable and forwarded to ExED.
2.   Accounts receivable will be recorded by ExED in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1.   For each fundraising or other event in which cash or checks will be collected, the designated Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
   a.   The Designated Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
   b.   The cash, checks, receipt book, and deposit summary must be given to the school Site Principal/Program Director by the end of the next school day, who will immediately put the funds in a secure, locked location.
   c.   Both the Designated Coordinator and the Office Manager and/or Site Principal/Program Director will count the deposit and verify the amount of the funds in writing.
2.   Cash/checks dropped off at the school office(s) will be placed directly into a lock box by the Office Manager.
   a.   All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
   b.   The Site Principal/Program Director and Office Manager will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
   c.   The lock box will be emptied at least one time per week, corresponding to days when ExED visit the school sites for deposit pick-up.
3.   Mail received at the school must be date stamped and routed to appropriate recipient.
   a.   For any cash or checks received in the mail, the Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
4.   Once a week, the Site Principal/Program Director will log cash or checks received into the pre-numbered Cash Receipts Log. The Cash Receipt logs will be picked up ExED during the weekly site visit and initialed by an ExED accountant in the presence of the Site Principal/Program Director.
5.   All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; CNCA; Bank Name; Bank Account Number, Date Received by the School."
6.   A deposit slip will be completed by an ExED accountant and initialed by the Vice President, Finance and Accounting at ExED assigned to the school for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
7.   Deposits will be made weekly by ExED. All cash will be immediately put into a lock box.
8.   The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and filed and recorded weekly by ExED.

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Volunteer Expenses

1.   All volunteers will submit a purchase requisition form to the Chief Executive Officer or Site Principal/Program Director for all potential expenses.
      a. Only items with prior written authorization from the Chief Executive Officer or Site Principal/Program Director will be paid/reimbursed.

Returned Check Policy

1.   A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by ExED or the Chief Executive Officer, payment of the NSF check and processing fee must be made by money order or certified check.
2.   In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3.   In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Chief Executive Officer and/or Governing Board.
4.   If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Chief Executive Officer and/or Governing Board.

Personnel

1.   The Director of Human Resources will be responsible for all new employees completing or providing all of the items on the attached New Hire Checklist.
2.   The Director of Human Resources will be responsible for maintaining this information in the format as shown on the New Hire Checklist.
3.   An employee's hiring is not effective until the employment application, livescan fingerprinting, form W-4, form I-9, and health insurance forms (if applicable) have been completed.
4.   A position control list will be developed during budget season and used to report salary expenditures monthly. ExED will notify the Chief Executive Officer of any variances to the position control via a Budget to Actual Income Statement throughout the year.

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PAYROLL

Timesheets

1. All hourly "non exempt" employees are required to clock-in using the electronic time clock system. In the event that the time clock system is unavailable, employees are required to clock-in manually, using a timecard/timesheet. The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets/timecards will be submitted to the supervisor on the last working day of the designated payroll period.
3. Late timesheets will be held until the next pay period.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to non exempt employees and is defined as hours worked in excess of forty (40) hours within a workweek. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances.

Payroll Processing

1. For hourly employees using a timesheet, they must sign timesheets to verify appropriate hours worked. The Site Principal/Program Director or Chief Executive Officer will approve these timesheets. The signatory supervisor will submit the timesheets to the Director of Human Resources who will verify the calculations for accuracy. Timesheets are due no later than, the day after, the last working day of the designated payroll period.
2. For hourly employees using the electronic time clock system, their timesheet will be printed and included in the payroll summary, every pay period. All summaries will be approved by the Site Principal/Program Directors.
3. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Director of Human Resources will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. Substitutes are required to fill out a "Substitute Payment Request" form on a daily basis, indicating the number of days

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worked per week. At the end of every month, the Office Manager will verify timesheets for the entire month and obtain approval from Site Principal/Program Director. The approved payment request forms are then submitted to the Human Resources Department no later than the last working day of the month.

5. All special program hours must be recorded on a timesheet and submitted to the program supervisors for approval. All approved timesheets must e submitted to the Human Resources Department for payroll processing no later than the last working day of the month.

6. All stipends must be approved by the Site Principal/Program Director or Chief Executive Officer using a "Stipend Authorization Form" and submitting to the Director of Human Resources for processing. The Director of Human Resources will notify ExED of all authorizations for approved stipends.

7. Director of Human Resources will prepare the payroll summary based on the approved timesheets and electronic timesheets. The payroll summary provides the Site Principal/Program Director a snapshot overview of what is being paid in regular hours, overtime hours, substitute hours, intervention hours, and other special programs.

8. The payroll checks will be delivered to the school. The Site Principal/Program Director will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. Director of Human Resources will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.

2. Director of Human Resources will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Chief Executive Officer, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
   a. The designated school employee will immediately notify the Site Principal/Program Director or the Chief Executive Officer if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
   b. All employees are required to complete a Staff Absence Report for any instance when not fulfilling work schedule.
   c. Records will be reconciled semiannually or at the request of the employee within a reasonable timeframe. Each employee must maintain personal contemporaneous records.

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EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within fourteen (14) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to ExED.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Chief Executive Officer or Site Principal/Program Director must sign expense reports.
5. Chief Executive Officer expense reports should be approved by the Board President and always be submitted to ExED for processing and payment
6. Expenses greater than two months old will be reimbursed at the discretion of the Chief Executive Officer or Site Principal/Program Director.

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Chief Executive Officer or Site Principal/Program Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Chief Executive Officer or Site Principal/Program Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Chief Executive Officer or Site Principal/Program Director for approval and then on to ExED for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

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Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The Chief Executive Officer will approve and sign the expense report, and submit it to the ExED for payment.

Telephone Usage

1. Employees will not make personal long distance/international calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.
3. Cell Phone assignments will be approved by the Chief Executive Officer.
4. Reimbursement amount for personal phone will be predetermined on an annual basis.

Finance

Financial Reporting

1. In consultation with the Chief Executive Officer, ExED will prepare the annual financial budget for approval by the Governing Board.
2. ExED will submit a monthly balance sheet and monthly revenue and expense summaries to the Chief Executive Officer including a review of the discretionary accounts and any line items that are substantially over or under budget ($5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. ExED will provide the Chief Executive Officer and/or Governing Board with additional financial reports, as needed.

Loans

1. The Chief Executive Officer and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Chief Executive Officer before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

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FISCAL CONTROL POLICIES AND PROCEDURES

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
2. ExED will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Reserves /Insurance/Liabilities/Assets

Funds Balance Reserve

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. ExED will provide the Chief Executive Officer with balance sheets on a monthly basis. It is the responsibility of the Chief Executive Officer and the Governing Board to understand the school's cash situation. It is the responsibility of the Chief Executive Officer to prioritize payments as needed. The Chief Executive Officer has responsibility for all operations and activities related to financial management.

Insurance

1. ExED will work with the Chief Executive Officer to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Chief Executive Officer and ExED will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Chief Executive Officer and ExED will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

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Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of $1,000 or more and with a useful life of more than one year.
2. ExED will file all receipts for purchased asset.
3. ExED will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. ExED will take a physical inventory of all assets at least 30 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Chief Executive Officer will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Chief Executive Officer will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
    a. Parked in the parking lot during school hours
    b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
    a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
    b. If a parent or other visitor causes damage, that individual is responsible.
    c. If an employee causes damage, the employee is responsible.
    d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.